

Record of Pupil Premium grant spending by initiatives 2018/19 Forwards Centre

Item/Project	Rationale	Cost	Objective/description	Outcome
Pastoral deputy head, counsellor and mentor	<p>The deputy head coordinates support for pupils and families through the Early Help process. The Forwards Centre runs active, open Early Help meetings for all children who are not LAC or on a child protection plan. This involves coordinating the work of a wide range of services. We provide both children and families with access to a counsellor. This is individual support for children and group/individual for parents. It also includes working with families to improve attendance and supporting children who are struggling to engage in class to turn behaviour around quickly and return to class. This includes the collating and acting on data</p>	<p>Pastoral deputy head Pastoral mentor £41000</p> <p>Counselling £2500</p>	<p>To improve outcomes by using the Early Help process to coordinate the work of services around a child and family.</p> <p>To improve attendance by responding quickly when a child does not arrive in the centre and working with child and family to address this.</p> <p>To use pastoral data to inform practice and improve outcomes for all pupils.</p> <p>To improve engagement of children through</p>	<p>The strong relationships which staff develop with children and families often allow staff to anticipate needs before crisis point. Parents comment that the centre staff go beyond working with the child and help and support the family. This is evidenced through our parent group and the centre facilitation of the 'Who's in Charge?' programme which is specifically designed to support and safeguard those families where children are violent towards parents and family members.</p> <p>Pupils are kept safe through a multi-agency approach. Leaders are persistent in cases where the centre is concerned for a pupil's welfare.</p> <p>Highly effective relationships with other agencies and with parents</p>

	<p>with regards to attendance, medical issues and the use of positive physical intervention.</p>		<p>individual/group counselling with pupils/families</p>	<p>ensure that pupils are kept safe and their welfare needs are met. All pupils in the centre are supported via multi-agency involvement using the Early Help process, child protection plans or Looked After Children plans. Pupils value their time in centre and the majority rarely miss a day unless it is for appointment with an outside agency. Those whose attendance was poor in mainstream school begin to attend more as they reengage with education and barriers to learning are removed. The average positive swing in attendance is 16% compared with attendance in prior settings. Feedback from parents demonstrate an impact of the work beyond the centre and often report significant improvements in children's presentation at home. Parents value the regular contact with key workers and the biweekly parents' group which gives them an opportunity to meet other parents and work with trained staff on programmes such as 'Who's in Charge?'</p>
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Uniform	The Forwards Centre pupils are typically excluded from their primary schools and travel out from their local community every day. This means that their sense of belonging and the support networks and friendships that they have built up over years are suddenly not there for them. We provide each child with a uniform on arrival to help them quickly develop a sense of belonging that is missing.	£500	To promote a sense of belonging in the children as they arrive in the centre and become detached from the friendship groups and support networks in their communities.	Ensuring that all children have a uniform before they arrive adds to their sense of welcome and acceptance and supports the rapid cessation in challenging behaviour as they fit in with the social norms of the other children in the centre.
Activities aimed at developing cultural awareness and positive identity	The centre's cultural offer ensures that children have the chance to understand the range of cultural influences that have shaped their heritage and develop a fully rounded appreciation of the world around them. The centre works as an active member of the Bolton Educational Cultural Partnership to ensure that, amongst other things, every child attending the centre has the cultural opportunities to visit the Imperial War Museum, Bolton Museum, and Octagon Theatre and to work	£6000 £500	To develop children's appreciation of their cultural heritage and develop a rounded appreciation of the world around them To build identity through the gradual recognition of consistent positive behaviour over time.	Pupils' pride in their good behaviour is clear to see as they wear their bronze, silver and gold badges openly and take great pride in receiving a Forwards centre hoodie for long term positive behaviour. Pupils' physical and mental well-being are developed well through outdoor activities, street dance, hairdressing, singing, art and the opportunity to learn a musical instrument. Regular opportunities to cook develop an accurate understanding of healthy eating. Pupils' cultural capital is developed through the centre's cultural offer

	with professional musicians and artists. When run a reward system which recognises the number of consecutive days of positive behaviour a child has achieved. We reward with badges at 5 days, 15 days and 30 days. At 60 days the child receives and is entitled to wear a Forwards Centre hoodie. They do so with pride and each step is important on the road to building a positive identity.			which includes trips to Bolton museum, the Imperial War Museum and the theatre.
Social Snack Time	When pupils arrive in the centre each morning, we provide them with something to eat. This is a time when the children and staff in each room come together and chat. It promotes a sense of community and belonging within the centre as well as ensuring that every child starts the day with something to eat. We then provide the children with fruit during the day.	£2000	To improve the sense of belonging by ensuring that the children come together as a group to eat when they arrive in the centre To improve concentration levels by ensuring that children are not hungry when they arrive and throughout the day.	Children have a clear understanding of the social conventions of primary school life. The centre provides explicit learning about these conventions such as lining up, moving around the building and eating together. Clear processes at the start of each school day contribute to pupils' personal development and welfare. All staff ensure that pupils receive a warm welcome each morning and eat breakfast together.
PPG		£48,180		
Projected Spend		£51,500		

