

Pupil premium strategy statement – Forge Valley School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1250 (Y7-11)
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	John Watson, Head of School
Pupil premium lead	Anna Hart
Governor / Trustee lead	Steve Andrews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£354,750
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£354,750

Part A: Pupil premium strategy plan

Statement of intent

Forge Valley is a safe, inclusive learning community where pupils and staff learn and thrive together. Our ethos is based upon everyone striving to become their very best. We have the ambition that every child achieves their life chances and dreams. The improvement of Pupil Premium outcomes is an essential element to ensuring that that everyone can become their best. Our Pupil Premium Plan aims to address the main barriers our pupils face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

At Forge Valley the proportion of Pupil Premium students has steadily increased in the last 3 years however it is in our KS4 children where we see the most PP students with a different of 4% from Y7 in comparison to Y11. The last 2 years however we have seen a push up in Y7 and Y8 which would indicate numbers of PP students creeping up to those 2021 and 2022 cohorts of children. Overall PP % stands at almost 30% which has risen from 27% in 23/24. PP eligibility is currently 29% in Year 7 and 28% in Year 8, compared to 33% in older year groups.

As a school, we are committed to providing an inclusive learning environment where every student can succeed. We recognise that strong attendance is fundamental to academic achievement, and that there is no attainment gap between disadvantaged and non-disadvantaged pupils when attendance is high.

For this reason, we have identified attendance as our key priority for this academic year. Being present in school not only supports students in achieving strong academic outcomes, but also ensures they benefit from a wide range of powerful learning experiences. These experiences help to shape them into confident, responsible and active members of society.

The INOVA School Excellence Strategy vision is to ensure that every child, regardless of background or starting point, thrives through equitable access to outstanding education. The Key Performance Indicators established in the INOVA School Excellence Strategy focus on tackling disadvantage and drive the Challenges within this Strategy Statement.

Our ultimate objectives are that our disadvantaged pupils attain superb outcomes in line with their non-disadvantaged peers, through equitable access to excellent teaching. We will also provide cultural capital 'Powerful Moments' to enhance their sense of belonging to school and ensure readiness for life in an ever-changing world – a platform for social mobility.

Our principles for tackling disadvantage have been established in partnership with national expert Marc Rowland, through the Learn Sheffield 'Making the Difference' programme:

- We will prioritise equity of access to excellent teaching provision, understanding that quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.
- Targeted academic support will be data driven; care will be taken to ensure that participation in intervention does not involve pupils being withdrawn from other crucial activities.
- Wider strategies will focus on ensuring that our disadvantaged pupils feel a sense of belonging, reflected through strong attendance – this is key for securing excellent outcomes.

- We will take an empirical approach, with activities grounded in research. We will objectively measure impact through data, observation, case studies and student voice, adjusting strategy accordingly.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>INOVA Trust performance data indicates a strong positive correlation between the attendance and outcomes of disadvantaged pupils – strong attendance is key for equity of access to excellent teaching.</p> <ul style="list-style-type: none"> · PP vs Non-PP attendance gap has significantly widened 22/23-24/25 · Non-PP Attendance rose from 90% to 93% over the same period. · Persistent gap in attendance is now around 9 percentage points. - Those PP students who attend school do achieve well in line with their non-PP peers
2	<p>Outcomes</p> <ul style="list-style-type: none"> • A8 - Non-PP 49.4 vs PP 34.5 (a gap of 14.9 points) • EnMa 4+ - PP pupils are behind by 22.4 points. • EnMa 5+ - PP pupils are behind by 27.7 points. • Smaller gaps in Maths and English • Larger gaps in Ebacc subjects and open basket subjects - this needs to be a key priority • The gaps are most pronounced for non-white PP students and male PP students.
3	<p>Equity of access to excellent teaching</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>1. High-quality teaching EEF</p> <ul style="list-style-type: none"> • Ensure consistent classroom practices to reduce cognitive load using structured seating plans, timely feedback, and Step Lab guidance. • Use of PedTech: Provide disadvantaged students with devices, staff training, and personalized learning apps to support targeted interventions and monitor progress. • Equip teachers with up-to-date student data on progress, attendance, behaviour, and barriers to tailor teaching effectively for PP students.

	<ul style="list-style-type: none"> • Deliver appropriate, precise support so PP pupils can access the full curriculum without over-dependence. • Regularly review and adjust teaching strategies to ensure consistent, high-quality support and progress for all PP students.
4	<p>Literacy (reading, writing, oracy)</p> <p>Removing literacy barriers is essential for enabling disadvantaged learners to access the curriculum.</p> <ul style="list-style-type: none"> • Reading data informs classroom strategies and targeted interventions. • Pupils participate in interventions supported by high-quality teaching and a broad curriculum. • Literacy Focus emphasis on early reading skills, fluency, comprehension, and fostering a love of reading.
5	<p>Powerful Moments – cultural capital and enrichment opportunities</p> <p>Engagement in cultural capital opportunities is key to disadvantaged pupils having equity of access to the national curriculum.</p> <p>Engagement in enrichment opportunities is key to developing pupils’ metacognitive and self-regulation strategies, and sense of belonging. A feeling of belonging is key to driving attendance.</p> <p>Supporting School Attendance - Reflection and Planning Tool - EEF</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Challenge 1: Attendance</p> <p>Improve attendance among PP students to match that of non-PP students.</p>	<ul style="list-style-type: none"> • Attendance data to demonstrate improving attendance of PP cohorts in all year groups • Attendance data to demonstrate narrowing the gap between PP and Non PP cohorts in all year groups
<p>Challenge 2: Outcomes</p> <p>50% reduction in the A8 gap, in line with INOVA School Excellence Strategy KPI 1.</p>	2026 performance data
<p>Challenge 3: Equity of access to excellent teaching</p> <p>The teaching and learning priority is to ensure consistency across classrooms to reduce cognitive load for students.</p>	<ul style="list-style-type: none"> • All classrooms implement structured seating plans consistently. • Step Lab modules are completed by all staff, demonstrating engagement with guidance and best-practice examples. • Evidence from curriculum walks shows consistent high-quality teaching approaches across classrooms. • All staff attend bi-weekly Pocket Pedagogy sessions and can

	<p>demonstrate application of strategies in lessons.</p> <ul style="list-style-type: none"> • Staff demonstrate effective use of educational technology in lessons through observed practice or student outcomes. • Student voice indicates reduced cognitive load and more effective learning. • Student voice indicates that PP students understand what their next steps are for improvement. • LEE activities indicate that systems are in place and effective for PP students. • All PP Passports are completed for every PP student and made available to staff by the start of each term • Classroom practice reflects information from PP Passports, demonstrated in lesson observations and pupil voice feedback.
<p>Challenge 4: Literacy (reading, writing, oracy) Ensuring that Pupil Premium pupils make strong progress in reading and close the achievement gap.</p>	<ul style="list-style-type: none"> • PP pupils show measurable improvement in reading ages and comprehension scores. • Gaps between PP and non-PP pupils in reading attainment narrow over the year. • Targeted interventions for struggling readers are consistently implemented and monitored. • Academic reading is embedded across the curriculum, with all teachers promoting literacy in their subjects. • PP pupils actively engage in elective reading and demonstrate increased motivation to read. • Regular assessment and data tracking inform timely interventions and next steps. • Clear communication between staff, parents, and support teams ensures coordinated support for PP pupils. • NGRT data • Thinking Reading graduation rates and improvements.
<p>Challenge 5: Powerful Moments 100% of PP pupils to participate in cultural capital / extra-curricular / enrichment activities</p>	<ul style="list-style-type: none"> • Tracking data indicating number/proportion of PP pupils participating in cultural capital / extra-curricular / enrichment activities • Student voice from PP pupils indicating positive response to opportunities

To ensure PP pupils attend extra-curricular clubs at rates comparable to their peers by eliminating existing participation gaps.	
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £122,226

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessment: Whole school and departmental CPD activities Impact monitored through LEE (Learner Experience Enquiry), Health Check and StepLab focus	Diagnostic Assessment Tool.pdf	2,3
Leadership capacity allocated to driving equity of access to excellent teaching: Deputy Headteacher Assistant Headteacher INOVA Chief Learning Officer	Effective Professional Development EEF	2,3
Transition to PedTech – Purchase of iPads for all teachers and pupils CPD for Digital Leader representative Trust CPD events and support from Showbie team	EdTech interventions for disadvantaged pupils EEF EEF Digital Technology Summary of Recommendations.pdf	1,2,3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £29,103.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Interventions – Thinking Reading. CPD and allocation of tutors</i>	EEF toolkit – Reading interventions Reading comprehension strategies EEF	3,4
<i>Oral language interventions focusing primarily on EAL students</i>	EEF toolkit – Oral language interventions Oral language interventions EEF	2,3,4
<i>Year 11 strategy – RAP meetings, focus on Maths, English and Science with support of targeted interventions including residential for PP and SEND students</i>	EEF toolkit – Small group tuition One to one tuition EEF EEF toolkit – One to one tuition Small group tuition EEF EEF toolkit – Mentoring Mentoring EEF	1,2,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £209,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extensive staffing capacity for inclusion (behaviour, attendance, safeguarding, mental health and wellbeing, alternative provision, Cornerstone)	EEF toolkit – Behaviour Behaviour interventions EEF EEF toolkit – Social and emotional learning Social and emotional learning EEF	1,2,3,5
Careers and cultural capital coordinators	EEF toolkit – attendance and belonging	1,2,5

	Supporting School Attendance - Reflection and Planning Tool - EEF	
Enterprise, enrichment and cultural capital opportunities	EEF toolkit – Social and emotional learning Social and emotional learning EEF	1,2,5
Behaviour / Social and emotional learning interventions	EEF toolkit – Behaviour Behaviour interventions EEF EEF toolkit – Social and emotional learning Social and emotional learning EEF	1,2,5
Mental health and wellbeing interventions	EEF toolkit – Social and emotional learning Social and emotional learning EEF	1,2,5
Safeguarding interventions	EEF toolkit – Social and emotional learning Social and emotional learning EEF	1,2,5

Total budgeted cost: £ 354,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes

		#	Attainment 8					English and Maths	
			A8 overall	A8 baskets				EnMa 4+	EnMa 5+
				Score	English	Maths	Ebacc		
National			45.9*	9.8*	9.1*	13.4*	13.5*	65*	48.1
Forge Valley		257	46.1	10.0	9.7	13.2	13.2	70.0	54.9
Pupil	PP	57	34.5	8.0	7.7	9.3	9.6	52.6	33.3
Premium	Non-PP	200	49.4	10.6	10.3	14.3	14.3	75	61

*2024 value

Forge Valley demonstrates above average overall academic performance, slightly exceeding national averages, with **70% of students achieving grade 4 or above in English and Maths**, and **54.9% reaching grade 5 or above**. The **average Attainment 8 score of 46.1** reflects above average achievement across a broad range of subjects, including English, Maths, EBacc, and open basket. Female students slightly outperform their male counterparts in terms of A8, but the gender gap in both English and Maths is negligible.

Despite these positive outcomes, a considerable disparity remains between Pupil Premium (PP) and non-Pupil Premium students. PP pupils perform substantially lower across all areas, with **only 52.6% reaching grade 4 or above in English and Maths compared to 75% of non-PP students**, and **only 33.3% reaching grade 4 or above in English and Maths compared to 61% of non-PP students**.

Attainment 8 for non-PP was 49.4 compared to 34.5 for PP (a gap of 14.9 points). The **Attainment 8 score gap of -14.9 points** between these groups indicates a persistent inequality in educational outcomes. This gap is reflected across all subject baskets, with the most significant differences in EBacc and open basket, suggesting targeted interventions in these areas are essential. For **EnMa 4+, PP pupils lag by 22.4 points**. For **EnMa 5+, PP pupils lag by 27.7 points**.

Reading

	%STA 1	%STA 2	%STA93	%STA9 4	%STA9 5	%STA9 6	%STA9 7	%STA9 8	%STA9 9
NATIONAL	4%	7%	12%	17%	20%	17%	12%	7%	4%

Overall	6.79%	3.67%	6.87%	11.50%	14.38%	20.45%	14.54%	14.22%	6.63%
PP	10.27%	7.03%	10.54%	12.70%	14.05%	18.65%	10.81%	10.00%	2.43%

There continues to be gaps between PP and overall percentages in terms of more PP students are more represented in the lower stanines and less so in the higher stanines. FV as a whole has more readers overall in the lower stanines than national but is over the national average in stanines 5-9. This is not true of PP students and this gap needs to be addressing in order to reverse the Matthew Effect.

Attendance

Over the last three years, attendance for Pupil Premium pupils has shown a decline of around 2% year on year. Attendance for non-Pupil Premium pupils has continued to rise steadily, year on year.

The gap between the two groups has increased, remaining a challenge and a key focus of the whole school. Our disadvantaged pupils continue to face greater barriers to regular attendance.

Our future strategies will have a greater focus on personalised and proactive support to address persistent barriers and sustain further improvement.

	PP	Non - PP	GAP
22/23	87.38	89.58	2.2
23/24	85.46	91.35	5.81
24/25	83.45	93.06	9.36

Attendance in Wider School experience:

	21/22		22/23		23/24		24/25	
	KS3	KS4	KS3	KS4	KS3	KS4	KS3	KS4
Non PP	87.1	82.0	85.0	77.2	85.1	72.8	85.8	75.8
PP	93.0	91.1	94.1	88.5	94.6	90.7	94.6	92.6
Gap	-5.9	-9.1	-9.0	-11.2	-9.5	-17.9	-8.9	-16.8

The table above shows that although there is a considerable gap that it has slightly lessened last year in comparison to 23/24. There is however a stark different from KS3 to KS4 and that drop off at year 9 will be an area of focus moving forward

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Thinking Reading	Thinking Reading
Sheffield United Community Foundation	Sheffield United Community Foundation
Outward Bound	Outward Bound
Thornbridge Residential	Thornbridge Residential
GCSE Pod	GCSE Pod
StepLab	StepLab
Showbie	Showbie

