

Pupil Premium Strategy Statement

This statement details The Forum Centre's use of pupil premium (PP) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Forum Centre
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers	3 years: 2023 to 2026
Date this statement was published	31.08.2024
Date on which it will be reviewed	31.08.2025
Statement authorised by	Kim Rickford
Pupil premium lead	Guy Godmon

Funding overview 2023/24

Detail	Amount
Pupil premium funding allocation this academic year	£41,480
Recovery premium funding allocation this academic year	£16,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium carried forward for previous year	£0
Total budget for this academic year	£58,455

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The funding is allocated to schools for children up to Year 11, who:

- have registered for Free School Meals in the last six years, or
- are in care of the Local Authority, or
- have been adopted from care, or
- have parents in the Armed Forces.

Where The Forum Centre (TFC) is allocated this additional funding, we will determine how to use this money, guided by our shared values and principles.

- We expect all of our children to achieve well and make good progress towards their targets/Education and Health Care Plans (EHCPs). Pupil Premium will be used to provide additional educational support to curriculum progress and further learning opportunities amongst those groups who are socially disadvantaged. The funding will be used to narrow the gap between the progress of these pupils and that of their peers.
- Pupil Premium will support pupils to achieve in line with their peers by providing support to meet the outcomes of their EHCPs or individual targets by:
 1. supporting higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
 2. independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
 3. participating in society, including having friends and supportive relationships and participating in and contributing to, the local community
 4. being as healthy as possible in adult life
- Pupils are entitled to a broad and rich curriculum. The Forum Centre will provide opportunities for children and young people to participate in activities to develop wider skills beyond the classroom.
- Our School will use Pupil Premium funding to ensure that pupils have access to specialist equipment and resources to support SEND requirements and progress.
 - Limited funding and resources may mean that not all children receiving free school meals will be in receipt of interventions at one time.
 - Children who are in the care of the Local Authority are provided with additional funding and this will be used to support the needs of these individual pupils.
 - Our school will monitor the impact of the provision funded by Pupil Premium and ensure that the money is used to have a positive impact on the targets/EHCP outcomes of disadvantaged pupils.

All pupils at the The Forum Centre have additional needs, with approximately 50% on an EHC Plan for Social, Emotional and Mental Health (SEMH) needs. Many have missed significant amounts of education and are working below age related expectations across all areas of learning.

All pupils, including pupil premium pupils, have academic assessments at the end of each half term and a baseline assessment at the beginning of the year. All pupils will have access to GL assessment programmes through the pupil premium funding. Class teams meet on a regular basis to discuss the needs of each of their pupils and all of this information is brought together in the review of targets/annual review meetings.

The Forum Centre will focus on the following key principals:

1. **Fostering Independence** - Each PP pupil will be supported to foster independent learning, greater autonomy and independent living skills.
2. **Mentoring and Support** - Each PP pupil will be provided with mentoring through keyworker groups that supports their SEMH needs
3. **Attendance and Progress** - Each PP pupil will be supported to make progress towards their attendance target.
4. **Enrichment and Experiences** - Each PP pupil will have memorable experiences that will support engagement
5. **CEIAG** - Each PP pupil will have an understanding of the progression route and opportunities available to them in preparation for employment/ higher education

Each PP pupil will be supported to foster independent learning, greater autonomy and independent living skills.

Quality first teaching is at the heart of ensuring PP pupils make progress in line with their peers. At The Forum Centre we will ensure all PP pupils receive the very best teaching in every area of the curriculum. We will ensure rapid progress to bring PP pupils in line with their peers through: adapted and accelerated catch up programmes, dedicated and personalised intervention strategies.

Each PP pupil will be provided with mentoring through keyworker groups that meets their SEMH needs

All PP pupils will have access to a keyworker and a team of support staff who will ensure the conditions for learning at The Forum Centre and at home are optimised. Teaching strategies and whole school initiatives will strive for PP pupils to gain greater autonomy, resilience and strategies to enable pupils to manage their social, emotional and mental health needs. All PP pupils will have access to the school mentors (therapeutic thinking trained) and support staff.

Each PP pupil will be supported to make progress towards their attendance target and have funding for specialist equipment needed to achieve this.

Attendance will be monitored rigorously through our attendance strategy partnered with supportive home /school dialogue. Every effort will be made at all levels including keyworker, attendance lead, inclusion lead and other agencies, to ensure sustained attendance is achieved. All PP pupils at the The Forum will be able to request specific equipment or resources related to their EHCP targets,for example weighted blankets, e-readers, sensory equipment etc.

Each PP pupil will have memorable experiences that will support engagement

There is much evidence to suggest that those in receipt of pupil premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. This has been further compounded by the cost of living crisis. The Forum Centre will ensure a memorable set of experiences which support engagement and independent growth for all pupils, through exposure to the arts, sports and community activities.

Each PP pupil will have an understanding of the progression route and opportunities available to them in preparation for employment and further educational experiences

The school will ensure an enhanced CEIAG package of activities and this will include personalised mentoring, work experience and dedicated careers interviews.

Challenges

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

Challenge number	Detail of challenge
1	Social Literacy – poor interactions with others and responses to conflict and challenge within the school environment. Many pupils are not socially ready to be in a classroom.
2	Emotional Literacy – poor self-esteem and resilience. Many pupils have had poor educational experiences and find school to be a place where they are never good enough to achieve.
3	Academic Engagement - poor experiences of educational environments, negative educational experiences and lack of support for educational experiences. Many of our pupils have missed out on educational experiences in previous settings. Some of families have low aspirations.
4	Health –Mental Health needs including EBSA, Neurodiversity, Epilepsy, CFS, Mobility. Some of our pupils have limited access to healthy food and supported physical activity.
5	Transition – Responses and planning for new settings, including; college, mainstream primary/secondary, alternative provision or targeted special school. Some pupils struggle to make transitions to other settings or have low aspirations of attending another setting.
5	Attendance – poor engagement, anxiety, previous experiences. Many children have factors that affect attendance – some linked to EHCPs

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>Each PP pupil will be supported to foster independent learning, greater autonomy and independent living skills.</p>	<ul style="list-style-type: none"> • Staff successfully employ teaching strategies which foster independent learning. • PP pupil’s participation in extending boundaries of curricular learning opportunities. • PP participation in whole school initiatives such as wider reading schemes. • PP pupils progress in Reading and Spelling to be in line yearly targets taking into account starting points. • PP pupils will have access to funded healthy food and independent healthy living skills-based sessions.
<p>Each PP pupil will be provided with mentoring through keyworker groups that meets their SEMH needs</p>	<ul style="list-style-type: none"> • PP pupil’s participation in behaviour curriculum lessons with keyworker. • PP attendance and target completion at progress checks. • PP pupils review meetings with behaviour mentor where required.
<p>Each PP pupil will be supported to make progress towards their attendance target and have funding for specialist equipment needed to achieve these.</p>	<ul style="list-style-type: none"> • Attendance data for all PP pupils in line with or above national SEMH PRU average. • Specialist equipment is purchased and used and this aids PP pupils learning needs.
<p>Each PP pupil will have memorable experiences that will support engagement</p>	<ul style="list-style-type: none"> • Full access and encouragement, including financial, to attend trips and access all extracurricular opportunities.
<p>Each PP pupil will have an understanding of the progression route and opportunities available to them in preparation for employment and further educational experiences</p>	<ul style="list-style-type: none"> • Fully participating in school’s career’s programme. • Having at least two independent careers interviews at KS4. • Completing an aspirational work experience programme at KS4.

Activity in this academic year

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

Teaching

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic thinking	https://westfield.dorset.sch.uk/therapeutic-thinking/ EEF Guidance Reports: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Improvement of literacy	EEF: Guidance Reports: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 3, 5
Targeted TA training including Therapeutic thinking, Literacy, need specific support and whole school focus areas of the school.	EEF Guidance Reports https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants Behaviour interventions EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Sharing good practice	EEF Guidance Reports: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/research-into-practice-evidence-informed-cpd-in-rochdale https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/retain	1, 2, 3, 4

Targeted academic support

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of the National Tutoring programme	EEF Guidance Reports : :Small group tuition	3
Ensure each PP pupil receives <i>at least</i> three progress check meetings in a year.	EEF Guidance Reports: Aspiration Interventions Behaviour interventions Oral Language Mentoring Parental Engagement	1, 2, 3, 4, 5
Every pupil completes a MALS questionnaire each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary	EEF Guidance Reports: behaviour interventions Peer tutoring social and emotional learning	1, 2, 3, 5
Ensure every PP pupil has access to relevant online revision and learning platforms.	EEF Guidance Reports : https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	3, 5
PP pupils have access to high ratio classroom support to engage and extend learning and support SEMH needs.	EEF Teaching and Learning tool kit: Small group tuition Behaviour interventions EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

Wider strategies

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP pupils to attain an Arts Award Qualification and engage in our enrichment activities.	EEF Guidance Reports: Arts Participation Outdoor Adventure Learning https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills	1, 2, 3, 4, 5
Specialist equipment is purchased and used and this aids PP pupils learning needs.	EEF Guidance Reports: Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
All PP pupils will have access to targeted behaviour and attendance programme and receive rewards inc. trips and prize giving.	EEF Guidance Reports: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills	3
All PP pupils will have access to toast and food throughout the day meeting the needs for ready to learn	DfE Report: Breakfast Clubs	4

Total budgeted cost: £59,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching

Activity	Review of Activity 2023-24
Therapeutic thinking approach	Training of Headteacher, Deputy Head and one Behaviour mentor as trainers additional mentor to train in the Autumn term 2024. Training to staff completed in 2023 and 2024.
Improvement of literacy	The Deputy Head has focused on reading alongside the head of each phase and the literacy lead. There is timetabled provision in place for literacy intervention with the lowest readers in both Primary and Secondary. Library spaces have been developed around the site improving access for all pupils across the school. All pupils have had targeted reading sessions timetabled. School has implemented Lexia accelerated reading programme. Progress through these interventions will be seen more clearly in 2024/25 reviews.
Targeted TA training including therapeutic thinking, sensory supporting classrooms, Literacy, AET and specific support for whole school focus areas.	Therapeutic thinking staff and spaces in place. Pupils use 2 key breakout spaces, one in Primary and one in Secondary. Staff in specific subjects have been able to gain further knowledge and understanding from other key professionals in their subject areas. Staff have taken part in extra training around supporting sensory needs, ELKLAN, AET and other key areas of need. Teaching assistants have completed training with OT and specialist teachers.

Targeted academic support

Activity	Review of Activity 2023 - 2024
Ensure each PP pupil receives <i>at least</i> three progress check meetings each year.	Attendance at progress check meetings has improved throughout the year 2023-2024. Pupils have benefited from virtual meetings. Some meetings have taken place in the homes of the pupils who are most disadvantaged.
Ensure every PP pupil has access to relevant online revision and learning platforms.	My maths and Lexia is available to all pupils in the school. These revision platforms support pupils in gaining excellent results in the summer exams especially in English and Maths
PP pupils have access to high ratio classroom support to engage and extend learning and support SEMH needs.	Teaching assistants working across primary and secondary classes has allowed pupils to have learning support more freely. Pupils learning and behaviour have improved across the school. Unhelpful behaviour is well managed and outweighed by valued pro-social behaviours. Extra class support allows pupils to access the most challenging learning environments for them, ensuring the activities are well structured and adapted so that pupils anxieties are lowered.

Wider strategies

Activity	Review of Activity 2022 -23
Specialist equipment is purchased and used, this aids pupils learning needs.	Individual learning aids have supported pupils to be more ready for learning and able to engage, reducing behaviour incidents within the school. The introduction of social games, board games and puzzles has improved group dynamics and led to a more settled learning environment. Reading pens and dyslexia friendly toolkits have further supported reading across the school.
All PP pupils will have access to targeted behaviour and attendance programmes and receive rewards including trips and prize giving.	Pupils in the school, work towards earning positive and WOW points in all of their learning time in school. These points ensure pupils know how they have met their responsibilities in each lesson, these are to be safe, respectful and learn. Pupils have a weekly celebration of pupil success.
All PP pupils will have access to toast and healthy food throughout the day meeting needs for being ready to learn.	Staff and pupils reported reductions in the number of pupils being hungry and most reported that they felt that toast was having a positive impact on pupils eating more healthily. Staff generally reported improvements in concentration and behaviour from pupils eating in the mornings on arrival. This was attributed in part to children not being hungry and in part to the routine, which allowed pupils to settle into school more calmly and be more ready to learn when lessons started.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	Trinity
Myself as a learner	Imaginative minds
GL Assessment	GL Assessment Ltd
Therapeutic Thinking	Dorset Council
Sounds-Write	Sounds-Write Ltd
My maths	Oxford University Press
Unit awards	AQA

