# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

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| Detail | Data |
| School name | The Forum Centre |
| Number of pupils in school | 64 |
| Proportion (%) of pupil premium eligible pupils | 58% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023  Due to transient cohort |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Kim Rickford |
| Pupil premium lead | Kim Rickford |
| Governor / Trustee lead | Guy Godmon |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £27297 |
| Recovery premium funding allocation this academic year | £ 6,923 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 34,220 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The Forum Centre is a pupil referral unit working with some of the most challenging and vulnerable young people in Dorset. Before our pupils join our school, the majority of them have already been identified as having significant barriers to learning and progress. These can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker, work with YOS, are under CAMHS and young carers.  Our pupil premium strategy focusses on supporting disadvantaged pupils to achieve their targets, including progress for those who can attain at the higher levels. The activities we have outlined in this statement are intended to support their needs, and the needs of all our students, regardless of whether they are disadvantaged or not. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve improved outcomes. Our intention is to help our students overcome their barriers to learning and be happy and successful at The Forum Centre so that they can have success in their future careers and lives.  At the heart of our approach is high-quality teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers:   * We ensure that teaching and learning opportunities meet the needs of all our pupils * We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed * We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.   Whilst the primary function of the school is to provide education, it must also focus on alleviating or removing the barriers to learning that our young people experience in their homes or local community. Experience tells us that what makes a difference to the lives of the most disadvantaged learners is passionate, committed people working with them.  Our strategy is also integral to wider school plans for education recovery, notably in its support through the School-Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for all students outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attendance at the point of entry is usually very low due to exclusion, refusal to attend or medical reasons. Our assessments and observations indicate that absenteeism is negatively impacting both disadvantaged and non-disadvantaged pupils’ progress. |
| 2 | Students attending TFC with SEMH needs can find it very difficult to regulate their emotions and therefore attend and engage in lessons. These students require help with social skills to be around other students without engaging in conflict. |
| 3 | Adverse childhood experiences- Social, emotional and mental health. Risk factors for poor mental health increased during the pandemic, which upon return to school have led to student’s negative feelings about education. This impacts on their confidence as a learner and their self-esteem. The challenge for us a school is providing a whole school approach to SEMH and intervention programmes to support those who do not meet the threshold for diagnosis or specialist health support. |
| 4 | Ensuring successful POST 16 transition to avoid students becoming NEET. Historically, at a National level, pupils in PRUs do not achieve in line with their peers in core subjects, which may limit their options post 16. By providing them with targeted support and enrichment activities that boost their self-esteem by discovering new interests and talents we aim to close that gap. Our achievement data indicates that our pupil premium children attain and make progress broadly in line with non-disadvantaged, but this continues to be a priority. |
| 5 | Keeping our pupils safe. 90% of our PPP have a safeguarding concern.  Our previous strategy and ongoing analysis indicates that a high percentage of the families that we support have required early help, CIN or CP support. The SELF curriculum, SEMH provision and relational practice training continues to ensure high quality support for these pupils. |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment among all pupils across the curriculum at the end of KS4.  The levels of progress for all pupils, including pupil premium children, is high across all subjects including the core. Allowing pupils in KS2/3 to reintegrate back into mainstream schools. | * All staff Trauma Informed trained. * Use of 1:1 tutoring to provide access to education where professionals have agreed that a student cannot attend for medical reasons full time. * Year 11 - 100% of PP students to achieve 5 GCSE’s at 9-1 including English and Maths. (unless medical or other professional evidence supports that this is not in an individual’s best interest) * 20% of PP students to achieve English/Maths GCSE at Grade 4 and above and/or FSL2. (Where they are not, subject leads are putting in place interventions, monitored by Heads of Year /SLT) * Data indicates positive re-integration rates. |
| Positive engagement with learning. Providing a range of enrichment opportunities within the wider curriculum to discover talents and interests and foster lifelong learning. | * Behaviour for learning policy results in improved engagement and attendance * Decrease in anti-social behaviour incidences * Decrease in fixed term suspensions * Monitoring data demonstrates that pupils and engaging in positive activities which benefit them in a variety of ways. |
| Develop awareness of individual’s SEMH needs and understand the impact this has on their learning. This includes promoting self-confidence strategies and raising awareness of self-care strategies around SEMH. | * Student voice indicates that pupils feel supported by their peers and adults in maintaining positive mental health. * Individual achievements are highlighted in case studies and intervention data through monitoring. * Behaviourwatch data tracks improvement in student behaviour. |
| To improve attendance rates of pupil premium children compared to non-disadvantaged children. This includes section 19 pupils, taking into account their individual circumstances. | * Data indicates that pupil premium pupil’s attendance in in line with National average. * The unauthorised absence rate for all pupils is reduced to 0% * There are no pupil premium children who are defined as persistent absentees. |

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £8,614

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Mental Health Lead – Trauma Informed CPD | CPD- £400  SEMH  Meta-cognition and self-regulation  Parental involvement  Peer tutoring  ACEs and Trauma | 2  3  5 |
| Quality 1st teaching CPD for SEND/PP | CPD- £400  Quality first teaching regarding targeted support for SEND and PP, without overly differentiating their personalised curriculum to aid closing gaps in learning. In light of the pandemic, quality assessment for learning has been reinforced with staff via CPD and monitoring. Mastery Learning. Collaborative learning. Feedback/assessment for learning. | 2  3  4 |
| Reading/phonics scheme resources. | £4869  Phonics and reading  Comprehension  Mastery Learning  Feedback/assessment for learning  CPD for staff | 2  3  4 |
| Mental health, SRE, Digital safety, Careers | £2945  SEMH  Collaborative learning  Mentoring  Remote learning  CPD | 1  2  3  4  5 |

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

Budgeted cost: £10,923

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Tutoring 1:1 and small group. | Staffing two additional part time teachers.  Reading, writing and Maths interventions programmes. Focus on closing gaps based on baseline information.  Mastery learning  Collaborative learning  Feedback/Assessment for learning  Digital technology  Meta-cognition. | 1  3  4 |
| SEMH leaders: whole school approach | Therapeutic thinking trainers to facilitate a whole school approach.  SEMH  Meta-cognition and self-regulation.  ACEs and Trauma | 1  2  3  4  5 |

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

Budgeted cost: £14,683

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Educational visits and enrichment subsidy | Total = 10,683  Educational visits, trips and access to enrichment activities.  SEMH  Mastery learning  Collaborative learning | 1  2  3 |
| Specialist music tuition within the curriculum | £2,300  Mastery learning  Feedback/assessment for learning  SEMH  Collaborative learning | 1  3  4 |
| Digital education platform within the website to support remote learning and homework. | £1,700  Phonics and reading  Comprehension  Mastery learning  Feedback/assessment  Digital technology  Barriers to remote learning | 1  4  5 |

**Total budgeted cost:**

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| --- | --- |
| Strategy | Cost £ |
| Teaching | 8614 |
| Targeted Academic Support | 10923 |
| Wider strategies | 14683 |
| Total budgeted cost | 34220 |

# 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 2021 to 2022 academic year.

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| |  |  | | --- | --- | |  | Overall Attendance% | | Whole School | 70.68% | | Pupil Premium | 76.68% |   **Attendance and Punctuality**: attendance figures for 2021-2022 are still not back to pre-pandemic levels, but are useful when comparing pupil premium with non-disadvantaged pupils.  The % gap between pupil premium and the whole school has closed over this academic year, as pupils have been targeted for intervention and support in line with our attendance policy. CiC mentor working with this vulnerable group has led to significant improvement in this area.  **Achievement of Pupil Premium:** Examination results were lower than pre-pandemic. Largely due to poor attendance and issues associated with SEMH. We did however, have our highest set of individual results ever from a PP student.  Our whole school priority of developing reading is reflected in pupil reading scores where PP reading achievements was broadly with no-disadvantaged pupils.  Within maths, our curriculum is designed to ensure that gaps in learning are addressed regardless of the level pupils are working at. Pupils feel safe and understand the structure of the curriculum and as a result engagement and achievement in this area pupil premium pupils achieve in line with non-disadvantaged.  Our pupil premium pupils who are also SEND continue to have their needs thoroughly assessed, with interventions planned to meet specific needs. Catch up funding has been targeted for pupils that missed significant periods of KS4 to ensure that they were able to access examinations.  **Wider activities**: Forest school; Ryland’s farm; EQL; DTS and motor ready have all been accessed by our pupil premium pupils. We have used our pupil premium and recovery funding to provide wellbeing support for all pupils, both on and off-site. We have a proven track record in having a positive impact on parental engagement and in supporting families in difficult circumstances.  Educational visits and trips provide our pupils with first hand learning opportunities and experiences that without this funding would mean that they missed out on. Our strategy reflects the importance we place on our pupils accessing these experiences alongside their non-disadvantaged peers. We are also encouraging pupils to be active, spending at least part of the day learning outside. Student voice has indicated that pupils enjoy this approach and our team believe that it has a positive impact on mental health and social well-being.  Life skills are a key part of becoming active citizens, our practical approach to learning enables pupils to achieve at least age appropriate life skills. Over the last academic year we have had a strong focus on healthy nutrition and basic cooking skills, as well as maintain an active health lifestyle. |

## Externally provided programmes

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| Programme | Provider |
| Therapeutic thinking | Dorset STEPs |
| SEMH | Relational Practice |
| Reading | Lexia |