

Pupil premium strategy statement – Forge Valley School

This statement details our school's use of pupil premium (and recovery 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	1243
Proportion (%) of pupil premium eligible pupils	27%
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)	2021/2022-2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Dale Barrowclough, Headteacher
Pupil premium lead	Anna Hart, Assistant Headteacher
Governor / Trustee lead	Judith Stringer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,795
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£101,873
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£89,000
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>	£539,668

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 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. To do this we will aim to meet these objectives:

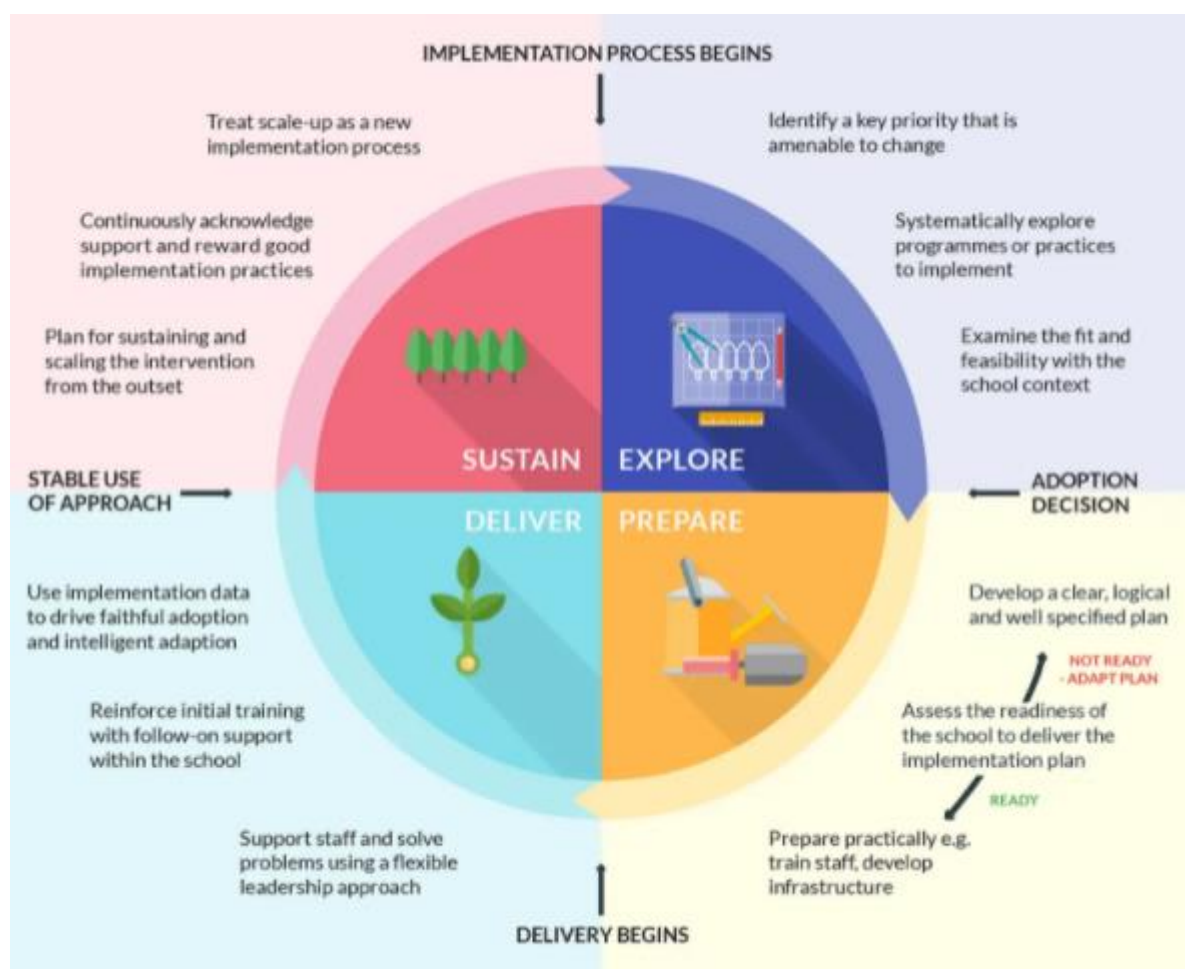
- Close the gap that exists between advantaged and non-disadvantaged pupils through high quality teaching and learning, targeted intervention and support and closing the reading gap.
- Ensure all PP pupils can access a full range of extra-curricular activities and experiences which build cultural-capital in line with peers who are not PP.
- To ensure that all pupils realise their potential and are fully informed on their options for the future, their aspirations should not be capped because of their economic situation.

This PP plan clearly addresses each of these areas specifically over a three-year period and includes a variety of impact driven strategies which have been created through researching the most effective methods to close the gap. However, there are important points to consider and should be raised before reading the rest of this plan. These points come from 'Learning without Labels' by Mark Rowland, where he argues that it is easy for schools to apply a label onto PP pupils that means they do not achieve. He argues we must stop making excuses about why some disadvantaged pupils do not achieve – the only ceiling they have is the one we place on them. He argues there are key building blocks – all focused-on achievement for all pupils and not shifting expectations for PP pupils. They are summarised as follows:

1. **Stop making excuses for PP pupils** – every child can achieve. We should not make excuses for why any pupil is not achieving, including SEN pupils, pupils who have difficult home lives or any other pupil. All pupils should be given guidance on how to get there rather than saying 'they won't make it'.
2. **We should not make assumptions for PP pupils** – We need to ensure that we do not make assumptions for PP pupils as 'disadvantage' is different for each pupil. The key is finding out what the disadvantage is and supporting pupils to overcome or find ways to deal with this.
3. **Know Your Data** – We should be aware of the different groups that come under the PP/ disadvantaged umbrella. We should understand the data of each group so we can identify any further interventions which may be required.

4. **Thinking Strategically-** Good quality teaching has the biggest impact on pupil outcomes and therefore the bulk of the PP plan focus should be on ensuring all teaching is high quality. Using classroom support to identify issues instead of going straight to interventions will not only mean that we can get to the root of the causes quicker, but will also be more cost effective.
5. **Solve the Problem** – It is not likely that the implementation of a strategy will work straight away, reflecting, tweaking and improving how a strategy is implemented will be required once we have received feedback and learn from any mistakes.
6. **Remember what's good for one should be good for all** – If we are focused on improving pupil outcomes for all, then outcomes for 'disadvantaged' pupils will also improve. More successful strategies will ensure that all pupils will achieve in the classroom.

The key points above should be considered when reading each of the sections below. In order to implement the 'activities' below, we will use the implementation cycle outlined by the EEF and shown here:



This model argues that doing fewer things better is a key consideration to embedding change over time.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attendance</u> - Attendance for pupils eligible for pupil premium is 87.28% (below the target for all pupils of 95%) and persistent absence (10%) is 37.2%; this reduces their school hours and impacts on learning and progress significantly.
2	<u>Reading</u> - A significant number of disadvantaged pupils have lower reading ages than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
3	<u>Empowering Families</u> - Some PP families are hard to reach and have a lack of trust in educational and institutional establishments, resulting in a distrust and lack of support for Forge Valley School. This impacts negatively on pupil outcomes.
4	<u>Raising Aspirations</u> - Lack of knowledge and skill in understanding how to meet aspirations or low aspirations in some, lack of resilience and low self-esteem for a number of pupil premium pupils across all year groups is having a detrimental impact on their academic progress.
5	<u>Closing the Attainment Gap</u> - There are a number of disadvantaged pupils who are making less progress than other pupils in some subjects in KS4, particularly mathematics and the EBACC subjects (geography, history and Spanish).

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>Improve the progress of disadvantaged students through accessing high quality teaching and learning by improving attendance.</p> <p><i>The quality assurance of lessons involving disadvantaged pupils will show a good standard of teaching and learning with no inadequate teaching. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year. A</i></p>	<ul style="list-style-type: none"> - Learning walks reveal that teachers have a good understanding of the needs of the pupils in their class and ensure they evaluate the impact they are having on disadvantaged pupils. - Learning walks reveal that all lessons involve high challenge for all pupils. - Deliberate practice should be embedded and include PP pupils in no opt-out questioning, checking

<p><i>highly effective curriculum will drive progress in disadvantaged pupils ensuring they develop the core knowledge and skills they need to be successful. Pupils also need to attend school to succeed and improved PP attendance is essential to meeting this outcome.</i></p>	<p>understanding and participation in the lesson.</p> <ul style="list-style-type: none"> - Learning walks reveal that the curriculum is knowledge rich and clearly planned for over time. - CPD to cover knowing the student not the label and increase profile of all staff being part of the PP strategy. - Engagement with Life Coach and High Performance Retreats will be quantifiable as well as anecdotal <p>Attendance will improve for PP pupils.</p>
<p>Effectively use data tracking points based on high quality assessment to identify disadvantaged students for impact driven interventions.</p> <p><i>Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention sessions will be quality assured to and progress tracked. This will result in the progress of disadvantaged students improving. Behaviour and attendance data will also be tracked to ensure interventions are put in place so students are not missing the high-quality teaching and learning happening in lessons.</i></p>	<ul style="list-style-type: none"> - Assessment is used by DoLs and subject leaders to clearly plan for classroom-based interventions and other interventions should they be required. - Interventions are impactful and show that they are working to close the gap between advantaged and disadvantaged pupils. - DoLs and subject leaders are clear on the different types of interventions which they can embed and are confident in sharing these with their departments. - Interventions outside of the classroom should be data driven and impact frequently evaluated. They should be diagnostic in their nature to ensure that interventions right for the pupil. - Interventions are evaluated for their impact regularly and data is clearly tracked. - Reading data through NGRT testing is monitored to see improvement in PP reading ages
<p>Ensure all PP students have a wide range of extra-curricular and raising aspirations activities available to them to support progress and enrich their education.</p> <p><i>Enrichment activities will result in better student wellbeing as well as developing cultural capital within the students at the Academy. Finally, the increased opportunities</i></p>	<ul style="list-style-type: none"> - Extra-curricular timetable shared and promoted with PP pupils. Uptake of PP pupils should be tracked and monitored. - Raising aspirations programmes embedded alongside academic interventions where required. - Increase on number of PP pupils who access KS5 as a result.

<p><i>disadvantaged students will have to visit higher education establishments should result in a greater uptake to KS5 and increase the number of Forge Valley School students going to university.</i></p>	<ul style="list-style-type: none"> - Increase in number of PP pupils who go to university. - Increase in number of PP pupils who complete The Pledge - Pillars embedded in school and clear knowledge is shown through pupil voice as well as use of the new credit system and reward strategy <p>Ensure there are opportunities available to give PP pupils rich cultural and enriching experiences they may not have been given had they not attended Forge Valley School.</p>

Activity in this academic year

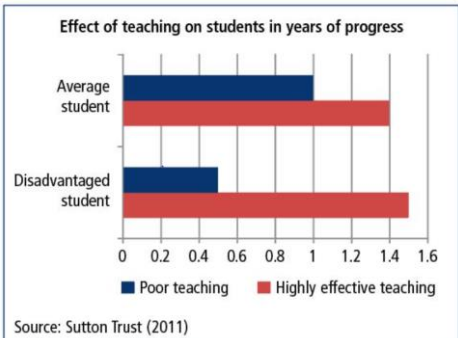
This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 99, 781

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the progress of disadvantaged students through high quality teaching and learning.	Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils. This is also highlighted here: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,4,5
Develop whole school teaching and learning strategies/deliberate practice to	As mentioned above, research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils. This is also highlighted here: https://educationendowmentfoundation.org.uk/support-	1,2,4,5

promote the progress of disadvantaged pupils during CPD.	for-schools/school-improvement-planning/1-high-quality-teaching	
Ensure that each department has a highly challenging and academic curriculum designed to challenge all pupils, especially those who are disadvantaged and may have gaps in existing knowledge.	A knowledge rich curriculum that also develops powerful knowledge and skills will result in the progress of disadvantaged students – see this article by Tom Sherrington: https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf	1,2,4,5
Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons.	Dylan William and Daisy Christadoulou give clear guidance and on why assessment and feedback is important and how to embed this successfully in ‘What does this look like in the classroom?’ According to Hattie, Feedback is one of the top 10 influences on student achievement. Hattie gives clear guidance on how the use of effective feedback can inform teaching practice.	1,2,4,5
The embedding of consistent high expectations around routines and means of participation in lessons to promote the progress of disadvantaged pupils to puzzle in the right place.	Tom Bennett’s ‘Running the Room’ identifies how important it is to embed explicit routines prevent behaviour problems from arising and helps create the class culture and norms. This will mean that pupils can get on with learning and there is reduced disruption. Doug Lemov and Ben Newmark argue that pupils should be clear on their means of participating in the lesson though questioning ect. This cannot be clear unless all pupils are focused on learning, which is why routines and high expectations of behaviour are important.	1,2,4,5
Embed high quality disciplinary reading into lessons in order to close the reading	Research from Durrington School and EEF supports the embedding of disciplinary literacy gives guidance on potential pitfalls and issues:	1,2,4,5

<p>gap cultural capital gap between advantaged and disadvantaged pupils.</p>	<p>https://researchschool.org.uk/durrington/news/disciplinary-literacy-1</p> <p>To reduce the Matthew Effect, ensuring everyone can read, builds more vocabulary and become more word rich is one of the most effective things we can do to improve pupil outcomes. This is outlined by David Didau in this article: https://learningspy.co.uk/learning/the-matthew-effect-why-literacy-is-so-important/</p> <p>Alex Quigley also shows the importance of disciplinary literacy in closing the gap in advantaged and disadvantaged outcomes here: https://www.theconfidentteacher.com/2018/04/literacy-is-dead-long-live-disciplinary-literacy/</p> <p>This EEF document highlights the most effective ways to embed literacy, embedding disciplinary literacy being the first point: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	
<p>Whole school CPD mirrors PP priorities through Best Practice, DDT and Teaching and Learning sharing of Tips. Embedding of 'WalkThru programme for consistent approach to CPD.</p>	<p>Research from the Sutton Trust shows that highly effective teaching is the best way to close the gap:</p>  <p>As shown by this graph, the impact poor teaching has on disadvantaged pupils is significantly more negative than for an average pupil. Ensuring that teaching is highly effective comes through a focused and impact driven CPD model.</p> <p>WalkThrus are created by Tom Sherrington and Oli Caviglioli use Rosenshine's Principles to expand on and demystify the ways in which highly successful teachers teach – breaking the <i>how</i> down in to clear sections that teachers can ADAPT: Attempt, Develop, Adapt, Practise, Test. The WalkThrus are trialled and tested ways to ensure</p>	<p>1,2,4,5</p>

	that all teachers within a school teach in a highly effective way.	
Effective use of Teaching and Learning team to support in improving outcomes of disadvantaged pupils through research, diagnosing issues, implementation and evaluation.	Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement. Here is a quick overview of John Hattie's "new number one" influence. The teaching and learning team will aim to develop a sense of collective efficacy through sharing research, sharing regular tips, giving feedback from learning walks on implementation and evaluating the impact of initiatives.	1,2,4,5
Evaluate the impact of deployment and use of TAs within the classroom with the aim of using TA support for maximum impact on disadvantaged pupils.	This report from the EEF outlines the most effective ways of using TAs which will be used as the basis for ensuring TA involvement is effective: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,4,5

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

Budgeted cost: £ 75,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further use of thinking reading as a strategy to tackle reading disfluency and ensure all PP pupils can read fluently by the time they reach KS4.	Thinking Reading is an evidence-based approach which clearly identifies issues with reading. Thinking Reading use rigorous diagnostic assessment to identify specific reading issues and focus on which decoding issue pupils may struggle with, focuses in on this and practices until pupils have moved met specific targets. Thinking reading claims to make 4 months progress per 30-minute session.	1, 2, 5
Effective and impactful use of Progress Leaders to improve the outcomes of PP	The EEF gives clear guidance on the most effective ways to use the NTP funding for schools here: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme	1, 5

pupils in maths, identifying pupils for interventions based on assessment and evaluating impact.	<p>This other document created by the EEF shows that small group tuition can ensure that pupils can make up to four months more progress than their peers and gives guidance on the effective ways of doing so:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Paired reading plan created and embedded using fluent readers, reading volunteers and 6 th Formers to allow those who are 1 year or less behind their reading age.	<p>The evidence from this EEF document shows that paired reading will have positive impacts on disadvantaged pupils and will improve their outcomes, they include idea son the most effective ways to embed this programme:</p> <p>https://files.eric.ed.gov/fulltext/ED581127.pdf</p>	2
DoL/SL sessions to focus on how to embed and implement high quality wave 1 and wave 2 interventions by effectively using data. Interventions should be targeted and timely.	<p>Wave 1 interventions are quality first teaching mechanisms that evaluate impact on pupil learning, teachers should use key hinge points in the lesson to identify any areas which need re-teaching or where any pupils need additional support. Hattie outlines the importance of this in the 'Mindframes for Visible Learning'. Formative and summative assessment should drive wave 1 interventions.</p> <p>Wave 2 is a specific, additional and time-limited intervention provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.</p> <p>This EEF summary explains clearly that high quality, small group intervention can have a positive impact on pupil outcomes of up to 6 months.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 347, 896

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Raising aspirations programme embedded using Brilliant Club and Discover Us and other opportunities. Pupils for the programme identified, implemented and impact evaluated.</p>	<p>EEF outlines key considerations regarding 'Raising Aspirations' programmes. The key finding is that any raising aspirations programmes needs to be accompanied by ensuring there is academic support to achieve aspirations as well as clear career guidance and support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	
<p>Continued fine tuning of extra-curricular activities with additional support to engage PP pupils. Enrichment Co-Ordinator to promote activities within school and on social media with additional support given for activities that raise engagement of PP pupils.</p>	<p>Sutton Trust advises that non-PP families are 15% more likely to engage in extra-curricular activities than PP families</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality.pdf</p>	
<p>Forge Valley School Pledge created and shared with all pupils with an aim of ensuring that every child who leaves Forge Valley will have achieved certain milestones. PP pupils to be given opportunities to meet these milestones in order to give equal opportunity and experiences to PP pupils.</p>	<p>Some PP pupils do not get equity of experience as non-PP pupils. This Pledge is intended to become a leveller for all pupils.</p> <p>The Pledge will encourage our pupils to become actively involved in our wider school community and to realise that their experiences whilst at school stretch further than the classroom. By promoting independence and teamwork, students can apply new skills and improved confidence to all aspects of their lives. Whether it's representing our academy on stage, on the field or on excursions, the Pledge will encourage our pupils to get involved, make new friends and take pride in all they do.</p> <p>Evidence from this research by the DfE here shows that engaging in extra-curricular activities can help improve social mobility and soft skills as well.</p>	
<p>Emotional Logic embedded and rolled out whole school to allow pupils to gain ability to self-regulate</p>	<p>Emotional Logic works with individuals and families to do the following: "Emotional Logic is a personal development tool used by people of all ages to improve emotional intelligence in difficult situations. It makes sense of unpleasant emotions. People can then harness that</p>	

emotions and to reflect on their emotions. This will be firstly through staff training, then 1:1 sessions, gradually rolling out whole school through PSHE lessons, assemblies and behaviour conversations.	<p>emotional energy to face life's challenges, build emotional resilience and embrace change."</p> <p>Emotional logic had a positive impact on a small cohort of pupils who engaged in the programme as a pilot study. As a school, we are training an Emotional Logic Facilitator to be able to roll the strategy out as a whole school. More information to be found here:</p> <p>https://www.emotionallogiccentre.org.uk/what-is-it/about-emotional-logic/</p>	
Peer mentors embedded through Pupil Voice. Volunteers will be trained using Anna Freud recommendations to ensure that PP pupils have a supportive person in school should they require it.	<p>The DfE have published guidance on a Peer Support pilot study and contain key findings. The report shows that Peer Support can have positive outcomes on pupils. The report can be found here and gives recommendations of things to consider to ensure it is effective.</p> <p>EEF toolkit has shown that high expectations along with peer tutoring can have a huge impact on PP student progress.</p>	
The attendance strategy has PP attendance improvement as its main area of focus. This includes two Community Engagement Officers who primarily focus on the improvement of PP attendance through identifying barriers, working alongside the family and school to remove barriers to attendance.	<p>The link between academic success and school attendance is massive. Attending school means that pupils are more likely to meet their aspirations in the future. If pupils are not here, they are not learning.</p> <p>We apply an assess, plan, do, review process in line with local authority expectations. We work with the LA attendance and inclusion team and city wide EWOs to identify where there is a family history of poor attendance.</p> <p>We celebrate good attendance in all areas of school such as form time, assemblies, prize draws and letters/text home.</p> <p>We spend a lot of time speaking to pupils and parents to align our values.</p>	
Life Coach in place to provide support of any PP pupils who find that they need help with any mental health issues. Work alongside families to provide support as required on High	<p>There needs to be targeted interventions and support available for all pupils, including PP pupils. Identifying issues with and having impactful interventions to help to tackle the issue will have a positive outcome on pupil wellbeing.</p>	

Performance Retreats		
Breakfast club offered for free for each PP pupil to ensure they have a good start to the day and improve school attendance/punctuality. Evaluate the impact and identify ways to engage more PP pupils to attend if required.	<p>The report conducted by the DfE here shows that breakfast clubs can be successful in making sure pupils do not go hungry, their punctuality improves and they are more focused on learning.</p> <p>The report identifies key things that should be considered when implementing breakfast clubs.</p>	
STEP IN programme identifies PP pupil who are persistently absent, have external agencies working with them e.g. MAST/CYT, attendance and inclusion team. It creates a bespoke programme to reintegrate pupils into school over an established period of time. The aim is to encourage pupils back into school in a nurturing environment with the aim of ensuring they return to school and attend regularly.	<p>Experience tells us that some pupils will not take a brave step of engaging with a full-time timetable due to personal barriers they experience and require a more nurturing approach. As a result of their absence:</p> <ul style="list-style-type: none"> - They are missing out on learning - Their absence cannot be authorised - External agencies have not successfully improved the consistency of their attendance. <p>The STEP-IN programme offers a bespoke solution for each child where their wishes and feelings are considered and a pastoral and academic programme is put into place which serves to tackle their barriers. Pupils gradually increase the number of lessons they attend and are brought back into normal school life. It is an intervention that will typically only be offered once.</p>	
SEMH Hub identifies PP pupils who need support with a certain issue to be able to meet an outcome such as improved behaviour, self-esteem, emotional regulation/ anger management, art therapy etc. HoYs will refer pupils to	<p>It is very important to proactively manage behaviour and for the school to foresee any problems that may arise. Historical data has allowed us to identify pupils who are at greater risk of pastoral strife and lesser engagement with school. Through a collaborative effort of the school community, pupils are identified and offered a 6-week programme of intervention that takes place during school hours and is delivered by specialist colleagues. This works towards building a school culture where it is normalised to seek help and talk about feelings and emotions in a productive way. This is a move away from a punitive system and aims to support pupils to change their habits</p>	

the SEMH hub to access the sessions delivered within the school day. Respect Programme from the Boys and Girls Club also rolled out to support with non-attendance or lack of engagement with SEMH Hub lower down in the school	<p>and behaviours which are not positive for their future development.</p> <p>Paul Dix argues in 'When adults change, everyone changes' that "More ferocious punishment does not result in better behaviour. It simply drives resentment underground and divides the adults and children into 'them' and 'us'. What is important is the immediacy of response, not the weight of the sanction."</p>	
The Library should become the beating heart of the school and PP pupils should be encouraged to attend the extra-activities in the library, allow them to access thousands of books they wouldn't usually and continue to develop the Reading Pledge working alongside PP families.	<p>The Literacy Trust Publish these key findings in relation to the importance of libraries for pupils and specifically for PP pupils as a key leveller:</p> <p>Numerous studies, particularly in the US, have found evidence of school libraries having an impact on pupils' academic attainment.</p> <p>While a variety of school library characteristics have been connected with achievement, many studies have explored the impact of library staffing in particular and shown the importance of having a full-time librarian.</p> <p>School libraries have been linked with improved reading skill. It has also been shown that the differences in reading skills cannot be explained by demographic variables. As with attainment in general, library staffing in particular has been linked to pupils' reading skills.</p> <p>Data from 2016 support the previous findings by the National Literacy Trust and show that pupils who use the school library have higher reading scores than those who don't use the library, and they are less likely to have a score below the average.</p> <p>Ensuring that pupils have access to books, can read fluently and comprehend what they are reading will reduce the Matthew effect https://learningspy.co.uk/learning/the-matthew-effect-why-literacy-is-so-important/</p>	
Closing the reading gap not only through teaching pupils to read, but also making sure that all PP pupils have access to books using Scholastic Book Fayres and Book Buzz to support this process and provide support to parents about how they can encourage their	<p>Charities such as BookBuzz/Book Trust have researched the importance of ensuring that all homes have access to high quality books. The importance is that not only do we provide books, but we also ensure that pupils can read – this strategy therefore goes hand in hand with the Thinking Reading Strategy. Ensuring that pupils have access to books, can read fluently and comprehend what they are reading will reduce the Matthew effect https://learningspy.co.uk/learning/the-matthew-effect-why-literacy-is-so-important/</p>	

child to read more. Books also to be provided to families of PP children to encourage reading together and building a reading habit.		
Form Time reading strategy aims to ensure that all pupils will read at least 13 novels by the time they leave Forge Valley School, through the embedding of reading within form time 3 times per week.	<p>The more you read, the more you learn. After the age of five, most of the vocabulary we acquire is through reading. Few people persevere with something they find difficult and uncomfortable. If you're literate you will gravitate towards literate friends. These friendships make a difference. The more we interact with the word-rich, the deeper our own pool of words will be. Or to put it another way, as the word rich get richer, the word poor get poorer. We need to create a reading culture so pupils who struggle with reading get to practice more, they have more access to words in order to become more word rich and they have access to experiences and cultures which are not their own. David Didau's insights into reading are an important starting point for consideration:</p> <p>https://learningspy.co.uk/category/reading/</p>	
PP equity prioritised to ensure that PP pupils are given access to important resources. This can be done by ensuring all PP pupils have adequate uniform, resources, revision guides and access to trips through ensuring a proportion of the PP budget is allocated to this.	Ensuring pupils are well equipped to be able to access teaching and learning, experiences, revision guides and so on will ensure that barriers to learning are removed. There is little evidence to suggest that this has a massive impact, however, we would be doing our pupils a disservice if we did not ensure there is full equity in access to resources.	
Summer Enrichment Week should engage a large proportion of PP pupils and ensure that they receive and engaging week of activities to allow for a smooth transition and lay the foundations for a positive	<p>EEF summer school guidance clearly identifies key points to consider when organising a Summer School. There is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small group or one to one academic approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	

experience with school.		
Continue to build positive relationships with PP families to ensure that school is a supportive environment for all pupils and show that school cares about their children. Use of social media, surveys, parents evening and open forums for discussion. Additional sessions also provided by the school based on Community Voice.	<p>The EEF has published guidance for effective ways to work with parents here: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>The positive communications strategy will have a clear focus and ensure that PP pupils are equally represented.</p>	

Total budgeted cost: £ 523, 062

Part B: Review of the previous academic year

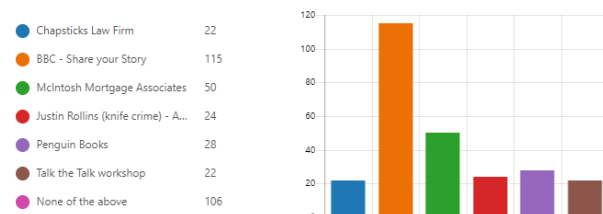
Outcomes for disadvantaged pupils

Challenge		Intended Outcomes
1	Attendance for pupils eligible for pupil premium is 87.28% (below the target for all pupils of 95%) and persistent absence (10%) is 37.2%; this reduces their school hours and impacts on learning and progress significantly.	<ul style="list-style-type: none"> Improved overall attendance of disadvantaged cohort. Reduced attendance deficit between disadvantaged and non-disadvantaged.
2	A significant number of disadvantaged pupils have lower reading ages than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.	<ul style="list-style-type: none"> Close the reading gap. Successfully embed impactful reading intervention strategies which are effective in closing the reading gap. Embed disciplinary reading throughout the curriculum. Form time reading embedded and consistently applied so that all pupils read in form time.
3	Some PP families are hard to reach and have a lack of trust in educational and institutional establishments, resulting in a distrust and lack of support for Forge Valley School. This impacts negatively on pupil outcomes.	<ul style="list-style-type: none"> Build stronger relationships with hard to reach families. Further invitations for parents to have positive experiences with school to change attitudes. Improvement of the 'positive communications strategy'. Effective use of parental engagement to inform the development of policies and procedures.
4	Lack of knowledge and skill in understanding how to meet aspirations or low aspirations in some, lack of resilience and low self-esteem for a number of pupil premium pupils across all year groups is having a detrimental impact on their academic progress.	<ul style="list-style-type: none"> High quality careers service available for each PP child. Brilliant Club in place and embedded for high achieving PP pupils who have low aspirations. Re-launch of the Enrichment priority within school with speaker sessions, extra-curricular activities and The Pledge Build further links with Us in School and Discover Us

5	<p>There are a number of disadvantaged pupils who are making less progress than other pupils in some subjects in KS4, particularly mathematics and the EBACC subjects (geography, history and Spanish).</p>	<ul style="list-style-type: none"> • Improve outcomes for disadvantaged pupils. • Narrowing of the attainment gap for disadvantaged pupils. • Intervention menu in place to support pupils which has a greater focus on early intervention. • Learning walks reveal that teachers have a good understanding of the needs of the pupils in their class and ensure they evaluate the impact they are having on disadvantaged pupils. • Learning walks reveal that all lessons involve high challenge for all pupils. • No opt-out questioning, checking understanding and participation in the lesson should equally involve PP pupils. • Learning walks reveal that the curriculum is knowledge rich and clearly planned for over time
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Overall key successes	Overall key areas for development / adjustment
<p>In comparison to 2022/23 the attainment gap between PP and non PP has closed by 0.4% and there is clear evidence that disadvantaged pupils that attend school do make good progress. Disadvantaged pupils with attendance of 90% and above had a Progress 8 score of +0.02 based on Most Likely Outcome Grades.</p> <p>Enrichment has been relaunched in a big way with focus on speaker sessions and extra curricular. The average rating for the speaker sessions was 3.5 out of 5 with words such as interesting, informative, inspiring and confidence were used in their pupil voice forms on each.</p>	<p>Attendance is still a main concern for PP vs non-PP. Community Engagement Officers need to be employed and working with target groups as well as utilising the life coach to ensure we are offering skills not only to student but also to families. More use of SLT and home visits to try and get a firmer idea of what life is like in the community.</p> <p>There is still a gap in attainment between PP and non-PP (-0.74 vs -0.03(provisional data)) and with considerable gaps in Maths and English passes Progress Leaders will help in</p>

1. Did you take part in any of the guest speaker sessions, please select **all applicable**.



Club	Staff	Total Pupils	Non PP	PP	Overall %
3D Printing	TL	57	48	9	15.79%
Anti-Bullying Ambassadors	KS	93	78	15	16.13%
ART Club	SW	37	31	6	16.22%
Badminton Club	PE	74	68	6	8.11%
Basketball Club	PE	59	49	10	16.95%
Boxing	PE	6	2	4	66.67%
Boys Football	PE	137	114	23	16.79%
Celebration Cooking	MN	40	35	5	12.50%
Chess Club	SG/BB	57	45	12	21.05%
Computer Club	EC	28	20	8	28.57%
Cross Country	KRI	17	17	0	0.00%
Dance Academy	PE	27	21	6	22.22%
Debate Team	MIG	21	16	5	23.81%
Drama Club	GT	59	49	10	16.95%
DT Mastery Session	IH	17	12	5	29.41%
Duolingo Club	SLE	20	27	3	15.00%
Fitness/Skipping	PE	68	50	18	26.47%
Forging Friendships	Prefects	12	8	4	33.33%
Forging our Future	EB	9	7	2	22.22%
Girls Football	PE	44	41	3	6.82%
H&S Care	HB	27	16	11	40.74%

42 different extra-curricular activities between September 22 and April 23 – 246 PP pupils attended between these times (only recorded once but pupils will have attended multiple times) eg. 2 PP pupils have attended Duolingo 15 times each. Pupils who would not normally have access to a range of activities now do in school and are participating on a regular basis. Overall we only see 19% of club membership is PP but as this is the first year of recording this we are unable to compare.

The gap in the NGRT testing between PP and non-PP has decreased.

165 FSM pupils tested

25 making higher or much higher than progress (15%)

89 making expected progress (54%)

45 lower or much lower(27%)

Compared to non FSM (537)

101 making higher or much higher than progress (18%)

338 making expected progress (63%)

85 lower or much lower(16%)

academic intervention in the core subjects.

All staff need to feel that they are part of the PP strategy. New trip request forms need to be created in order for staff to have PP engagement in trips at their forefront. This will allow more cultural capital to be gained for disadvantaged. The number of clubs may go down next year but the quality of them will improve as will tracking to get more of a clear idea about PP engagement.

Reward YTD	Total Pupils	Non PP	PP	PP with nothing	Overall %
Postcards	1129	845	284	180	25.16%
Credits	16461	12394	4067	19	24.71%
Positive Letter	42	35	7	332	16.67%
Negatives	26123	15611	10512		40.24%
Trips	763	500	263	265	34.47%
100% Attendance Rewards	454	390	64	290	14.10%
	44972	29775	15197	1086	25.89%

Positive Credits YTD

Year Group	Total Y	Non PP	PP	PP No Credit	Overall %
Year 7	5262	3614	1648		31.32%
Year 8	4740	3541	1199	1	25.30%
Year 9	3923	3243	680	4	17.33%
Year 10	1561	1233	328	2	21.01%
Year 11	975	763	212	12	21.74%

Negative Credits YTD

Year Group	Total Y	Non PP	PP	Overall %
Year 7	5433	2633	2800	51.54%
Year 8	7513	4614	2899	38.59%
Year 9	6290	3727	2563	40.75%
Year 10	4052	2377	1675	41.34%
Year 11	2835	2260	575	20.28%

The data for PP/Non PP rewards is illuminating and it is clear that as a school we need to change the character of the school to be more celebratory of the positives.

Although community empowerment was strong this year with 80% of the

	community cooking attendees being PP the school needs to continue to offer more access into the school for the community and become more of a hub, especially given the cost of living crisis. A newsletter would also help to give more details of what is happening in school as well as more of a social media presence.
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Externally provided programmes

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

Programme	Provider
Brilliant Club	Brilliant Club
Emotional Logic Training	Emotional Logic
Thinking Reading	Thinking Reading

Further information (optional)