

Pupil premium strategy statement – The Forge Secondary Short Stay School

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	34
Proportion (%) of pupil premium eligible pupils	65% (22 out of 34 pupils)
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)	3 Years
Date this statement was published	January 2025 (2024-2026)
Date on which it will be reviewed	December 2025
Statement authorised by	Daniel Smith
Pupil premium lead	Daniel Smith
Governor / Trustee lead	Andy McDouall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,410
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>	£18,410

Part A: Pupil premium strategy plan

Statement of intent

Pupils attending The Forge are referred by the local authority due to permanent exclusion. They come to us at a point of crisis. We believe that all our pupils should have an equal entitlement and opportunity to access a wide range of experiences that will help to develop their personal and academic skills and experiences. This will help to build their confidence and resilience, support their mental health and wellbeing, and will help to prepare them for a successful post-16 experience. It is our aim to ensure that all pupils, irrespective of their social or economic background, should have access to opportunities that will allow them to excel.

The focus of our pupil premium strategy is to support disadvantaged pupils in achieving those goals, whatever their starting point. The activities we have outlined in this plan are specifically designed with the challenges faced by our pupils in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not. The evolution of our curriculum and quality first teaching is at the forefront of our approach, with a focus on the areas that our pupils require the most in order to narrow, and overtime, close the attainment gap.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessments and monitoring, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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 disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our pupil premium strategy is strategically linked to our whole school development plan to ensure our priorities are communicated clearly and achieved effectively.

Challenges

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

Challenge number	Detail of challenge
1	Our pupils do not attend school as often as they should.

2	Many of our pupils struggle to engage with learning and have done so for a number of years. This can be due to several factors including undiagnosed neurodevelopment conditions such as ADHD or Autism, suffering from effects of trauma, missing large portions of prior education and difficulties at home and or in the community. This has left many working at below age expected levels across the curriculum as well as leaving pupils with low self-esteem.
3	All of our pupils are affected by social, emotional and behavioural difficulties. Our pupils have either been permanently excluded from a mainstream school or are at high risk of permanent exclusion.
4	Our pupils often lack a basic awareness of societal expectations around norms of behaviour and have poor social skills. They often struggle to form and maintain appropriate peer relations and struggle to build trusting, boundaried, adult relations. This is often an inter-generational challenge affecting parental engagement with and support of their child and the school.
5	Regular and unpredictable changes to the school cohort with frequent additions of pupils joining throughout the year and other pupils exiting for various reasons.

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
Attendance for pupil premium pupils to improve	Year-on-year attendance data for pupil premium pupils will show an improvement
Attendance for pupil premium pupils to be more in-line with non-pupil premium pupils	Year-on-year attendance data for pupil premium pupils be more in-line with non-pupil premium pupils than previously
Enrichment opportunities are broadened making them more accessible and frequent	The school will offer pupils a broad range of enrichment opportunities in different ways and at different times to help meet their needs
English and Maths attainment at the end of KS4 to improve for pupil premium pupils	Improved overall GCSE year-on-year outcomes at the end of GCSE

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>None of the pupil premium funding is being spent directly on this activity</i>	This expenditure is coming from the school funds and includes small group teaching (maximum number of 8 pupils and 1xTA per class)	

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

Budgeted cost: £ 7,791

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Farm Intervention</i>	For specific pupils, this has proved an essential strand of support in allowing them to engage with what the school has to offer. For the correct pupils this intervention has meant their attendance at the farm sessions has been 100%. It has also provided these pupils (who are going through the EHCP process) access a provision that, for some, will be similar to those accessed once that have transitioned to an appropriate setting that can meet their needs: in some cases, this is one of the provisions they access at their 'forever' setting.	1,2,3&4

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

Budgeted cost: £ 14,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentoring</i>	The mentor provides an invaluable strand of support for pupils who have been identified as facing specific challenges in their communities and who	1,2,3,4&5

	<p>have connections to people in the community that do not always support them in making the best choices. Mentoring provides these pupils with a space in which they can address the issues they are facing in an open and honest way that they simply do not do with school staff. This strand of support allows us to safeguard our pupils in a way that simply wouldn't have been possible otherwise.</p>	
<i>Dog Therapy</i>	<p>The Dog Therapist provides a strand of support for pupils who can find it difficult to engage with and trust adults. These are some of our most vulnerable pupils who open up to the dog therapist in a way that they simply wouldn't or couldn't with other staff. This strand of support allows to support and safeguard a specific group within our cohort who would otherwise be difficult to support and reach otherwise.</p>	1,2,3,4&5
<i>Uniform</i>	<p>This is simply meeting what can be one of the intergenerational challenges that we face: parents have often spent money on uniforms for mainstream school – a uniform that has quite often been a site of conflict between teachers and pupils at mainstream – and by the time a pupil comes to us, the last thing a parent wants to do, or can afford to do, is spend more money on a uniform. We have a uniform that pupils can, and will, wear.</p>	1,2,3&4

Total budgeted cost: £ 22,070

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2023-24, when the above elements of support were introduced in the way that they are now being used for the first time, we saw a positive impact in academic attainment at KS4 and during the course of this academic year we have seen a positive impact on attendance.

Academic Attainment KS4

Summer Exams 2023-24

- *85% of pupils gained a GCSE in English and Maths:*
- *100% of PP pupils gained a GCSE in English and Maths*
- *75% of NPP pupils gained a GCSE in English and Maths*
- *69% of pupils gained a GCSE in English, Maths and Science:*
- *80% of PP pupils gained a GCSE in English, Maths and Science*
- *63% of NPP pupils gained a GCSE in English, Maths and Science*

While the numbers of pupils involved, 13 in total (both PP and NPP added together) are small and possibly not statistically significant when broken down into the subgroups of PP and NPP, PP pupils out-performed NPP pupil in terms of attainment in their end of KS4 exams.

Attendance

Academic Year 2023-2024

Whole School Attendance: 37%

- *Attendance PP pupils: 38%*
- *Attendance NPP pupils:*

Academic Year 2024-2025 (year-to-date)

Whole School Attendance: 67%

- *Attendance PP pupils: 62%*
- *Attendance NPP pupils:*

In the course of the academic year 2023-24 the attendance for PP pupils, while unacceptably low, was higher than for NPP pupils. In the year-to-date, while the attendance for PP pupils is slightly lower than for NPP pupils, it is considerably higher than it was during the last academic year.

Both these measures indicate that the steps we are taking in relation to our use of PP Funding to meet the challenges that our pupils facing are having an impact. We now need to continue to build on this going 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
Farm	Longlands Farm
Mentoring	More Talk, More Action
Dog Therapy	In Therapeutic Partnership

