

Pupil Premium strategy statement - SGS Forest High 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	284
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Alan Dane - Headteacher
Pupil premium lead	Nicola Mooney - Deputy Headteacher
Governor / Trustee lead	Nigel Johnson - Chair of Local School Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109335
Recovery premium funding allocation this academic year	£33672
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£143027

Part A: Pupil premium strategy plan

Statement of intent

Following the school being placed in Special Measures in May 2022, our Pupil Premium strategy has been overhauled and a new three year plan established for 2022-2025.

Our ultimate objectives for disadvantaged pupils are that their progress and attainment are in line with those of non-disadvantaged pupils at the school, with outcomes for all students improving towards national averages year-on-year.

Our current Pupil Premium strategy plan works towards achieving these objectives by (a) improving the fundamental quality of education for all pupils and (b) providing targeted support for those pupils/groups of pupils who are at risk of not benefitting from more general improvements.

Our key principles are to ensure that every child learns and every child grows, so that there are no gaps of any kind between disadvantaged and non-disadvantaged pupils at SGS Forest High School.

Challenges

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

Challenge	Detail of challenge
1	Many of our disadvantaged pupils need their learning scaffolded.
2	Many of our disadvantaged pupils read below their chronological age.
3	Many of our disadvantaged pupils do not have rich cultural capital.
4	Some of our disadvantaged pupils are not sufficiently ambitious.
5	Some of our disadvantaged pupils display poor behaviour for learning.

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
No outcomes gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> No gap in subject entry numbers. No gap in Basics, P8, A8 or EBacc outcomes. No NEETs, with parity in P16 L3 course entry.
All students can read and comprehend at their chronological age.	<ul style="list-style-type: none"> Reading and comprehension age scores improve each year until there is no gap by autumn 2025.
Disadvantaged pupils have cultural capital equal to that of non-disadvantaged pupils.	<ul style="list-style-type: none"> Disadvantaged student uptake for all cultural opportunities (arts, sports, residential etc) is same as that for non-disadvantaged.

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: £83000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an additional Deputy Headteacher to lead the raising of attainment, reading ages and SEND outcomes.	The appointee is experienced in closing disadvantaged/non-disadvantaged gaps in these areas, primarily in Special Measures schools with significant numbers of Pupil Premium students.	1 2

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional provision for key disengaged, disadvantaged students.	Other local schools have successfully used these provisions to close the gap for disengaged, disadvantaged students.	5

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

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full funding of our expanded range of educational visits for disadvantaged students.	Educational visits, including those for GCSE fieldwork, study skills development and cultural enrichment are an integral part of broadening our students' horizons and helping them develop positive behaviour.	4 5
Expanded CEIAG provision, including additional 1:1 careers guidance, bespoke partnerships and filling gaps from GCC funding cuts.	High quality CEIAG provision provides students with knowledge, skills and confidence to take the steps needed to achieve their goals.	4

Total budgeted cost: £143000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2022	
P8	-1.55
A8	26
E&M 5+	7%
E&M 4+	21%
EBacc entry	14%
EBacc 5+	0%
EBacc 4+	0%
EBacc APS	2.12
NEET (2020 leavers)	14%

Externally provided programmes

N/A

Service pupil premium funding (optional)

N/A

Further information (optional)

N/A