

# 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	289
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Alan Dane
Pupil premium lead	Giorgio Hlad
Governor / Trustee lead	Mike Barnsley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,305
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>	£33,948
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£161,253

# 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 number	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"><li>• No gap in subject entry numbers.</li><li>• No gap in Basics, P8, A8 or EBacc outcomes.</li><li>• No NEETs, with parity in P16 L3 course entry.</li></ul>
All students can read and comprehend at their chronological age.	<ul style="list-style-type: none"><li>• Reading and comprehension age scores improve each year until there is no gap by autumn 2025.</li></ul>

Disadvantaged pupils have cultural capital equal to that of non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>Disadvantaged student uptake for all cultural opportunities (arts, sports, residential etc) is the same as that for non-disadvantaged students.</li> </ul>
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## 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: £51,689

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD / instructional coaching programme based on Rosenshein/TLAC to develop high quality teaching</i>	EEF Effective Professional Development Guidance Report 2021 - High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	1, 4
<i>Year 11s receive 4 additional hours of timetabled lessons per week through prep sessions and P7 - teaching staff are afforded this time by support staff taking on operational roles</i>	It has been shown that the very best intervention is to maximise the number of hours students spend in front of their teachers (EEF). EEF findings also show small group tuition & small group mentoring have positive impacts for pupils from disadvantaged backgrounds.	1
<i>Staffing of Raising Standards Lead and Raising Standards for Year 11</i>	DfE PP Webinar (Oct 2023) endorsed the use of additional leadership capacity to drive PP strategies and build a culture of support and challenge for staff in developing their teaching.	4
<i>Technology to support high quality teaching</i> - <i>Visualisers for all members of teaching staff</i>	Rosenshine's research-based principles of instruction highlight the importance of modelling in reducing cognitive load. A teacher modelling and thinking aloud while demonstrating how to	1

<p>- <i>IRIS for developing high quality teaching</i></p>	<p>solve a problem are examples of effective cognitive support. Worked examples allow students to focus on the specific steps to solve problems and thus reduce cognitive overload on their working memory.</p> <p>EEF teacher toolkit states that “the principle use of the visualiser is to show children what a good one looks like, allowing the teacher to model the learning process”</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £42,136

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Online homework platforms such as Seneca and Sparx.</i></p>	<p>The EEF states regular homework is a significant factor in closing the disadvantage gap.</p> <p>The effect of homework has been rated as having an impact of +5 months by the EEF toolkit.</p>	<p>1, 3</p>
<p><i>Purchasing of reading books for guided reading - 20 minutes of teacher led reading every day</i></p>	<p>Carefully selected books will enhance students’ reading age and assist them in reading comprehension strategies in the classroom, which according to the EEF are high impact (on average +6 months).</p> <p>Guided reading will develop student cultural capital and expose students to challenging themes and contexts. Guided reading aims to cultivate reading for pleasure, which is linked to attainment and positive emotional and social effects (DfE 2012).</p>	<p>2, 3</p>
<p><i>Knowledge Organisers printed and supplied to all students</i></p>	<p>Revision guides and workbooks are a significant cost to PP students. Knowledge organisers support and supplement homework which is essential in closing the disadvantage gap. Use of knowledge organisers is encouraged at home for independent learning to facilitate cultural shift.</p>	<p>4</p>

<i>Accelerated Reader (AR)</i> <i>Lexia</i>	AR and Lexia help develop literacy in order to access the rest of the curriculum, improve vocabulary and build cultural capital. EEF findings show that Year 7 pupils made 3 months additional progress when offered AR. For PP, this figure was 5 months additional progress.	2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67,419

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Expanded pastoral team</i> - <i>Deputy HOH</i> - <i>Support staff for pastoral and well-being</i>	Improving behaviour, attendance and wellbeing are essential in improving outcomes for PP students.  Communicating with, and supporting parents has been shown by the EEF to raise attainment of PP students.	5
<i>Contribution to the cost of safeguarding and well-being support staff</i>	EEF findings show how social and emotional learning approaches have a positive impact. On average, with mental health and well-being support students make 4 months of additional progress in academic outcomes over the course of an academic year.	5
<i>Contributions towards the cost of attendance officers/ leads</i>	It has been shown that the very best intervention is to maximise the number of hours students spend in front of their teachers (EEF).  Clear correlation between attendance and P8/attainment.	2, 4
<i>Breakfast clubs / booster breakfasts during exam series</i>	Universal breakfast have been shown to improve attainment and outcomes of pupils (Tom Bennett - Running the Room)	5
<i>Providing uniform and equipment for families who cannot afford it</i>	Ensuring financial barriers do not impact the learning opportunities or experiences for PP students	5

<i>Staffing of additional PE teacher for extracurricular clubs</i>	<p>Ensuring financial barriers do not impact the cultural and extracurricular experiences of PP students. The local area has affinity for Rugby and sport is a huge part of the culture and pride of the town of Cinderford.</p> <p>Student voice from 2022-2023 highlights the positive impacts extracurricular sport has had, particularly pertaining to self-confidence and pride of their school.</p>	3
<i>Subsidised Educational Visits and Extracurricular trips</i>	Ensuring financial barriers do not impact the cultural and extracurricular experiences of PP students.	3
<i>Instrumental music lessons subsidies</i>	Arts participation, including participation in music has been found by the EEF to have a strong positive impact	3, 4

**Total budgeted cost: £161,253**

## **Part B: Review of the previous academic year**



## Outcomes for disadvantaged pupils

Comparisons to last year's data show that the gap for disadvantaged students is closing. Disadvantaged students have improved in both P8 and A8, however the gap is still significant and work remains to be done.

P8	-1.11 (+ 0.44)
A8	26.7 (+ 0.7)
E&M 5+	13% (+6%)
E&M 4+	22% (+1%)
EBacc entry	26%
EBacc 5+	0
EBacc 4+	0
EBacc APS	2.28 (+ 0.16)

Attendance of PP 1/9/23 - 9/11/23 = 85.84%

Attendance of PP 1/9/22 - 9/11/22 = 85%

Attendance of Non-PP 1/9/22 - 9/11/22 = 92.5%

Pupil Premium students at SGS Forest High still achieve less highly in comparison to local and national averages. Our PP P8 score (vs Non PP) was -0.79 compared to local authority and -0.64 compared to the national average.

But, we are on target to achieve the outcomes of the strategy outlined above. At the current rate of progress, by the end of the three year plan, it is projected that PP students will achieve a P8 score of -0.23 which would place SGS Forest High school above the national average of -0.55 (2022).

Behaviour of all students, including PP students has improved significantly. Students are building their cultural capital through a plethora of extracurricular opportunities, including, but not limited to: sporting success (district champions), residentials, school trips (skiing) and music and drama productions. Building cultural capital remains a focus and developing this further is imperative for our students.



## 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
N/A	

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

N/A