

Summary Report on Saxon Mount School Pupil Premium expenditure and use to support pupils, Including Year 7 catch up funding.

Financial year 2016/17

Key purpose of Pupil premium allocation

To narrow the gap between pupils considered to be disadvantaged through low income and all other pupils, by addressing inequalities and targeting support at these pupils.

From April 2012 any pupil eligible for FSM at any time in the preceding 6 years has also attracted Pupil Premium funding, as deprivation at earlier stages of education is perceived to impact upon learning and prior attainment, regardless of the current parental income situation.

All pupils at Saxon Mount School are at risk of low achievement due to a number of indicators, including low-income and SEN. Other factors also indicate risk of low achievement and are higher than average within our school population: Transience (pupils entering or leaving the school outside of usual starting and leaving points.), Children Looked After, low prior attainment, previous low or non-attendance or exclusion from school. Whatever the barriers to achievement facing pupils at Saxon Mount, the school is committed to every child achieving and attaining to their maximum capability.

At Saxon Mount School the attainment gap between FSM pupil and all others is consistently very small and Pupil Premium funding has been used to maintain and reduce this gap further, whilst striving to improve the attainment of all pupils.

Areas identified for action and strategies using Pupil Premium funding are included as priorities in the School Development Plan and Self-Evaluation documentation.

% of pupils attracting PP (Current and 'ever 6' FSM) as at January 2016

59.48%

Pupil Premium allocation 1st April 2016 to 31st March 2017

Pupil premium total allocation 16/17 at £935 per FSM pupil	£68,375
Year 7 catch up premium (paid Feb 17)	£10,500
Total for Financial year 16/17	<u>£78,875</u>

Pupil premium Expenditure in financial year 16/17 summary

Action/strategy	SDP Reference Section	Amount	Reason and expected outcome	Evaluation of strategy and future priority
<p>Provide additional catch-up and curriculum support classes and activities to all Y7 pupils, (and targeted Y8 and Y9 and from September 2016, Y10) including the funding of a TLR position specifically to manage, co-ordinate and monitor activities and outcomes. To provide homework club provision</p>	<p>Leadership: Narrowing the gap</p>	<p>£14,000</p> <p>Contribution to TLR post, OOOSLA payments to teaching and support staff, resources, transport and additional site and admin costs to support effective provision of activities)</p> <p>Balance on funding allocated used to support extended catch up provision in addition to Y7.</p>	<p>To provide a co-ordinated and planned schedule of catch-Up classes / activities to Y7 pupils / targeted Y8 and Y9 (and from Sep 16, Y10) pupils; monitor the impact of these on outcomes.</p> <p>Expected outcome is for all 7 and targeted Y8, Y9 and Y10 to have access to additional classes and activities, where required, to improve levels of attainment and progress for individual pupils and class groups.</p>	<p>All KS3 have been offered catch up provision since September 2015. This has extended to all pupils in September 2016. In addition, PP pupils are eligible for free transport to enable them to attend . Data suggests positive impact on learning, engagement and behaviour. Schedule of after-school catch-up and revision classes in place throughout year. Highly positive and popular intervention; will continue to be a priority for 2017/ 18. As programme embedded, TLR position ceased in 2016 and is overseen by SLT (additional</p>

				assessment TLR was supported by PP, see below)
Continue to develop Pupil Personal mentor post / Additional needs team support (HLTA post)	Outcomes and achievement; additional support/ interventions; Leadership and management: Narrowing the gap	£25000 (59% of 2 posts plus contribution to resources.	To work with pupils at risk of becoming NEET and to support identified additional needs pupils with a range of strategies. Expected outcome is for low % level of NEET to be maintained, high attendance to be maintained and for exclusions to remain low	Intervention programmes are delivered to pupils at risk of NEET and have had a positive impact on pupil progress. One to one sessions are timetabled each week to support targeted pupils. Support has been provided to attend interviews and engage in transition activities to secure September Guarantee. Pupils at risk of NEET are also referred to the YES to ensure that support is available when they leave
Purchase of IT equipment to enhance opportunities for learning across the curriculum	Outcomes and achievement: Curriculum and RWCM	£5000 (Contribution to estimated total value of £20,000)	Expected outcome is Improved levels of attainment and progress by offering opportunities for individual pupil learning and increased IT access	Updated and IT access (including iPad minis/ additional PCs)supported teaching and learning and subsequently contributed to very good outcomes for pupils and v high % of good or

				better teaching. 2 pupils have been provided with laptops. Priority for 2017 18.
Complete creation of additional external PE/learning area specifically for Table tennis for curriculum and extra-curricular activity use and including coaching.	Behaviour, welfare and personal development: physical wellbeing; SMSC: Social development	£5000 Estimated total value of £28000	Expected outcome is provision of additional extra-curricular curriculum related activities accessible to all pupils, which may support participation in wider community clubs.	Completed and provided. Club continues to be popular and well attended, Some pupils have engaged with a table tennis club outside of school. Further development for 2017 18 will be to contribute to under lit canopy for outdoor area, increasing access during inclement weather and out of school hours
Develop use of VLE further to support learning opportunities on school and at home	Behaviour, welfare and development: Engagement in learning	£500 Cost of VLE, training and staff development contribution to costs	Expected outcome is increased usage within school across the curriculum and some opportunities available to support learning at home	VLE continues to be used to support learning. Discovery, Mathletics and Clicker 7 are used to support learning at home. In addition Show my homework has been purchased to support access to learning outside of school.
Subsidising	Behaviour, welfare and	£2000	Expected outcome is	No pupil has been

<p>educational visits /additional activities</p>	<p>personal development: Promoting respect and encouraging contribution</p> <p>Teaching learning and assessment: Equal opportunities and recognition of diversity</p>	<p>(Contribution to total school funding to support educational visits and curriculum activities)</p>	<p>that no pupil is excluded from a trip or activity on the basis of financial hardship.</p>	<p>excluded from an activity on basis of financial hardship. Positive intervention promotes engagement and will remain a priority for 2017 18</p>
<p>Staff training: Training for targeted teachers</p>	<p>Outcomes and achievement: Marking and feedback, curriculum</p> <p>Behaviour, welfare and personal development: behaviour tracking and monitoring</p> <p>Teaching and learning: developing teaching skills. Knowledge and understanding</p> <p>Leadership and management: curriculum learning leaders</p>	<p>£2,000</p> <p>Annual expected contribution to training/management expenditure to ensure on-going and up to date knowledge and expertise in all relevant aspects of education.</p>	<p>To support communication and ASD management strategies and associated behaviour and learning difficulties; To provide additional CPD to support good and outstanding teaching across the school (AfL, feedback, peer learning etc...)</p> <p>Expected outcome is continuing high level of good and outstanding teaching, low exclusion rate and high attendance.</p>	<p>Training has been targeted in line with school priorities. In addition, HLTA timetable included 4 periods per week to release teachers for targeted CPD support. This has had a positive impact on staff skills, reflected in lesson observation feedback. The % of good and outstanding teaching remains very high. High priority for 2017 18</p>
<p>Summer school (rising Y7 no longer separately</p>	<p>Behaviour, welfare and guidance: engagement</p>	<p>£2875</p>	<p>Provision of summer school. Expected</p>	<p>2 week summer school programme was offered-</p>

<p>funded)</p> <p>Plus eligible pupils from other year groups for targeted summer support</p>	<p>in learning</p> <p>Teaching and learning: preparing for transition</p> <p>Leadership and management: narrowing the gap</p>		<p>outcome is that transition is successful for all pupils who participated in summer school. No separate funding this year, so we have attempted to reduce overall cost while maintaining service.</p>	<p>high take up (included transport). This supported another highly successful transition for Y7 and built on Y6 catch up provision now offered at Torfield. Will remain a priority for 2017 18. Also offered additional secondary teaching to rising Y6 as part of transition support.</p>
<p>Attendance reward prizes (threshold for 98% attendance or above)</p>	<p>Achievement and outcomes: additional support/ interventions</p> <p>Behaviour, welfare and guidance: Attendance and punctuality</p>	<p>£500</p> <p>(Contribution to expected total expenditure of £750)</p>	<p>Since September 2011, the school has used a small amount of pupil premium money to promote good attendance. Expected outcome is that through this strategy and other school strategies, attendance overall is at least average or high.</p>	<p>Attendance has remained high against all our indicators. Pupils respond positively to rewards which recognise good attendance. Popular and motivating strategy; will remain a priority for 2017 18.</p>
<p>Behaviour reward scheme</p>	<p>Behaviour, welfare and guidance: Attendance and punctuality, rewards and sanctions</p> <p>SMSC: Moral development</p>	<p>£1000</p> <p>(Contribution to total estimated cost of £3500)</p>	<p>Since September 2011 the school has used a contribution from the pupil premium funding to support the behaviour reward scheme, already in operation, to ensure it's</p>	<p>Popular and motivating strategy; behaviour good and outstanding, (ZERO exclusions in 2015 16); engagement and attendance remain high; will remain a priority for 2017 18.</p>

			sustainability. This is a strategy to encourage all pupils to practice and display appropriate behaviour to support and actively encourage their own and others learning.	
Monitoring, Management and evaluation of attainment / progress data (TLR responsibility)	<p>Achievement and outcomes: Marking and feedback, curriculum, AfL</p> <p>Behaviour, welfare and guidance: Tracking and monitoring</p> <p>Teaching and learning: enabling maximum progress, monitoring standards, developing teacher skills</p> <p>Leadership and Management: maintaining high standards and expectations</p>	<p>£4000</p> <p>Includes contribution to TLR responsibility position plus management validation and external review and assessment processes</p>	<p>The school uses RAISEonline, CASPA, Sims Assessment Manager and other in-school pupil progress monitoring processes to track and ascertain each child's progress and learning needs. The new TLR role has enabled the enhancement of the analysis and use of this data to enable monitoring, measuring and targeting of support and resources to individuals. Expected outcome is that over time target setting can be shown to be both aspirational and accurate for all pupils.</p>	<p>TLR role has in supported analysis and monitoring. Outcomes for 2015 16 were highly positive and a high % of targets were met. With changes to assessment embedded, along with staffing change imminent, this is no longer a priority from 2017 18</p>

<p>Provision of catch-up/revision/ additional support sessions in school holidays offered to all year 11 pupils in all exam subjects</p>	<p>Behaviour, welfare and guidance: engagement in learning</p> <p>Leadership and Management: Narrowing the gap</p>	<p>£2500</p> <p>(Contribution to heating, lighting, TA support, Site and Admin staff support and transport to enable attendance</p>	<p>Expected outcome is that Y11 pupils participate in revision opportunities leading to improved overall results;</p>	<p>Catch up / revision was offered to all Y10 & 11 pupils in English Maths and Science, alongside lunch time and after school support. Holiday revision classes were provided for English, maths, science, geography, history and art. Although some aspects of GCSE examinations have become more challenging, pupils engaged well and were motivated by support. Priority for 2016 17.</p>
<p>Programme to refurbish specialist teaching areas to provide the most appropriate and up to date environment for pupils (DT Room / Food Tech Room)</p>	<p>Behaviour welfare and guidance: engagement in learning</p> <p>Leadership and Management: Narrowing the gap, welfare and guidance: engagement in learning</p>	<p>£5000</p> <p>(Contribution to the anticipated expenditure of a minimum £50,000)</p>	<p>Expected outcome is that the environment supports all aspects of teaching and learning, with appropriate space and resources to support curriculum delivery - this would not be possible without pupil premium contribution.</p>	<p>Food Tech room was completed April 2016 2015. DT room was completed August 2016. Priority to continue in 2017 18,, including canopied outdoor area for supporting table tennis club / PE curriculum and consideration for vocational learning opportunities on site.</p>
<p>Purchase and provision</p>	<p>Achievement and</p>	<p>£200</p>	<p>Expected outcome is</p>	<p>Small amount provided,</p>

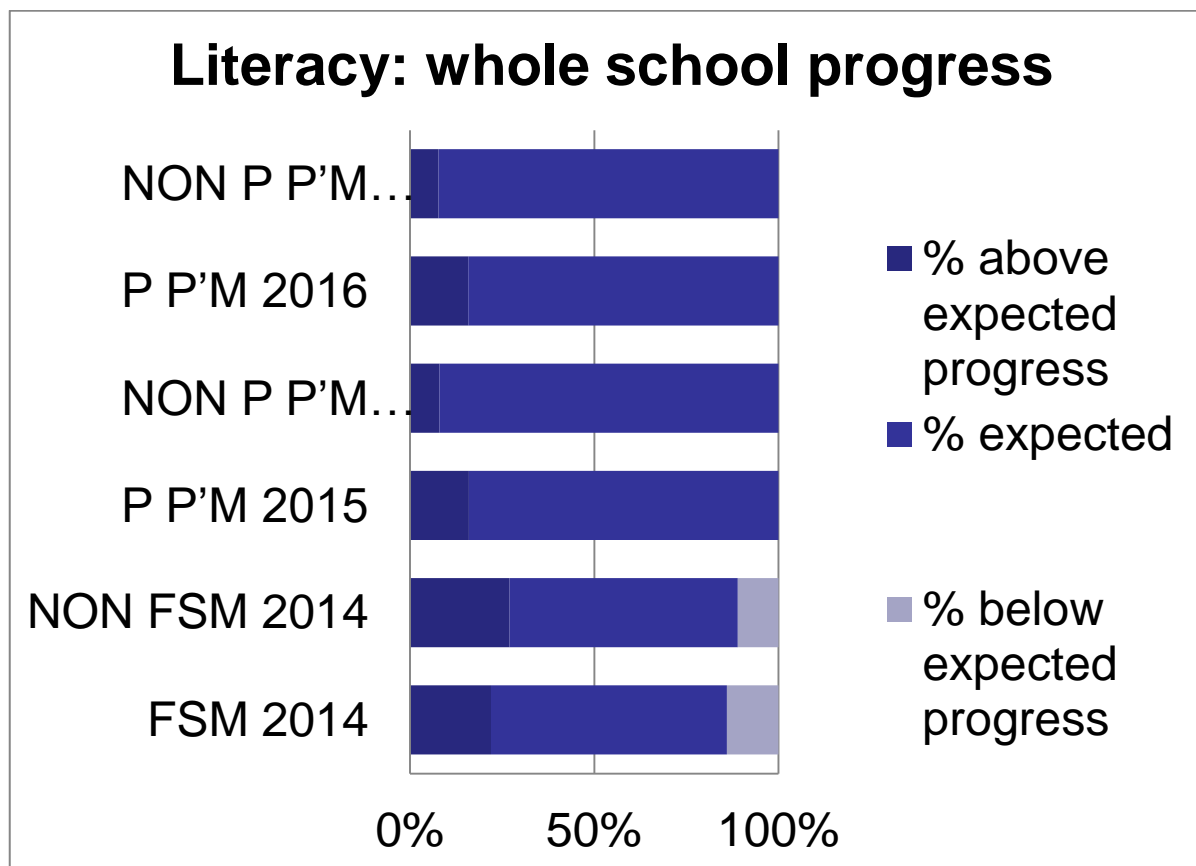
of school uniform and clothing items to support access to education and attendance	outcomes: Additional support/ interventions Leadership and Management: Narrowing the gap		that all pupils are able to access and attend school with appropriate clothing and school uniform and attend offsite vocational experiences with appropriate clothing and equipment	(all pupils in need of support received it) however it is useful to support engagement so will remain as a priority for 2017 18.
Continued use of subscription website to support learning across the curriculum and outside of school	Achievement and outcomes: Curriculum	£1700 59% of educational subscription costs	Expected outcome is that pupils continue to benefit from subscription websites to support learning, including homework / learning outside of school	Use of subscription websites continues (recently reviewed) along with subscription learning materials available through VLE and school website. Continue 2017 18.
Provision of specialist support TA and associated resources for language and supporting SaLT programme delivery	Achievement and outcomes: additional support Behaviour, welfare and guidance: developing independence, confidence and resilience	£7600 (Contribution to provision of TA4 - SaLT)	This is a specialist intervention and not only supports speech and language but also behaviour and engagement.	Part of additional needs provision – highly effective in terms of targeted support and promoting positive pupil engagement. This may be extended to provide additional language support in core areas of the curriculum for 2017 18.
Release of LAC funding to LA	N/A : ESCC take corporate approach to releasing Pupil Premium for LAC children. Other	There were 6ESCC LAC children eligible for ££11,400 ESCC PP There were 4 LAC	All LAC funding is devolved by the EFA to the LA responsible for the individual children,	ESCC Virtual schools have released £2006 to support specific interventions /

	LAs generally release Pupil Premium directly to school.	pupils from other LA's, attracting a total of £7600 to their LA's.	to release to the placement schools on criteria determined by each LA.	strategies. Therefore a total of £9,394 has been retained centrally to support the work of the Virtual School. Other LAs have realised £5750 and have retained £1850. We will be raising this as a concern with the LAs.
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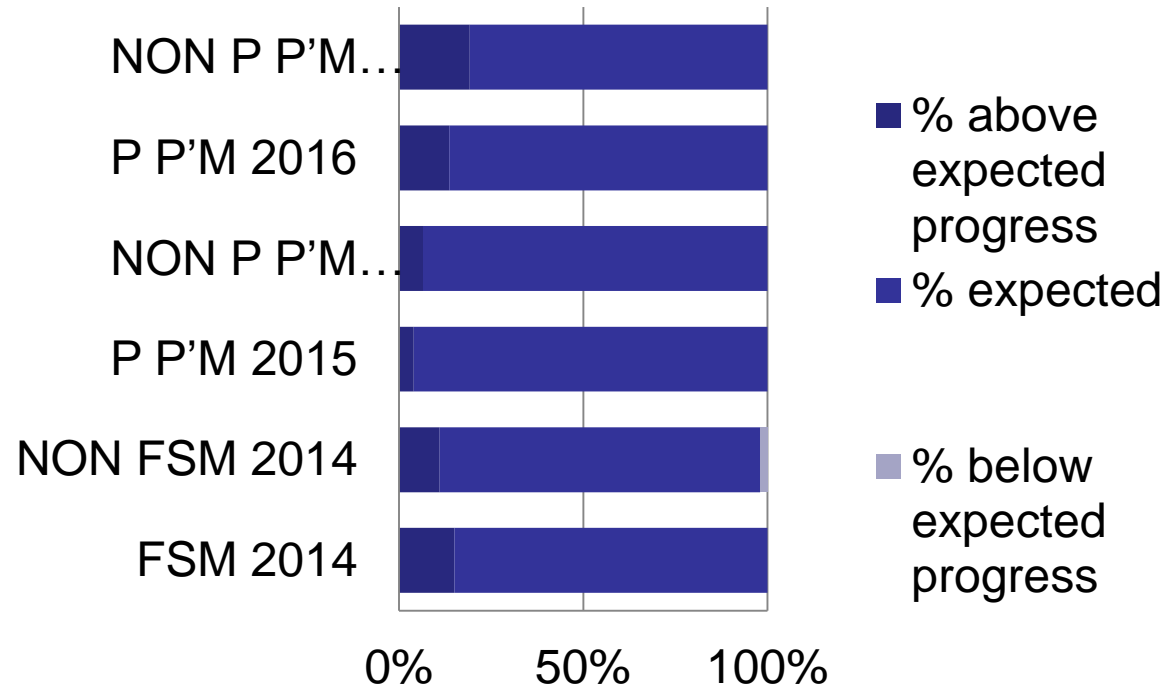
Impact of Pupil Premium funding on narrowing the gap between FSM and other pupils is demonstrated by:

- ✓ Children on FSM or who are looked after achieve as well as, or better than, other pupils at Saxon Mount School and as well as or better than similar pupils nationally and locally.
- ✓ Children on FSM have access to all school educational visits regardless of family ability to contribute.
- ✓ Attendance of FSM pupils is in line with all other children and is above average when compared with other SEN and mainstream secondary schools.

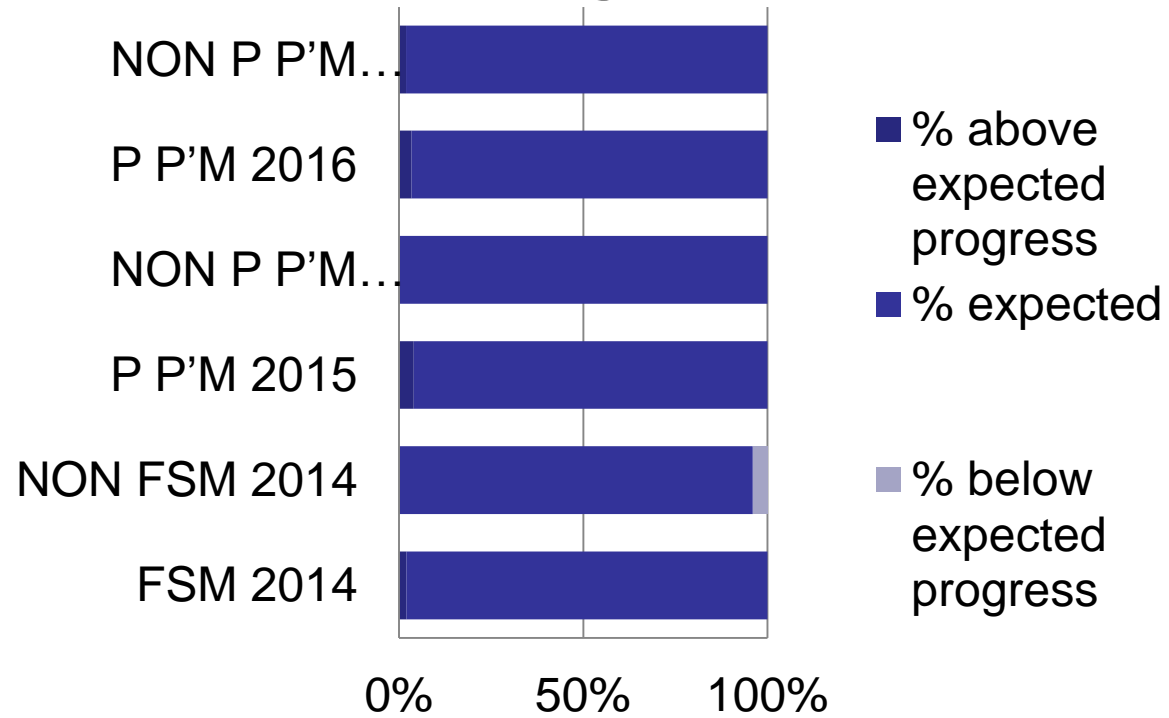
- ✓ Exclusions remain very low and decreasing for ALL groups of pupils.

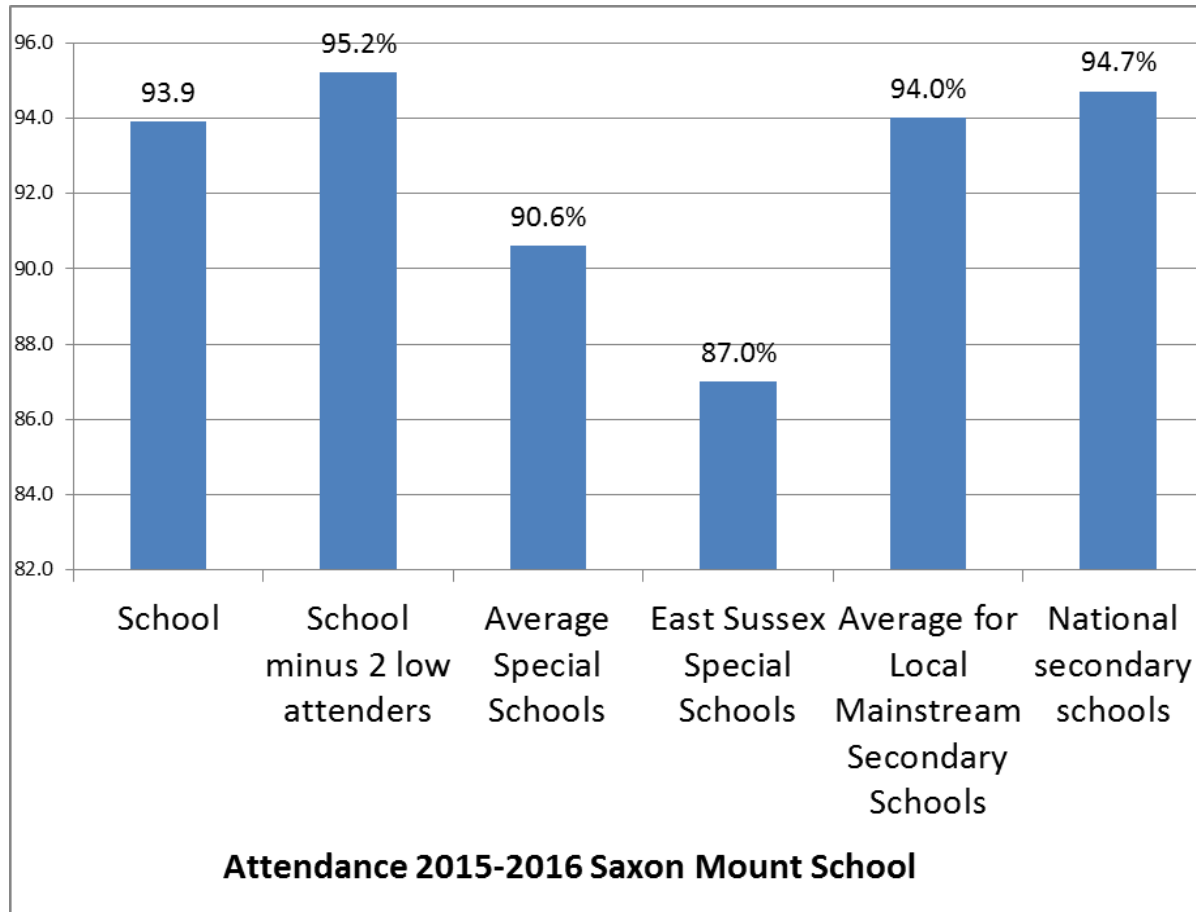


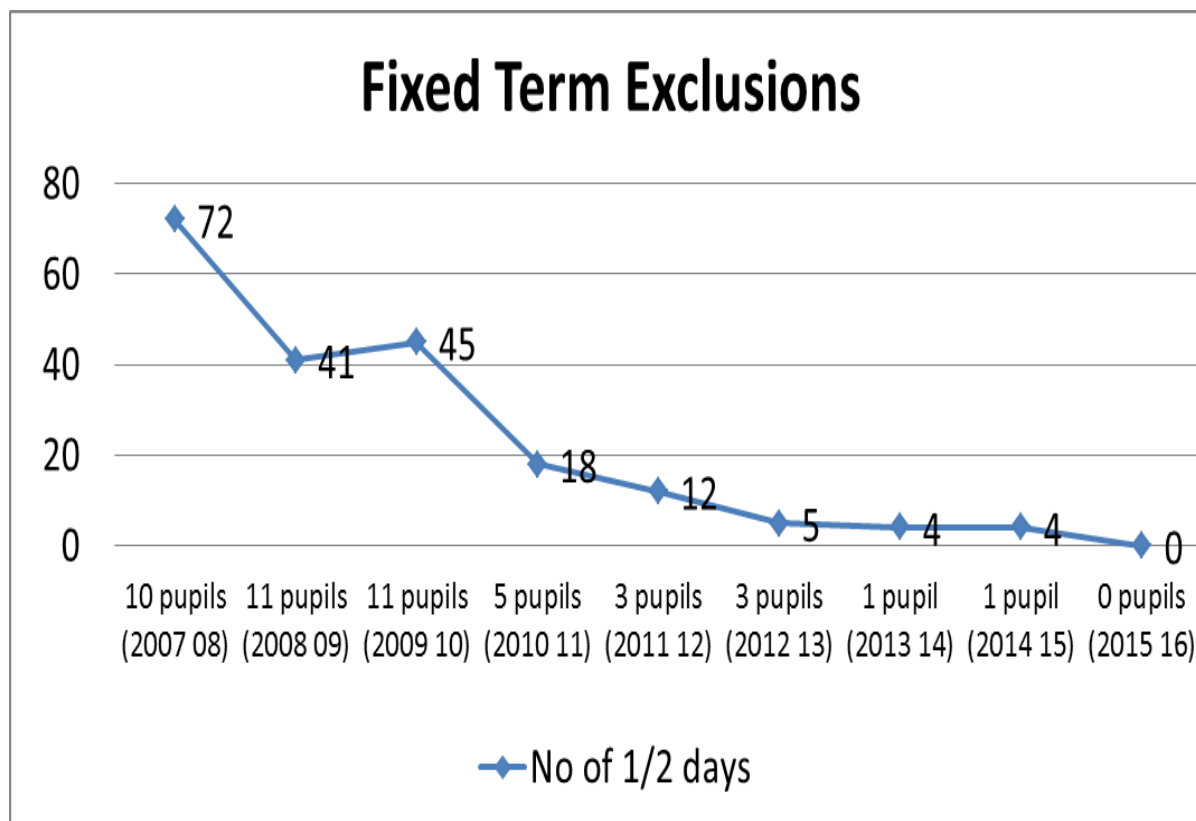
Mathematics: whole school progress



Overall subjects: whole school progress







- ✓ Parental participation and satisfaction of FSM pupils is in line with all other parents.
- ✓ All pupils at Saxon Mount School, achieve and attain at expected levels or above in the majority of curriculum areas based on age and prior attainment, regardless of the barriers to achievement that exist for each child.

Future Planning for Pupil premium spending in 17/18

Pupil premium in financial year 17/18 will be allocated to secondary schools at a rate of £935 per pupil, based on the pupil census figure in January 2017 plus the determined 'ever 6' pupils.

At that time there were 56 pupils eligible of a total on role of 120 – **47%**

For the last year there has no longer been additional pupil premium to support the operation of Summer schools. Research evidence (EEF) and collaborative working support us to allocate funds to activities most likely to have an impact on pupil progress and achievement. We continue to plan for these using existing remaining pupil premium funds as they have had a highly positive impact at Saxon Mount.

Funding for year 7 Catch up strategies is received in February/March each year. Funding for 2017/18, received in March 2017 is £11,500

Estimated Basic Pupil Premium 17/18	- £ 56,160
Actual Year 7 Catch-Up	- £ 11,500
Total	- £ 67,660

From the available funds for financial year 2017/18, and following the evaluation of previous strategies and the schools development planning process, we plan to provide:

Action/strategy	SDP Reference	Amount	Reason and expected outcome	Evaluation of strategy and future priority
<p>Provide additional catch-up and curriculum support classes and activities to all Y7 pupils, (and those targeted Y8, Y9 and 10). To include homework club provision From 2017, individual 1-1 tuition delivered by teaching staff for targeted pupils preparing for examinations (1 day per week)</p>	<p>Leadership: Narrowing the gap</p>	<p>£13,000</p> <p>OOOSLA payments to teaching and support staff, resources, transport and additional site and admin costs to support effective provision of activities</p>	<p>To provide a co-ordinated and planned schedule of catch-Up classes / activities to Y7 pupils / targeted Y8, Y9 and Y10 pupils; monitor the impact of these on outcomes. To provide targeted 1-1 tuition in order to support exam preparation for pupils in KS4, strengthening ability to participate and to improve outcomes.</p> <p>Expected outcome is for all 7 and targeted Y8, 9 and 10 to have access to additional activities, where required, to improve levels of attainment and progress for individual pupils groups receiving support.</p>	
<p>Continue to develop Pupil Personal mentor post / Additional needs team support (HLTA post)</p>	<p>Outcomes and achievement; additional support/ interventions; Leadership and management:</p>	<p>£20000</p> <p>(47% of 2 posts plus contribution to resources.</p>	<p>To work with pupils at risk of becoming NEET and to support identified additional needs pupils and strategies.</p>	

	Narrowing the gap		Expected outcome is for low % level of NEET to be maintained, high attendance to be maintained and for exclusions to remain low.	
Purchase of IT equipment to enhance opportunities for learning across the curriculum	Outcomes and achievement: Curriculum and RWCM	£4000 (Contribution to estimated total value of £15000)	Levels of attainment, & progress and outcomes improved by offering opportunities for individual pupil learning and increased IT access through increased provision of resources	
Complete creation of additional external PE/learning area specifically for Table tennis for curriculum and extra-curricular activity use and including coaching.	Behaviour, welfare and personal development: physical wellbeing; SMSC: Social development	£5000 Estimated total value of £40000	Expected outcome is completion of canopy with lighting in table tennis area, making it available all year round, leading to continuation of additional extra-curricular curriculum related activities accessible to all pupils, which may support participation in wider community clubs.	
Develop use of subscribed services to support learning opportunities on	Behaviour, welfare and development: Engagement in learning	£500 Cost of subscriptions , training and staff	Expected outcome is increased usage within school across the curriculum and some	

school and at home		development contribution to costs	opportunities available to support learning at home	
Subsidising educational visits /additional activities	Behaviour, welfare and personal development: Promoting respect and encouraging contribution Teaching learning and assessment: Equal opportunities and recognition of diversity	£5000 (Contribution to total school funding to support educational visits and curriculum activities and contribution to purchase and maintenance of school vehicles to enable a wide range of educational visits and extra-curricular activities at low or no cost to parents.)	All pupils will have access to an enriched curriculum and high quality learning outside the classroom opportunities are available Expected outcome is that no pupil is excluded from a trip or activity on the basis of financial hardship.	
Staff training Training for targeted teachers and support staff	Outcomes and achievement: Marking and feedback, curriculum Behaviour, welfare and personal development: behaviour tracking and monitoring Teaching and learning: developing teaching skills. Knowledge and understanding	£2000 Annual expected contribution to training/management expenditure to ensure on-going and up to date knowledge and expertise in all relevant aspects of education.	To support communication and ASD management strategies and associated behaviour and learning difficulties; To provide additional CPD to support good and outstanding teaching across the school (AfL, feedback, peer learning etc...) Expected outcome is	

	Leadership and management: curriculum learning leaders		continuing high level of good and outstanding teaching, low exclusion rate and high attendance. Intervention and Catch up provision continues to have a high impact on pupil progress	
Summer school (rising Y7 no longer separately funded) Plus eligible pupils from other year groups for targeted summer support / exam preparation	Behaviour, welfare and guidance: engagement in learning Teaching and learning: preparing for transition Leadership and management: narrowing the gap	£3000	Provision of summer school. Expected outcome is that transition is successful for all pupils who participated in summer school. No separate funding this year, so we have attempted to reduce overall cost while maintaining service.	
Attendance reward prizes (threshold for 98% attendance or above)	Achievement and outcomes: additional support/ interventions Behaviour, welfare and guidance: Attendance and punctuality	£260 (Contribution to expected total expenditure of £750)	Since September 2011, the school has used a small amount of pupil premium money to promote good attendance. Expected outcome is that through this strategy and other school strategies, attendance overall is at	

			least average or high.	
Behaviour reward scheme	Behaviour, welfare and guidance: Attendance and punctuality, rewards and sanctions SMSC: Moral development	£500 (Contribution to total estimated cost of £3500)	Since September 2011 the school has used a contribution from the pupil premium funding to support the behaviour reward scheme, to ensure sustainability. This is a strategy to encourage all pupils to practice and display appropriate behaviour to support and actively encourage their own and others learning.	
Monitoring, Management and evaluation of CEIAG provision and transition support (TLR responsibility)	Achievement and outcomes: Marking and feedback, curriculum, AfL Behaviour, welfare and guidance: Tracking and monitoring Teaching and learning: enabling maximum progress, monitoring standards, developing teacher skills Leadership and Management:	£3000 Includes contribution to TLR responsibility position plus management validation and external review and assessment processes	The school uses local and national data to compare pupils' engagement in EET post 16. Pupils' transition to post 16 providers is supported to ensure success. The school aims to maintain high % of 16 and 17 pupils to remain in EET.	

	maintaining high standards and expectations			
Provision of catch-up/revision/ additional support sessions in school holidays offered to all year 11 pupils in all exam subjects	Behaviour, welfare and guidance: engagement in learning Leadership and Management: Narrowing the gap	£1000 (Contribution to heating, lighting, TA support, Site and Admin staff support and transport to enable attendance	Expected outcome is that Y11 pupils participate in revision opportunities leading to improved overall results;	
Programme to refurbish specialist teaching areas to provide the most appropriate and up to date environment for pupils (CIC room / ASF classrooms?)	Behaviour, welfare and guidance: engagement in learning	£1000 (Contribution to the anticipated minimum expenditure of £20,000)	Expected outcome is that the environment supports all aspects of teaching and learning, with appropriate space and resources to support curriculum delivery - this would not be possible without pupil premium contribution.	
Purchase and provision of school uniform and clothing items to support access to education and attendance	Achievement and outcomes: Additional support/ interventions Leadership and Management: Narrowing the gap	£200	Expected outcome is that all pupils are able to access and attend school with appropriate clothing and school uniform and attend offsite vocational experiences with appropriate clothing and equipment	
Continued use of	Achievement and	£1700	Expected outcome is	

subscription website to support learning across the curriculum and outside of school	outcomes: Curriculum	Contribution to total educational subscription costs	that pupils continue to benefit from subscription websites to support learning, including homework / learning outside of school	
Provision of specialist support TA and associated resources for language, communication and supporting SaLT programme delivery	Achievement and outcomes: additional support Behaviour, welfare and guidance: developing independence, confidence and resilience	£7500 (Contribution to provision of TA4 - SaLT)	This is a specialist intervention and not only supports speech and language but also behaviour and engagement.	
Release of LAC funding to LA	N/A:- ESCC take corporate approach to releasing Pupil Premium for LAC children. Other LAs generally release Pupil Premium directly to school. As at the relevant census date we had a total of 12 LAC pupils with 8 being from East Sussex and 4 from other LA's. This gives a total retained by ESCC of £15,200 and potentially £7600 from other LA's.		All LAC funding is devolved by the EFA to the LA responsible for the individual children, to release to the placement schools on criteria determined by each LA.	

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At Saxon Mount School the Pupil Premium has been, and will continue to be, used to support priority school initiatives in raising attainment and narrowing all gaps between pupils, with a range of interventions including attendance, curriculum delivery and support, pupil well-being, parental satisfaction and data analysis and management. The Pupil Premium funding will be supported by the school budget to deliver these priority strategies and to monitor their effectiveness in achieving our outcomes.

**Richard Preece
Executive Headteacher
Torfield and Saxon Mount Academy Trust**