

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Saxon Mount School
Pupils in school	142
Proportion of disadvantaged pupils	64.1%
Estimated Pupil premium allocation this academic year 20_21 (Excluding LAC contributions from the virtual schools)	£72,580
Academic year or years covered by statement	Review of 2019/2020 Plan for 2020/2021
Publish date	1 April 2020
Review date	31 March 2021
Statement authorised by	R Preece
Pupil premium lead	A Jagot
Governor lead	S Taylor

Disadvantages pupil performance overview for the last academic year

	Disadvantaged pupils	All pupils
Progress 8	-0.93	-0.91
Attainment 8	1	1

Disadvantaged pupil barriers to success

SEN: all pupils have speech, language and communication difficulties. All pupils are significantly behind age expected attainment on arrival at Saxon Mount School (typically 4-5 years). Pupils are socially vulnerable within their local communities and with neuro-typical peers

Catchment area: many of our pupils live a significant distance from the school where usual transport arrangements present a challenge for some pupils accessing extra curricular and enrichment activities after school

Low aspirations for the future, lack of ambition to achieve and make social and academic progress. Expectation of failure.

Strategy aims for disadvantaged pupils – academic achievement

Aim	Evidence of impact	Target date
Pupils eligible for pupil premium in KS4 continue to make expected levels of progress in literacy and numeracy	Year group comparative data DfE Compare Schools Data FFT aspire GCSE outcomes	September 2021
Pupils make at least expected progress in literacy and numeracy	Data analysis shows PP pupils make similar progress to all pupils	July 2021
Pupils gain relevant qualifications in a broad range of subjects at an appropriate level to demonstrate exceptional progress in relation to prior attainment.	Overall outcomes for pupils. Curriculum offer Access to KS5 courses	July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Improve pupils' communication skills so that more pupils are able to interact effectively with peers and adults.	Red slip behaviour analysis- improved behaviour PPM grades show high % success in personal development.	July 2021
Raise aspiration for all pupils to achieve well and identify appropriate onward placements and career pathways	Destinations data Careers portfolios Parental engagement- feedback from surveys Future skills survey	July 2021
Support Extra-curricular activities including residential trips so all or nearly all PP pupils participate in enrichment opportunities	% of pupils attending extra curricular and residential activities	July 2021

Teaching priorities for current academic year

Measure	Activity
Curriculum	Review whole school curriculum design so that the offer is relevant and challenging for all pupils. Monitoring of teaching to take place regularly, including co planning activities to ensure all staff are consistent in the approach to support complex learners

Teacher expectations	Analyse data 3 times per year, compare this with similar schools nationally over time. TLR available to develop the use of assistive technology across the school for individual pupils CPD to ensure that activities are well planned for and that there is not an overreliance on worksheets; Microsoft software is used as it is intended and that activities planned enable all pupils to make as much progress as they can.
Literacy	CPD planned to ensure staff have the skills to support pupils with early learning literacy skills across the curriculum
Barriers to learning that these priorities address	Poor literacy and communication skills, lack of resilience, learning difficulties, expectation of failure
Projected spending	£36,290

Wider strategies for current academic year

Measure	Activity
behaviour and attitudes	<p>Sharing expectations for individual pupils in briefings so that individual needs can be managed within the whole school behaviour policy</p> <p>Rewarding and promoting positive behaviour, attendance and attitudes</p> <p>CPD for all staff to ensure consistent expectations</p> <p>Monitor progress of targeted pupils in relation to the provision they are accessing</p> <p>Tracking planned interventions</p> <p>Support families to address barriers to attendance</p>
Personal development	<p>Support access to activities and clubs in their local community as well as within school itself.</p> <p>Develop opportunities for pupils to take on positions of responsibility around the school (to also promote work related learning)</p>

	<p>Establish, develop and maintain links with core group of local employers providing work based opportunities.</p> <p>Raise awareness of SEND with employers and the potential benefits in considering opportunities for people with learning difficulties or other special needs.</p>
Aspiration	<p>Ongoing reflection of work based learning and the use of LMI</p> <p>Extend Alumni network and their involvement in the school curriculum; promote the successes of past students within school.</p> <p>Inform parents of LMI, post 16 provision and a range of local services to support families via parents' evenings, meetings, website and newsletter.</p> <p>Complete parent/ pupil surveys on an annual basis in order to respond to current views</p> <p>Provide additional opportunities for all parents to visit the school regularly and meet with school staff</p>
Barriers to learning that these priorities address	Low aspiration and expectation, issues surrounding parental support, the individuals' community values and beliefs
Projected spending	£36,290

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given for CPD</p> <p>Monitoring the impact of CPD- ensuring all staff have understood expectations and priorities</p>	<p>Use INSET days, staff meetings and additional cover where necessary</p> <p>Collaborative working, review individual performance management targets</p>
Targeted support	Ensuring consistency and enough time is allocated to deliver targeted support on a regular basis	<p>Additional cover where necessary</p> <p>Deployment of additional needs team</p> <p>Regular monitoring</p>
Wider strategies	<p>Parental engagement</p> <p>Socio economic factors</p>	<p>Use all platforms available to make contact with parents/ carers</p> <p>Respond to parental feedback</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>To provide additional intervention for pupils</p> <p>Provide additional (catch-up, curriculum support classes, homework support provision, 1-1 tuition, revision classes)</p>	<p>GCSE outcomes in 2019 were strong (when comparing outcomes with similar pupils nationally); EBACC progress was better than local mainstream schools, progress in maths and English improving.</p>
<p>Additional needs staff team to support attendance, pupils at risk of NEET, learning and social support interventions.</p>	<p>This a continued to be a successful strategy, with NEET and attendance figures across the school being excellent including for disadvantaged pupils.</p>
<p>Purchase of IT equipment to enhance opportunities for learning across the curriculum.</p>	<p>A number of additional hardware items were purchased, including a bank of iPads and replacement laptops to ensure all pupils are able to access appropriate resources to support the delivery of the curriculum, including the Computing curriculum.</p>
<p>Structure outside duties to include more engaging structured activities at lunchtimes.</p>	<p>Lunchtime arrangements have been altered and have had a positive impact on the behaviour of individual pupils</p>
<p>Increased provision of transport for pupils to enable them to access extra-curricular clubs/ activities before and after school</p>	<p>After school club provision has expanded and well over half of our pupils have attended after school club provision and holiday club provision during the year. This is a priority of the school and will remain so, with a target that +75% of pupils attend at least one block of after school club activities.</p>
<p>Increased provision of transport for pupils (who are not eligible for LA funded transport) where attendance and/or punctuality is a concern</p>	<p>This continues to have a positive impact on the attendance of individual pupils where school attendance has been historically low in previous settings</p>
<p>Subsidising educational visits /additional activities</p>	<p>Where families are unable to pay for their child to participate in residential trips and educational visits due to financial hardship, additional funding has ensured no pupils who are eligible for pupil premium support have been excluded from participation. This remains a priority area for 2020 21</p>
<p>Summer school (rising Y7 no longer separately funded)</p>	<p>A two week summer school programme was timetabled for our current year 7 pupils. A very high % of pupils attended all of some of this provision. Transport was provided for pupils. Year 7 pupils all made successful transitions to Saxon Mount and parental feedback suggested that the summer school provision</p>

Aim	Outcome
<p>Plus eligible pupils from other year groups for targeted summer learning support / exam preparation</p> <p>Provision of other holiday clubs and curriculum support activities to replace the previously LA holiday and after school clubs</p>	<p>contributed effectively to this success. In addition, another 12 days of summer holiday club were offered to pupils from other year groups, meaning the school was open every week of the summer holiday. Approx. 50% of pupils attended at least one activity. This remains a priority area for 2020 21.</p>
<p>Attendance reward prizes (threshold for 98% attendance or above)</p>	<p>Pupils continue to respond positively to all rewards offered that recognise and encourage good attendance. Attendance remains high and a high % of pupils have 98+% attendance for the academic year. This remains a priority area for 2020 21.</p>
<p>Behaviour reward scheme</p>	<p>The reward system is valued by all pupils. They have an opportunity on a weekly basis to check their progress and can choose to save or spend merits, reinforcing their financial capability. The school council have been involved in linking merits to sanctions more closely and suggesting more valued rewards for pupils. Exclusions remain at 0%.</p>
<p>Monitoring, Management and evaluation of CEIAG provision and transition support (TLR responsibility or senior leadership responsibility)</p>	<p>The school curriculum and qualification offer continues to respond to national changes and the needs and interests of the pupils. CEIAG is embedded throughout the school and all pupils have opportunity to meet with employers and receive independent careers advice. Work experience placements are planned for all year 11 pupils who are able to access these. All pupils have access to high quality work related learning programmes in their chosen fields. Pupils are supported with transition activities and where appropriate, external agencies are introduced to our year 11 pupils. The impact of this provision is reflected in the high % of pupils engaged in education, training or employment post 16.</p>
<p>Purchase and provision of school uniform and clothing items to support access to education and attendance</p>	<p>Pupils are provided with appropriate footwear and work wear for vocational programmes (all pupils in need of support received it).</p>
<p>Continued use of subscription websites to support learning across the curriculum and outside of school</p>	<p>Use of subscription websites continues along with subscription learning materials available through the school website.</p>

Aim	Outcome
Provision of specialist support TA and associated resources for language, communication and supporting SaLT programme delivery	Part of additional support provision – this strategy remains effective in terms of targeting support and promoting pupil engagement. This has been extended to provide additional language support in core areas of the curriculum for 2019 20. CPD on using lego to develop pupils' communication skills has been delivered
Release of LAC funding to LA	