



SECKFORD FOUNDATION  
FREE SCHOOLS TRUST

"Providing a foundation for life"

PUPIL PREMIUM  
STRATEGY MONITORING  
AND EVALUATION

<b>School:</b>	<b>Saxmundham Free School</b>
<b>Date of Report:</b>	October 2017
<b>Report Author:</b>	David Lees
<b>System Leader:</b>	David Lees (Headteacher at SFS)
<b>Saxmundham Trust Board Member:</b>	Inga Grimsey
<b>Responsible Trustees</b>	Vanessa Nicholson & Graeme Bruce

Summary information					
Students on roll	439	Total PP budget	£115,088	Date of previous review	<b>October 2016</b>
Students eligible for PP	138	Percentage of Cohort eligible	32%	Date for next review	<b>October 2018</b>

Current attainment			
Examination results 2016-2017	PP Students	Whole School	National average
% achieving 4+ in English & Mathematics	63%	65%	
Progress 8 score	0.54	0.48 <i>Top 18% of Schools Nationally</i>	0.00
Progress 8 Maths	0.87	0.42	
Progress 8 English	0.64	1.06	
Attainment 8 score	42.31	45.3	44.2
Attendance	94%	95%	95%

**Barriers to future attainment** (for students eligible for PP)

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

**In-school barriers**

<b>A</b>	Student aspirations
<b>B</b>	Low levels of attendance
<b>C</b>	Pastoral issues that require support
<b>D</b>	Student Achievement at KS2 not being in line with their peers in all year groups Year 11 All students Average KS2 score 4.5; PP students Average KS2 score 3.9 Year 10 All students Average KS2 score 4.6; PP students Average KS2 score 4.7 Year 9 All students Average KS2 score 4.7; PP students Average KS2 score 4.7 Year 8 All students Average KS2 score 102; PP students Average KS2 score 99 Year 7 All students Average KS2 score 103; PP students Average KS2 score 98
<b>E</b>	Social emotional and mental health of the students.

**External barriers** (*issues which also require action outside school, such as low attendance*)

<b>A</b>	Parents / carers removing their children from school for pre-planned absence (i.e. holiday).
<b>B</b>	Mental Health issues impacting on attendance / engagement in learning.
<b>C</b>	Lack of parental ability to support / continue learning at home.
<b>D</b>	Financial restraints that impact on learning and access to IT at home.

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria (RAG rate)
A	All Pupil Premium students have access to the 'minimum offer' at Saxmundham Free School.	Uniform support/subsidy Access to a Chromebook for 'anywhere learning' Breakfast Club Peripatetic lessons linked to GCSE music Enrichment Support and CCF/DoE subsidy
B	Students will attain in line with their less disadvantaged peers.	Substantial improvement in progress for students in receipt of Pupil Premium will be evident across the curriculum, including English and mathematics.
C	Attendance for students in receipt of Pupil Premium will be in line with that of their less disadvantaged peers (95%).	Attendance at 95%
D	Students in receipt of PP who have mental health needs will have access to support via the School Nursing Service / CAMHS and an Attendance Plan will be drawn up with the school's Attendance Office and the ESW.	Attendance of students with Persistent Absence for reasons associated with Mental Health will decrease.
E	Parents / carers of students in receipt of PP will be active participants in their child's learning at home.	100% of PP Parents / carers access 'Show my Homework'. This will support their son / daughter in completing challenging homework that consolidates learning.
F	Students' reading ages and spelling ages will be in line with their chronological age. No student in receipt of PP will have a reading age of less than 9 years and 6 months unless there is a diagnosed cognitive defect.	Students' reading and spelling ages will increase to be in-line with / exceed their chronological age.
G	Students are able to access and experience learning activities to enable them to make rapid and sustained progress in all lessons.	Marking and feedback is outstanding. 'RAP' (Reflect and Progress) with green pen teacher / student dialogue is embedded in all lessons. Marking and feedback is identified as a strength of the school in the SSE.

**Planned Expenditure**

**Current Academic Year: 2017 – 2018**

**Budgeted Pupil Premium income 2017/18: £115,088**

Type of Support	Desired outcome	Chosen action / approach	Evidence and Rationale for Choice*	Impact Monitoring and support	Staff lead	Review Date	Cost: Staffing/ Resources
School transport	To offer financial support to enable students to get to the school of their choice.	To provide subsidised and funded transport for student to enable them to get to school	Improvement in attendance at school.	Monitor student's attendance. Ensure that the student doesn't have to move schools because of transport/ financial issues.	SRO	Termly	£4,000
Curriculum enhancement	Improved outcomes for PP students; especially in Music.	To support students with access to ICT and peripatetic music lessons	Without IT and music support, students won't achieve their full potential	Monitor student progress data and music lesson participation rates	DLE & TKI	Termly	£4,142
Meta-cognition and self-regulation	Develop resilience and improve mental health outcomes	Extension and development of Tutor Time to develop mentoring through the PEP and to increase literacy and numeracy opportunities for students.	+8 months ( <i>EEF Toolkit</i> )	Student Voice; Analysis of self-harm incidents / emotional incidents on Safeguarding Log; Attendance data; Persistent Absenteeism analysis.	EIS & SMA	January 2018 May 2018	Training Resources Time £1,000

Homework	Improved parental engagement	Teacher / Parent / Student training on 'Show My Homework'.	+5 months ( <i>EEF Toolkit</i> )	Use of Report analysis on 'Show My Homework' to review which subjects / teachers are setting homework and to monitor which students / parents are logging on and how often. Also review the impact of the homework on the student's attainment.	EIS	January 2018 May 2018	Training Resources Time £1,200
Reading Comprehension Strategies  Handwriting Club	Reading ages increase: in line / exceed chronological age	Use of Lexia Software and the Totem Reading Series Use of <i>Lucid</i> programme to identify gaps in learning and offer interventions to fill the gaps. Assessment of reading and spelling ages.	+5 months  +4 months ( <i>EEF Toolkit</i> )	Reading and spelling ages. Analysis of English PCP data. Student Voice – confidence in writing. Analysis of Exit Data for intervention programmes.	JMA AME	January 2018 May 2018	Training Resources Time 4,382
One to one tuition	Students have personalised learning to address gaps	Use of assessment data and teacher knowledge to identify gaps in knowledge and offer personalised tuition to close the gaps.	+5 months ( <i>EEF Toolkit</i> )	Reading and spelling ages. Analysis of PCP data. Improvement in Attitude to Learning grades.	DLE	Trinity Term only May 2018	Time Resources £30 per hour £1,000
Additional Staffing,	Student / Teacher ratio	Additional staffing helps to reduce class sizes to improve	+3 months ( <i>EEF Toolkit</i> )	Lesson observation / learning walk /	JMA DLE	January 2018	Staffing £93,682

including roles of HLTA and Pastoral Support Team	is greater therefore personalised learning is more easily achieved.	behaviour for learning and increase teacher / student contact. Clearly defined PP groups to ensure that the identified students are receiving all the additional support required.		attainment data / attitude to learning scores / student voice.		May 2018	
Equine Therapy	Sports Participation / Outdoor adventure learning	"Self-Esteem Through Sports" with a focus on stable management and equine therapy at Valley Farm Stables. The students will follow a British Horse Society programme of study to achieve a Level 1 and 2 qualification, liaising closely with Otley College to lead on to post-16 academic pathways.	+2 months +3 months <i>(EEF Toolkit)</i>	The impact of this can be measured using the Strengths and Difficulties questionnaires and analysis of both attendance and Attitude to Learning.	SMA	May 2018  Trinity Term only	£1,000
Exams Access	Learning styles	Students in receipt of PP will have access to a full assessment of their learning styles to see if their normal way of working should include additional support.	+2 months <i>(EEF Toolkit)</i>	Attitude to learning / attainment data analysis / examination results analysis.	JMA ELA	May 2018	£750
Breakfast Club and Pizza and Prep	Extending the school day	Students will have access to a nutritious start to the day as well as personalised tuition, food and a purposeful environment to complete	+2 months <i>(EEF Toolkit)</i>	Attendance / punctuality rates.	DLE	January 2018  May 2018	£1,143

		private study.					
Combined Cadet Force	Outdoor Adventure Learning	Students will increase resilience, develop team working skills and raise aspirations.	+3 months (EEF Toolkit)	Attitude to learning / Strengths and Difficulties questionnaire analysis.	MCR	January 2018 May 2018	£400
Enrichment	Access to all Enrichment activities	Students will have access to a new, varied and exciting range of activities that financial constraints may have otherwise preventing them from accessing outside of school.	+2 months (EEF Toolkit)	Attitude to learning / Strengths and Difficulties questionnaire analysis. Analysis of achievements on students' PEPs.	JWO	January 2018 May 2018	£1,600
Equipment	School Uniform	Students will have no practical barriers to learning. Conflict with staff will be reduced and minimised. Attitude to learning will improve as will engagement in learning activities.	+0 months (EEF Toolkit)	Monitor Student participation rates in activities, each term to ensure that this increases and is supported by the attendance data and PCP analysis	SRO ESW	January 2018 May 2018	£790
Lunch Subsidies for PP students	Students fed and ready therefore to learn	Students will have no practical barriers to learning. Lunch subsidies will be allocated to support PP students when required.	+0 months (EEF Toolkit)	That PP outcomes continue to be at or above National. Monitor students to ensure that eating isn't a barrier to learning.	SRO	January 2018 May 2018	£3,255
						Total budgeted cost	£118,344

\* Effective practice is to combine professional knowledge with robust evidence about approaches known to be effective. Consult external evidence sources such as the [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on pupil premium and [Ofsted's 2014 report](#) on pupil premium progress.

## Review of expenditure

**Previous Academic Year: 2016 – 2017**

**Pupil Premium income in 2016/17: £97,367**

Desired Outcome	Chosen action/ approach/ Type of Support	Estimated impact <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. Where relevant refer to attainment data, progress data, case studies, attendance / behaviour data.</i>	Lessons learned <i>May be about impact or implementation; Will you continue with this approach?; if approaches didn't meet success criteria, will funding continue, if so, why?</i>	Cost
Increase spelling and reading ages to meet National Expectations	Literacy Intervention: Lexia licences, laptops, headphones, staffing.	Lexia Literacy intervention was provided to all students in receipt of Pupil Premium who achieved below a Level 4 in their Key Stage 2 SATs. They were provided with daily access to the Literacy programme. In addition to paying for the Lexia licences we also provided individual IT equipment for the students and staffing to lead the intervention, as well as monitor and evaluate the impact. By the end of Year 7, 85% of students in receipt of Pupil Premium were on or above target in English, in comparison to 86% of the entire cohort of students. Pupil Premium students in Year 8 had access to the Lexia programme if they had a reading age of below 9 years and 6	Students became disengaged with the Lexia programme once they reached a certain level (Reading age approximately 9years and 6months). Need to sustain rewards for Lexia to maintain enthusiasm. Difficulty ensuring that all equipment was fit for purpose and in the correct room. Next time, require specialist room / equipment. Need to ensure that students' learning is transferred into other subject areas. Moving forward, the school intends to utilise a system to track how students' learning in Lexia is transferable. The school will be piloting a Learning Journal in Years 8 and 9 that will be completed in Tutor Time, reviewing their meta-cognition and growth mind-set. Line Management of English and Literacy will also reference use	Ruth Miskin - £215 Lucid - £697 Lexia - £382  Total £1,294



		months. Of these students, 72% were on or above target in English as the end of the academic year, as opposed to 88% of the entire cohort.	of the Lexia data to measure the impact of Lexia on students' outcomes in English following each of the Progress Checkpoints. –	
Lunch Subsidies for PP students and Extending the school day	Breakfast Club and Pizza and Prep	Students in receipt of Pupil Premium who attended Breakfast Club demonstrated a punctuality rate of 0.65% that was in line with the whole cohort punctuality rate of 0.55%. To provide structure and security to disadvantaged students we offer a Breakfast Club that is supervised by staff and a range of hot and cold breakfast food is provided. The same funding was used to supplement the costing for 'Pizza and Prep' sessions available to Key Stage 4, which provides individual and small group tuition for students until 5pm. Students are also given a hot snack and transport home following the session. In mathematics, all of the students who attended this additional 'Pizza and Prep' session achieved or exceeded their P8 target.	Need to monitor attendance at all Breakfast Club sessions as well as Pizza and Prep. Need for students to have access to more personalised tuition in Pizza and Prep sessions – more Student Voice about what is required / desired.  Funding to continue.	£3,208 BC - £975  Total - £4,183
Equipment	Supplementing uniform and school equipment	For students who require support with clothing we used Pupil Premium funding to ensure that students are able to start their day with the correct uniform which reduces conflict with staff thus raising attendance and	Are students becoming reliant upon being able to take equipment in school; are we supporting them to be self-supporting / independent. How do we build their resilience / self-organisation whilst also ensuring they do not "go without"?	£1,299

		punctuality as a consequence. This was evident in a reduction of B1 consequences (see Behaviour Policy) for missing equipment or incorrect uniform.	Staff and students will complete a 'Strengths and Difficulties' questionnaire at the start of the term next year to review their independent and self-help skills.																																					
Additional Support	<p>To support Pupil Premium students within lessons and through targeted intervention sessions funding has been allocated for HLTAs.</p> <p>To ensure attainment of PP students is inline or above their peers.</p>	<p>The use of additional adults to support students in-class and in small withdrawal groups has again had the biggest impact.</p> <p>I am delighted that across the school outcomes, attendance and attitude to learning has increased in Pupil Premium students.</p> <p>A focus for HLTA support in lesson is on the core subjects and the intervention sessions that are run have a numeracy and literacy focus. The impact of these intervention can be seen in the gap between PP students and all students narrowing and in year 7 and 11 PP students on the whole are performing better than their peers.</p> <p>Specific English &amp; Maths HLTAs are being used and below is the outcome:</p> <p>The table bellows show the % of students who are working at expected or above at PCP4</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">7</th> <th colspan="2">8</th> <th colspan="2">9</th> <th colspan="2">10</th> </tr> <tr> <th></th> <th>Eng</th> <th>Maths</th> <th>Eng</th> <th>Maths</th> <th>Eng</th> <th>Maths</th> <th>Eng</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>82%</td> <td>80%</td> <td>84</td> <td>83</td> <td>78</td> <td>88</td> <td>78</td> <td>78</td> </tr> <tr> <td>PP</td> <td>85</td> <td>84</td> <td>80</td> <td>82</td> <td>73</td> <td>87</td> <td>82</td> <td>84</td> </tr> </tbody> </table> <p>The pastoral support that is also offered to students is helping to narrow the gap between attendance. The table below compare the whole school attendance with PP student attendance.</p>		7		8		9		10			Eng	Maths	Eng	Maths	Eng	Maths	Eng	Maths	All	82%	80%	84	83	78	88	78	78	PP	85	84	80	82	73	87	82	84		£76,003
	7		8		9		10																																	
	Eng	Maths	Eng	Maths	Eng	Maths	Eng	Maths																																
All	82%	80%	84	83	78	88	78	78																																
PP	85	84	80	82	73	87	82	84																																

	All	PP
7	93.63	93.07
8	95.5	94.77
9	94.06	94.12
10	94.13	94.75
11	95.14	93.70

Interventions that are currently being run to support students learning are Lexia reading intervention, Spelling mastery, hand writing, passport maths, small group Maths withdrawals, Fresh start literacy, in lesson support.

The impact of these interventions can be seen in the tables below

Number of students	Average reading age of the students in September 2016	Average reading age of the students in Summer 2017	% of students improving their reading age	% of students making Progress through the Lexia levels
32	7.8yrs	9.8yrs	75%	100%

#### Fresh Start literacy

Number of students	Reading passage level student where able to access in September 2016						Reading passage level student where able to access in Summer 2017						% of students making progress	Average Spelling age of the group in September 2016	Average Spelling age of the group in Summer 2017
	1	2	3	4	5	6	1	2	3	4	5	6			
3	1	2	3	4	5	6	1	2	3	4	5	6	100%	7.5yrs	7.8yrs
No. of students	2	2	2	1	0	0	0	0	0	5	0	2			

		Due to the low impact for a large amount of intervention, we have decided not to use this programme in 2017-18.		
Additional Teacher for English Intervention for PP Students	Reducing Class Size	Use of an English Teacher out of school hours to provide additional targeted support for PP students with identified gaps in their learning and to enable High Ability PP students to access the top grades.	Funding to continue; include maths	£2,845
Behaviour Support Interventions	Behaviour Intervention	The Behaviour Support Service was employed to work intensively with 3 students who were both in receipt of Pupil Premium and at risk of fixed term exclusions. The BSS worked with all 3 students and staff, offering strategies to the students and to the staff. This support contributed to us issuing no Fixed Term Exclusions in the academic year 2016 / 2017.	<p>How can we transfer this support into lessons to improve staff management of the Behaviour Policy, so classroom teachers can own the behaviour in their lessons?</p> <p>Staff are supported through regular CPD which is founded upon the skills relayed by the Behaviour Support Service. There is a Pastoral Briefing every Wednesday in addition to a rotation of CPD sessions with opportunity for Pastoral training once every three weeks.</p> <p>Has this intervention had a direct impact on reduction in FTE? Yes. It has also supported our work with the Local Authority and the In Year Fair Access Panel (IYFAP). Behaviour Support Service is to merge with the County Inclusive Service with is an indispensable element of the support we offer students.</p> <p>Funding to continue.</p>	£954

Enrichment	Enrichment (Sports participation)	Students had access to a variety of Enrichment trips and activities that were not available to them outside of school due to financial constraints within the home. Students completing the equine therapy course completed self-assessment using the Strengths and Difficulties questionnaires both at the beginning and the end of their equine therapy programme. 86% of students noted that the statement <i>I am often unhappy, down-hearted or tearful</i> was "certainly true" prior to the intervention. At the end of the intervention, 0% of students felt this statement was "certainly true". Similarly, at the start of the intervention, 70% of students felt that the statement <i>I am nervous in new situations. I easily lose confidence.</i> Was "certainly true", whereas at the end of the intervention, this was reduced to 20%.	It is vital that all students regardless of their starting point in life have access to a varied and enriching extended learning to raise aspirations, increase their resilience and develop their love of learning. This is a pivotal element of our Enrichment programme and continue to have positive impact with both male and female students; it also is leading directly into our post-16 Pathways programme for Careers.  Funding to continue.	£3,800
Combined Cadet Force	Outdoor Adventure Learning	Students participating in CCF had financial support to fund uniform, CCF Camp and transport costs. This had an impact on behaviour (reduction in incidents / B1s), resilience and attitude to learning.	Funding to continue.	£400
Exam Access	Assessment of	Students in receipt of Pupil Premium	Funding to continue.	£1,990

Assessments	Learning Styles / Meta-Cognition	funding who were assessed for Exams Access and were awarded additional support in their exams had an increased confidence in their attitude towards taking the examinations and this was reflected in an improvement in both their participation in exams and their results. Students in receipt of Pupil Premium were more highly represented in the top performers on the Leaders' Board or results.		
Minimum Support <ul style="list-style-type: none"> <li>• Uniform</li> <li>• Chromebook Access</li> <li>• Peripatetic Lessons</li> <li>• Attendance Support</li> </ul>	Assessment of Learning Styles / Meta-Cognition	Enabling PP students to have the required access regardless of any barriers to learning or financial challenges.	Funding to continue.	Uniform - £673 IT - £2,502 Peri - £200 AS - £414 Total - £3,789
School transport	To offer financial support to enable students to get to the school.	To provide subsidised and funded transport for student to enable them to get to school	Improvement in attendance at school.	£4,000
Total expenditure				<b>£100,557</b>

**Date of strategy reviews:**

- 4 September 2017 – Systems Leadership Strategy Review and Analysis with Trust Board representatives
- Termly Systems Leadership Meetings to review impact of PP spend.
- November 2017 – Review by Trustees
- December 2017 – Report to Trust Board
- March 2018 – Pupil Premium strategy meeting
- May 2018 – Pupil Premium strategy meeting
- July 2018 – Pupil Premium strategy meeting
- September 2018 – Systems Leadership Strategy Review and Analysis
- December 2018 – Report to Trust Board