



SECKFORD FOUNDATION
FREE SCHOOLS TRUST

"Providing a foundation for life"

PUPIL PREMIUM
STRATEGY MONITORING
AND EVALUATION

School:	Saxmundham Free School
Date of Report:	September 2016
Report Author:	Elizabeth Swan
Saxmundham Trust Board Member:	Inga Grimsey
Responsible Trustees	Vanessa Nicholson & Graeme Bruce

Summary information					
Students on roll	396	Total PP budget	£93,746.00	Date of previous review	October 2015
Students eligible for PP	130	Percentage of Cohort eligible	31%	Date for next review	October 2017

Current attainment		
	PP Students	National average
% achieving English & Mathematics	Year 7 – 79% Year 8 – 77% Year 9 – 84% Year 10 – 76% Year 11 – 38%	62%
2016 Progress 8 score average	-0.18	0.00
2016 Attainment 8 score average	40	49.34
Attendance	95%	95%
Fixed Term Exclusions	0%	3.68%

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

A	<i>Identify barriers that need to be addressed in-school such as low Literacy, as well as external factors such as poor home learning environments.</i> Access to outstanding marking and feedback.
B	Access to individualised support (intervention) to enable them to ensure that reading ages are in line with, or higher than, chronological ages.
C	Ability to access technical language required for a range of subjects, including science and maths.
D	<p>Student Achievement at KS2 not being in line with their peers in all year groups</p> <p>Year 11 All students Average KS2 score 4.4; PP students Average KS2 score 4.2</p> <p>Year 10 All students Average KS2 score 4.5; PP students Average KS2 score 3.9</p> <p>Year 9 All students Average KS2 score 4.6; PP students Average KS2 score 4.7</p> <p>Year 8 All students Average KS2 score 4.7; PP students Average KS2 score 4.7</p> <p>Year 7 All students Average KS2 score 102; PP students Average KS2 score 99</p>

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

A	Parents / carers removing their children from school for pre-planned absence (i.e. holiday).
B	Mental Health issues impacting on attendance / engagement in learning.
C	Lack of parental ability to support / continue learning at home.

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria (RAG rate)
A	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.
B	Attendance for students in receipt of Pupil Premium will be in line with that of their less disadvantaged peers (minimum 95%).	Attendance at 95%
C	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 Education Welfare Service.	Attendance of students with Persistent Absence for reasons associated with Mental Health will decrease.
D	Parents / carers of students in receipt of PP will be active participants in their child's learning at home.	Parents / carers will be supported in how to embed use of 'Show my Homework' in home to support their son / daughter in completing challenging homework that consolidates learning and prepares them for the work to come.
E	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 (the reading age required to access the national curriculum).	Students' reading and spelling ages will increase to be in-line with / exceed their chronological age.

F	Students experience learning activities that are informed by the students' previous output so that they can 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 SEF.
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Planned Expenditure							
Current Academic Year: 2016 - 2017							
Type of Support	Desired outcome	Chosen action / approach	Evidence and Rationale for Choice*	Impact Monitoring and support	Staff lead	Review Date	Cost: Staffing/Resources
Meta-cognition and self-regulation	Develop resilience and improve mental health outcomes	'Growth Mindset' tuition in Tutor Time / PSHE; Mentoring; Cross-curricular planning.	+8 months <i>(EEF Toolkit)</i>	Student Voice; Analysis of self-harm incidents / emotional incidents on Safeguarding Log; Attendance data; Persistent Absenteeism analysis.	ESW NGI	December 2016	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	ESW RBA	December 2016	Training Resources Time £700

				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.			
Reading Comprehension Strategies Phonics	Reading ages increase: in line / exceed chronological age	Use of the Ruth Miskin, <i>Read, Write Inc</i> programme to support students' gaps in Literacy. 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.	ESW AME	December 2016	Training Resources Time Lucid - £600 Read, Write, Inc - £6000 – 50% funded £3,300
One to one tuition	Students have personalised	Use of assessment	+5 months <i>(EEF Toolkit)</i>	Reading and spelling ages.	ESW SMA	December 2016	Time Resources

	learning to address gaps	data and teacher knowledge to identify gaps in knowledge and offer personalised tuition to close the gaps.		Analysis of PCP data. Improvement in Attitude to Learning grades.	SLs		£30 per hour £2500
Marking and Feedback	Students can improve their own learning and planning is informed by student output.	Use of innovative techniques (iPad Apps) to engage students in feedback and ensure they act upon feedback to make progress and improve their work.	+8 months (<i>EEF Toolkit</i>)	Work scrutiny / Book Looks to ensure students are acting on feedback and work is improving. Lesson observations and Learning Walks.. Analysis of PCP data.	ESW SMA RBA SLs	December 2016	Time (Cover for staff to train / feedback) Resources £1500
Additional Staffing, including roles of HLTA and Safeguarding Officer	Student / Teacher ratio is greater therefore personalised learning is more easily achieved.	Additional staffing helps to reduce class sizes to improve behaviour for learning and increase teacher /	+3 months (<i>EEF Toolkit</i>)	Lesson observation / learning walk / attainment data / attitude to learning scores / student voice.	ESW DLE	December 2016	Staffing £79,346

		student contact.					
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.	ESW NGI	December 2016	£1,000
Exams Access	Learning styles	Students in receipt of PP will have access to a full assessment of their learning	+2 months <i>(EEF Toolkit)</i>	Attitude to learning / attainment data analysis / examination results analysis.	ESW JMA ELA	July 2017	£750

		styles to see if their normal way of working should include additional support.					
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 private study.	+2 months <i>(EEF Toolkit)</i>	Attendance / punctuality rates.	ESW DLE	December 2016	£1000
Combined Cadet Force	Outdoor Adventure Learning	Students will increase resilience, develop team working skills and raise aspirations.	+3 months <i>(EEF Toolkit)</i>	Attitude to learning / Strengths and Difficulties questionnaire analysis.	CLA MCR	December 2016	£400
Enrichment	Arts participation	Students will have access to a new, varied and exciting range of	+2 months <i>(EEF Toolkit)</i>	Attitude to learning / Strengths and Difficulties questionnaire	JWO	December 2016	£1500

		activities that financial constraints may have otherwise preventing them from accessing outside of school.		analysis. Analysis of achievements on students' PEPs.			
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)	Attitude to learning / analysis of behaviour log.	SRO ESW	December 2016	£750
	Total budgeted cost						£93,746

* 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: 2015 - 2016

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, 82% of students in receipt of Pupil Premium were on or above target in English, in comparison to 81% of the entire cohort of students. Pupil Premium students in Year 8 had access to the Lexia programme if they had	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 mindset. Line Management of English	£1,146

		<p>a reading age of below 9 years and 6 months. Of these students, 78% were on or above target in English as the end of the academic year, as opposed to 89% of the entire cohort.</p>	<p>and Literacy will also reference use of the Lexia data to measure the impact of Lexia on students' outcomes in English following each of the Progress Checkpoints. –</p>	
<p>Extending the school day</p>	<p>Breakfast Club and Pizza and Prep</p>	<p>Students in receipt of Pupil Premium who attended Breakfast Club demonstrated a punctuality rate of 0.42% that was in line with the whole cohort punctuality rate of 0.40%. 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 made at least 3 levels of progress from</p>	<p>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.</p>	<p>£754</p>

		their starting point at the end of Key Stage 2.		
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 punctuality as a consequence. This was evident in a reduction of B1 consequences (see Behaviour Policy) for missing equipment or incorrect uniform.	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"? 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. In years 8 and 9 we are introducing Learning Journals to support meta-cognition and Growth Mindset. Funding to continue but at a reduced amount.	£824
Additional Support	Individualised Instruction	One-to-one tuition was provided in French to support the engagement of reluctant learners. Students also received mentoring on a daily and weekly basis throughout the school year to increase their self-esteem and knowledge of the week ahead and how they were going to close the gaps in their knowledge through a series of interventions that are listed in this table. These	Attitude to Learning scores in Key Stage 3 French improved. Students in year 11 were able to participate more ably in French Speaking Controlled Assessments. Low Ability Pupil Premium students in English achieved a Progress 8 score that was in-line with the National average at 0.12. Middle Ability Pupil Premium students in maths achieved a higher Progress 8	£44,469

		<p>include: 1:1 Maths Tuition 1:1 and small group English Tuition Small group work outside of the normal term time at Easter & May half-term in identified areas of underachievement highlighted at each progress checkpoint</p>	<p>score than the National average at 0.47 (3 times greater than the National).</p>	
Additional Teacher for Maths	Reducing Class Size	Use of an HLTA in Maths to reduce class sizes enabled the teacher to target key groups with gaps in their learning.	Funding to continue	£14,548
Safeguarding Officer	Meta-Cognition and Self-regulation	Safeguarding Officer appointed to work with key groups of disadvantaged and vulnerable students, offering mentoring, meta cognition awareness and support for self-regulation so that students have the tools to help themselves and reduce their vulnerability.	Funding to continue	£20,442
Behaviour Support Interventions	Behaviour Intervention	The Behaviour Support Service was employed to work intensively with students who were both in receipt of Pupil Premium and at risk of fixed term exclusions. The BSS worked with both students and staff, offering strategies to the students and to the staff.	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? Staff are supported through regular CPD which is founded upon the skills relayed by the Behaviour Support	£954

		<p>This support contributed to us issuing only one Fixed Term Exclusion in the academic year 2015 / 2016. This was our first Fixed Term Exclusion since the opening of the school in September 2012.</p>	<p>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>	
Enrichment	Enrichment (Sports participation)	<p>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. 75% of students noted that the statement <i>I am often unhappy, down-hearted or tearful</i> was "certainly true" prior</p>	<p>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.</p> <p>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.</p> <p>Funding to continue.</p>	£3,800

		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, 90% 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 15%.		
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.	£340
Exam Access Assessments	Assessment of Learning Styles / Meta-Cognition	Students in receipt of Pupil Premium 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	Funding to continue.	£990

		represented in the top performers on the Leaders' Board or results.		
				Total budgeted cost
				£88,267

Date of strategy reviews:

- September 2016 – Systems Leadership Strategy Review and Analysis
- Termly Systems Leadership Meetings to review impact of PP spend.
- November 2016 – Review by Trustees
- December 2016 – Report to Trust Board
- March 2017 – Pupil Premium strategy meeting
- May 2017 – Pupil Premium strategy meeting
- July 2017 – Pupil Premium strategy meeting
- September 2017 – Systems Leadership Strategy Review and Analysis
- December 2016 – Report to Trust Board