

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

Financial year 2018/19

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 2018 57.9%

Pupil Premium allocation 1st April 2018 to 31st March 2019

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| Pupil premium total allocation 18/19 at £935 per FSM pupil | £66857 |
| Year 7 catch up premium (paid Feb 18) | £12,000 |
| Total for Financial year 18/19 | <u>£78857</u> |

Pupil premium Expenditure in financial year 18/19 summary

| Action/strategy | SDP Reference | Amount | Reason and expected outcome | Evaluation of strategy and future priority |
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| <p>Provide additional catch-up and curriculum support classes and activities to all Y7 pupils, (and those targeted Y8, Y9, 10 and 11), including homework support provision To continue in 2018, to provide individual 1-1 tuition delivered by teaching staff for targeted pupils preparing for examinations (1 day per week)</p> | <p>Leadership: Impact on outcomes: pupils progress</p> | <p>£14,000</p> <p>OOSLA 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, Y10 and Y11 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, 10 and 11 to have access to additional activities, where required, to improve levels of attainment and progress for individual pupils groups receiving support.</p> | <p>All pupils have been able access to Catch Up classes (now called Tuesday club) since 2016. Pupils sitting GCSEs have also benefitted from access to weekly revision classes. To enable all pupils to attend, free transport is provided for pupils eligible for pupil premium. Targeted phone calls are made to parents to encourage engagement in catch up provision.</p> <p>Data continues to show accelerated progress for pupils accessing this provision.</p> <p>1:1 maths tuition for GCSE math pupils had a positive impact on outcomes in 2017 and 2018. This remains a priority area for 2019 20.</p> |

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| <p>Continue to provide an Additional needs staff team to support attendance and pupils at risk of NEET and learning support interventions.</p> | <p>Outcomes and achievement; Groups' progress; Attainment and diminishing the difference; Leadership and management: Impact on outcomes; pupil progress; Promotions of equality of opportunity; Safeguarding and care</p> | <p>£20,000 (Contribution to 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. Expected outcome is for low % level of NEET to be maintained, high attendance to be maintained and for exclusions to remain low.</p> | <p>This a continued to be a successful strategy, with NEET and attendance figures across the school being excellent including for disadvantaged pupils. In addition a successful pilot project to support attendance of pupils living too close to Saxon Mount to be eligible for LA funded school transport, but also were not attending sufficiently well, led to a joint Opportunity Area bid with Torfield to secure longer term support for pupil transport at the beginning of the day and to access after school club provision.</p> |
| <p>Purchase of IT equipment to enhance opportunities for learning across the curriculum</p> | <p>Outcomes and achievement: Curriculum and RWCM</p> | <p>£6000 (Contribution to estimated total value of £25000)</p> | <p>Levels of attainment, progress and outcomes improved by offering opportunities for individual pupil learning and increased IT access through increased provision of resources. Expected outcome is for</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</p> |

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| | | | improved and equitable access to IT across the school and for individual resources to be available as require. Pupils accessing this support will make good progress in relation to their peers. | the curriculum, including the Computing curriculum. |
| Enable maximum use of external PE/learning areas by increasing accessibility in all weathers | Behaviour, welfare and personal development: physical wellbeing; SMSC: Social development | £5000 Estimated total value of £38000 | Installation of walls to table tennis area and improved astro turf surfacing of activity areas, making them 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. Expected Outcome is for continued and increased participation in out of school enrichment activities. | Installation of table tennis 'walls and astro turf areas within one MUGA and the adventure playground have been popular and successful with pupils. Take up at after school and holiday clubs has been high and increasing. |
| Provide transport for pupils to enable them to access extra-curricular clubs/ | Behaviour, welfare and personal development: Citizenship and SMSC; | £2500 | Expected outcome is that all pupils have access to at least one after school club | After school club provision has expanded and well over half of our pupils have attended |

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| <p>activities before and after school</p> | <p>Behaviour; Attendance; Health and well being</p> <p>Leadership and management: Promotion of equality of opportunity; Safeguarding and care</p> <p>Vehicle drivers and escort provision to ensure all pupils have equal opportunities to participate</p> | | <p>weekly, and that transport home is not a barrier to attending. Improved school attendance of pupils, where attendance of individuals has caused concern</p> | <p>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>Subsidising educational visits /additional activities</p> | <p>Behaviour, welfare and personal development: Citizenship and SMSC</p> <p>Teaching learning and assessment: Teachers' expertise, planning and strategies; Equality and diversity</p> <p>Leadership and management:</p> | <p>£4000</p> <p>(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</p> | <p>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.</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</p> |

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| | Promotion of equality of opportunity | at low or no cost to parents.) | | remains a priority area for 2018 19. |
| Staff training Training for targeted teachers and support staff | <p>Outcomes and achievement: Subject/ key stage progress/ preparedness Behaviour, welfare and personal development: Behaviour</p> <p>Teaching and learning: Teachers' expertise, planning and strategies; teaching of RWCM</p> <p>Leadership and management: Impact on outcomes; impact on teaching and learning, performance management and professional development</p> | <p>£1925 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 the development of pupils' communication skills, 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. Intervention and Catch up provision continues to have a high impact on pupil progress</p> | <p>The school continues to use creative and innovative ways to improve the practice of all staff. Social Use of Language Programme sessions have been timetabled as an additional intervention this year. Learning leaders provide effective support to staff teams. Numeracy groups were introduced at the start of 2017 and high quality INSET has been delivered for all staff to ensure these have a positive impact on the development of pupils' numeracy skills. Staff new to the school develop skills rapidly due to the effective supportive culture within the teaching team. This remains a priority area for 2019 20.</p> |

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| <p>Summer school (rising Y7 no longer separately funded)</p> <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>Behaviour, welfare and guidance: engagement in learning; Guidance</p> | <p>£5,000</p> | <p>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.</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 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 2019 20.</p> |
| <p>Attendance reward prizes (threshold for</p> | <p>Achievement and outcomes: groups progress</p> | <p>£500</p> | <p>Since September 2011, the school has used a small amount of pupil</p> | <p>Pupils continue to respond positively to all rewards offered that</p> |

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| 98% attendance or above) | Behaviour, welfare and guidance: Attendance and punctuality | (Contribution to expected total expenditure of £1000) | 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. | recognise and encourage good attendance. Attendance remains high and a high % of pupils have 98+% attendance for the academic year (69 pupils). This remains a priority area for 2019 20. |
| Behaviour reward scheme | Behaviour, welfare and guidance: Engagement in learning; Behaviour; Attendance | £1000 (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. | The reward system is highly 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%. This remains a priority area for 2019 20. |
| Monitoring, Management and evaluation of CEIAG provision and transition | Achievement and outcomes: Subject/ key | £5500 | The school uses local and national data to compare pupils' | The school curriculum and qualification offer continues to respond to |

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| <p>support (TLR responsibility or senior leadership responsibility)</p> | <p>stage progress/ preparedness</p> <p>Behaviour, welfare and guidance: Guidance Teaching and learning: Teachers' expectations Leadership and Management: Expectations, culture and behaviour</p> | <p>Includes contribution to TLR responsibility or contribution to senior leadership cost to include validation and external review and assessment processes</p> <p>(include contribution to Exec Head participation in Hastings Area Opportunity Social Mobility initiative</p> | <p>engagement in EET post 16. Pupils' transition to post 16 providers is supported to ensure success. Expected outcome is that the school aims to maintain high % of 16 and 17 pupils to remain in EET.</p> | <p>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. This remains a priority area for 2019 20</p> |
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| <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 Leadership and Management: Impact on outcomes</p> | <p>£1000 (Contribution to heating, lighting, TA support, Site and Admin staff support and transport to enable attendance</p> | <p>Expected outcome: A high % of 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 lunchtime 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 were engaged well and motivated by support. This remains a priority area for 2019 20.</p> |
| <p>Programme to refurbish specialist teaching areas to provide the most appropriate and up to date environment for pupils (CIC room / Y7 classroom)</p> | <p>Behaviour, welfare and guidance: engagement in learning</p> | <p>£1750 (Contribution to the anticipated minimum expenditure of £5000)</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>A classroom was created in place of an outdated sensory room and a 4th Facility classroom was established with some minor refurbishment. A Y7 classroom was also refurbished. This was all done to accommodate a significant increase in the number of pupils overall, which included</p> |

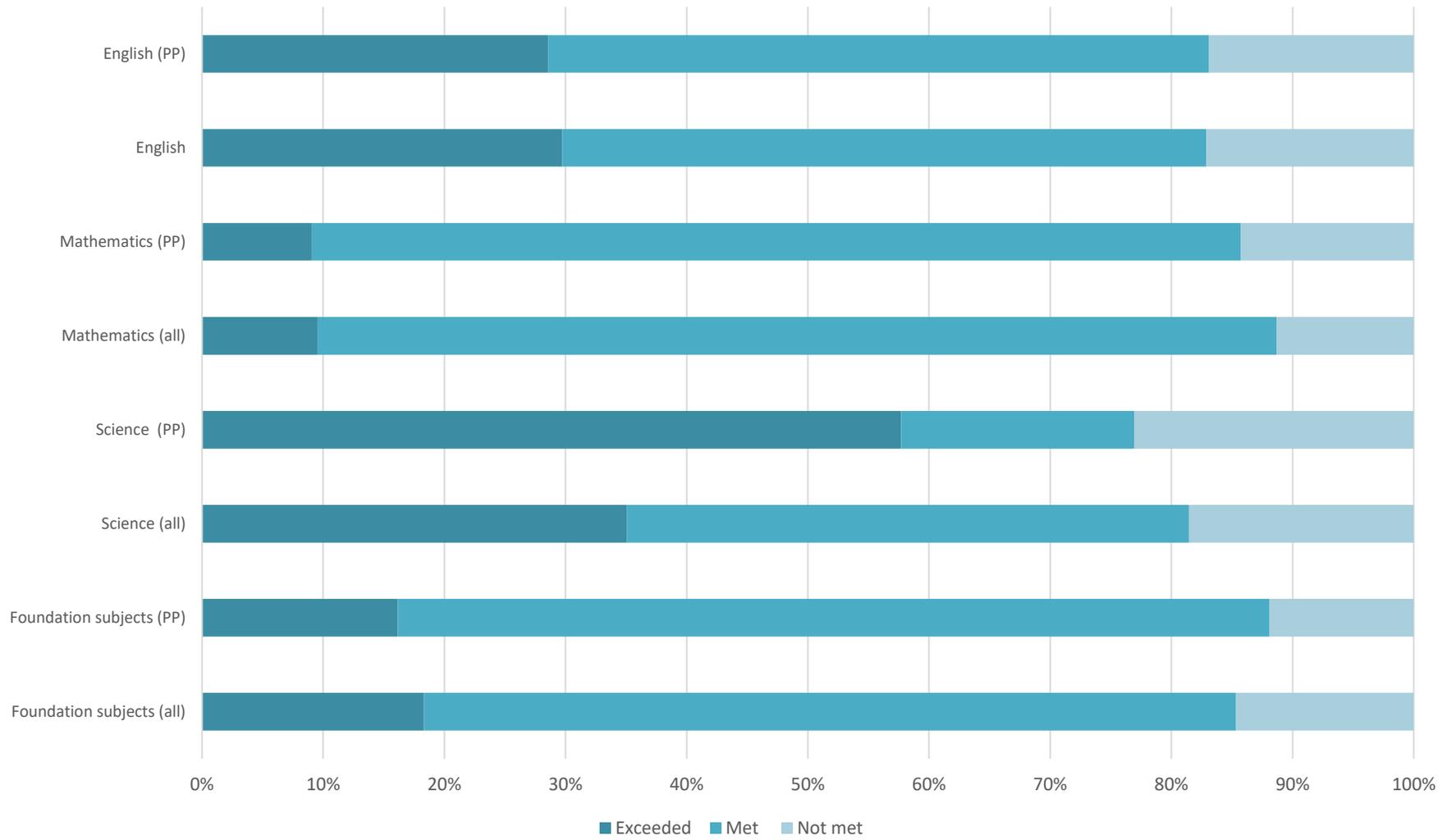
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| | | | | a high % of PP eligible pupils, therefore a contribution from pupil premium funding was made. |
| Purchase and provision of school uniform and clothing items to support access to education and attendance | Leadership and Management: Impact on outcomes; pupil progress; Promotion of equality of opportunity; Safeguarding and care | £200 | Expected outcome is for all pupils to access and attend school with appropriate clothing and school uniform and attend offsite vocational experiences with appropriate clothing and equipment | Pupils are provided with appropriate footwear and work wear for vocational programmes (all pupils in need of support received it). 26 pupils eligible for PP have had some support with their school uniform. This will remain as a priority for 2019 20. |
| Continued use of subscription websites to support learning across the curriculum and outside of school | Achievement and outcomes: Curriculum Behaviour, welfare and development: Engagement in learning | £2000 Contribution to total educational subscription costs | Expected outcome is that pupils continue to benefit from subscription websites to support learning, including homework / learning outside of school and that resources have a positive impact on pupil progress | Use of subscription websites continues along with subscription learning materials available through the school website. This will continue to be a priority in 2019 20. |
| Provision of specialist support TA and associated resources for language, communication and | Achievement and outcomes: Skills (RWCM) across the curriculum | £8500 (Contribution to provision of TA4 - SaLT) | Expected outcome is that all pupils to make accelerated progress in their understanding of | Part of additional support provision – this strategy remains effective in terms of |

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| <p>supporting SaLT programme delivery</p> | <p>Teaching, learning and assessment: Teaching of RWCM</p> | | <p>language and communication skills</p> | <p>targeting support and promoting pupil engagement. This has been extended to provide additional language support in core areas of the curriculum for 2018 19. Pupil targets are taken from the English Spoken Language curriculum. This remains a priority area for 2019 20.</p> |
| <p>Release of LAC funding to LA</p> | <p>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 14 LAC pupils with 11 being from East Sussex and 3 from other LA's. This gives a total retained by ESCC of £20,900 and potentially £5700 from other LA's.</p> | <p>£26,900 maximum income Nothing received from ESCC. Sums received from other LA's totalling £5,868</p> | <p>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. The distribution of this funding is outside of our control.</p> | <p>ESCC Virtual schools have not released any funds in this period Therefore the total of £20,900 (100%) has been retained centrally to support the work of the Virtual School. Other LAs have released £5868 (100%). We will again be raising this as a concern with East Sussex County Council.</p> |

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.

Progress of pupils eligible for pupil premium funding (77 pupils) against all pupils (111 pupils)



Choose indicators

X axis

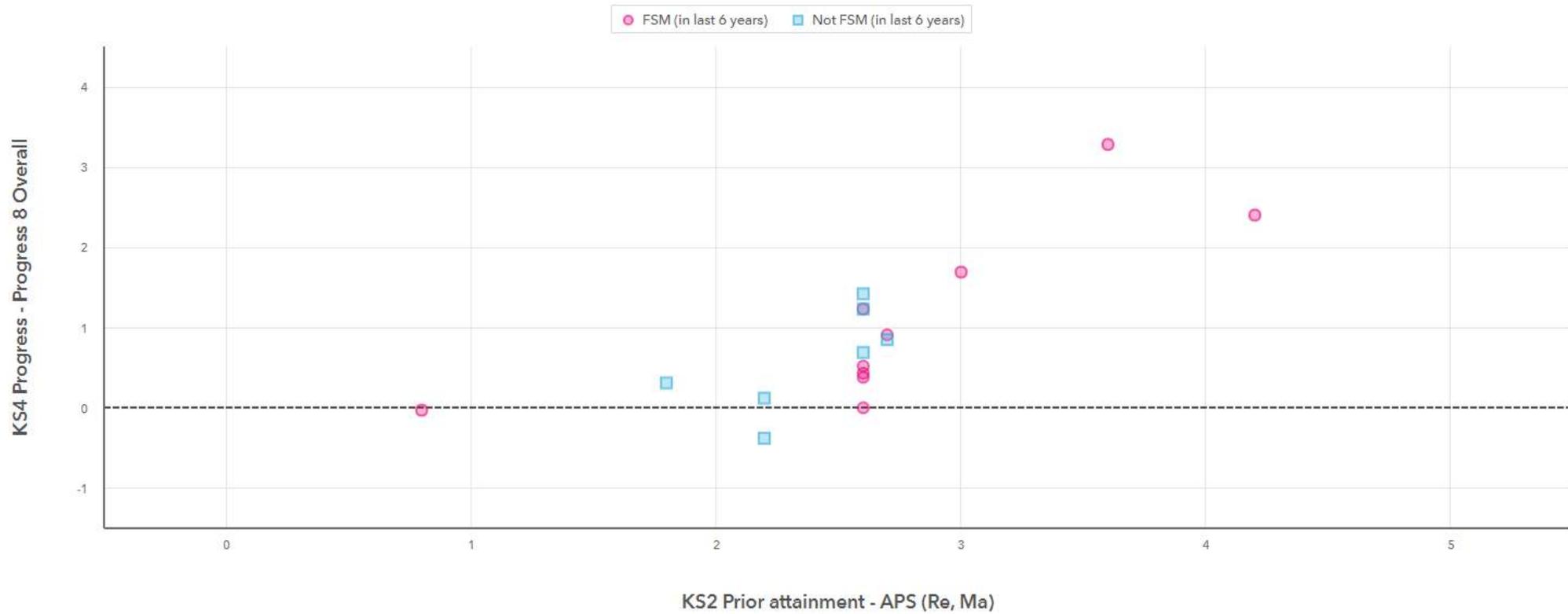
Prior attainment - APS (Re, Ma)

Y axis

Progress - Progress 8 Overall

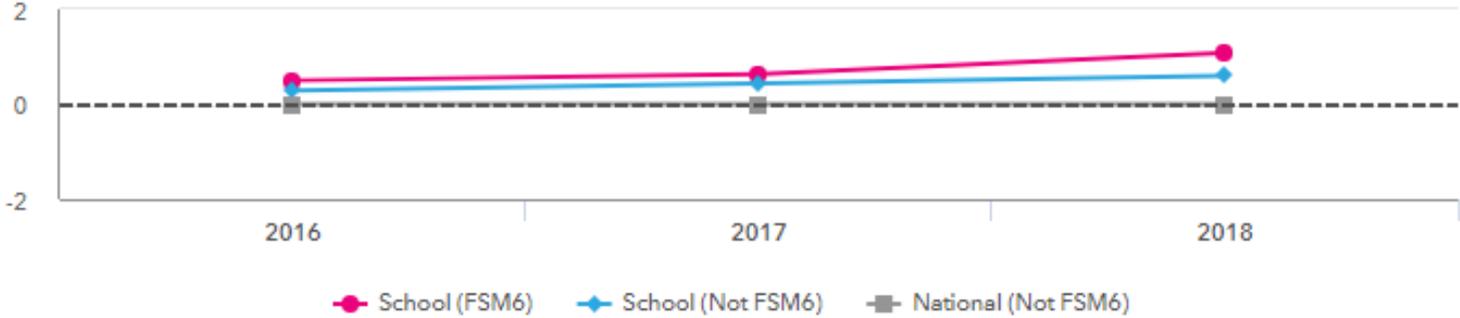
[Swap axes](#)
Hint Click and drag to zoom.

KS4 Pupil scatterplot 2018 18 pupils highlighted by [Pupil Premium](#)

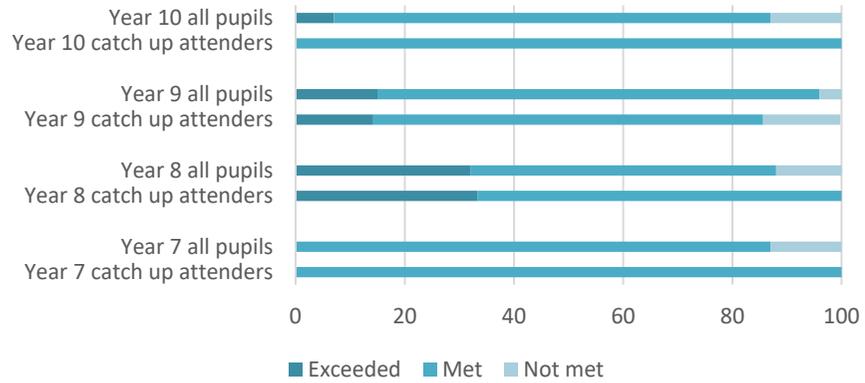


KS4 progress for disadvantaged pupils 2018

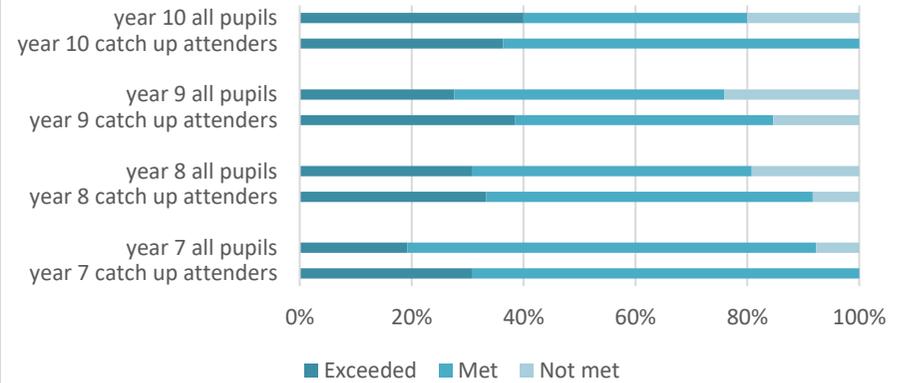
Progress 8 (Overall)

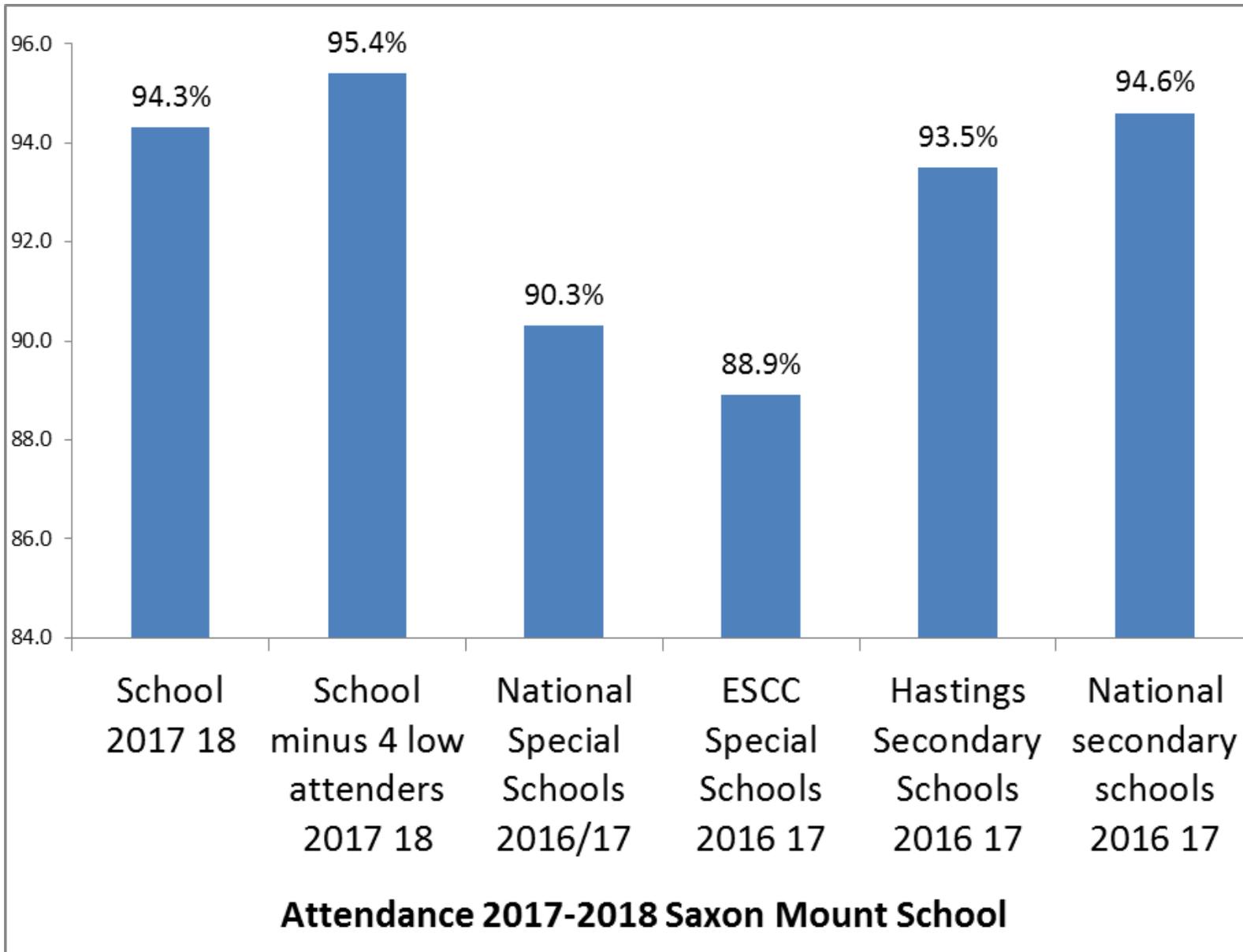


% of pupils meeting targets in Mathematics: Catch up attenders/ all pupils

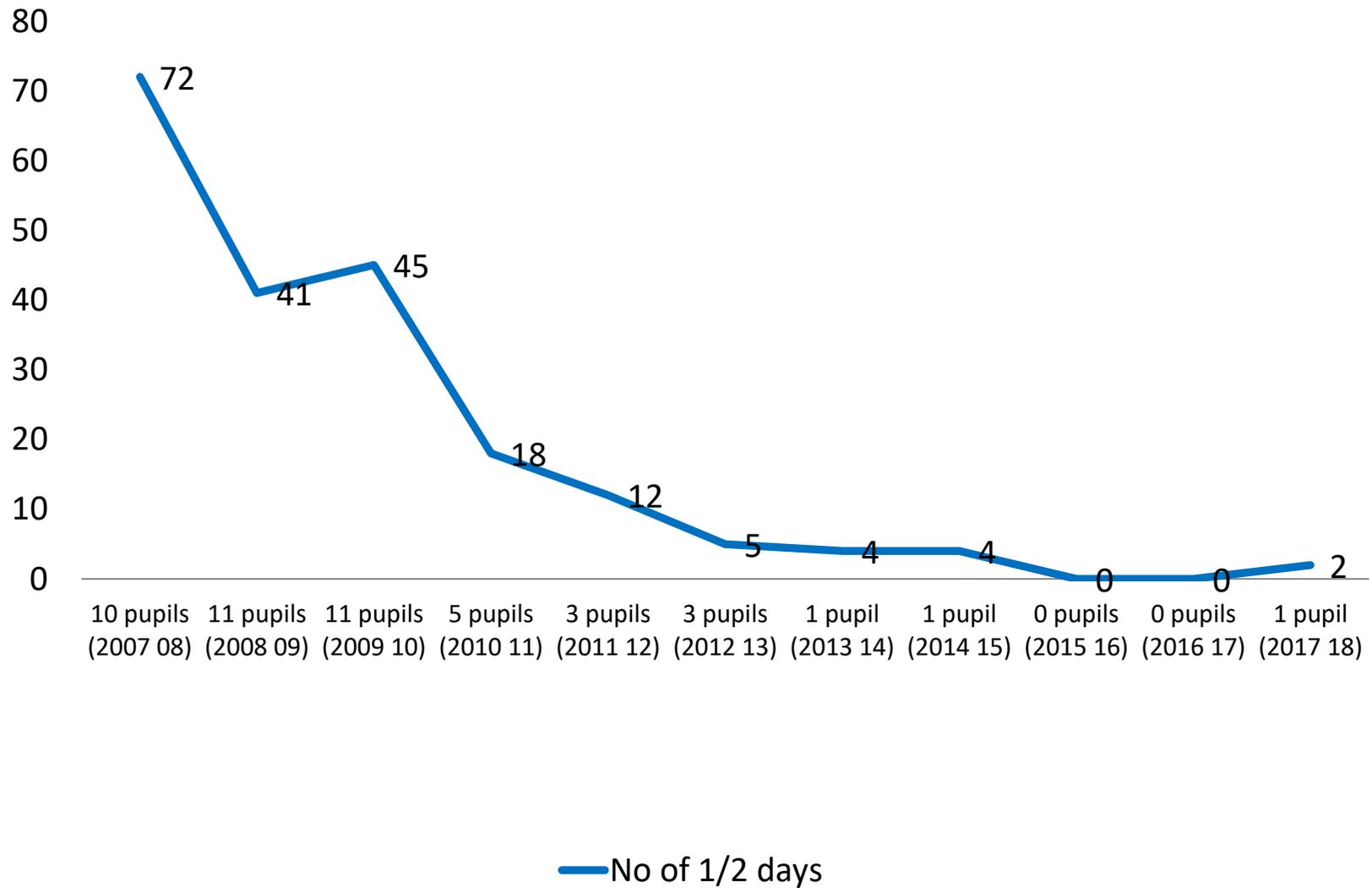


% of pupils meeting targets in English Catch up attenders/ all pupils

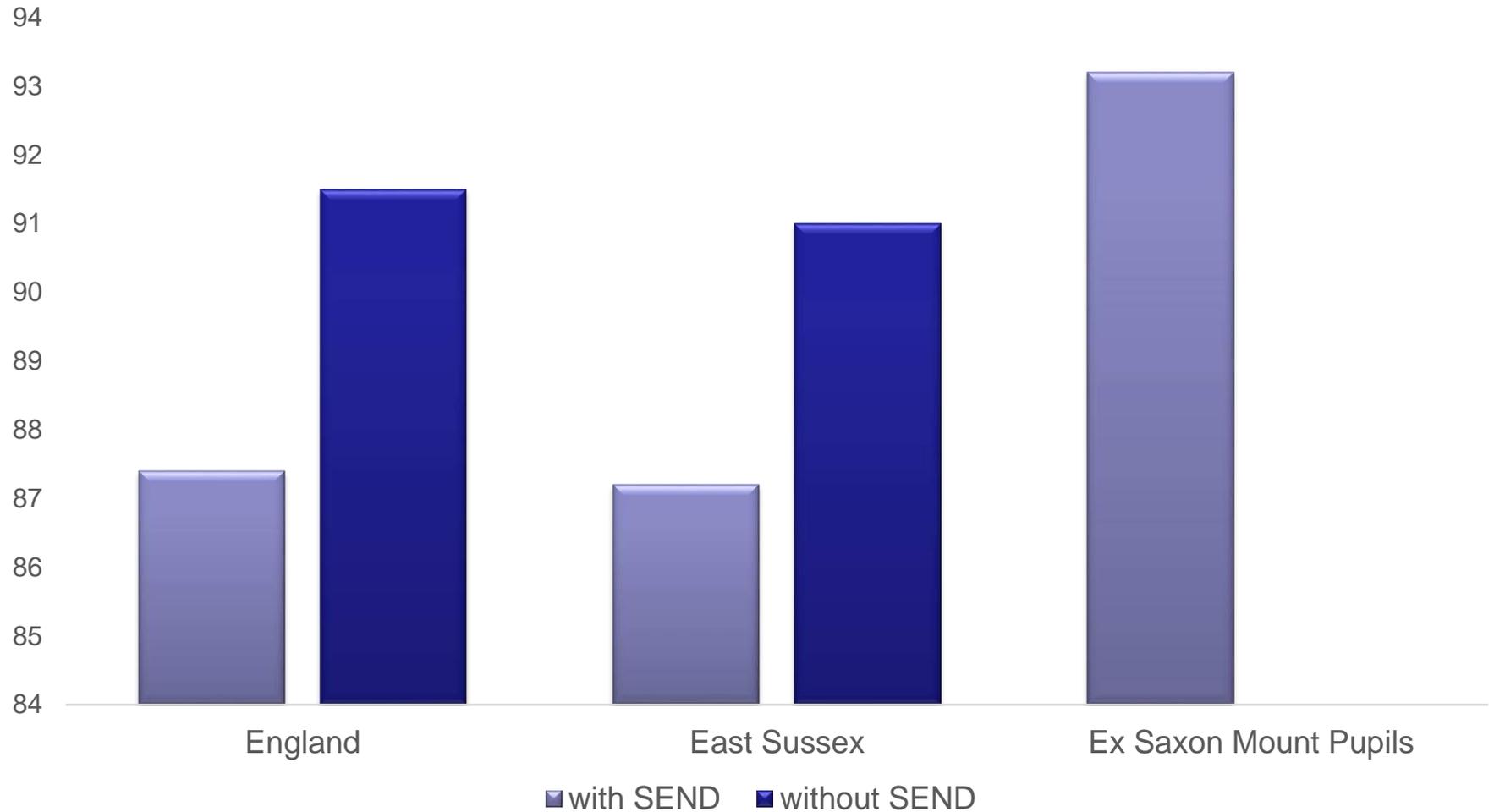




Fixed Term Exclusions



% 16/17 year olds recorded as participating in education or training, June 2017



- ✓ 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 19/20

Pupil premium in financial year 19/20 will be allocated to secondary schools at a rate of £935 per pupil, based on the pupil census figure in January 2019 plus the determined 'ever 6' pupils.

In the January 2019 pupil census there were 78 pupils eligible of a total on role of 139 – 57%

There is no longer an additional pupil premium grant 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 2019/2020, received in March 2019 is estimated at £12,000

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| Estimated Basic Pupil Premium 19/20 | - £ 71,760 |
| Estimated Year 7 Catch-Up | - £ 13,500 |

Total

- £ 85,260

From the available funds for financial year 2019/20, 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 |
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| <p>Additional catch-up and curriculum support classes and activities to all Y7 pupils, (and those targeted Y8, Y9, 10 and 11), including in school homework support provision.</p> <p>To provide individual 1-1 tuition delivered by teaching staff for targeted pupils preparing for examinations (1 day per week)</p> | <p>Leadership: Impact on outcomes: groups' progress</p> | <p>£14000</p> <p>OOSLA 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, Y10 and Y11 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, 10 and 11 to have access to additional activities, where required, to improve levels of attainment and progress for individual</p> | |

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| | | | pupils groups receiving support. | |
| Continue to provide an Additional needs team to support attendance and pupils at risk of NEET and learning support interventions. | Outcomes and achievement; Groups' progress; Attainment and diminishing the difference; Behaviour: Engagement in Learning; Teaching, Learning and Assessment: RWCM; Leadership and management: Impact on outcomes; pupil progress; Promotions of equality of opportunity; Safeguarding and care | £22000 (Contribution to 2 posts plus contribution to resources. | To work with pupils at risk of becoming NEET and to support identified additional needs pupils and strategies. Expected outcome is for low % level of NEET to be sustained, high attendance to be sustained and for exclusions to remain low. | |
| Purchase of IT equipment to enhance opportunities for learning across the curriculum. | Outcomes and achievement: Curriculum and RWCM Leadership and management: Impact on outcomes; | £7000 (Contribution to estimated total value of £25000) | Expected outcome is improved access to appropriate and up to date curriculum resources including IT hardware and associated software / web based programs. Levels of attainment, & progress and outcomes improved by offering opportunities for increased IT access through increased | |

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| | | | provision of resources. This will support pupil achievement. | |
| Structure outside duties to include more engaging structured activities at lunchtimes. | Behaviour, welfare and personal development: physical wellbeing, behaviour Teaching, Learning and Assessment: RWCM | £5960 Purchase resources and outside storage | Continuation of additional extra-curricular curriculum related activities accessible to all pupils, which may support participation in wider community clubs. Expected Outcome is for continued and increased participation in out of school enrichment activities. | |
| Increased provision of transport for pupils to enable them to access extra-curricular clubs/ activities before and after school | Behaviour, welfare and personal development: Citizenship and SMSC; Behaviour; Attendance; Health and well being Leadership and management: Promotion of equality of opportunity; Safeguarding and care | £3000 | Expected outcome is that all pupils have access to at least one after school club weekly, and that transport home is not a barrier to attending. | |

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| <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>Behaviour, welfare and personal development: Citizenship and SMSC; Behaviour; Attendance; Health and well being</p> <p>Leadership and management: Promotion of equality of opportunity; Safeguarding and care</p> | <p>2000</p> | <p>Improved school attendance of pupils, where attendance and / or punctuality of individuals has caused concern, particularly those living close to the school and not eligible for LA funded transport.</p> | |
| <p>Subsidising educational visits /additional activities</p> | <p>Behaviour, welfare and personal development: Citizenship and SMSC</p> <p>Teaching learning and assessment: Teachers' expertise, planning and strategies; Equality and diversity</p> <p>Leadership and management: Promotion of equality of opportunity</p> | <p>£4000</p> <p>(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.)</p> | <p>All pupils will have access to an enriched curriculum and high quality learning outside the classroom opportunities are available Expected outcome is that no disadvantaged pupil is excluded from a trip or activity on the basis of financial hardship.</p> | |

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| <p>Staff training</p> <p>Training for targeted teachers and support staff</p> | <p>Outcomes and achievement: Subject/ key stage progress/ preparedness Behaviour, welfare and personal development: Behaviour</p> <p>Teaching and learning: Teachers' expertise, planning and strategies; teaching of RWCM</p> <p>Leadership and management: Impact on outcomes; impact on teaching and learning, performance management and professional development</p> | <p>£1000</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 the development of pupils' communication skills, 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. Intervention and Catch up provision continues to have a high impact on pupil progress</p> | |
| <p>Summer school (rising Y7 no longer separately funded)</p> <p>Plus eligible pupils from other year groups for targeted summer</p> | <p>Behaviour, welfare and guidance: engagement in learning; Guidance</p> | <p>£3000</p> | <p>Provision of summer school: Expected outcome is that transition is successful for all pupils who participated in summer school. No separate</p> | |

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| <p>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>funding this year, so we have attempted to reduce overall cost while maintaining service. Holiday activities are provided in place of previous ESCC provision which has been ceased. A number of days will be offered at each longer school holiday. This will include access to subsidised transport where possible in order to ensure equality of access.</p> | |
| <p>Attendance reward prizes (threshold for 98% attendance or above)</p> | <p>Achievement and outcomes: groups progress</p> <p>Behaviour, welfare and guidance: Attendance and punctuality</p> | <p>£600</p> <p>(Contribution to expected total expenditure of £1000)</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>Behaviour reward scheme</p> | <p>Behaviour, welfare and guidance: Engagement</p> | <p>£1000</p> | <p>Since September 2011 the school has used a contribution from the</p> | |

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| | in learning; Behaviour; Attendance | (Contribution to total estimated cost of £3500) | 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. Expected outcome is sustained positive pupil engagement and exclusions remain low. | |
| Monitoring, Management and evaluation of CEIAG provision and transition support (TLR responsibility or senior leadership responsibility) | Achievement and outcomes: Subject/ key stage progress/ preparedness Behaviour, welfare and guidance: Guidance Teaching and learning: Teachers' expectations Leadership and Management: Expectations, culture and behaviour | £5500 Includes contribution to TLR responsibility or contribution to senior leadership cost to include validation and external review and assessment processes (include contribution to Exec Head participation in Hastings Area Opportunity Social Mobility initiative | 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. Expected outcome is that the school aims to maintain high % of 16 and 17 pupils to remain in EET. | |

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| <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 Leadership and Management: Impact on outcomes</p> | <p>£1000 (Contribution to heating, lighting, TA support, Site and Admin staff support and transport to enable attendance)</p> | <p>Expected outcome: A high % of Y11 pupils participate in revision opportunities leading to improved overall results.</p> | |
| <p>Programme to refurbish specialist teaching areas to provide the most appropriate and up to date environment for pupils to include refurbishment of school IT suite to support computing curriculum delivery</p> | <p>Behaviour, welfare and guidance: engagement in learning</p> | <p>£5000 (Contribution to the anticipated minimum expenditure of £20000)</p> | <p>Expected outcome is the provision of a refurbished and up to date computer suite which fully meets the need of the revised curriculum and enhances teaching and learning. This will support pupil achievement. It will also improve the school learning environment through provision of appropriate space and resources to support curriculum delivery - this would not be possible without pupil premium contribution.</p> | |
| <p>Purchase and provision of school uniform and clothing items to support access to education and attendance</p> | <p>Leadership and Management: Impact on outcomes; pupil progress; Promotion of</p> | <p>£200</p> | <p>Expected outcome is for all pupils to access and attend school with appropriate clothing and school uniform and</p> | |

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| | equality of opportunity; Safeguarding and care | | attend offsite vocational experiences with appropriate clothing and equipment | |
| Continued use of subscription websites to support learning across the curriculum and outside of school | Achievement and outcomes: Curriculum Behaviour, welfare and development: Engagement in learning | £2000 Contribution to total educational subscription costs | Expected outcome is that pupils continue to benefit from subscription websites to support learning, including homework / learning outside of school and that resources have a positive impact on pupil progress | |
| Provision of specialist support TA and associated resources for language, communication and supporting SaLT programme delivery | Achievement and outcomes: Skills (RWCM) across the curriculum Teaching, learning and assessment: Teaching of RWCM | £8000 (Contribution to provision of TA4 - SaLT) | Expected outcome is that all pupils receiving interventions or additional provision to make accelerated progress in their understanding of language and communication skills | |
| 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. | £48,300 possible maximum income. | 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. The | |

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| | <p>As at the relevant census date we had a total of 21 LAC pupils with 16 being from East Sussex and 5 from other LAs. This gives a total retained by ESCC of £36,800 and potentially £11,500 from other LAs.</p> | | <p>distribution of this funding is outside of our control.</p> | |
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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**