

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Saxon Mount School
Pupils in school	144
Proportion of disadvantaged pupils	70.8%
Estimated Pupil premium allocation this academic year 20_21 (Excluding LAC contributions from the virtual schools)	£71,670
Academic year or years covered by statement	Review of 2020/2021 Plan for 2021/2022
Publish date	1 April 2021
Review date	31 March 2022
Statement authorised by	R Preece
Pupil premium lead	A Jagot
Governor lead	S Taylor

Disadvantaged pupil performance overview for the last academic year where data was published (2018-19)

	Disadvantaged pupils	All pupils
Progress 8	-0.93	-0.91
Attainment 8	10.7	10.7

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
Erratic attendance due to COVID-19 or home circumstances
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 continue to make expected levels of progress in literacy and numeracy	Year group comparative data DfE Compare Schools Data FFT aspire GCSE outcomes Data analysis shows PP pupils make similar progress to all pupils	September 2022
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 2022
Pupils have access to academic interventions to mitigate the losses in learning caused by the global pandemic	Analysis of intervention programmes Internal assessment data GCSE/ BTEC outcomes	July 2022

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- reduced behaviour PPM grades show high % success in personal development. Employability skills portfolios	July 2022
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 Alumni feedback	July 2022
Support Extra-curricular activities including residential trips so all or nearly all PP	% of pupils attending extra-curricular and residential activities	July 2022

pupils participate in enrichment opportunities		
Improve attendance and behaviour of pupils eligible for pp funding	Overall attendance for pupils eligible for pp funding to equal whole school attendance data Fewer behaviour incidences recorded Supportive behavioural interventions in place	July 2022
Pupils have access to social / personal development interventions such as the 'self-esteem' group to mitigate the losses in social development caused by the global pandemic	Analysis of interventions Pupil voice survey Parental questionnaire	July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p><u>Curriculum</u></p> <p>Review whole school curriculum design so that it continues to offer a relevant and challenging one for all pupils, that is carefully sequenced to support learning and develop necessary skills and knowledge to enable progression.</p> <p>Monitoring of teaching to take place regularly, including co planning activities to ensure all staff are consistent in the approach to teaching strategies and supporting the complex needs of pupils</p> <p>Subject learning leaders to monitor the quality of teaching within their subject, identifying areas for further development so that co-planning activities are effective.</p> <p>Targeted academic interventions for pupils where progress is a concern following a sustained period of disruption since March 2020.</p>
Priority 2	<p><u>Assistive technology</u></p> <p>TLR post for Technologies and Independent Learning to develop the use of assistive technology across the school for individual pupils</p>

	<p>Assistive technology is used by all pupils where necessary to promote independence in learning</p> <p>CPD to ensure that activities are well planned for and that there is not an overreliance on worksheets</p> <p>Microsoft software is used as it is intended and that activities planned enable all pupils to make as much progress as they can</p>
Priority 3	<p><u>Literacy</u></p> <p>CPD to ensure staff have the skills to support pupils with early learning literacy skills across the curriculum</p> <p>Literacy interventions across KS3 and 4 for all disadvantaged pupils following a sustained period of disruption since March 2020</p> <p>Timetabled lessons to develop pupils' communication skills using skills builder to assess pupil progress and to plan individual targets</p>
Barriers to learning that these priorities address	Poor literacy and communication skills, lack of resilience, learning difficulties, expectation of failure, independence, period of disruption to education since March 2020
Projected spending	£35,835

Wider strategies for current academic year

Measure	Activity
Priority 1	<p><u>Attendance and behaviour</u></p> <p>Share expectations for individual pupils in briefings so that individual needs can be managed within the whole school behaviour policy, while a consistent approach to promoting positive behaviour is maintained.</p>

	<p>Reward and promote positive behaviour, attendance and attitudes, maintaining and developing the motivational processes already in place</p> <p>CPD for all staff to ensure consistent expectations of and understanding about issues that affect in behaviour and attendance</p> <p>Monitor progress of targeted pupils in relation to the additional provision they are accessing</p> <p>Tracking impact of planned interventions</p> <p>Support families to address barriers to attendance e.g., through provision of subsidised local transport where required and access to breakfast clubs, after school clubs and holiday activities, school trips and residential opportunities etc.</p>
Priority 2	<p><u>Self-awareness / personal development</u></p> <p>Support access to activities and clubs in the local community as well as in school.</p> <p>Develop opportunities for pupils to take on positions of responsibility around the school (to also promote work related learning)</p> <p>Introduce and embed Skills Builder to support pupils' awareness of personal skills, progress and areas for development</p> <p>1:1 opportunities to discuss and complete vocational profile in KS4</p> <p>Pupils in years 9, 10 and 11 take part in 1:1 careers guidance meetings, with additional support if required</p> <p>Workshops delivered in KS3 for all pupils to raise self-awareness and self esteem</p>
Priority 3	<p><u>Aspiration</u></p> <p>Ongoing reflection of work based learning and the use of LMI as discrete activities as well as by making explicit links within the taught curriculum</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> <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>
Barriers to learning that these priorities address	Low aspiration and expectation, issues surrounding parental support, the individuals' community values and beliefs, poor self-regulation, low confidence and self-esteem, period of disruption to education since March 2020
Projected spending	£35 835

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given to allow for staff professional development</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 to ensure pupil interventions are effective,</p> <p>Collaborative working, review individual performance management targets to reflect school priorities</p>
Targeted support	<p>Ensuring consistency and that enough time is allocated to deliver targeted support on a regular basis</p>	<p>Additional cover where necessary to ensure most appropriate staff are released to deliver interventions</p> <p>Deployment of additional needs team</p> <p>Regular monitoring by subject leaders</p>
Wider strategies	<p>Ensuring parental engagement from all families</p> <p>Socio economic factors</p> <p>Influencing Post 16 providers to offer appropriate progression routes for our pupils</p>	<p>Use all platforms available to make regular contact with parents/ carers</p> <p>Respond to parental feedback to identify and overcome potential barriers</p> <p>Working closely with the local authority, post 16 providers and other external agencies to ensure they are aware of the needs and support required for our pupils, particularly at Post 16 transition</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Pupils eligible for pupil premium in KS4 continue to make expected levels of progress in literacy and numeracy</p>	<p>Over time, the progress pupils eligible for pp funding is equal to, and sometimes better when comparing with all pupils with similar starting points. Last year, where pupils grades were based on the schools' calculated grades the data could suggest that our pp pupils did not perform as well as other pupils. However, the year 11 group had a significant number of pupils who joined the school during KS4, including during Year 11 If</p>

Aim	Outcome
	<p>these pupils are removed from the data, the progress of our PP cohort would have been as strong as pupils not eligible for this funding.</p> <p>The use of a qualified teacher to deliver catch up interventions during the pandemic period has mitigated the impact of partial school closure on individual pupils in KS4 where progress was a concern. This exceptional outcome will influence future spending of Covid catch up and pupil premium funding, recognising its positive impact on outcomes, progress and post 16 opportunities for our pupils. We plan to extend this provision, delivering targeted academic interventions, delivered by subject specialist teachers where they are needed, in a timely and focused manner.</p>
<p>Pupils make at least expected progress in literacy and numeracy</p>	<p>89% of pupils in years 7 to 10, eligible for PP funding met or exceeded expected progress. In year 11, 93% of pupils met or exceeded their expected progress based on their KS2 data. (Overtime we are in the 4th centile- significantly above average for pupils with the same prior attainment)</p> <p>96% of pupils in years 7-10, eligible for PP funding met or exceeded expected progress. In year 11, 77% of pupils met or exceeded their expected progress based on their KS2 data. (Overtime we are in the 19th centile- in line with average for pupils with the same prior attainment)</p>
<p>Pupils gain relevant qualifications in a broad range of subjects at an appropriate level to demonstrate exceptional progress in relation to prior attainment.</p>	<p>Pupils gained qualifications in a broad range of subjects demonstrating exceptional progress during their time at Saxon Mount. When comparing pupils with similar starting points, Saxon Mount is ranked in the 4th centile for academic progress (over the last three academic years). This is significantly above the national expectation.</p> <p>For opportunity to access high quality qualifications, Saxon Mount is ranked in the 1st centile demonstrating that the curriculum offer is both exceptional and ambitious for our pupils, despite the very small and varied cohorts that are typical of a SEN setting.</p>
<p>Improve pupils' communication skills so that more pupils are able to interact effectively with peers and adults.</p>	<p>Pupils using 'skills builder' have a better self-awareness and are more able to communicate their needs. Online lessons during periods of partial opening / lockdown have provided invaluable social and academic opportunities for pupils accessing learning from home. Signing sessions have been introduced in year 7 and within the facility classes enabling pupils to expand and develop their communication and comprehension skills.</p>

Aim	Outcome
	<p>% of pupils achieving targets and making excellent progress in MAPPM (social and academic progress) remains high</p>
<p>Raise aspiration for all pupils to achieve well and identify appropriate onward placements and career pathways</p>	<p>A comprehensive, ambitious and embedded careers programme alongside a school culture of raising aspiration for pupils and their families is at the core of our curriculum. This has encouraged pupils to continue to work hard and engage in their schooling throughout the pandemic because there is an increased sense of relevance and purpose when the curriculum and school offer is strongly linked to educational next steps and future employment. All pupils were supported with their applications to post 16 providers. 100% of pupils had a September guaranteed placement. We have an increasing number of ex pupils engaging in our alumni network who we use to share information and raise aspiration.</p> <p>Summer school was provided for all pupils, including pupils transitioning to Saxon Mount. Over 90% of our new cohort accessed this provision, which enabled a smooth transition for all pupils new to year 7.</p>
<p>Support Extra-curricular activities including residential trips so all or nearly all PP pupils participate in enrichment opportunities</p>	<p>After school provision has been offered throughout the last academic year. Covid-19 had a huge impact on pupils being able to access learning activities outside the classroom and participating in enrichment activities and residential. Over the next year, the school aims to ensure that these missed opportunities are scheduled for all pupils. However, despite these barriers, the school has continued to offer a comprehensive careers programme, using innovative ways to ensure pupils can engage with employers, gain work experience and participate in workshops to raise aspiration.</p>