

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

Financial year 2017/18

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 2017

56.67%

Pupil Premium allocation 1st April 2017 to 31st March 2018

Pupil premium total allocation 17/18 at £935 per FSM pupil	£62,675
Year 7 catch up premium (paid Feb 17)	£11,500
Total for Financial year 17/18	<u>£74,175</u>

Pupil premium Expenditure in financial year 17/18 summary

Action/strategy	SDP Reference	Amount	Reason and expected outcome	Evaluation of strategy and future priority March 2018
<p>Provide additional catch-up and curriculum support classes and activities to all Y7 pupils, (and those targeted Y8, Y9 and 10). To include homework club provision From 2017, individual 1-1 tuition delivered by teaching staff for targeted pupils preparing for examinations (1 day per week)</p>	<p>Leadership: Narrowing the gap</p>	<p>£13,000</p> <p>OOOSLA 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 and Y10 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 and 10 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 had access to Catch Up classes since 2016. Pupils sitting GCSE qualifications have also benefitted from 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. This remains a priority area for 2018 19.</p>
<p>Continue to develop</p>	<p>Outcomes and</p>	<p>£21,000</p>	<p>To work with pupils at</p>	<p>Interventions are</p>

<p>Pupil Personal mentor post / Additional needs team support (HLTA post)</p>	<p>achievement; additional support/ interventions; Leadership and management: Narrowing the gap</p>	<p>(47% of 2 posts plus contribution to resources.</p>	<p>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>delivered to all pupils where progress is a concern. 1:1 sessions support targeted pupils at risk of NEET. Impact is seen by very high % of engagement post 16. Support is provided with college applications, transition visits and interviews. All pupils in year 11 have secured a September placement at college. Pupils at risk of NEET after Saxon Mount are referred and introduced to YES to ensure they have appropriate support where necessary in the future. This remains a priority area for 2018 19.</p>
<p>Purchase of IT equipment to enhance opportunities for learning across the curriculum</p>	<p>Outcomes and achievement: Curriculum and RWCM</p>	<p>£5000 (Contribution to estimated total value of £15000)</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</p>	<p>New IT suite has enabled English and Maths lessons to have regular access to subscriptions, supporting the development of key literacy and numeracy skills. Ipads are used by</p>

				teachers increasingly to support AfL and promote independent learning. A rolling programme to replace all IT hardware is in place. This remains a priority area for 2018 19.
Complete creation of additional external PE/learning area specifically for table tennis for curriculum and extra-curricular activity use and including coaching.	Behaviour, welfare and personal development: physical wellbeing; SMSC: Social development	£6000 Estimated total value of £40000	Expected outcome is completion of canopy with lighting in table tennis area, making it available all year round, leading to continuation of additional extra-curricular curriculum accessible to all pupils, which may support participation in wider community clubs.	Table tennis club continues to be well attended and pupils are developing their skills. Pupils have also been able to access external clubs and holiday activities as a direct result of accessing table tennis club in school. This remains a priority area for 2018 19: The outside table tennis area will have fixed sides, to enable the use of this provision in all weathers.
Develop use of subscribed services to support learning opportunities on school and at home	Behaviour, welfare and development: Engagement in learning	£500 Cost of subscriptions , training and staff development contribution to costs	Expected outcome is increased usage within school across the curriculum and some opportunities available to support learning at	SMHW is used to set homework and provide parents information when homework is set. Mathletics is used to measure progress of

			home	pupils. Many pupils access this at home to develop their numeracy skills. Accelerated reader is increasingly used to develop reading and comprehension skills and set personalised targets for pupils. Discovery is used to enhance learning in core and foundation subjects. Clicker 7 and Mathletics etc. This remains a priority area for 2018 19.
Subsidising educational visits /additional activities	Behaviour, welfare and personal development: Promoting respect and encouraging contribution Teaching learning and assessment: Equal opportunities and recognition of diversity	£5000 (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.)	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.	Where families are unable to pay for their child to participate in residential and educational visits due to financial hardship, funding has ensured no pupils have been excluded from participation. This remains a priority area for 2018 19.

<p>Staff training</p> <p>Training for targeted teachers and support staff</p>	<p>Outcomes and achievement: Marking and feedback, curriculum Behaviour, welfare and personal development: behaviour tracking and monitoring</p> <p>Teaching and learning: developing teaching skills. Knowledge and understanding</p> <p>Leadership and management: curriculum learning leaders</p>	<p>£3000</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 communication and 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. Curriculum monitoring provides staff with opportunities to share good practice and develop individual skills. 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 2018 19.</p>
<p>Summer school (rising Y7 no longer separately funded)</p> <p>Plus eligible pupils from</p>	<p>Behaviour, welfare and guidance: engagement in learning</p>	<p>£3000</p>	<p>Provision of summer school. Expected outcome is that transition is successful</p>	<p>A two week summer school programme was timetabled for our current year 7 pupils. An</p>

<p>other year groups for targeted summer support / exam preparation</p>	<p>Teaching and learning: preparing for transition</p> <p>Leadership and management: narrowing the gap</p>		<p>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>extremely 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. This remains a priority area for 2018 19.</p>
<p>Attendance reward prizes (threshold for 98% attendance or above)</p>	<p>Achievement and outcomes: additional support/ interventions</p> <p>Behaviour, welfare and guidance: Attendance and punctuality</p>	<p>£260</p> <p>(Contribution to expected total expenditure of £750)</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>Pupils continue to respond positively to all rewards offered that recognise and encourage good attendance. Attendance remains high and a high % of pupils have 98+% attendance for the academic year.(53 pupils). This remains a priority area for 2018 19.</p>
<p>Behaviour reward scheme</p>	<p>Behaviour, welfare and guidance: Attendance and punctuality, rewards and sanctions</p>	<p>£500</p> <p>(Contribution to total estimated cost of</p>	<p>Since September 2011 the school has used a contribution from the pupil premium</p>	<p>The reward system is highly valued by the pupils. They have an opportunity on a weekly</p>

	SMSC: Moral development	£3500)	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.	basis to check their progress and can choose to save or spend their merits, reinforcing their understanding of 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 2018 19.
Monitoring, Management and evaluation of CEIAG provision and transition support (TLR responsibility)	<p>Achievement and outcomes: Marking and feedback, curriculum, AfL</p> <p>Behaviour, welfare and guidance: Tracking and monitoring</p> <p>Teaching and learning: enabling maximum progress, monitoring standards, developing teacher skills</p> <p>Leadership and</p>	<p>£4000</p> <p>Includes contribution to TLR responsibility position plus management validation and external review and assessment processes</p>	<p>The school uses local and national data to compare pupils' engagement in EET post 16.</p> <p>Pupils' transition to post 16 providers is supported to ensure success. The school aims to maintain high % of 16 and 17 pupils to remain in EET.</p>	<p>The school curriculum and qualification offer continues to respond to national changes and the needs and interests of the pupils. CEIAG is embedded throughout the school and all pupils have opportunity to meet with employers and receive independent careers advice. Work experience placements are planned for all year</p>

	Management: maintaining high standards and expectations			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 2018 19.
Provision of catch-up/revision/ additional support sessions in school holidays offered to all year 11 pupils in all exam subjects	Behaviour, welfare and guidance: engagement in learning Leadership and Management: Narrowing the gap	£2000 (Contribution to heating, lighting, TA support, Site and Admin staff support and transport to enable attendance	Expected outcome is that Y11 pupils participate in revision opportunities leading to improved overall results;	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 2018 19.
Programme to refurbish specialist teaching areas to provide the most appropriate and up to date environment for pupils (CIC room / ASF classrooms?)	Behaviour, welfare and guidance: engagement in learning	£1500 (Contribution to the anticipated minimum expenditure of £20,000)	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.	The library has been adapted and developed into a media suite, allowing pupils to not only access published literature, but also to access all that is available on line. The year 11 area has been adapted to incorporate a further ICT suite allowing pupils to have a wider access to IT facilities. KS4 pupils have the opportunity to complete coursework. All pupils have support with their homework at lunchtimes where necessary.
Purchase and provision of school uniform and clothing items to support access to education and attendance	Achievement and outcomes: Additional support/ interventions Leadership and Management: Narrowing the gap	£200	Expected outcome is that all pupils are able to access and attend school with appropriate clothing and school uniform and attend	Small amount provided, (all pupils in need of support received it) however it is useful to support engagement so will remain as a priority

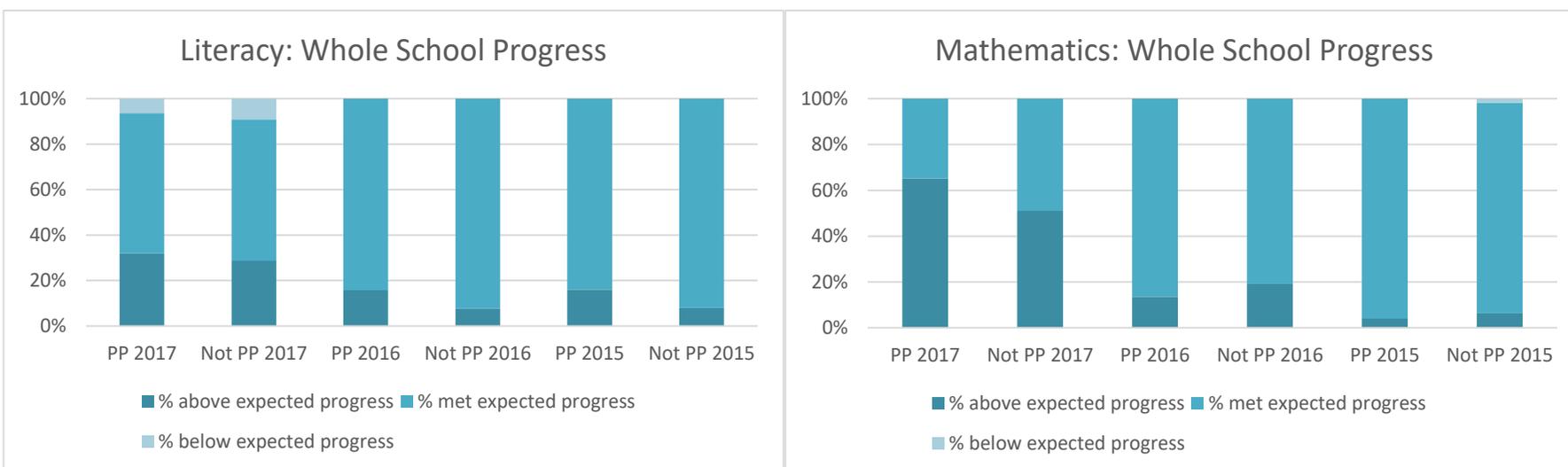
			offsite vocational experiences with appropriate clothing and equipment	for 2018 19.
Continued use of subscription website to support learning across the curriculum and outside of school	Achievement and outcomes: Curriculum	£1700 Contribution to total educational subscription costs	Expected outcome is that pupils continue to benefit from subscription websites to support learning, including homework / learning outside of school	Use of subscription websites continues along with subscription learning materials available through the school website. This will continue to be a priority in 2018 19.
Provision of specialist support TA and associated resources for language, communication and supporting SaLT programme delivery	Achievement and outcomes: additional support Behaviour, welfare and guidance: developing independence, confidence and resilience	£7515 (Contribution to provision of TA4 - SaLT)	This is a specialist intervention and not only supports speech and language but also behaviour and engagement.	Part of additional support provision – highly effective in terms of targeted support and promoting positive pupil engagement. This has been extended to provide additional language support in core areas of the curriculum for 2017 18. Pupil targets are taken from the English Spoken Language curriculum. This remains a priority area for 2018 19.
Release of LAC funding to LA	N/A: ESCC take corporate approach to releasing Pupil Premium	£22,800	All LAC funding is devolved by the EFA to the LA responsible for	ESCC Virtual schools have not released any funds in this period

	<p>for LAC children. Other LAs generally release Pupil Premium directly to school.</p> <p>As at the relevant census date we had a total of 12 LAC pupils with 8 being from East Sussex and 4 from other LA's.</p> <p>This gives a total retained by ESCC of £15,200 and potentially £7600 from other LA's.</p>		<p>the individual children, to release to the placement schools on criteria determined by each LA.</p>	<p>Therefore the total of £15,200 (100%) has been retained centrally to support the work of the Virtual School.</p> <p>Other LAs have released £3900 and have retained £3700 (49%).</p> <p>We will be raising this as a concern with East Sussex County Council.</p>
--	--	--	--	--

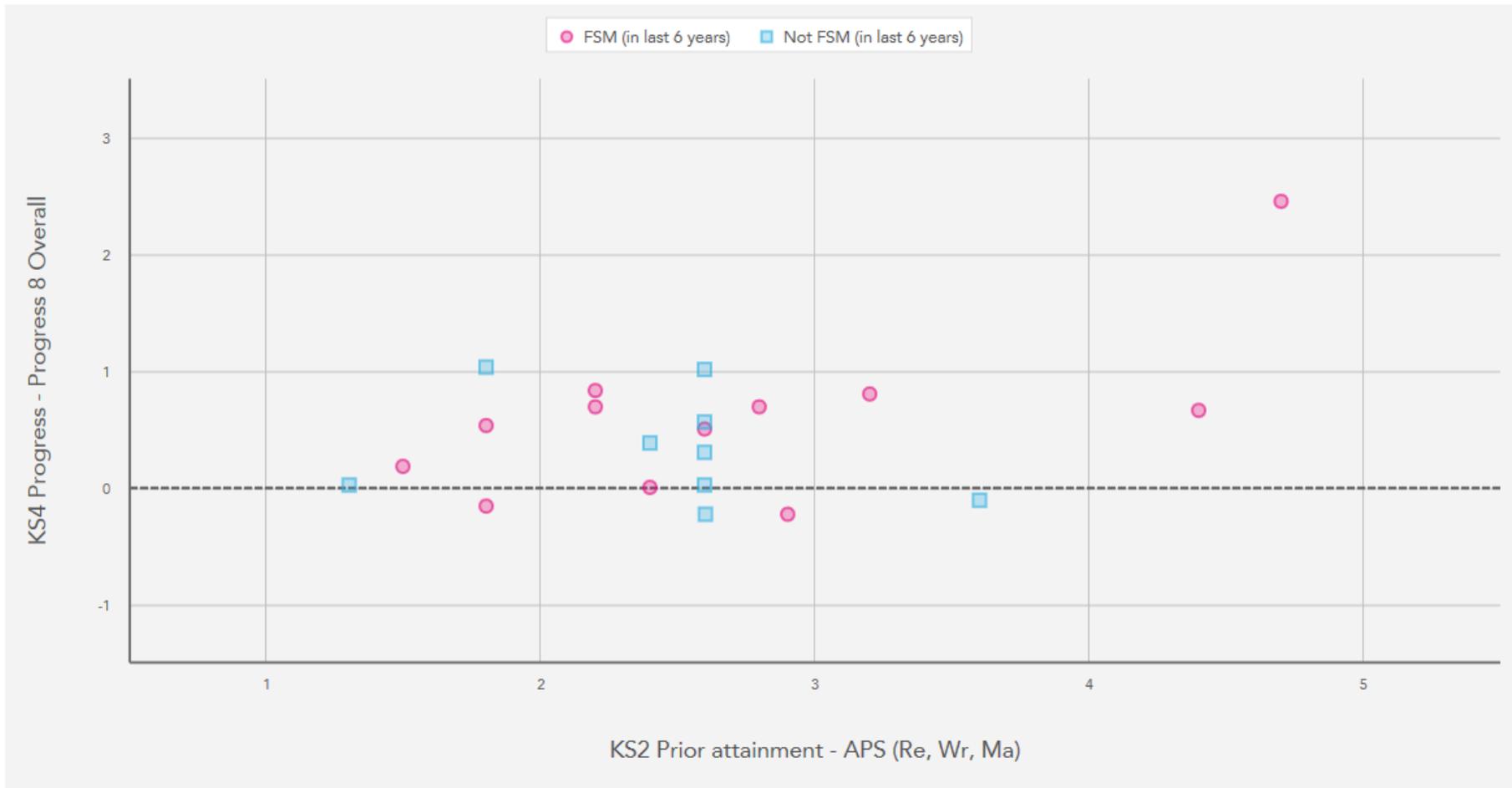
Impact of Pupil Premium funding on narrowing the gap between FSM and other pupils is demonstrated by:

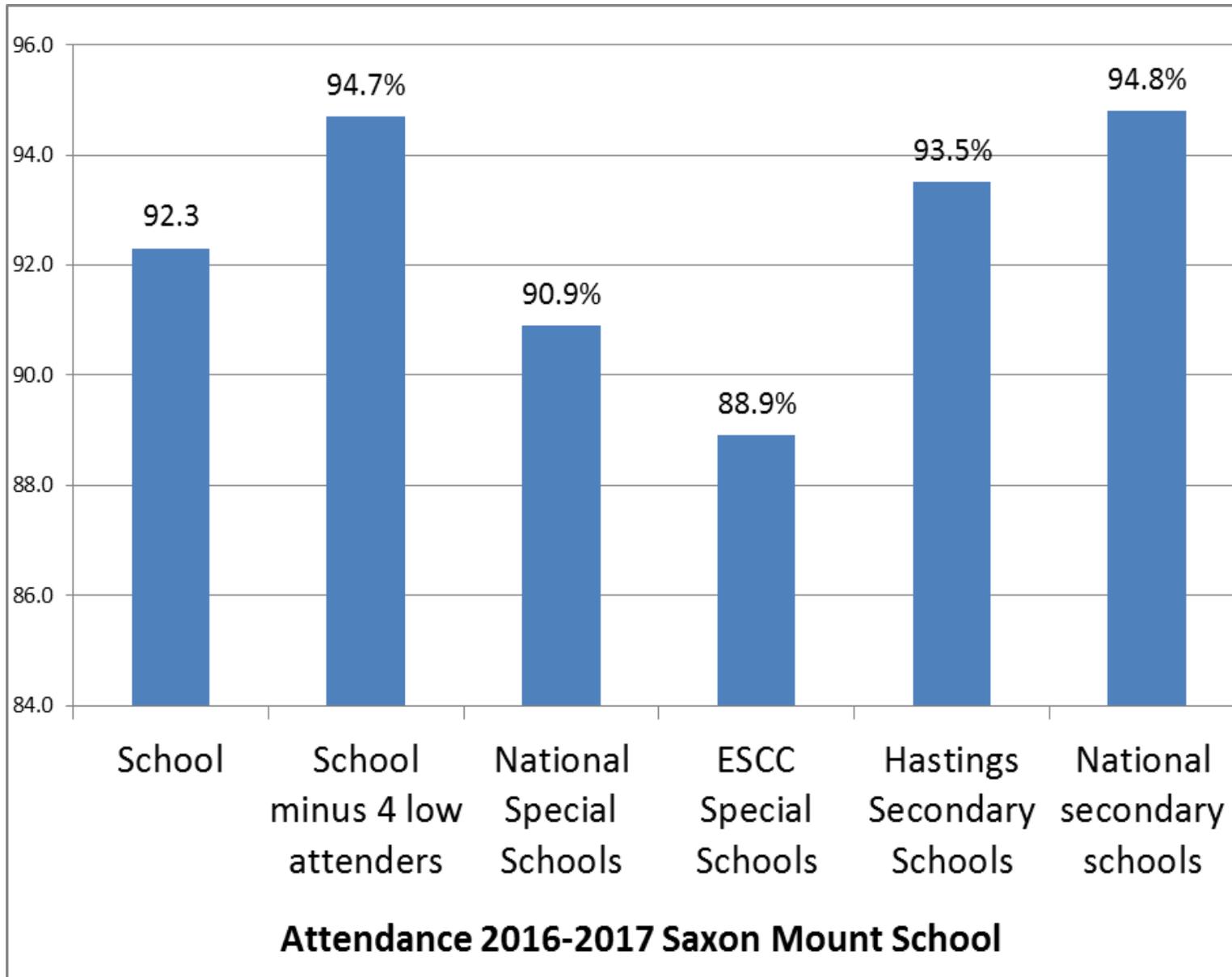
- ✓ Children on FSM or who are looked after achieve as well as, or better than, other pupils at Saxon Mount School and as well as or better than similar pupils nationally and locally.

- ✓ 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.

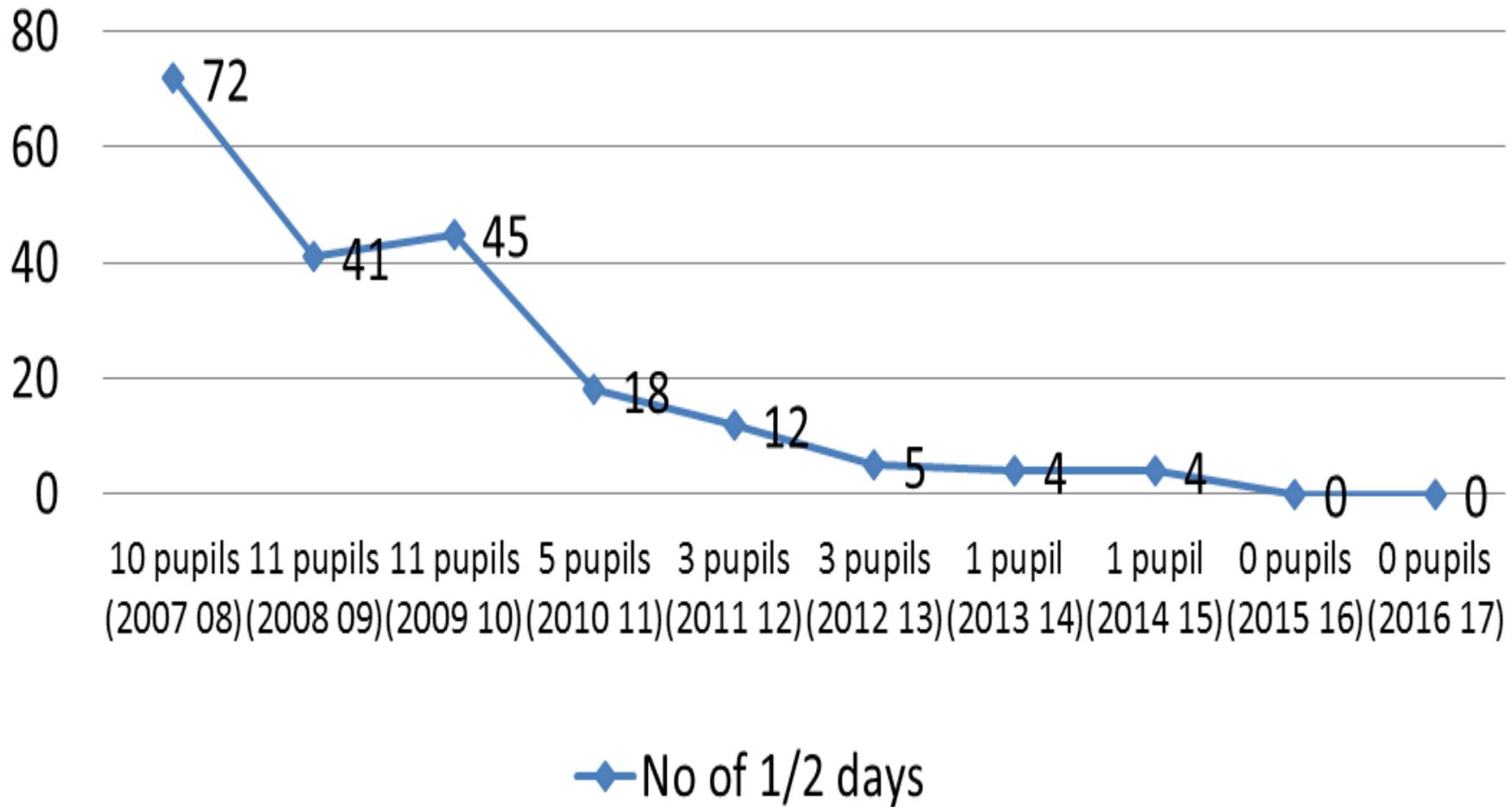


KS4 Pupil scatterplot 2017 21 pupils highlighted by Pupil Premium

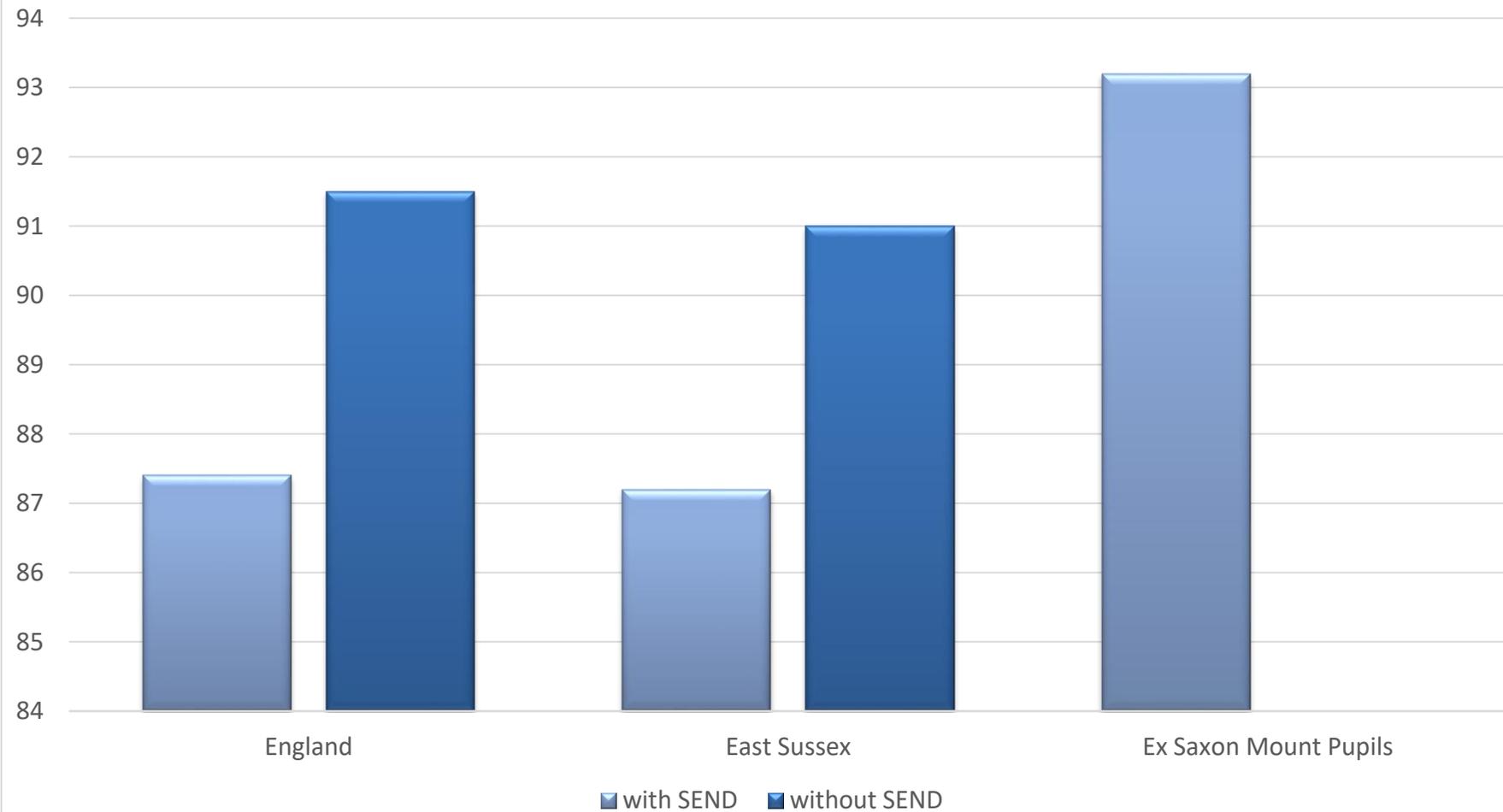




Fixed Term Exclusions



% 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.

Total

- £ 82,125

From the available funds for financial year 2017/18, 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
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)	Leadership: Impact on outcomes: pupils progress	£14,000 OOSLA payments to teaching and support staff, resources, transport and additional site and admin costs to support effective provision of activities.	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. 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.	
Continue to provide an Additional needs staff team to support attendance and pupils at risk of NEET and learning support interventions.	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	£22,000 (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 maintained, high attendance to be maintained and for exclusions to remain low.	
Purchase of IT equipment to enhance opportunities for learning across the curriculum	Outcomes and achievement: Curriculum and RWCM	£7000 (Contribution to estimated total value of £25000)	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 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.	
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 safety surfacing of activity areas, making it 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.	
Provide 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	£2500	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. Improved school attendance of pupils, where attendance of individuals has caused concern	

	<p>opportunity; Safeguarding and care</p> <p>Vehicle drivers and escort provision to ensure all pupils have equal opportunities to participate</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</p> <p>Expected outcome is that no pupil is excluded from a trip or activity on the basis of financial hardship.</p>	
<p>Staff training</p> <p>Training for targeted teachers and support staff</p>	<p>Outcomes and achievement: Subject/ key stage progress/ preparedness</p> <p>Behaviour, welfare and</p>	<p>£1925</p> <p>Annual expected contribution to training/management expenditure to ensure</p>	<p>To support the development of pupils' communication skills, ASD management strategies and</p>	

	<p>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>on-going and up to date knowledge and expertise in all relevant aspects of education.</p>	<p>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 learning support / exam preparation</p> <p>Provision of other holiday clubs and curriculum support activities to replace the</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>	

previously LA holiday and after school clubs				
Attendance reward prizes (threshold for 98% attendance or above)	Achievement and outcomes: groups progress Behaviour, welfare and guidance: Attendance and punctuality	£500 (Contribution to expected total expenditure of £1000)	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.	
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.	
Monitoring, Management and evaluation of CEIAG provision and transition support (TLR responsibility or senior	Achievement and outcomes: Subject/ key stage progress/ preparedness	£5500 Includes contribution to TLR responsibility or	The school uses local and national data to compare pupils' engagement in EET	

leadership responsibility)	Behaviour, welfare and guidance: Guidance Teaching and learning: Teachers' expectations Leadership and Management: Expectations, culture and behaviour	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	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.	
Provision of catch-up/revision/ additional support sessions in school holidays offered to all year 11 pupils in all exam subjects	Behaviour, welfare and guidance: engagement in learning Leadership and Management: Impact on outcomes	£1000 (Contribution to heating, lighting, TA support, Site and Admin staff support and transport to enable attendance	Expected outcome: A high % of Y11 pupils participate in revision opportunities leading to improved overall results.	
Programme to refurbish specialist teaching areas to provide the most appropriate and up to date environment for pupils (CIC room / Y7 classroom)	Behaviour, welfare and guidance: engagement in learning	£2000 (Contribution to the anticipated minimum expenditure of £5000)	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.	
Purchase and provision of school uniform and clothing items to	Leadership and Management: Impact on outcomes; pupil	£200	Expected outcome is for all pupils to access and attend school with	

support access to education and attendance	progress; Promotion of equality of opportunity; Safeguarding and care		appropriate clothing and school uniform and 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	£8500 (Contribution to provision of TA4 - SaLT)	Expected outcome is that all pupils 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.	£26,600 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	

	<p>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.</p> <p>This gives a total retained by ESCC of £20,900 and potentially £5700 from other LA's.</p>		<p>each LA. The distribution of this funding is outside of our control.</p>	
--	--	--	---	--

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**