

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Saxon Mount School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	75.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amanda Jagot, Headteacher
Pupil premium lead	Amanda Jagot
Governor / Trustee lead	Sue Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,060
Recovery premium funding allocation this academic year	£24,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,130

Part A: Pupil premium strategy plan

Statement of intent

At Saxon Mount School we are committed to raising pupil achievement across the planned curriculum and supporting the wider learning opportunities to promote their engagement with and the development of learning, self-help, communication, social interaction and independence.

Our intent at Saxon Mount is to enrich the lives of all our students, no matter their background or prior attainment. At Saxon Mount, we have a much higher than national average number of pupils eligible for Pupil Premium funding. It is therefore right to ensure most of their needs are increasingly met through high quality universal provision.

We invest our pupil premium income to extend and develop high quality teaching by investing in professional development, training and support for early careers teachers. This ensures that all pupils benefit from high quality teaching and that all teachers are supported to keep improving.

Our broad aims to achieve success with our pupils are to:

Improve the progress of disadvantaged students through high quality teaching and learning.

Effectively use data tracking points based on high quality assessment to identify PP pupils that are not making the required progress and target these pupils for interventions.

Improve engagement with disadvantaged parents in the community.

Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education and raise aspirations.

Ensure the mental health needs of pupils that have arisen as a result of the pandemic are met and supported by the school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	All pupils are significantly behind age expected attainment on arrival at Saxon Mount School (typically 4-6 years). Pupils are socially vulnerable within their local communities and with neuro-typical peers. Research shows that the overall academic progress tends to be lower in most subjects for disadvantaged pupils, when comparing them to non-disadvantaged pupils. Disadvantage is just one indicator of being at risk of under achievement; our pupils typically display multiple indicators of this risk.
2	Research, observations and discussions with pupils and their families demonstrate that the education, wellbeing and wider aspects of development of pupils eligible for pupil premium and SEND have been impacted by the pandemic to a greater extent than for other pupils.
3	Through observations, research and feedback from parents and pupils, we notice that pupils have fewer opportunities to develop cultural capital outside of school
4	Catchment area: many of our pupils live a significant distance from the school where usual transport arrangements present a challenge for some pupils accessing extracurricular and enrichment activities after school, thereby limiting social and personal development opportunities. This is also true of some pupils who live closer to the school, but whose families experience greater challenges in supporting participation for their children e.g. children attending multiple schools, limited transport opportunities and low income. The pandemic has increased anxieties around friendships, socialising, and school
5	Our observations and feedback from parents/ carers and pupils indicate that pupils often require additional support to develop personal skills, self-awareness and confidence
6	SEN: all pupils attending Saxon Mount School have speech, language and communication difficulties or social communication and interaction difficulties. Pupils are more likely to have language comprehension difficulties and challenges around communicating and expressing their needs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils eligible for pupil premium continue to make excellent progress in all subjects relative to their starting points as identified through baseline assessments, CATs and KS2 assessments.	An increased number of pupils to leave with GCSEs in Maths and English by 2024/25 Year group comparative data DfE Compare Schools Data FFT aspire Data analysis shows PP pupils make similar progress to all pupils
Pupils are well prepared to 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
Pupils can use a range of communication systems to aid their understanding, develop expressive communication skills and record their work independently Teachers' skills are developed in using a range of resources to support pupils' ability to learn and work independently including modern forms of assistive technology	% of pupils using additional resources to promote independence increased
Pupils develop self-awareness, confidence and independence to enable them to engage more with the wider community and prepare for adulthood.	Analysis of intervention programmes Internal assessment data GCSE/ BTEC outcomes
Pupils feel prepared for career progression/ FE opportunities through guidance, work related learning and employer encounters.	Pupils personal skills, tracked in Skills Builder, demonstrate pupil progress Evaluations of events/ activities
Pupils benefit from opportunities to access a range of activities to enrich learning and personal development within and outside the classroom to mitigate loss of opportunity caused by the global pandemic	Evaluation of activities Parent/ pupil voice Pupils are supported by Pupil Premium Grant to access other enrichment and personal development activities where financial hardship is a barrier to participation (e.g. residential trips)

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £34 000 (school budget will contribute to any additional cost exceeding this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of an independent learning leader to develop and improve the use of resources across the school to promote independent learning.</p> <p>The lead will engage in research to develop the quality of the use of resources through CPD.</p> <p>The lead will work alongside computing learning leader to organise and monitor the use of assistive technology across the school</p>	<p>https://www.techability.org.uk/techability-standards/cpd-training/</p> <p>Assistive technology promotes independence by providing the tools for pupils to complete work without adult support. Pupils will develop the skills necessary to use this support beyond school and therefore participate in further education, the labour market and within their communities.</p> <p>https://www.who.int/news-room/fact-sheets/detail/assistive-technology</p>	1, 2, 6
<p>Purchase of diagnostic assessment programmes CATs/ Accelerated reader/ Mathletics</p> <p>Continued use of subscription websites to support learning across</p>	<p>Standardised tests provide reliable data to support and triangulate school assessment data and to predict outcomes. CAT4s also identify specific strengths and weaknesses to enable staff to plan appropriate interventions and resources.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf</p>	1, 2, 6

the curriculum and outside of school		
<p>CPD for all staff so that they have the skills necessary to effectively support the development of reading, writing, communication and maths across the curriculum</p> <p>Training for staff delivered by the English learning leader on using Accelerated reader, phonics</p> <p>Training for all staff: using manipulatives to support in numeracy</p> <p>English and maths learning leaders to coach staff during literacy and numeracy sessions</p>	<p>Pupils' language comprehension assessment in Accelerated Reader demonstrates that all pupils make good progress over time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 5, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 40 000 (school budget will contribute to any additional cost exceeding this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase equipment for individual pupils to promote and support independent learning.	<p>Assistive technology, such as Word dictate, enables pupils with specific writing difficulties the opportunity to work independently.</p> <p>https://www.understood.org/articles/en/dictation-speech-to-text-technology-what-it-is-and-how-it-works</p>	1, 2, 5, 6
Engaging with the National tutoring programme to	Tuition is able to target specific skills and knowledge gaps identified across the	1, 2, 4, 5, 6

<p>provide a blend of tuition, mentoring and tutoring for pupils to mitigate the impact of the global pandemic on their education.</p> <p>A Qualified teacher to deliver intervention with a focus on basic core skills.</p> <p>Appoint an academic mentor to provide 1.1, small group subject specific tuition</p> <p>Appoint an English SEN specialist to provide 1.1, small group support</p>	<p>curriculum. Detailed assessment enables effective methods to be planned to meet the needs of individual pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>Additional needs team to deliver social interventions</p> <p>Training for 3 mental health first aiders</p> <p>Whole school approach to achieve Healthy School award.</p>	<p>Evidence demonstrates the positive impact the development of social and emotional skills has on pupils' outcomes, attitudes, behaviour and relationships at school and beyond.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3, 4, 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25 000 (school budget will contribute to any additional cost exceeding this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide an effective careers programme for all pupils</p> <p>Programme planned to develop pupils' personal skills</p>	<p>An effective careers programme has a positive impact on pupils' understanding of their own strengths and skills, raises aspiration and gives all learning opportunities a purpose.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Pupils will access a variety of work related learning activities linked to their aspirations.</p> <p>Pupils will participate in employers encounters week and work-related learning activities</p> <p>Skills builder accelerator training delivered for all staff</p>	<p>https://www.careersandenterprise.co.uk/media/30gdxqu1/bit67-cec-report_v3.pdf</p>	
<p>Programme of events to support parents and carers to develop effective home learning environments and strategies to manage and support positive behaviours</p> <p>Develop the use of communication through class dojo with blue room (Additional needs team)</p>	<p>Effective parental support has a positive impact on pupil progress. Research by the Education Endowment Foundation shows that good communication between the school and home raises aspiration for pupil outcomes at school and beyond.</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/supporting-children-special-educational-needs-disabilities/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2, 3, 5</p>
<p>A wide range of extra curricular activities are planned for all pupils to include:</p> <p>Science week</p> <p>Music workshops and</p> <p>A range of fitness activities such as swimming, kick boxing, spin classes reintroduced across the school</p> <p>Provide transport home from after school activities</p> <p>Supporting disadvantaged pupils with the cost of residential</p>	<p>Extra curricular activities provide pupils with the opportunity to develop self-confidence, social skills and help boost creativity.</p> <p>https://www.kumon.co.uk/blog/what-do-children-learn-from-extra-curricular-activities/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>2, 3, 4, 5, 6</p>

<p>Whole staff training on behaviour interventions and approaches to embed school ethos and ensure consistency across the school.</p> <p>Purchase resources to make learning environments effective to reflect the needs of individual pupils</p> <p>Pupils will take part in attendance challenges throughout the year where pupils with attendance of 98%+ are rewarded.</p> <p>Continue to subsidise transport to support school attendance for families where this is not provided by the authority</p>	<p>Target interventions and a consistent approach across the school is the most effective way to promote positive behaviours:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>School attendance provides pupils with the best opportunities to achieve their potential in all areas of development.</p> <p>https://www.oxfordshire.gov.uk/sites/default/files/file/early-years-childcare/whygoodattendanceisimportant.pdf</p> <p>School attendance remains high</p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £99 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome
Pupils eligible for pupil premium in KS4 continue to make expected levels of progress in literacy and numeracy	<p>Over time, the progress pupils' eligible for pp funding is equal to or better when comparing with all pupils with similar starting points.</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>
Pupils make at least expected progress in literacy and numeracy	91% 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 4 th centile- significantly above average for pupils with the same prior attainment)
Pupils gain relevant qualifications in a broad range of subjects at an appropriate level to demonstrate exceptional progress in relation to prior attainment.	<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 an SEN setting.</p>
Improve pupils' communication skills so that more pupils are able to interact effectively with peers and adults.	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

	<p>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> <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. 92% 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>

Externally provided programmes

Programme	Provider

Further information (optional)

The cost of implementing this strategy may be in excess of the PPG grant available, for example if there is a particularly high take up to after school clubs and additional staffing is required or if more pupils require transport to and from school than anticipated. Any additional costs will be met from the schools available resources so that other aspects of this strategy are not impacted upon. Parents and carers will also contribute towards some aspects of the strategy. For example, although residential trips and home to school transport costs will be subsidised by contributions from the PPG grant and the school, contributions will be made by parents and carers.