

PUPIL PREMIUM REPORT TO PARENTS / CARERS

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What is Pupil Premium?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the students who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for students who have been looked after continuously for more than six months, and children of service personnel.

Saxmundham Free School is eligible for Pupil Premium funding. We opened in September 2012 and only received our first Pupil Premium funding in February 2013.

Leadership of Pupil Premium in School:

The Deputy Headteacher (Pastoral), Mrs Swan, is also the Inclusion Leader (SENCO) for the school. Mrs Swan is the member of the Senior Leadership Team responsible for the impact of the Pupil Premium. A member of the governing body, Mr Bruce is the governor responsible for monitoring the impact of the Pupil Premium funding from a governance perspective.

Allocation of Pupil Premium 2012-13:

Our total Pupil Premium funding for 2012-13 (from February 2013) was £18,500. It should be noted that as our roll has been increasing over time, this figure is being adjusted regularly to account for new students joining us.

We have allocated the funding in three 'tranches':

- Tranche 1 was delegated to Subject Leaders in order to boost subject specific and inclusion resources for Pupil Premium students in all areas of the curriculum;

- Tranche 2 was spent on the introduction of targeted intervention programmes to boost progress and achievement for Pupil Premium students (examples of interventions: investment in Lexia software, guided reading programmes, small group literacy and numeracy provision, times table groups, therapeutic enrichment sessions, etc.);
- Tranche 3 is currently being spent on a variety of projects specifically targeted at the small number of Pupil Premium students who, despite interventions earlier in the year, have not made the expected progress.

Impact of the Funding:

Within Creative subjects, students in receipt of pupil premium funding are making more progress than students in the cohort as a whole. The new scheme of work written for Year 7 using Pupil Premium funding has evidenced an increase for students in achievement of 2 points (1 sub-level) from Progress Checkpoint 1 to 2 (across approximately 6 weeks).

Students in receipt of pupil premium funding and who hold a statement of special educational needs have made significant progress in four subject areas: French, Technology, Music and Philosophy with students in all of these subjects making 2 points (1 sub-level) progress from PCP1 to 2 (across 6 weeks). Students with a statement of special educational needs are making significant achievement, i.e. achieving significantly above their Expected Average Points Score in Science, Geography, Art, Technology, Music, Philosophy, PE and Drama. Notable achievement was made by students with a statement and pupil premium, in Science and Food Technology.

Within numeracy, students in receipt of Pupil Premium in Year 10 made the same rate of progress as the entire cohort (approximately 6 points from PCP1 to 2, which equates to 1 grade across 6 weeks). Additionally, the score for Attitude to Learning for students in Maths in Years 8 and 10 showed an upwards trend from PCP1 to 2.

Summary of intended spending

We will continue to develop the current interventions in place to enable students to close the gap with the progress made by their peers, who are not in receipt of the Pupil Premium funding. We will ensure that students who join the school as late admissions have their needs identified and are able to benefit from interventions in a timely manner.

To respond to the apparent need for additional social and emotional needs amongst our students we will review the potential for an additional HLTA, who specialises in social and emotional support. We will also develop safeguarding training to increase our capacity to support students with safeguarding needs.

Whilst all subject areas have noted a significant increase in the number of sub-levels that Pupil Premium students have been able to achieve; there remains a need to continue finding appropriate interventions to ensure that students maintain this level of progress. As we aspire to ensure that students make four levels of progress from Key Stage 2 to Key

Stage 4 this evidence demonstrates that we are closing the gap between students in receipt of Pupil Premium and their wealthier peers.

We will continue to identify areas where intervention is required and develop a cohesive approach to developing a programme of support to meet the students' needs and close the gap.

Creative Subjects:

Year 7 students in receipt of Pupil Premium across all Creative subject areas have failed to make the same rate of progress as the whole cohort of students. Therefore, the Creative department will continue to develop strategies for raising the attainment of students in Year 7 with Pupil Premium funding. In Music in Year 7, students have made average progress of 2 points (1 sub-level). Whilst this is outstanding progress, the rate does not meet that of the whole cohort. Students in Year 10 who are receiving peripatetic lessons as part of their Pupil Premium intervention are not studying Music at GCSE, therefore the focus should also be on students who are both receiving PP and studying music.

Numeracy:

Acquisition of concrete resources for students in Years 7 and 9 to use to enhance their learning experiences within maths lessons. Develop the use of HLTA Maths specialists to support learning in all Year 8 lessons.

The department will continue to promote the use of Maths Watch VLE during lessons to encourage students to use this resource to support students with their homework, thus promoting progress over time. We will offer additional support for students during lunchtimes once a week, providing access to the internet and specialist support for completion of homework task. We will purchase a class set of scientific calculators for each Mathematics teacher, and purchase additional calculators to issue to PP students for use at home.

Inclusion:

Focus on learning in English, mathematics and French to develop resources that will enable students in these subject areas to achieve the same rate of progress as the whole cohort.

Development of a reading age assessment programme to improve our ability to review progress made by individual students.

Development of Literacy intervention programmes that can be supported in the home.