

PUPIL PREMIUM REPORT TO PARENTS / CARERS

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Report Author: Mrs E Swan, Deputy Headteacher

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 (for one day or more or who were adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order), 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.

Pupil Premium for 2013-14 and 2014-15:

Our total Pupil Premium funding for 2013-14 was £43,916 and for 2014-15 is anticipated to be £52,360.00. Funding is used to close the gap in attainment between students who are disadvantaged and their less disadvantaged peers. We use funding to ensure that those obstacles preventing disadvantaged students from closing the gap can be overcome, through specialist intervention programmes and specialist staffing or training in addition to supporting disadvantaged students with practical resources such as uniform, equipment,

access to enrichment and emotional support to ensure there is no impedence to regular attendance.

Allocation and impact of the Funding for 2013-14:

Additional support for Pupil Premium students within literacy and numeracy lessons has been provided by two specialist Higher Level Teaching Assistants, totalling £21,297.60. This has supported and complimented the additional Pupil Premium projects undertaken in the subject areas of English and mathematics. An additional member of staff has been allocated in literacy and numeracy subject areas to work on a Pupil Premium focussed project (with innovative use of digital technology to improve individual feedback to students). Staff have used iPad applications such as 'Explain Everything' to improve students' access to informative and personalised feedback on their work. Digital technology has been coupled with the use of funding to increase expert staffing and empower literacy and numeracy staff to work intensively with students, for whom prior intervention was not enabling them to close the gap, offering feedback on a one to one basis.

The feedback intervention programme evidenced an improvement across a half-term period in Key Stage 4 in English of 8% with 54% of Pupil Premium students on course to achieve four levels of progress, which is 24% above the national percentage achieving more than expected progress. In Year 9 English, 75% of Pupil Premium students are on course to make three levels of progress, which is 5% above the national expected progress. The percentage of students in Year 8 English on course to make three levels of progress rose by 17% across one half-term from 50% to 67% in the period that the feedback intervention programme was launched. Similarly the percentage of students in Year 7 making four levels of progress in English, above expected progress, rose from 67% to 75% compared to the national percentage of 30%.

Within maths for the same period, 38% of Key Stage 4 students in receipt of Pupil Premium funding were on course to make four levels of progress, which is 6% above the national percentage achieving more than expected progress. Within Year 9, 100% of Pupil Premium students are on course to make expected progress, which evidenced a rise from 88% in the previous half-term. 75% of Year 9 Pupil Premium students in mathematics are on course to achieve 4 levels of progress, which is 3% higher than non-Pupil Premium students and 45% higher than national figures. Within Year 8, 100% of Pupil Premium students in mathematics are on course to achieve three levels of progress, which is an increase from the previous half term from 67%. This is 8% more than students in Year 8 who are not in receipt of Pupil Premium funding. In Year 7, 75% of Pupil Premium students are on course to achieve four levels of progress, which is a rise from 67% in the previous half term when the feedback programme was launched. This is 45% higher than the national percentage of students making above expected progress.

Within Creative subjects, students in receipt of Pupil Premium funding benefit from funding to enable them to access individual peripatetic musical instrument lessons, as well as some students being provided with their own musical instrument so they may practise at home. Almost 40% of students at Saxmundham Free School take part in a peripatetic music lesson, of which 30% are in receipt of Pupil Premium funding. The peripatetic music lessons have had an impact on students' self-esteem and confidence, with students noting in their Personal Education Plans that they are keen to perform in the termly Saxmundham Showcase and all of the students in receipt of Pupil Premium participating in the

Saxmundham whole school musical performance of 'Hairspray'. Students in receipt of both Pupil Premium funding and regular peripatetic music lessons have noted improved attendance, with the average attendance for these students being above 97%.

Students with social and emotional difficulties have received support from a specialist counsellor, who works in school for a day each week. Pupil Premium students have access to structured counselling programmes to increase resilience and address specific issues. Pupil Premium students who have received support from the counsellor have enjoyed improved attendance and overall an improvement in their attitude to learning scores. Pupil Premium funding has provided £7,840.00 to fund the specialist counsellor.

To provide structure and security to disadvantaged students we offer a Breakfast Club that is supervised by staff and a range of hot and cold breakfast food is provided. Pupil Premium funding of £3086.23 was used to support the Breakfast Club and ensure that all students have the opportunity to enjoy a nutritious start to the school day. Similarly for those students who do not have easy access to learning equipment, such as calculators or stationery, we used £1079.89 of Pupil Premium funding to ensure that no child was without the equipment necessary to access all learning opportunities. An additional £397.98 was used to provide items of uniform.

Key Stage 4 students have participated in the 'Pizza and Prep' intervention programme, offering additional specialist tuition to students in period 7. This programme targets Pupil Premium students, although all students in Year 11 attend. Funding is used for staffing and resources, including ensuring all students have a hot meal at the session. £115.99 was used to provide resources with additional monies used for staffing costs. The additional tuition has supported Pupil Premium students as is evident in the following data: 55% of all students in Year 11 are on course to achieve 5+A*-C at GCSE including English and mathematics, whereas 62% of students in receipt of Pupil Premium funding are on course to achieve 5+A*-C at GCSE with English and mathematics. This is 11% above students who do not receive Pupil Premium funding and is 3% above the national figure (2013).

Summary of intended spending 2014-15

Supporting students with social, emotional and mental health concerns:

As of September 2014 we have appointed a specialist Safeguarding Officer to support students with social and emotional, as well as safeguarding concerns. The Safeguarding officer is a trained counsellor and a qualified IAG (Careers) Guidance Counsellor, who will offer support to Pupil Premium students to identify their post-16 pathways and how to achieve their goals. Approximately £10,000 will be allocated to supporting this provision.

To support Pupil Premium students in leading healthy lifestyles, £550.00 has been allocated to the Physical Education subject area, who will be leading a "Self-Esteem Through Sports" programme with the focus on 'boxercise'. PE staff will be trained to deliver the programme and Pupil Premium students will be targeted. We hope to see an improvement in students' attendance due to an improvement in resilience and health. Pupil Premium students have begun an additional programme of "Self-Esteem Through Sports" with a focus on equine therapy. The students are following a British Horse Society programme of study to achieve a Level 1 and 2 qualification, liaising closely with Otley College to lead on to post-16

academic pathways. The programme currently costs £75.00 per week.

To support Pupil Premium students in breaking the cycle of deprivation and experiences of domestic violence, we plan to begin a programme aimed at teenagers called 'Escape the Trap'. The course will offer a series of 6 sessions, which will cost £65.00 per session, totalling £390.00.

Numeracy

We have identified that the percentage of Pupil Premium students in Year 11 achieving three levels of progress is 8% below non-Pupil Premium students. In Year 7 the percentage of Pupil Premium students on course to achieve four levels of progress is 17% lower than the percentage of non-Pupil Premium students.

In order to continue supporting Pupil Premium students in closing the gap with their less disadvantaged peers, we will invest in an online assessment tool, *Dynamo Mathematics*, to assess students' mathematical strengths and weaknesses and offer a structured programme of intervention. An additional numeracy online tool, *Alfie Soft*, will be purchased to provide numerical assessments of students' abilities and identify methods of support, which will be reassessed at appropriate points. We will offer two additional periods of mathematics each week for Key Stage 4 students, in addition to additional intervention sessions each morning for students who have failed to close the gap in attainment. £750.00 has been allocated to this provision, ensuring that all students in receipt of Pupil Premium funding, who have failed to close the gap with their peers are assessed and a regular programme of intervention is established.

Literacy

In Year 9, whilst 75% of students are on course to make expected progress (14% higher than non-Pupil Premium students), only 25% of Pupil Premium students are on course to make four levels of progress, which is 5% lower than the national expected progress for all students. This is a 5% drop from the previous Progress Checkpoint. In Year 8 the percentage of students with Pupil Premium on course to achieve three levels of progress is 8% lower than the percentage of non-Pupil Premium students. Additionally in Year 7, the percentage of non-Pupil Premium students on course to achieve three levels of progress is 13% higher than the percentage of Pupil Premium students.

To support these students in closing the attainment gap between disadvantaged and non-disadvantaged students in literacy we will continue to provide additional staffing and support with the use of digital technology to develop the feedback intervention programme. We will ensure that every student has accurate assessments of their reading and spelling ages, which is reassessed at the end of the academic year. We plan to purchase an online system that will offer assessments and provide diagnostic feedback to ensure that students have appropriate and tailored intervention. £650.00 has been assigned to providing this diagnostic support.

We will support Year 8 with a personalised reading programme, which will provide each student with an appropriately challenging and enriching reading book at regular intervals and will be supported through the ERIC programme (*Everyone Reading In Class*). £250.00 has been allocated to this programme. We will continue to ensure that specialist Higher Level Teaching Assistants offer personalised intervention to students in literacy lessons and within small teaching and learning groups.

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.