



SECKFORD FOUNDATION
FREE SCHOOLS TRUST

"Providing a foundation for life"

PUPIL PREMIUM
STRATEGY MONITORING
AND EVALUATION

School:	Ixworth Free School
Date of Report:	September 2016
Report Author:	Stacy Bell
Ixworth Trust Board Member:	Jeston Na Nakhorn
Responsible Trustees	Vanessa Nicholson & Graeme Bruce

Summary information

Students on roll	246	Total PP budget	£46,605	Date of previous review	October 2015
Students eligible for PP	68	Percentage of Cohort eligible	28%	Date for next review	October 2017

Current attainment

Examination results 2015-2016	PP Students	National average
% achieving English & Mathematics	n/a	62%
Progress 8 score average	n/a	0.00
Attainment 8 score average	n/a	49.34
Attendance	96.21%	95%
Fixed Term Exclusions	0%	3.68%

Barriers to future attainment (for students eligible for PP)

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers

A	Student aspirations
B	Low levels of attendance
C	Pastoral issues that require support
D	Student Achievement at KS2 not being in line with their peers in all Year groups Year 11 All students Average KS2 score 4C; PP students Average KS2 score 3A Year 10 All students Average KS2 score 4B; PP students Average KS2 score 4A Year 9 All students Average KS2 score 4B; PP students Average KS2 score 4C Year 8 All students Average KS2 score 4B; PP students Average KS2 score 4C Year 7 All students Average KS2 score 99.57; PP students Average KS2 score 97.96

External barriers (issues which also require action outside school, such as low attendance)

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Student aspirations. Tracking of students who have visited open events for Post-16 courses and lower school attending Careers Events. Maximum Year 11 attendance at revision sessions. Workshops for parents/carers.	100% of students supported in identifying Post-16 pathways. All Lower school students were involved in Careers Events. Enrichment activities/PSHE focused on preparing for the future and careers. All Year 9 students received support in choosing their Year 9 options, linked to their career aspirations. Revision workshops for Year 11 students/parents/carers.
B	Low levels of attendance. School to work with parents/carers/students with low attendance. Support to be offered. Liaison with EWO.	Increase in % of attendance.
C	Pastoral issues that require support. Behaviour/SEMH/SEN and issues to be identified early and appropriate support put into place. Close working relationship between school and external agencies to provide support for students/families.	Inclusion Leader/DSL/Head of Upper/Lower School to act on concerns passed onto them by teachers and disclosures. SEN identification to be undertaken by regular assessments and exam access arrangements identified early and implemented in end of topic/term assessments.
D	Student Achievement	Increased % of students working within or above their target grade in Maths and English. Increased % of students reading ages at or above their chronological age.

Planned Expenditure

Current Academic Year: 2016 - 2017

Type of Support	Desired outcome	Chosen action / approach	Evidence and Rationale for Choice*	Impact Monitoring and support	Staff lead	Review Date	Cost: Staffing/ Resources
1:1 Tutors	Increased % of students working within or above their target grade in Maths and English.	Targeted intervention sessions delivered to small groups and individuals.	Identified prior gaps of knowledge in Maths and English addressed through targeted intervention sessions for specific students.	PCP data will be monitored across subjects to identify impact. Teachers will use in-class assessment of learning to support specific interventions to be delivered.	SBE/CBE/JMA	September 2017	£11,788
Strive for 5 (Year 11 intervention)	Increased % of students working within or above their target grade in Maths and English.	Targeted intervention sessions delivered to small groups and individuals.	Identified prior gaps of knowledge in Maths and English addressed through targeted intervention sessions for specific students.	PCP data will be monitored across subjects to identify impact. Teachers will use in-class assessment of learning to support specific interventions to be delivered.	CBE/JMA	September 2017	£29,517
HLTA/ Teaching staff	Increased % of students reading ages at or above	Targeted intervention sessions	Identified prior gaps of knowledge in	PCP data will be monitored across subjects to identify	SBE/ACA	September 2017	

	their chronological age. Increased literacy and numeracy levels to gain expected progress.	delivered to small groups and individuals e.g. Lexia reading and Springboard Numeracy. In-class support and specific differentiated delivery of lesson topics.	Maths and English addressed through targeted intervention sessions for specific students.	impact. Reading and spelling ages data.			
Enrichment subsidy	Financial support for PP students with enrichment activities.	To ensure all students are able to access all areas of the curriculum and are not disadvantaged by financial constraints, support is offered to families to ensure all students have access to a broad and balanced curriculum.	To broaden students horizons and raise student aspirations.	Student participation in enrichment activities.	TWA	Monthly	£2,800
Transport Subsidy	To increase attendance and	Support students with transport to	Increase in attendance rates	Monitoring will be carried out through	TWA	Monthly	£2,000

	ensure transport is not a limiting factor for students attending school.	ensure all students are able to attend school.	for PP students so they are in line with the school %.	attendance reports and individual student attendance tracking.			
Uniform subsidy	All students are able to access all areas of the curriculum	Provide students with uniform to ensure students are able to access all areas of the curriculum.	Student participation in school activities, PP % attendance in line or above whole school %.	Student participation rates in activities, half termly attendance data analysis	TWA	Monthly	£500
	Total budgeted cost						£46,605

Review of expenditure

Previous Academic Year: 2015 - 2016

Desired Outcome	Chosen action/ approach/ Type of Support	Estimated impact	Lessons learned	Cost
HLTA/ Teaching staff	Additional support is provided by the recruitment of a HLTA who runs small group intervention sessions targeting	The recruited HLTA has been working with the students in lessons supporting the learning of the students and running targeted intervention sessions covering a wide range of areas from reading intervention, handwriting, spelling	Along with the use of the PCP data drops across the academic Year, further baseline data should be gathered to obtain an up-to-date view of the students supported and to ensure that we are reacting to gaps in knowledge and educational needs	£12,476

	<p>a range of learning needs these include literacy, numeracy, handwriting and auditory memory skills. Support is also provided in lessons.</p>	<p>intervention and numeracy. These interventions have had a real impact on student achievement. The targeted reading intervention that the school put in place to address the issues of students entering the school with a reading age below their actual age has shown to be very successful with the students who have completed the intervention showing an average increase of 2½ Years, taking their reading age in line or above their actual age.</p>	<p>when they become apparent. Gathering of reading and spelling ages on an annual basis for the whole school will be used to track progress and to support identification of students who may need extra support on a short term or long term scale.</p>	
1:1 Tutors	<p>To ensure students achieve their potential the school has employed specialised 1:1 tutors for literacy and numeracy who work with individuals or small groups providing focused sessions to</p>	<p>The impact of the Numeracy 1:1 sessions can be seen in the percentage of students who ended the Year on course to achieve within or above their expected progress in maths Y7 92%, Y8 86%, Y9 71% and Y10 80%.</p> <p>The Literacy 1:1 sessions also had a similar impact on the students overall attainment. The impact of</p>	<p>Along with the use of the PCP data drops across the academic Year, further baseline data should be gathered to obtain an up-to-date view of the students supported and to ensure that we are reacting to gaps in knowledge and educational needs when they become apparent. Teachers input when using in-class assessment of learning will further support specific interventions to be delivered as well as liaising with the PP Coordinator to</p>	£5,887

	<p>ensure any gaps in knowledge are addressed and high attaining students are challenged and stretched.</p>	<p>the Literacy 1:1 sessions can also been seen in the percentage of students who ended the Year on course to achieve within or above their expected progress in English. Y7 58%, Y8 100%, Y9 100% and Y10 60%.</p> <p>The overall impact of the PP funding has been demonstrated through the % of students that are on course to achieve within or above their expected progress. Overall the students are in line with, or above, their peers across both Maths and English.</p>	<p>ensure that appropriate differentiation, challenge and use of resources is implemented within the classroom also.</p>	
<u>Enrichment subsidy</u>	<p>Financial support for PP students with enrichment activities.</p>	<p>To ensure all students are able to access all areas of the curriculum and are not disadvantaged because of financial constraints, support is offered to families to ensure all students have access to a broad and balanced Curriculum.</p>	<p>The enrichment programme within the school offers a wide variety of experiences for the students the use of this funding ensured all students were able to go on the enrichment trip of their choice. This motivated and broadened the horizons of the students and offered learning experiences that would not normally be open to them.</p>	<p>£2,800</p>

<u>Uniform subsidy</u>	Provide students with uniform to ensure they are able to access all areas of the curriculum.	To ensure no student at the school is singled out because of the uniform that they wear.	The School will continue with this allocation of funding.	£500
Transport Subsidy	To increase attendance and ensure transport is not a limiting factor for students.	Increase in attendance rates for PP students so they are in line with the school %.	The School will continue with this allocation of funding.	£2,081
Pupil Support	Specialist recourses to support learning and pastoral support.	To support pupils throughout their curriculum we have allocated to buy in specialist recourses to support learning and progress. Money has been used to purchase reading programmes, specialist books and materials, behaviour support and education psychology.	The School will continue with this allocation of funding.	£2,669
			Total budgeted cost	£26,443

Date of next strategy review:

- September 2016 – Systems Leadership Strategy Review and Analysis
- Termly Systems Leadership Meetings to review impact of PP spend.
- November 2016 – Review by Trustees
- December 2016 – Report to Trust Board
- March 2017 – Pupil Premium strategy meeting
- May 2017 – Pupil Premium strategy meeting
- July 2017 – Pupil Premium strategy meeting
- September 2017 – Systems Leadership Strategy Review and Analysis
- December 2016 – Report to Trust Board