



SECKFORD FOUNDATION
FREE SCHOOLS TRUST

"Providing a foundation for life"

**PUPIL PREMIUM
STRATEGY MONITORING
AND EVALUATION**

School:	Beccles Free School
Date of Report:	September 2017
Report Author:	Tom Ward
Beccles Trust Board Member:	Vanessa Nicholson
Responsible Trustees	Vanessa Nicholson & Graeme Bruce

Summary information					
Students on roll	301	Total PP budget	£113,193	Date of previous review	September 2016
Students eligible for PP	114	Percentage of Cohort eligible	37%	Date for next review	October 2018

Current attainment			
Examination results 2016-2017	PP Students	Whole School	National average
% achieving English & Mathematics 4-9	71%	64%	
Progress 8 score	0.73	0.48	0.00
Progress 8 Maths	0.57	0.32	
Progress 8 English	1.29	0.9	
Attainment 8 score	45.6	46.7	
Attendance	93.06%	93.8%	95%

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 27.05; PP students Average KS2 score 25.66 Year 10 All students Average KS2 score 26.73; PP students Average KS2 score 27.70 Year 9 All students Average KS2 score 26.27; PP students Average KS2 score 26.77 Year 8 All students Average KS2 score 100; PP students Average KS2 score 101 Year 7 All students Average KS2 score 100; PP students Average KS2 score 96
E	Social emotional and mental health of the students.

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

A	Support for families to ensure that they see attendance at school important, and support with families to ensure they are able to get their child to attend school.
B	Opportunities for students to broaden horizons

C	Low economic factors limiting the enrichment choices for students.
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Outcomes		
	Desired outcomes and how they will be measured	Success Criteria (RAG rate)
A	Raise attainment of PP across the school	% of PP student working within or above their target grade to be inline or above their peers.
B	Increase attendance rates for PP to be above national %	PP attendance to be above 95%
C	Increase PP attainment in literacy	Increase students reading and spelling age to be in line with year group.
D	Increase the % of students making rapid progress to bring their attainment in-line with the national average for Maths at KS4.	% of PP students making attainment in Maths to be in-line with the national average.

Planned Expenditure							
Current Academic Year: 2017 – 2018							
Budgeted Pupil Premium income 2017/18: £113,193							
Type of Support	Desired outcome	Chosen action / approach	Evidence and Rationale for Choice*	Impact Monitoring and support	Staff lead	Review Date	Cost: Staffing/ Resources
Staffing	Pastoral and academic support for students to ensure they are safe and able to	Staffing of TAs and HLTAs to support students pastorally and academically.	Reduction in B1 events for PP students over time. Attainment of students	Monitor student progress across PCPs, Termly B1 data analysis reports, individual	TWA	Termly	£92,293

	learn and progress within school.		across subject areas increases at each PCP.	intervention impact analysis by implications for support document.			
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
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	£4,800
School transport	To offer financial support to enable students to get to	To provide subsidised and funded transport	Improvement in attendance at school.	Monitor students attendance.	TWA	Termly	£6000

	the school of their choice.	for student to enable them to get to school					
Pupil Support	To ensure students are able to access all areas of curriculum. To increase levels of literacy and numeracy	Subject specific funding to buy resources to support students learning and enhance the curriculum. 1 to 1 tutors to support students numeracy and literacy and peripatetic music lessons	Students levels of literacy and numeracy increase through targeted support. Achievement of students in Maths and English increases shown in PCP data and exam results. Curriculum enhancement increases attainment and participation in specific subject areas.	Monitor student progress across PCPs, individual intervention impact analysis by implications for support document.	TWA	Termly	£5,000
Breakfast club and lunch subsidies	To ensure all students are able to have a healthy nutrition meal at school each day.	To provide a breakfast club that students can attend each morning before the school day. Support families with the cost of school lunches to ensure that all	Student engagement in lessons is increased and attendance is increased.	Monitor engagement of students who receive support through A2L analysis at each PCP. Increase in attendance at school.	TWA	Termly	£4,600

		students each a healthy meal in school each day.						
							Total budgeted cost	£113,193

* Effective practice is to combine professional knowledge with robust evidence about approaches known to be effective. Consult external evidence sources such as the [Teaching and Learning Toolkit](#), the [NFER report](#) on supporting the attainment of disadvantaged pupils, [Ofsted's 2013 report](#) on pupil premium and [Ofsted's 2014 report](#) on pupil premium progress.

Review of expenditure

Previous Academic Year: 2016 – 2017

Pupil Premium income in 2016/17: £111,749

Desired Outcome	Chosen action/ approach / Type of Support	Estimated impact	Lessons learned <i>May be about impact or implementation; Will you continue with this approach?; if approaches didn't meet success criteria, will funding continue, if so, why?</i>	Cost
Staffing	To support Pupil Premium students within lessons and through targeted intervention	<i>To ensure attainment of PP students is inline or above their peers.</i>	The school will continue to use this approach as the support that is offered through the HLTAs is helping to ensure students are narrowing the gap between their peers. The use of the HLTAs in lessons and in specific intervention sessions help to narrow this gap with achievement data showing that PP students attainment was just below or above that of their peers. Impact evidence A focus for HLTA support in lesson is on the core subjects and the intervention sessions that are run have a numeracy and literacy focus. The impact of these intervention can be seen in the gap between PP students and all students narrowing and in year 7 and 11 PP students on the whole are performing better than their peers. The use of a specialist HLTA in Maths is having a real impact with all but year 8 been on or above the rest of the year group.	£90,533

sessions funding has been allocated for HLTAs.

The table belows show the % of students who are working at expected or above at PCP4

	7		8		9		10	
	Eng	Maths	Eng	Maths	Eng	Maths	Eng	Maths
All	79 %	85%	57	86	52	94	77	77
PP	85	85	42	82	52	61	78	78

The pastoral support that is also offered to students is helping to narrow the gap between attendance. The table below compare the whole school attendance with PP student attendance.

	All	PP
7	95.63	95.07
8	94.5	93.77
9	92.06	89.12
10	92.13	93.75
11	95.23	93.84

The significant difference in the attendance in year 9 due to 3 students who do not currently attend school. These students are also PP students which has a greater impact on %.

Interventions that are currently being run to support students learning are Lexia reading intervention, Spelling mastery, hand writing, passport maths, small group Maths withdrawals, Fresh start literacy, in lesson support. The impact of these interventions can be seen in the tables below

Number of students	Average reading age of the students in September 2016	Average reading age of the students in Summer 2017	% of students improving their reading age	% of students making Progress through the Lexia levels
22	9.8yrs	10.2yrs	68%	100%

Fresh Start literacy

Number of students	Reading passage level student where able to access in September 2016						Reading passage level student where able to access in Summer 2017						% of students making progress	Average Spelling age of the group in September 2016	Average Spelling age of the group in Summer 2017
7	1	2	3	4	5	6	1	2	3	4	5	6	100%	7.5yrs	8.3yrs
Number of students at each level	2	2	2	1	0	0	0	0	0	5	0	2			

			<p>Spelling intervention</p> <table border="1"> <thead> <tr> <th>Number of students</th> <th>Average Spelling age of the group September 2016</th> <th>Average spelling age of the group Summer 2017</th> <th>Average age improvement students have made</th> <th>number of students making progress</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>8.9yrs</td> <td>9.1yrs</td> <td>0.4yrs</td> <td>53%</td> </tr> </tbody> </table> <p>Passport Maths</p> <table border="1"> <thead> <tr> <th>Number of Students</th> <th>Average student % pass rate at initial assessment</th> <th>Average student % pass rate at Summer assessment</th> <th>% of students making progress</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>27%</td> <td>59%</td> <td>100%</td> </tr> </tbody> </table>					Number of students	Average Spelling age of the group September 2016	Average spelling age of the group Summer 2017	Average age improvement students have made	number of students making progress	28	8.9yrs	9.1yrs	0.4yrs	53%	Number of Students	Average student % pass rate at initial assessment	Average student % pass rate at Summer assessment	% of students making progress	10	27%	59%	100%	
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<u>Uniform subsidy</u>	Provide students with uniform to ensure students 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 or are not able to take part in specific	The School will continue with this allocation of funding as it enabled students to participate in activities such as CCF which encourages team work and offers a wide range of experiences to the students. The school also used this funding to support families with buying uniform to ensure this was not a barrier to students attending school.			£200																				

		activities because it requires specific uniform such as CCF was allocated for this.		
<u>Enrichment subsidy</u>	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 because of financial constraints , support is offered to families to ensure all students have	<p>The school will continue to use this allocation of funding as it helped to Provide the students with 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>The school fully funded a CIC student to go on this years ski trip. The student found this a life changing experience and helped him to manage the current problems he is facing.</p> <p>All CIC and adopted students have been given subsidy for the summer enrichment week and have been given their preferred choices of activity.</p>	£5,000

		access to a broad and balanced Curriculum		
Transport Subsidy	Support students with funding for bus passes to ensure all students are able to attend school. Ensure all students are able to attend extra sessions that run after the school day has ended.		4 students are currently given transport subsidy this has helped support the families with getting the students to school. The students attendance is 94.49 which is inline with the whole school attendance. Transport was also provided for students who stayed for period 7 revision sessions to ensure that transport was not an issue for not attending the sessions.	£3,320
Breakfast Club	To ensure all students	Students attitude to learning	This intervention was successful, breakfast club is well attended by the students and it ensures all students have a good start to the school day.	£965

	have a healthy nutrition breakfast every day.	and engagement in the morning is improved and students attendance is improved		
Pupil Support	To ensure students are able to access all areas of curriculum. To increase levels of literacy and numeracy and social and emotional support for students to help remove	Buy in specific resources to help develop students literacy through the fresh start literacy programme and other interventions. Support students social emotional needs	The interventions that the school ran over the impacted on the achievement of the pupils the specialist professionals worked with a range of students to assess their learning needs which enabled the school to develop interventions and support to better meet their learning needs. The Mindfulness session which were run by the Educational psychology service had a huge impact on the social and emotional wellbeing of the students and ensured students were emotionally supported through their examinations and school life.	£11,731

	barriers to learning	through the mindful programme and buy in specialist professional support for students		
Total expenditure				£111,749

Date of next strategy review:

- 4 September 2017 – Systems Leadership Strategy Review and Analysis with Trust Board representatives
- Termly Systems Leadership Meetings to review impact of PP spend.
- November 2017 – Review by Trustees
- December 2017 – Report to Trust Board
- March 2018 – Pupil Premium strategy meeting
- May 2018 – Pupil Premium strategy meeting
- July 2018 – Pupil Premium strategy meeting
- September 2018 – Systems Leadership Strategy Review and Analysis
- December 2018 – Report to Trust Board