

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Cavendish School
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2025/2026
Date this statement was published	08 th September 2022
Date on which it will be reviewed	08 th September 2023
Statement authorised by	Stephanie Smith
Pupil premium lead	Stephanie Smith
Governor / Trustee lead	To be confirmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,335 Primary (estimation) £22,005 secondary (estimation)
Recovery premium funding allocation this academic year	£6,960 (estimation)
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	£ 31,340

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objective for our disadvantaged pupils:

At The Cavendish School we aim to support our disadvantaged pupils to achieve in line with their peers, reducing and bridging the progress and attainment gap.

Our mission statement of Enabling-the-self is simply put the mission that we wish to create learning which allows our students to become happy and healthy adults who flourish and thrive, are independent and self-advocate, achieve their aspirations and are fully immersed in their communities. In order to achieve this mission for our disadvantaged pupils we will use our funding to create an equal opportunity for access to enhanced curricula activities, learning resources and access to therapeutic inputs

Our key elements

1. To improve learning outcomes for pupils in disadvantaged families
2. Fostering positive relationships that allow disadvantaged pupils to feel belong to/being part of the school
3. Ensuring that disadvantaged pupils are understood and holistic strategies for them are bespoke
4. Creating as many enrichment opportunities as possible for disadvantaged pupils.
5. To promote positive experiences of school life.
6. Demonstrating commitment in to continued self-reflection and high quality research, that allows us to understand our disadvantaged pupils and how best to support them.
7. Develop and empower teachers to deliver excellent lessons to our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Transition of pupils into new establishment
2	Pupils are coming to us with significant anxiety and some school based trauma
3	Some pupils are currently not achieving in line with peers due to previous placement breakdowns

4	Some disadvantaged pupils lack the ability for parental engagement and support from home
5	Some disadvantaged pupils have to deal with higher levels of material deprivation and its impact on: <ol style="list-style-type: none"> 1. Diet 2. Social and community inclusion 3. Access to devices 4. Clothing 5. Developmentally appropriate resources

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	Monitoring and Evaluation
To ensure that there remain no gaps between the progress and achievement of pupils supported by pupil premium funding	Progress tracking shows that Pupils supported by PP funding make progress at least in line with their peers and sometimes better than their peers in Maths and English.	Termly progress reports to HoS and Governors End of year progress reports to SLT and Governors
To reduce impact of COVID and previous failed educational placements on pupils' mental health and social skills	Progress tracking shows that Pupils supported by PP funding make progress at least in line with their peers and sometimes better than their peers against their EHCP outcomes and behavioural communication incidents.	Termly progress reports to HoS and Governors End of year progress reports to SLT and Governors
Ensure that disadvantaged pupils maintain attendance at least in line with their non disadvantaged peer.	School attendance data	Weekly monitoring and termly progress reports to Governors

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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mental Health first aider training</i> (£300 per person)	EEF- Guide to PP	1,3
<i>Additional SENDCO in school</i>	EEF- Metacognition and Self-regulated learning	All
<i>Additional Trauma focused behaviour training</i>	EEF- Improving behaviour in schools EEF- Metacognition and Self-regulated learning	All

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

Budgeted cost: £ 15,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>0.5 Forest School Salary</i>	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/#:~:text=Key%20findings&text=Confidence%3A%20children%20had%20the%20freedom,tools%20and%20participating%20in%20play	All

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

Budgeted cost: £ 12,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play Therapy and Art Therapy</i> Approx. £4680	These 1-1 therapies enable pupils who are struggling to access learning to develop key engagement skills that they can transfer into different learning environments. Our therapists work alongside class teams to facilitate enhanced therapeutic approach across the school.	All
<i>MindJam (anxiety support through play and leisure)</i> (£200 per pupil for 10week intervention)		All

<i>Equine assisted learning</i>	EEF Social and emotional learning + 5 month impact	All
<i>Contribution towards school trips for PP pupils and reward trips for whole school</i>	EEF Social and emotional learning + 5 month impact	All
<i>Contribution to Free School Meals</i>	Maslow's hierarchy of need	All
<i>Transport for parents to attend community events where identified</i>	EEF Parental engagement + 4 month impact	All

Total budgeted cost: £ 31,340

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 2021 to 2022 academic year.

The full pupil premium promised from the ESFA was not received due to not being open in 20/21 and the incorrect census data being taken, this resulted in us only receiving £5080. This was solely used to go towards a small proportion of the Forest School Leaders salary. This has increased self confidence and emotional awareness in the natural world. Improved behaviour and regulation and engagement in academic learning.

Externally provided programmes

Programme	Provider
Emotional and mental health support	Mind Jam