

# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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	95
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 – 2025/2026
Date this statement was published	08 <sup>th</sup> September 2022
Date on which it has been reviewed	08 <sup>th</sup> September 2023
Date on which it will next be reviewed	08 <sup>th</sup> September 2024
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	£7,275 Primary (estimation) £14,490secondary (estimation)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 21,765

# 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 – this was again high for a further year as we grew quickly to support area needs
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"> <li>1. Diet</li> <li>2. Social and community inclusion</li> <li>3. Access to devices</li> <li>4. Clothing</li> <li>5. Developmentally appropriate resources</li> </ol>

## 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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional SENDCO in school</i>	EEF- Metacognition and Self-regulated learning	All
<i>Additional Trauma focused behaviour training from new EP with virtual school</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: £ 7,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>0.25 Forest School Salary</i>	<a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/#:~:text=Key%20findings&amp;text=Confidence%3A%20children%20had%20the%20freedom,tools%20and%20participating%20in%20play">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/#:~:text=Key%20findings&amp;text=Confidence%3A%20children%20had%20the%20freedom,tools%20and%20participating%20in%20play</a> We have reduced this element of support paid through PP	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>	These 1-1 therapies enable pupils who are struggling to access learning to	All

Approx. £4680	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. EEF Social and emotional learning + 5 month impact	
<i>MindJam (anxiety support through play and leisure) (£200 per pupil for 10week intervention)</i>		All
<i>Equine assisted learning</i>		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: £ 22,397**

## 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 2023 to 2024 academic year.

**Outcome 1: To ensure that there remain no gaps between the progress and achievement of pupils supported by pupil premium funding**

DD	English			Maths					Average
	Speaking & Listening	Reading	Writing	Number	Data Handling	Measurement	Shape	Total	
Disadvantaged	0.30	0.24	0.31	0.27	0.26	0.20	0.15		0.25
Non-Disadvantaged	0.36	0.27	0.2	0.28	0.18	0.37	0.11		0.25

Spring	English				Maths					Average
	Speaking & Listening	Reading	Writing	Average	Number	Data Handling	Measurement	Shape	Average	
<b>DD</b>	0.12	0.12	0.12	<b>0.12</b>	0.18	0.15	0.22	0.16	<b>0.15</b>	<b>0.14</b>
<b>Non-DD</b>	0.13	0.16	0.20	<b>0.14</b>	0.17	0.23	0.18	0.20	<b>0.17</b>	<b>0.15</b>

Summer	English			Maths					Average
0.2 is expected progress	Speaking & Listening	Reading	Writing	Number	Data Handling	Measurement	Shape	Total	
Disadvantaged	<b>0.25</b>	<b>0.27</b>	<b>0.20</b>	<b>0.20</b>	<b>0.26</b>	<b>0.33</b>	<b>0.30</b>	<b>0.27</b>	<b>0.25</b>

Non-Disadvantaged	0.31	0.31	0.23	0.26	0.36	0.32	0.42	0.34	0.31
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Non-disadvantaged are currently making better progress than their disadvantaged peers. This coming year, additional moderation and monitoring to identify gaps for DD pupils and input specific academic interventions to close the gap. We also expect to see the work on curriculum expectations and coverage completed at the end of the last year to have an impact on pupil progress and attainment this year.

**Outcome 2: To reduce impact of COVID and previous failed educational placements on pupils' mental health and social skills**

Therapists and senior leaders work closely with many families across school with 54% of this group of children and families have been supported through groups in school, one to one groups where needed and or pastoral support for families and links with outside agencies during the school year.

Forest School sessions were run throughout the year for all children from Year 3 to year 9. Providing opportunities for children to attend Forest school sessions supported our commitment to closing the gap, some pupils are supported 1:1 in wellbeing and therapeutic interventions as well as the small group provision.

Extending our offer of extra-curricular clubs after school has also had a positive impact for key children and supported their well-being and increased wellbeing and social belonging in school this year.

**Outcome 3: Ensure that disadvantaged pupils maintain attendance at least in line with their non disadvantaged peer.**

Current attendance data shows that disadvantaged pupils have stronger attendance than that of their disadvantaged peers.

- ∞ Whole school attendance data 2022/23: 85.19% (89.57% with EBSA and phased transition removed)
- ∞ Disadvantaged pupils attendance data 2022/23: 89.19%
- ∞ Non-disadvantaged pupils attendance data 2022/23: 83.83%

***Next steps: Attendance will remain a focus for the pupil premium strategy 2023/24 and we hope to increase this to above 90% (when EBSA and phased transition is removed)***

## Externally provided programmes

Programme	Provider
Emotional and mental health support	Mind Jam
Emotional and mental health support	Equine assisted learning (EAL)