

Pupil premium strategy statement – The Cavendish School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	32.56%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	20 th November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Stephanie Smith, Head of School
Pupil premium lead	Stephanie Smith, Head of School
Governor / Trustee lead	<i>Peter Allcock</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,120
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£47,520

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

- To improve learning outcomes for pupils in disadvantaged families
- Fostering positive relationships that allow disadvantaged pupils to feel belong to/being part of the school
- Ensuring that disadvantaged pupils are understood and holistic strategies for them are bespoke
- Creating as many enrichment opportunities as possible for disadvantaged pupils.
- To promote positive experiences of school life.
- 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.

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"> 1. Diet 2. Social and community inclusion 3. Access to devices 4. Clothing 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
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 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. Disadvantaged pupil attendance is at least inline with their peers.

	<p>Termly progress reports to HoS and Governors</p> <p>End of year progress reports to SLT and Governors</p>
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
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood and thus feel better prepared for further education, employment or training.	<p>All disadvantaged pupils can access high quality work experience and careers mentoring.</p> <p>Disadvantaged pupils are progressing to higher or further education in the same proportions as their peers.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional SENDCOs in school.</i>	EEF- Metacognition and Self-regulated learning	All
<i>Purchase of an additional half day per week of Speech and Language Therapist (SALT) time, and two further hours of Higher-Level Teaching Assistant time.</i>	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists: What works database	All
<i>Trauma lead with additional training and responsibilities which include PP</i>	EEF- Improving behaviour in schools EEF- Metacognition and Self -regulated learning	All
<i>Academic and careers trip costs met</i>	EEF- Metacognition and Self -regulated learning	1,4

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

Budgeted cost: £ 16,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>0.45 Forest School Salary</i>	Forestresearch.gov.uk	All

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

Budgeted cost: £21,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Psychotherapy 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. EEF Social and emotional learning + 5 month impact	All
<i>MindJam (anxiety support through play and leisure)</i> (£200 per pupil for 10week intervention)		All
<i>Contribution towards school trips for PP pupils and reward trips for whole school</i>	EEF Social and emotional learning + 5 month impact As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Non-disadvantaged are currently making better progress in English and slightly lower in Mathematics 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 target academic interventions towards our pupil premium students as a priority where they are not making better than expected progress. ***Next steps: Targeted work on Mathematics for DD is a priority for these interventions to close the gap. Therapeutic interventions are prioritised by the therapy team.***

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

It is worth noting that for pupils with ASC a lot (not all) thrived during COVID as the sensory and social expectations led to less stress and overwhelm. Where their nervous systems adjusted to this lower level, returns to school environment became traumatic and more pupils than ever with ASC have presented with Emotional based school avoidance.

Therapists and senior leaders work closely with many families across school with 3/4 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 extended to more year groups and run throughout the year for all children from Year 3 to year 11. Providing opportunities for children to attend Forest school sessions supported our commitment to closing the gap, some pupils who are disadvantaged 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 2024/25: 84.56% (89.21% with EBSA and phased transition removed)
- ∞ Disadvantaged pupils attendance data 2023/24: 86.58%
- ∞ Non-disadvantaged pupils attendance data 2023/24: 83.38%

Next steps: Attendance will remain a focus for the pupil premium strategy 2024/25 and we hope to increase this to above 90% for disadvantaged pupils.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We use SPP to fund counselling to support the social and emotional needs of our service children through our counselling and therapeutic offers.
The impact of that spending on service pupil premium eligible pupils