

## Cavendish School Pupil premium strategy statement (Secondary)

### Pupil Premium Priorities 2020-21 - arising from self-evaluation and SPP

**PP1** Improve progress for pupils eligible for the Pupil Premium who have fallen behind in their learning so that it is at least in line with rates for non- Pupil Premium pupils nationally (Outcomes and Teaching and Learning)

**PP2** Raise aspirations for pupils eligible for the Pupil Premium and their parents to improve engagement in school life (Personal Development, Behaviour and Welfare)

**PP3** Improve attendance and reduce rates of persistent absenteeism for pupils eligible for the Premium so that it is in line with rates for non-Pupil Premium pupils nationally (Personal Development, Behaviour and Welfare)

**PP4** Further develop approaches to improve the behaviour and engagement of challenging pupils (Personal Development, Behaviour and Welfare)

### School overview

Metric	Data
School name	The Cavendish School
Pupils in school	882 (secondary)
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£181, 000
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	September 2021
Statement authorised by	Peter Marchant
Pupil premium lead	Martin Pickup
Governor lead	Hasan Gilani

### Disadvantaged pupil performance overview

Measure	2018	2019	2020	2021
Progress 8	-0.64	-0.15	NA	NA
Ebacc entry	22%	17%	NA	Na
Attainment 8	36.8	42.2	NA	NA
% Grade 5+ in English and maths	38%	38%	NA	NA
Attendance	91.6%	92.9%	92.7%	90.1% (All 94%)
FTE	9.7% of pupil group	14.8% of pupil group	2.1% of the pupil group	2.4% of the pupil group

**Strategic aims for disadvantaged pupils to be achieved by end of 2020-21** (note that 2020 benchmarks are not available)

Success Criteria	Target	Target date	2019 National Benchmark
Progress 8 (SSC1)	To improve Progress 8 score from 2018 start point to at least 0.0	July 21	0
Attainment 8 (SSC2)	To improve Attainment 8 score from 2018 start point so it is in line with national	July 21	46.7
% Grade 5+ in English and maths (SSC3)	Achieve national average English and maths 5+ scores thereby improving from 2018 start point	July 21	43%
Ebacc entry (SSC4)	Better national average EBacc Entry for all pupils thereby improving from 2018 start point	July 21	40%
Other (SSC5)	To show an improving trend for attendance so that it is moving towards national	July 21	94.5%
Other (SSC6)	FTE rate to be below national for all pupils	July 21	10.13%

### Teaching priorities for current academic year

Measure	Activity	Projected Cost
Priority 1 (SC3)	To further develop the use of Pupil Progress Meetings for English and Maths in the secondary phase	£10,025- T&L team costs
Priority 2 (SC3)	Develop use of teaching staff to deliver high quality support for teaching and learning in English and Maths	£60,000
Priority 3 (SC1-4)	Embed Bedrock Learning as part of our literacy development programme to increase reading ages for all pupils so they are GCSE ready.	£1,360
Priority 4 (SC1-4)	Leadership of CPD for all staff in developing effective Wave 1 strategies (EHO)	£8,000
Barriers to learning these priorities address	High quality Wave 1 teaching especially in English and Maths	
Projected spending	£79,382	

### Targeted academic support for current academic year

Measure	Activity	Projected Cost
Priority 1 (SC3)	Literacy interventions across KS3 for low attaining disadvantaged pupils (Sound Training and Lexia)	£5,195
Priority 2 (SC1&2)	Ensure all PPG pupils have the learning resources they need to access the full curriculum (revision guides, MVM, music lessons, schools without walls)	£14,150
Barriers to learning these priorities address	Literacy and numeracy gaps	
Projected spending	£ 19,345	

### Wider strategies for current academic year

Measure	Activity	Projected Cost
Priority 1 (SC1-6)	Develop the role of the Aspirations Leader to ensure all pupils have high aspirations	£5,580
Priority 2 (SC5)	Targeted support for PPG pupils with low attendance	£14,700

Priority 3 (SC6)	Develop strategies to reduce isolations, internal exclusions and exclusions for PPG pupils	£54,400
Priority 4 (SC5)	Ensure that PPG pupils are not disadvantaged from accessing school life and the wider curriculum entitlement (Uniform fund and support for trips)	£2,500
Priority 5 (SC5)	School Counsellor and listening service	£4,900
Barriers to learning these priorities address	PPG disengagement from learning and school due to financial/ social barriers	
Total projected spending	£82,080	

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure that all staff in English and Maths teaching Y11 plan around agreed PPM actions	T&L team to monitor through drop ins and feedback to EHo
	Staff movement around the school building due to Covid restrictions	Build contingency into staffing model
Targeted support	Ensuring enough time for school maths-lead to support small groups	Overstaffing in both English and Maths so that interventions run throughout the year without the need to recruit additional tutors.
		Working closely with the LA and other local schools on cross-school outreach programme through PP projects
Intervention/catch up	Identifying gaps in learning as a result of national lockdown	Recovery curriculum in place

## Review: last year's aims and outcomes (Sept 2021 update)

As with 2019, there will be no nationally published attainment data in 2021 and so the impact of the published plan cannot be fully evaluated. Below is a summary of the work done to support disadvantaged pupils.

Priority	Review
Teaching	<p>Recruitment of additional Maths and English specialists has had a positive impact on teaching and learning in these areas b allowing parallel teaching of groups within the curriculum and supports strong outcomes in different year groups. It has also supported the implementation of the PPM programme.</p> <p>The PPM programme has continued to develop and become embedded within the practice of both English and Maths. Data from Teacher Assessed Grades shows that the impact on English has been more positive than for Maths. Moving forward the PPM programme will widen to include the Global Learning Faculty (Humanities and MFL).</p> <p>The Bedrock programme has been introduced and is used with all pupils in Key Stage 3. It will be further developed in 2021-22 because of an identified need to improve reading ages for disadvantaged pupils.</p>
Targeted Support	<p>Literacy intervention remains a priority as identified above. In 2021-22 a whole school literacy coordinator has been appointed to support disadvantaged pupils in developing their reading.</p> <p>Other targeted support strategies continued during partial school closures.</p>

Wider Strategies	<p>The work of the aspirations elad has continued throughout the year with an ever greater focus on ensuring the engagement of the most disadvantaged. All pupils in Y11 had an offer of education, employment or training at the end of their time at Cavendish.</p> <p>Attendance continues to be a priority with a drop in attendance for the most disadvantaged in 2020-21 which was exacerbated by the partial closure of schools. The intention is to see an improvement in 2021-22</p> <p>FTE rates for the most disadvantaged remain low as a results of an inclusive approach. The work of The Route has had a very positive impact.</p>
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