



Pupil Premium Strategy 2019-2020

The Cavendish High Academy

## Pupil Premium Funding September 2019 – August 2020

The Pupil Premium Grant (PPG) 2019-2020 provides funding to raise the attainment of disadvantaged pupils and closing the gap with their peers. As a school, we have the responsibility for using this funding to close the gap for this specific cohort of learner. We ensure the best possible support for raising attainment for the most vulnerable pupils. Equality is at the core of all we do at Cavendish.

The Pupil Premium Grant per eligible pupil (in yrs. 7-11) for 2019 to 2020 was **£935**.

### The Cavendish High Academy Pupil Premium Grant 2019 -2020

Total number of pupils on roll	89
Total number of pupils eligible for PPG	39
Amount of PPG per pupil	£935
Amount of PPG received	£36,465
% of school yrs. 7 - 11 accessing PPG	44%
Total number of Pupils eligible for Pupil Premium Plus for Children in Care	7
PP Plus per pupil	£2300
PP Plus LAC (from virtual school)	£4774.36
Total amount of PPG + PP Plus	£41,239

### What we invested in to support our most vulnerable learners 2019-2020?

#### 1. Employed: Speech and language therapist,1 part-time (0.6):

- Assess pupils, baseline and ascertain level of support required
- Write Speech and Language programs
- Undertake sensory diet assessment & create sensory diets for individuals as required
- Provide training for staff e.g. BLANK levels, sensory diet
- Attended meetings with parents and annual review/EHCP meetings
- Develop communication strategies with pupils based on a specific need

**\*\* Please refer to Impact Statement**

#### 2. Provided financial support for enrichment & extended provision activities to enable participation for those pupils who are most disadvantaged:

- Literacy – Subscriptions to the Book Trust to support two young people's literacy and promote a lifelong love of books
- Numicon – one intervention packs to support numeracy for one young people
- ICT Equipment – supporting specific pupils with social, emotional and mental health needs, in addition to providing educational IT support within the classroom

**3. Bought furniture, equipment, materials and resources to support pupils emotional and physical health and well-being to promote their readiness for learning in an appropriate environment:**

Identification of nurture groups and the design, construction and furnishing of specialist provision to meet the needs of these pupils as they progress through the school.  
(room modification, division, furnishing and resourcing)

Investment in Widgit online, a literacy scaffolding and symbolization tool.

**SALT caseload 2019 / 20.**

**Diane worked from home between 17/3/19 and 19/7/19 due to Covid-19 restrictions. This impacted on the amount of direct contact with students and with other professionals.**

<b>Direct intervention for speech, language, or sensory therapy.</b>	<b>SALT programme delivered by class team</b>	<b>General advice to class team but no SLT pack</b>
Thirty Pupils	Five Pupils	One pupil

**SALT service at Cavendish 2019/20.**

<b>Direct therapy</b>	Delivered “hands on” therapy to a regular caseload of 30 pupils. Therapy was to target speech, language or sensory difficulties.
<b>Liaison with other agencies</b>	Liaise with Social Care (Halton)  re capacity assessment around Tenancy. (RC) Liaise with SM from ACE Centre North re JO'B Liaise with Chatterbug re LR Liaise with Social Care (Halton) RC re KR Steve Morgan Foundation re TM
<b>Delivering training</b>	Merseyside Consortium Training Day on 15/11/19 cancelled due to Covid-19.
<b>Contribution to Annual/EHCP reviews/PEPs</b>	31 x Reports written 1 x PEP attended
<b>AAC</b>	Hi tech (electronic) communication systems overseen/updated for 5 pupils
<b>SALT Support packs provided for parents during lockdown #1.</b>	Five pupil support packs developed and provided for parents during lockdown
<b>Support for Cavendish Staff</b>	Readily available to provide Social Stories, curriculum support, general advice or direct intervention on an ad hoc referral basis.  Support for CB's NPQSL project

## SALT service at Cavendish 2018/19.

<b>Direct therapy</b>	Delivered “hands on” therapy to a regular caseload of 34 students. Time allocated according to need. <ul style="list-style-type: none"> <li>- Minimum frequency once a week</li> <li>- Maximum frequency 4 times a week</li> </ul>
<b>Class-based therapy</b>	Provided the resources and the training for staff to deliver language therapy to 4 individual students. This was an appropriate service model for students who did not find it easy to be withdrawn from class, or for those who worked better with very familiar staff members. (Pathways).
<b>Liaison with other agencies</b>	<ul style="list-style-type: none"> <li>* Social Services to complete a Capacity Assessment for RC around managing money.</li> <li>* Warrington SALT service to “hand over” a Y14 student. (EW).</li> <li>* Several meetings with the local NHS SALT provider (Chatterbug) re specific students. (EJ, C O-H, LR)</li> <li>* Joint therapy sessions with Specialist Support Teacher for The Hearing Impaired for J O’B LF and LM.</li> <li>* Several meetings with ACE Centre North to assess viability of electronic AAC for J O’B.</li> <li>* Adult Specialist Learning Disability Team to discuss 11 Cavendish leavers and their future communication needs.</li> <li>* Smartbox Assistive Technologies to enrol in a trial of their new AAC package with a group of students in Pathways. (resulted in the gift to school of a free iPad, speaker case and communication software, worth £1,250.)</li> <li>* Alder Hey Hospital - Cleft Palate team ( LF.)</li> <li>* Brookfields staff re Y6 students intending to join Cavendish in Y7.</li> <li>* Michael Palin Centre re appropriate intervention for a student with a severe stammer. (LR)</li> </ul>
<b>Delivering training</b>	<p>19/10/18 Training delivered to Foxfield School on The Blank Model of Language Learning.</p> <p>16/11/18 Training workshop delivered to Merseyside Consortium.</p> <p>15/4/19 In school training delivered to all Pathways staff on Sensory Integration and sensory circuits.</p> <p>Trained several staff to implement Language for Thinking ( an intervention designed to improve reasoning skills.)</p>
<b>Contribution to Annual/EHCP reviews/PEPs</b>	32 x Reports written (Diane attends selected AR’s based on clinical priority, otherwise she submits a written report.)
<b>AAC</b>	<p>Low tech communication books/boards made for 10 students. (reviews and updates ongoing)</p> <p>Hi tech (electronic) communication systems overseen/updated for 8 students</p>
<b>Transition work</b>	Summary reports written for 8 Y6 Brookfields students 13 x Communication Passports written for leavers.
<b>Support for Cavendish Staff</b>	Always available to provide Social Stories, advice or direct intervention on an ad hoc referral basis.

## Impact

**Language for Thinking** - this intervention has been introduced with selected students in KS3 and 4. The scheme aims to help students develop more mature reasoning skills, and is linked to the Blank model of Language Development. The scheme offers teaching at Levels A, B and C, with Level A being the most concrete and Level C the most abstract. The goal is to help students progress from Level A upwards as their language skills develop.

Name	Baseline score	Initial teaching level	Score when reassessed	New teaching level	Timescale
ME	10	Level A	25	Level B	12 months
FK	16	Level A	21	Level A and B	3 months
JM	2	Level A - modelling only	9	Level A independently	3 months
KS	2	Level A - modelling only	16	Level A independently	3 months
JO	N/A	Staff delivered teaching at Level A	N/A	Top of Level B, working at Level C	12 months

### Job outline.

1. Assess receptive language levels using the Blank Model.
2. Assess auditory memory skills.
3. Assess expressive language skills in terms of vocabulary, grammar and clarity.
4. Assess fluency.
5. Assess social skills.
6. Design and make appropriate AAC resources for non-verbal students.
7. Design and/or deliver sensory integration activities.
8. Link in with class teams and train them to deliver specific interventions.
9. Provide advice on appropriate language levels to in class use when teaching specific students.
10. Design, deliver and monitor bespoke intervention packages.
11. Liaise with parents, caregivers and any external agencies.
12. Assess and plan for incoming Y7 students so that we can “hit the ground running” when they arrive in September.
13. Write communication passports for all leavers.
14. Maintain clinical standards through Continuing Professional Development.