

**Pupil Premium Strategy Statement**

**2021-2022**

# Pupil Premium Strategy Statement 2021-2022

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | The Cavendish High Academy |
| Number of pupils in school | 104 |
| Proportion (%) of pupil premium eligible pupils | 72.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Elaine Haver  Principal |
| Pupil premium lead | John Munro  Assistant Head |
| Governor / Trustee lead | Lisa McMillan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 38,200 |
| Recovery premium funding allocation this academic year | £ 2,900 |
| 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 | £ 41,100 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The Pupil Premium Grant (PPG) 2021-2022 provides funding to continue raising 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 and ensure we have high expectations of all as we level up attainment for our learners. We ensure the best possible support for raising attainment for the most vulnerable pupils. Equality remains the core of all we do at Cavendish.  At the heart of our approach is high-quality teaching focussed on areas where our pupils require it most, targeted support & interventions based on robust diagnostic assessment of need, and helping pupils to access an appropriate, relevant, broad and balanced curriculum.  Although pupil premium funding and strategy is focused on the needs of disadvantaged pupils in our school context this equates to approximately ¾ of the school so the non-disadvantaged pupils are actually in the minority. The strategy will benefit all pupils in our school where funding is spent on whole-school approaches, such as specialist staffing and additional intervention support that complements and supports high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.  We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.  Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not generalised assumptions or labels. This will help us to ensure that we offer them the relevant support to develop the skills and experience they require to be appropriately prepared for adulthood. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Some students who are eligible for pupil premium have challenges with communicating and expressing their needs including non-verbal, limited language and social interaction difficulties and require additional speech & language & communication support. |
| 2 | Through reviewing EHCP and assessment data it is evident that cognitive impairment affects some disadvantaged pupils ability to acquire literacy skills to a significant degree. Low attainment in reading can be a barrier to attainment in a range of curriculum subjects as well as potentially limiting independence for a number of disadvantaged pupils. |
| 3 | Some students, who are eligible for pupil premium, have issues with their mental health and well-being that impacts on school attendance and or readiness for learning. |
| 4 | Some students require additional support to develop personal independence skills including for example independent travel and accessing enrichment activities outside of school. |

## 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.

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| Intended outcome | Success criteria |
| Improved communication, speech & language for pupils identified as needing additional support. | Pupil engagement in S&L intervention and support and developments in their S&L as assessed through achievement of relevant targets on PLP as well as through appropriate assessment framework e.g. Progression Steps, AFLS,ABBLS-r, AET Autism, Blank levels. |
| Improved attainment in reading | Pupil engagement in reading intervention and support and achievement of relevant targets on PLP/EHCP and through appropriate assessment frameworks |
| Improvements in mental health and well-being. | Intervention data and assessment data on relevant framework will illustrate progress and also attainment of PLP targets. Improved engagement and /or school attendance data for specific pupils. |
| Greater confidence and independence to help them engage more with the wider community and prepare for adulthood. | Attainment of PSHE target on PLP/EHCP. Completion of independent travel training program. A student may begin to independently travel to and from school. Through observations and discussions with pupils and their families. |

## 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:

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Creation of 3 HLTA posts to support and deliver a range of interventions across the school. | 1. 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.   [What works database (ican.org.uk)](https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/)  This has been endorsed by the Royal College of Speech and Language Therapists. | 1,2,3 & 4 |
| Whole staff CPD Read,Write Inc Fresh Start. | Majority of feeder schools use Read,Write Inc phonics programme – continuity.  The Education Endowment Foundation recently ran a project investigating the effectiveness of Fresh Start, which found that the intervention shows **considerable promise** as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school. The study found a mean effect size of +0.24 in secondary reading.  Read, Write, inc Fresh Start has age appropriate resources for older readers and adults.  KEY RESEARCH  The Education Endowment Foundation evaluation found that continuous feedback to teachers and support from trainers assists successful implementation of the intervention.  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start/>  The Education Endowment Foundation is now running a further project to investigate the effectiveness of Fresh Start and Read-Write Inc Phonics. The evaluation should be available in 2023  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start/> | 2 |

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

Budgeted cost:

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| HLTA interventions | 1. Understanding the meaning of a text requires a combination of word recognition and language comprehension:   [Learning to Read: “The Simple View of Reading” | National Center on Improving Literacy](https://improvingliteracy.org/brief/learning-read-simple-view-reading) | 2 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) |  |

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

Budgeted cost:

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training. | We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs. | 1,3,4 |
|  |  |  |
| Training pupils to use public transport.  This will involve CPD and release time for two staff members. | Independent Travel Training is likely to enhance pupils’ social and employment opportunities:  [Department for Education (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/575323/Home_to_school_travel_and_transport_guidance.pdf) | 4 |

**Total budgeted cost:**

# 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 2020 to 2021 academic year.

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## Externally provided programmes

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| Programme | Provider |
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