



Pupil Premium Strategy 2016-2017

The Cavendish High Academy

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Who are the pupils and what are their barriers to learning 2016/17?

All pupils have **complex/severe learning difficulties**, some pupils have physical and medical issues. A shrinking cohort have **Profound and Multiple Learning difficulties**. A significant number have **Autistic Spectrum Conditions**.

The school holds an accurate list of these pupils and the information is analysed on our pupil tracking data base. This has been specially developed to measure the progress of our learners and sits on top B Squared which is used by the teachers to measure subject progress and attainment.

The population in receipt of Pupil Premium funding in the school fluctuates throughout the year for the purposes of this report the figure used is **42 PP funded Pupils** and **46 pupils in receipt of Free school meals**. Two young people are taught off site and there were **90 students on roll**, of the school population who were eligible for PP funding **KS3 and KS4 amount to 59%** of the total roll with **77% of those pupils in receipt of PP funding**.

The pupils and associated conditions within the general population, Pupil Premium and Free school meals cohorts break down as follows.

Barriers to learning: Pupil Premium

23 non-PP Pupils	pupils have	ASD	compared to	13 PP Pupils
5 non-PP Pupils	pupils have	PMLD	compared to	1 PP Pupils
3 non-PP Pupils	pupils have	SLCN	compared to	3 PP Pupils
16 non-PP Pupils	pupils have	SLD	compared to	24 PP Pupils
1 non-PP Pupils	pupils have	SEMH	compared to	0 PP Pupils
0 non-PP Pupils	pupils have	BESD	compared to	1 PP Pupils

Barriers to learning: Free School Meals

17 non-FSM Pupils	pupils have	ASD	compared to	19 FSM Pupils
4 non-FSM Pupils	pupils have	PMLD	compared to	2 FSM Pupils
2 non-FSM Pupils	pupils have	SLCN	compared to	4 FSM Pupils
19 non-FSM Pupils	pupils have	SLD	compared to	21 FSM Pupils
1 non-FSM Pupils	pupils have	SEMH	compared to	0 FSM Pupils
1 non-FSM Pupils	pupils have	BESD	compared to	0 FSM Pupils

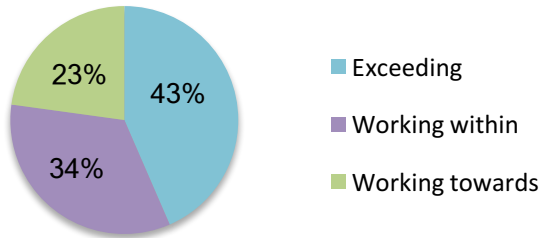
All categories of need are populated with comparable numbers this makes comparison reasonably straight forward and in school variation easier to identify and target.

The student population **not** in receipt of **PP** is **53% of the school population**, therefore this cohort is **6% larger** than the PP population. **This 6% difference amounts to 5 pupils**.

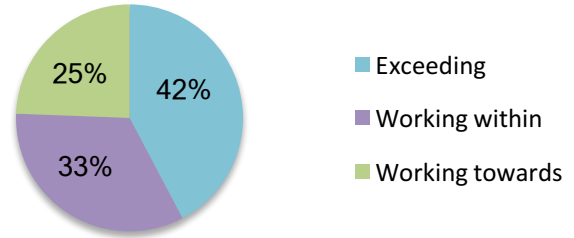
1. Overall progress of pupils in English on Pupil Premium 2016–2017

Looking at data for the pupils across the school, **the effect of pupil premium spending can be seen to benefit the number of learners working within and exceeding their targets. What we are seeing is broadly similar attainment and progression across cohorts for English.**

Non Pupil Premium English Progress



Pupil Premium English Progress



Last academic year there were some **minor differences** between these **2 groups** with pupils on PP attaining slightly less than their counterparts in the main student body. In English, the **figures are nominal and amount to 1% of those exceeding and working within their targets**, in real terms this is a difference of **less than one child** per attainment area.

The largest in school variation (ISV) is those children **working towards their targets in receipt of PP with an increase of 2% of pupils on PP pupil's working towards their targets**. This amounts to **less than one pupil** more in this cohort **working towards their targets**.

Looked After Children (6/89)

83% of LAC children are working within or exceeding their targets, of these **46% are exceeding** their targets consistently.

17% of this cohort are **working towards** their targets in real terms **1.6 pupils** across the four main areas in English.

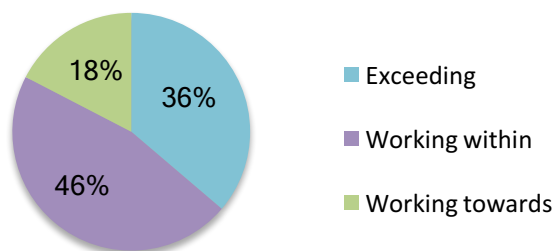
Pupil Performance breakdown in English by pupil numbers.

Subject: English		PP	FSM	LAC
Pupil No's		42	46	6
Exceeding	++	18	22	3
Working within	+	32	39	5
Working towards	0	10	7	1

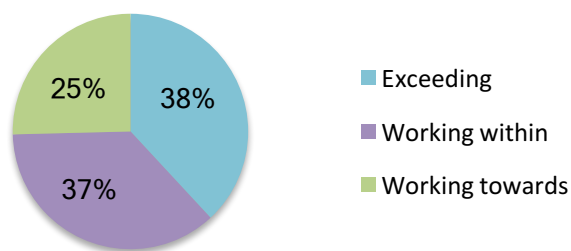
2. Overall progress of pupils in Mathematics on Pupil Premium 2016–2017

Viewing the data for the pupils across the school in Mathematics, **the effect of pupil premium spending can be seen to impact the number of learners working within and exceeding their targets.** During the academic year, we have invested in Numicon resources to target support for PP pupils to transition from the 'working towards' group into the 'working within' and 'exceeding' group.

Non Pupil Premium Maths Progress



Pupil Premium Maths Progress



Last academic year there were some **differences** between those in receipt of PP and those not in receipt of PP. Of the two **groups in Mathematics** pupils in receipt of **PP** exceeded their targets during the course of the year. The significant difference in terms of percentages falls within **those pupils working within and working towards their targets (9% and 7% respectively)** in favour of those pupils not in receipt of PP funding. In actual pupil numbers the 9% is 4 of pupils and the working towards figure (7%) is 3 pupils.

The largest in school variation (ISV) is those children **working towards their targets in receipt of PP with an increase of 2% of PP pupils working towards their targets.** This amounts to **less than a one pupil** increase in this cohort who are 'working towards' their targets.

Looked After Children

83% of LAC children are working within or exceeding their targets, of these 33% are exceeding their targets consistently. The one child working towards their targets is in a non-subject specific setting.

17% of this cohort are working towards their targets in real terms 1.6 pupils across the four main areas in English.

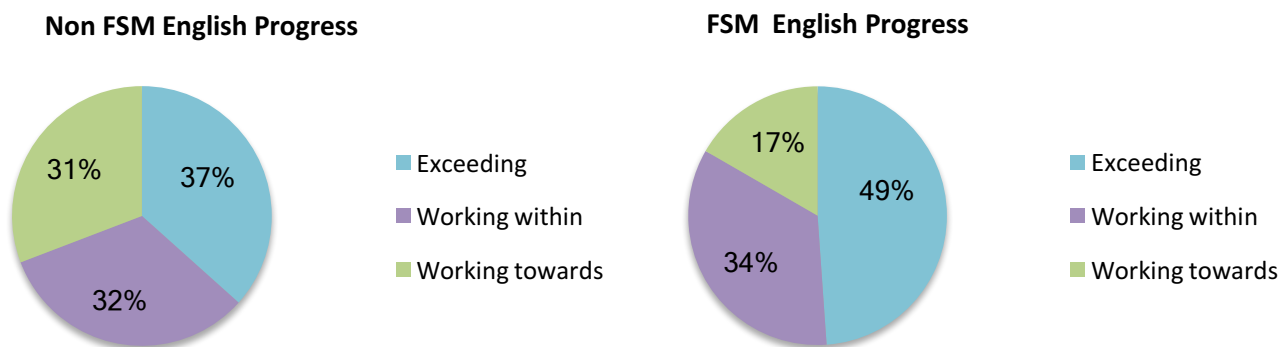
Pupil Performance breakdown in Mathematics by pupil numbers.

Subject : Maths		PP	FSM	LAC
Pupil No's		42	46	3
Exceeding	++	16	19	2
Working within	+	31	37	5
Working towards	0	11	9	1

3. Overall progress in English of pupils on Free School meals 2016—2017

Pupils on **FSM's** is a **marginally larger group** than the **PP cohort** with **four more pupils** in this group.

Last year there were significant percentage benefits between the 2 groups with pupils on FSM's attaining higher than their **non-FSM counterparts**. Gains were evident in all three attainment areas.



English 2016-1017

There were **14% more FSM** funded pupils **'working within' or 'exceeding' their targets** during the 2016 – 2017 academic year, this amounts to **twelve children** across the school.

50% of the school population were in receipt of FSM during 2016/17, once again we are seeing those **non-funded pupils performing somewhat better (+14%)** which further breaks down to **+12% 'exceeding'** their targets, **+2% 'working within'** their targets and **14% less** children **'working towards'** their targets.

The difference is **predominant** in those children **'working towards'** their targets and shows the largest in school variation in any population with, **the 14% fewer pupils on FSM** working towards their targets, equating to **+5 pupils** who are **not** in receipt of **FSM funding**.

English: % progress being achieved across the school Summer 17

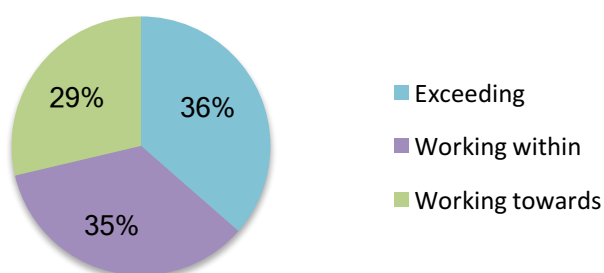
Subject: English		FSM
Exceeding	++	49%
Working within	+	83%
Working towards	0	17%

4. Overall progress in Mathematics of pupils on Free School meals 2016–2017

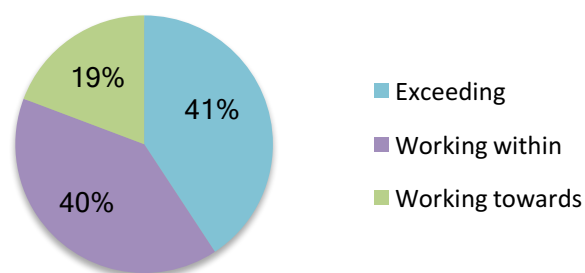
Pupils in receipt of FSM's is a **marginally larger group** than the **PP cohort** with **four more pupils** in this group.

Again, there were performance differences between these 2 groups in Mathematics with pupils on FSM's again attaining higher than their counterparts, whilst not hitting the same heights as they have done in English pupils have still out performed their non-funded counterparts.

Non FSM Maths Progress



FSM Maths Progress



Mathematics 2016-1017

There were **10% more FSM** funded pupils **'working within' or 'exceeding' their targets during the 2016 – 2017 academic year**, this amounts to **nine children** across the school.

50% of the school population were in receipt of FSM during 2016/17, once again we are seeing those **funded pupils performing somewhat better than their non-funded peers (+10%)** which further breaks down to **+5% 'exceeding' their targets, +5% 'working within' their targets and 10% less children 'working towards' their targets.**

The difference **is predominant** in those children **'working towards' their targets** and follows trend by posting the second largest in school variation in any population with, **the 10% fewer pupils on FSM** working towards their targets, equating to **+4 pupils** who are **not** in receipt of **FSM funding**.

Mathematics: % progress being achieved across the school Summer 17

Subject: Maths		FSM
Exceeding	++	41%
Working within	+	81%
Working towards	0	19%

5. Attendance Analysis PP, FSM, Whole School

The graph below shows the percentage attendance of pupils in receipt of PP and FSM funding and the Whole School cohort data.

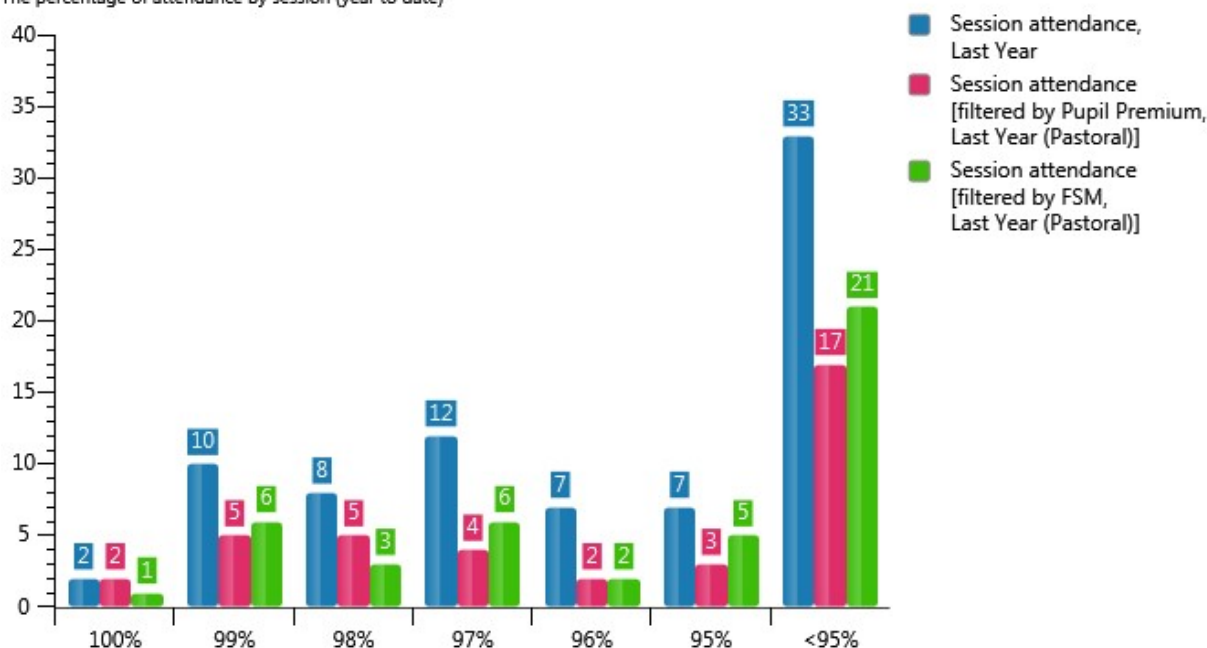
60% of PP pupils are achieving **95% attendance or above** and **53% of FSM** achieved **95% attendance or above** for the **2016-2017** academic year.

These are excellent attendance figures which compare favorably to whole school figures and to those pupils that are **not** in receipt of additional funding.

Attendance data by PP, FSM and whole school 2016 - 2017

Percentage Session Attendance Year To Date [Last Year]

The percentage of attendance by session (year to date)



Attendance is excellent with significantly less persistent pupil absence than the average annual rate for a special school (according to SFR 24th March 2016).

Nationally the percentage of special school students who are persistent absentees was 15.4 per cent (for 2014-2015) whilst at Cavendish this is currently 2.4% whole school and only 1.3% for yr. 7 - 11.

In line with national data a large majority of this absence is due to illness and can largely be attributed to a small number of students with additional medical/mental health needs.

The absence rate for special schools nationally was 9.4% for the, 2014-2015, full academic year (this is the latest benchmarking comparative data available from DfE Statistical First Release 24th March 2016). Cavendish absence rates are currently lower for this academic year.

Total attendance whole school

Sept 2015 - May 2016: 92.4%,

Absence rate of 7.6%, Excl. persistent absence 94.8%, Absence 5.2% PA 2.4%

Total attendance up to year 11

Sept 2015 - May 2016: 93.8%

Absence rate of 6.2%, Excl. persistent absence 95.10%, Absence 4.9% PA 1.3%

N.B. Due to recent SEN reforms, figures for 2014/15 are not directly comparable to earlier years.

6. Overall attainment of pupils on Free School and in receipt of PP funding 2016/17

The Academy is mapping and monitoring students using a variety of systems and techniques (dependent on pupil setting, ability and level of need). We are tackling the question of monitoring and recording in a unique multi-tiered manner that allows us to track, filter and moderate our pupils progress and triangulate accuracy of teacher assessment.

Subject attainment is updated termly through B Squared; this system allows teachers to continually assess pupils as they move through the year and ultimately through key stages and potentially beyond. We have two distinct groups of learners in the school that require more bespoke methods of tracking that measure small steps, some incremental and others global. Our PMLD cohort use Quest for Learning and B Squared, and our Pathways classes use a mixture of AFFLs / ABBLs and B Squared.

Analysis

Historical analysis of English and Mathematics DATA suggests improvements on the previous year's (English 15/16) attainment demonstrates a **3% reduction of pupils working towards their targets** indicating that 3 pupils move into the other assessment bands.

In Mathematics, there has been a swing across the school in terms of year on year attainment, however in real percentage progress **74% of Pupil Premium** and **80% of Free School meals pupils** are **working within their target range** **38%** and **42%** respectively are **exceeding their targets**.

English performance is slightly better with **76% and 85% PP working within their targets** and **44% PP and 48% FSM exceeding their targets** across the school. (rounding up has taken place and accounts for less than 1%)

With those **working within their targets reducing from gains of 8% to 5%, the 3% difference amounts to 2 pupils in that data set**. The biggest difference is the **9% difference** in those **exceeding their targets** which in real terms is **6 children**. The biggest single impact on the figures from subject bases is Number, Shape Space and Measure and Using and Applying for those exceeding expectations. This may in part be due to the introduction of a data led reporting system in the latter part of the school year, which is based on teacher DATA analysis of B Squared result.

7. How Pupil Premium Funding has been spent September 2016 – August 2017

The Pupil Premium Grant (PPG) 2016-2017 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 very core of all we do at Cavendish.

The Pupil Premium Grant per eligible pupil (in yrs. 7-11) for 2016 to 2017 is **£935**.

The Pupil Premium Plus grant is held by the virtual school, for 2016 to 2017 is **£1900** per eligible pupil

The Cavendish High Academy Pupil Premium Grant 2016 -2017	
Total number of pupils on roll	90
Total number of pupils eligible for PPG	42
Amount of PPG per pupil	£935
Amount of PPG received	£39,270
% of school yrs. 7 - 11 accessing PPG	78%
Total number of Pupils eligible for Pupil Premium Plus for Children in Care	3
PP Plus per pupil	£1900
PP Plus LAC (from virtual school)	£5700
Total amount of PPG + PP Plus	£44,035

What we invested in to support our most vulnerable learners 2016-2017?

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

2. Staff training:

Joint INSET undertaken to foster links and share expectations and expertise with feeder primary school and the wider Merseyside SLD Consortium
Targeted reading and writing Intervention, Literacy through ICT attended by the English coordinator cascaded to staff through dialogue days and staff meetings
Mathematics Numicon intervention packs, 1st Class Number 1 Intervention training for Mathematics lead and nominated TA to support and deliver the program
Addressing challenging Behaviour training for staff working with Down Syndrome pupils

Safeguarding in Digital World, targeting and building knowledge and resilience in our vulnerable pupils in a digital age building capacity within the staff team to deal

appropriately with issues arising from misuse of Social Media

Assessment and Pupil Premium Conference to build capacity amongst SLT to continue to develop the outstanding provision our pupils receive.

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

Counsellor – RL support mental health bereavement and emotional well-being

Family Support Worker – SO support mental health bereavement and emotional well-being

Overnight Sleepovers in preparation for extended residential to the continent partial funding to facilitate this visit.

Independent Living sleepovers in the bungalow to promote independence and build resilience as they begin their journeys into adulthood

Advanced and refresher training courses for specialist behaviour management technique Team Teach, promoting positive behaviour management, de-escalation strategies and safe handling techniques.

4. 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)

Specialist Software (GemlIn) purchased, a web-based program clinically proven to increase language, reading and social skills for people with Autism, Down Syndrome and other developmental and cognitive communication difficulties.

Pupil Premium Spend	2016-2017				
	Cost	Supply Cost			
INSET Brookfield "Learn the Child"	£1,800.00	£0.00	FF	£1,800.00	Improved holistic approaches to education, behaviour management, developing staff links, shared expectations and expertise across schools and staffs
Improved Reading and Writing	£165.00	£190.00	FF	£355.00	Building capacity across staff team sharing and developing strategies and techniques for improved outcomes whilst keeping already outstanding practice current. Direct impact on teaching and learning with 76% of the PP cohort working within or exceeding their targets across English subject. This demonstrates a 14% increase on the previous year.
Merseyside SLD Consortium – Whole Staff INSET	£1,500.00		PF	£1,185.00	Improved holistic approaches to education, behaviour management, developing staff links, shared expectations and expertise across schools and staffs
ASDAN training	£0.00	£100.00	PF	£100.00	Update of knowledge understanding and the delivery and accreditation of new ASDAN modules and materials
Theatre Group - Prof Dialogue Day Event	£795.00		FF	£795.00	Extra-Curricular enrichment activity to facilitate Professional Dialogue amongst teachers
Team Teach – Positive Behaviour Management	£125.00	£500.00	PF	£598.75	Positive Behaviour Management – build capacity across staff teams and cascade training to new and existing staff
Addressing Challenging Behaviour in Down Syndrome	£120.00	£190.00	FF	£310.00	Positive Behaviour Management – specific intervention
Mr P ICT - Literacy	£165.00	£190.00	PF	£320.35	Developing techniques to deliver Literacy through ICT. Direct impact on teaching and learning with 76% of the PP cohort working within or exceeding their targets across English subject. This demonstrates a 14% increase on the previous year.
Pupil Premium Conference	£180.00	£0.00	FF	£180.00	Building Capacity amongst the SLT
Team Teach – Positive Behaviour Management Refresher	£135.00	£100.00	FF	£235.00	Positive Behaviour Management, cascade to whole staff
Safeguarding in a Digital World	£149.00	£190.00	FF	£339.00	Building capacity amongst the staff to support and safeguard vulnerable pupils in a digital environment
Assessment Conference	£220.00	£0.00	FF	£220.00	Building Capacity amongst the SLT
1st Class Number 1 Maths Intervention	£495.00	£0.00	PF	£391.05	Maths intervention that develops problem solving addition, subtraction place value and a myriad of other numerical skills Direct impact on teaching and learning with 76% of the PP cohort working within or exceeding their targets across Mathematics. This demonstrates a 40% increase on the previous year.
Transition reviews/Advocacy, Halton Speak Out	£3,666.63	£0.00	PF	£2,896.64	Providing and Independent voice for the child (transition yr9, yr11)
Catholic Children's Society (Caritas)	£4,000.00	£0.00	PF	£3,160.00	Family and young person independent support for trauma, bereavement, emotional health and well-being.
Counselling Service -	£1,610.00	£0.00	FF	£1,610.00	SEMH, Bereavement, loss and Self Esteem
Staffing Speech and Language Therapists	£30,000.00	£0.00	PF	£23,400.00	Direct impact of pupil communication skills, their self-esteem and their capacity to communicate

					empowering pupil voice. Communication aid use continues to improve and develop with S< being based in school full time helping to embed their use .
Numicon – Numeracy resources	£353.98	£0.00	FF	£353.98	<p>Maths intervention that develops problem solving addition, subtraction place value and a myriad of other numerical skills</p> <p>Direct impact on teaching and learning with 76% of the PP cohort working within or exceeding their targets across Mathematics. This demonstrates a 40% increase on the previous year.</p>
GemlIni Software – Specialist clinical communication intervention	£1,200.00	£0.00	FF	£1,200.00	A web-based program clinically proven to increase language, reading and social skills for people with Autism, Down Syndrome and other developmental and cognitive communication difficulties.
<i>*FF Denotes fully funded</i>					
		Total		£39,449.77	
<i>**PF Denotes 79% funded through PP Grant</i>					
		PP Grant		£39,270.00	
		Net Spend		-£179.77	