



Pupil Premium Strategy 2017-2018

The Cavendish High Academy

Executive Summary

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1. Overall progress of pupils in English on Pupil Premium 2017–2018 <ul style="list-style-type: none"> • In English, the pupils exceeding their targets amounted to 47% (19 pupils) with those exceeding or working within their targets rising to 69% (27 pupils). • Those working towards their targets are 30% of the cohort amounting to 12 pupils, of those 12 pupils (50%) are pathways pupils on individual education plans. 	3
2. Overall progress of pupils in Mathematics on Pupil Premium 2017–2018 <ul style="list-style-type: none"> • During the 2017/18 academic year, 75% (29/39) of pupils in this cohort were working within or exceeding their targets, with 48% (19/39) of those exceeding targets set for them. 	4
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4. How Pupil Premium Funding has been spent September 2017– August 2018 <ul style="list-style-type: none"> • Pupils on roll 90 • Total numbers eligible for PP 39 • Amount received £36,465 • % of pupil’s years 7 – 11 accessing PPG 71% 	6

Who are the pupils and what are their barriers to learning 2017/18?

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 **39 PP funded Pupils**. Two young people are taught off site and there were **92 students on roll**, of the school population who were eligible for PP funding **KS3 and KS4 amount to 60%** of the total roll with **55% 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

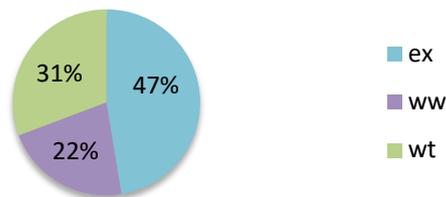
In KS3	10 pupils have	ASD	32%
In KS3	3 pupils have	SLCN	9%
In KS3	18 pupils have	SLD	58%
In KS4	7 pupils have	ASD	29%
In KS4	3 pupils have	SLCN	12%
In KS4	12 pupils have	SLD	50%
In KS4	1 pupil has	SEMH	.5%
In KS4	1 pupil has	PMLD	.5%

The student population **not** in receipt of **PP** is **45% of the school population**, this cohort is **19% smaller** than the PP population. **This 19% difference amounts to 21 pupils**.

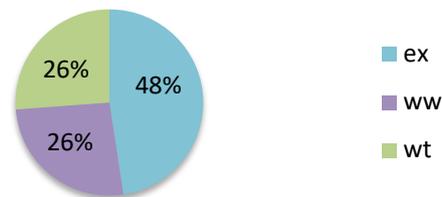
1. Overall progress of pupils in English on Pupil Premium 2017–2018

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 including those in non-subject specific settings.**

WS Pupil Premium English Progress



Subject Specific PP English Progress



- 69% of PP students are making expected progress or above expected progress in English whole school.

In English, the pupils exceeding their targets amounted to 47% (19 pupils) with those exceeding or working within their targets rising to 69% (27 pupils). Those working towards their targets are 30% of the cohort amounting to 12 pupils, of those 12 pupils 50% are pathways pupils on individual education plans.

Looked After Children (7/90)

86% (+3% on 16/17) of LAC children are working within or exceeding their targets, of these 29% are exceeding their targets consistently.

42% of this cohort are **working towards** their targets which in real terms amounts to **3 pupils** across the four main areas in English.

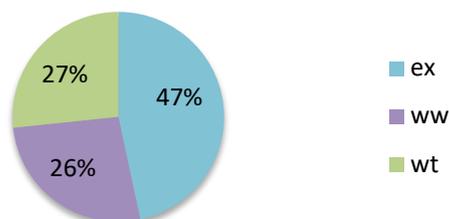
Pupil Performance breakdown in English by pupil numbers.

Subject: English		PP	FSM	LAC
Pupil No's		39	50	7
Exceeding	++	19	26	2
Working within	+	27	35	4
Working towards	0	12	15	3

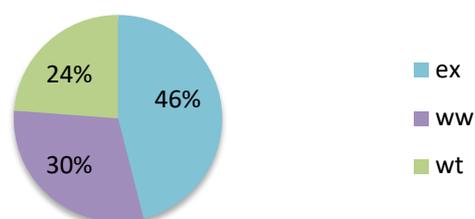
2. Overall progress of pupils in Mathematics on Pupil Premium 2017–2018

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 continued the use of Numicon resources to target support for PP pupils to transition from the 'working towards' group into the 'working within' and 'exceeding' group. Numicon has now become fully embedded into all aspects of the curriculum.

WS Pupil Premium Math's Progress



Subject Specific PP Math's Progress



in Mathematics whole school 47% (19) pupils in receipt of PP exceeded their targets during the course of the year 73% (30) pupils were consistently working within or exceeding their targets.

During the 2017/18 academic year, **75% (29/39)** of pupils in this cohort were **working within or exceeding** their targets, with **48% (19/39)** of those **exceeding** targets set for them.

There were some discrepancies in performance between these 2 groups (PP and Non-PP) with pupils on PP attaining lower than their counterparts, other than in the **exceeding** category (+2%), in Mathematics.

The disparity is biggest in those children working towards their targets in receipt of PP of +4 (-3% on 16/17) against non-PP and those working within their targets (+5%) against non-PP down 4% representing an improvement on the 16/17 data.

Looked After Children

71% (5/7) of LAC children are working within or exceeding their targets, of these 28% (-1% on 16/17) are exceeding their targets consistently.

57% of this cohort are **working towards** their targets which in real terms amounts to **4 pupils** across the four main areas in Math's. Only three of these students was placed in the main body of the school, the remainder consists of one three pathways children and one PMLD pupil all on IEP's.

Pupil Performance breakdown in Mathematics by pupil numbers.

Subject : Maths		PP	FSM	LAC
Pupil No's		39	50	7
Exceeding	++	19	24	2
Working within	+	29	35	3
Working towards	0	10	15	4

3. Overall attainment of pupils in receipt of PP funding 2017/18

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 that the previous year's (English 16/17) attainment demonstrates stability in those pupils who are exceeding their targets 48% for both years respectively. **9% (3 pupils in real terms) increase in pupils working towards their targets** indicating that 3 pupils move into the working towards band from the working within band.

In Mathematics, there has been a swing across the school in terms of year on year attainment, however in real percentage progress **71% of Pupil Premium pupils are working within or exceeding their target range 48%** (+6% on 16/17) are **exceeding their targets**.

Math's performance is slightly better with **76% and 71% PP working within or exceeding their targets and 48% in both subjects exceeding their targets** across the school. (rounding up has taken place and accounts for less than .5%)

The significant difference in terms of percentages falls within **those working towards their targets (27% whole school)** these amount to 10 pupils when this figure is adjusted to account for pathways pupils the number falls to 9, of these nine pupils one joined the school partway through the academic year, two have significant SLCN, one was approaching crisis with some SEMH issues beginning to surface, one was within safeguarding and another moved phases due to behavioural and CP concerns and finally another has very poor attendance figures.

In actual **pupil numbers** this amounts to **two pupils or 5%** of pupils working towards their targets whole school.

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

The Pupil Premium Grant (PPG) 2017-2018 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 2017 to 2018 is **£935**.

The Pupil Premium Plus grant is held by the virtual school, for 2017 to 2018 is **£1900** per eligible pupil

The Cavendish High Academy Pupil Premium Grant 2016 -2017	
Total number of pupils on roll	92
Total number of pupils eligible for PPG	39
Amount of PPG per pupil	£935
Amount of PPG received	£36,463
% of school yrs. 7 - 11 accessing PPG	70% (-8% on 16/17)
Total number of Pupils eligible for Pupil Premium Plus for Children in Care	7
PP Plus per pupil	£1900
PP Plus LAC (from virtual school)	£13,300
Total amount of PPG + PP Plus	£49,765

What we invested in to support our most vulnerable learners 2017-2018?

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:

- Addressing challenging Behaviour training for staff working with Down Syndrome pupils

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 adulthood (KS4,5)

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)

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

IPAD for SaLT

Purchase of a school pack of Kindles to support and enhance the whole school English curriculum

Onsite behavior management consultant to monitor, record, advise and implement a behavior management strategy.