



Pupil Premium Annual Statement 2015 – 2016

Spending Report and Impact Evaluation

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Background to the Pupil Premium

The DFE requires Schools publish details of their Pupil Premium allocation and plans to spend in the current year. For the previous year a statement confirming allocation and how the money was spent and the impact this had on educational attainment is below:

Pupil Premium is for those students eligible for Free School Meals (FSM), are registered as 'Looked After' continually for more than six months or who have parents in the Military Service. The Government believes that the Pupil Premium is the best way to address underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding reaches the pupils who need it most.

Most recently the Government has realised funding not only for students who are currently FSM but also for those that have been eligible for FSM in the last six years, 'Ever6'.

The Children's Commission on Poverty has completed a comprehensive investigation to expose, for the first time, the true cost of school life for children living in poverty. 'Leave Poverty at the School Gate' is research that has identified some of the issues our poorest children face throughout their school experience. Some of the findings:

- 55% of the poorest families have had to borrow money to cover school costs
- 1 in 3 children living in the poorest families have chosen not to do a course due to cost
- 1 in 4 children in the poorest families have felt badly prepared for an exam because they couldn't afford revision materials
- 2 in 3 children from the poorest families have missed a school trip because of the expense
- 400,000 children whose families can't afford uniform costs have been sent home from school for wearing 'incorrect' uniform

This list is not extensive but does highlight the needs of some of our children.

Schools have been given autonomy over how the money is spent to support all 'Pupil Premium' students and are therefore expected to publish and be accountable for the way in which the funding is utilised.

The guidelines for how to spend this additional funding are to use local and national research-driven initiatives

- to **change the culture** of a school where there are gaps in the successes of less-advantaged students,
- to **improve the experience** of learning of all students in a way that specifically benefits less-advantaged students and
- to **put in place additional support** that targets specific students who are less likely to succeed if unsupported.

(Further information on 'Leave Poverty at the School Gate' can be found on the following link: https://www.childrensociety.org.uk/sites/default/files/publications/childrens-commission-poverty-schools-resource-the-childrens-society_CCP_A5_12pp_Booklet_V4_Blue.pdf)

School Context

The Cavendish School is an 4 – 16 community school with 804 students (as of September 2015). It has roughly 22.8% of students receiving the Pupil Premium (nationally, this is 28.2%).

Our profile for funding our students in ‘most need’ for 2015-16 was:

FSM		Pupil Premium	
Students	Percentage	Students	Percentage
71	8.8%	184	22.8%

In the academic year 2015-2016 the Pupil Premium budget allocation was £164300.

Teaching and learning is at the heart of ensuring that our Pupil Premium progress. We continue to develop methods of measuring impact in line with ‘Sutton Trust’ toolkit for measuring impact of interventions against cost to maximise progress.

Our Philosophy

Our priority for Pupil Premium students in 2015 – 2016, as stated in our School Improvement Plan, is to close the gap between the achievement (in both progress and attainment) of students from disadvantaged backgrounds with those from more advantaged backgrounds. Informed by national research, the key factor in achieving this is a **relentless** drive to **improve the quality of learning** in classrooms and a deep layer of pastoral support for all students. To improve the “universal offer” – the experience of all our students – is paramount. Where this is not sufficient to close achievement gaps, we have developed additional intervention and care that allows all students, but particularly those of disadvantaged backgrounds, to flourish.

Pupil Premium Income

The total income from the Pupil Premium that Cavendish receives each year is given below.

Allocation 2013 – 2014 £216, 500

Allocation 2014 – 2015 £186, 600

Allocation 2015 – 2016 £164, 300

General Spending Overview

The school has used this money to support students and develop systems that support student learning, directed at students who are eligible for free school meals (FSM) and other vulnerable groups. The school has continued with projects and initiatives which support the progress, learning, involvement and engagement of disadvantaged students. These are listed on the next page.

Within this framework the school has categorized Pupil Premium spending within three main

strands and to employ additional staff to support Pupil Premium students within school. These strands were allocated the following amounts with a contingency of £3,000 built in.

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We aim to use clear 'expected outcomes' with timeframes to measure success and impact.

Evidence is twofold:

- Data on progress and attainment
- Student Voice through our 'Impact Measure Tool'

Raising Expectations

In addition to 'teaching and learning' based interventions we also allocate funding to activities which raise expectations for our young people.

Any professional within school can request funding from Pupil Premium to support such activities. Criteria for Funding Requests

At Cavendish School we believe that all students should be given opportunities to be successful and with this in mind feel that with any intervention we engage with should also support those students that we consider in 'most need' within our community. Therefore when identifying students we look to the wider community and also use the Index Deprivation Affecting Children Index (IDACI) to target students that may live in postal areas that are at a higher risk of low income or deprivation compared to their peers. We have identified those below an indicator of 1,000, roughly in line with figures of our 'Ever6'.

Any funding request must ensure that they clearly identify which year group is being targeted and which strand of 'barriers to learning' the intervention or activity supports. All funding must ensure that Pupil Premium students will benefit, however to ensure that we are working within a process to get maximum impact and value for money, other students may benefit from Pupil Premium spending.

There is an expectation that once the intervention or activity has been completed a review of success follows.

The focus at Cavendish has been on providing 'additional' opportunities. In some cases development of the school's resources would not have been possible without the 'Pupil Premium' and as such will benefit all students, however as a group, Pupil Premium students remain a clear focus for any targeted intervention and support, whether that is to support progress and learning or to raise expectations.

	Strand 1	Strand 2	Strand 3
Staffing to support Pupil Premium	Raising student outcomes	Improving readiness to learn	Improving access to educational

Students			experiences
£113,000	£28,000	£18,700	£2,000

Staffing

The Pupil Premium is used to enhance staffing across the school to support Pupil Premium students in a number of ways. This is set out below:

Staff Group	Pupil Premium Focus	Pupil Premium Spend
The Pupil Premium Coordinator (AHT Inclusion)	To coordinate the Pupil Premium agenda at Cavendish, control budgets and monitor progress of PP students	£15,459
The Teaching Assistant Team	To provide support for Pupil Premium students on the SEND register	£18,320
Numeracy Intervention Tutors	To support Pupil Premium students who are making less progress than their peers in Maths.	£8,000
The Guidance Team	To support good behavior across the school but with a focus on supporting Pupil Premium students who are finding accessing learning challenging	£25,093
The Student Welfare Team	To support and improve good attendance across the school. They take a Pupil Premium first approach to monitoring standards and interventions	£10,700
The Hub Manager	To support good behavior across the school and support the most challenging students including a Pupil Premium focused approach.	£18,400
Learning Mentors	Providing one to one support for students struggling to access learning for a variety of reasons.	£7,966.00
Data Manager	Supporting analysis of data and tracking data to ensure that Pupil Premium students are making the appropriate progress	£8,603

Raising student outcomes

Intervention	Pupil Premium Focus	Total Cost
NCFE Food and Cookery	Support for Pupil Premium Students undertaking the NCFE food and cookery course. The main focus being the purchase of ingredients.	£1,500.00
GCSE PE 6 week sailing course	Funding to enable Pupil Premium students taking GCSE PE to access alternative sports to support their progress	£250.00
Food Tech resources KS4	Purchase of ingredients for Pupil Premium students to support access to the DT	£740.00
Primary School bid - Support/trips/resources	To support Pupil Premium students in the Primary Phase	£2,984.14
Year 11 withdrawal work in MFL	Additional intervention support for Pupil Premium students taking modern languages	£1450.00
TEAL	Outside agency support for EAL students in receipt of the Pupil Premium	£13,000.00
Science AQA Revision Guides	Support for Pupil Premium student in science	£62.91

Improving Readiness to Learn

Intervention	Pupil Premium Focus	Total Cost
School Counsellor	Support for students who struggle to access school with focus on Pupil Premium students	£8,500.00
Resources and external courses	To support Pupil Premium students access external courses	£330.00
ESBAS	Behaviour and attendance support for Pupil Premium students	£9,815.00

Improving student access to educational experiences

Intervention	Pupil Premium Focus	Total Cost
Coach hire for University Trip	Enabling all Pupil Premium students to visit a place of higher education thus raising aspirations	£350.00
Entry to School Chess competition	Enabling gifted and talented Pupil Premium students to access a national chess competition	£46.00
Ashdown Forest/Pevensy Castle trips	Supporting Pupil Premium students to access educational trips through subsidised travel and entry.	£576.00
Activities Week	Enabling all Pupil Premium students to access activities in	£1,000.00

Monitoring of the Impact of the Pupil Premium Spend

Faculty monitoring (in subjects) and pastoral monitoring (in year groups) of every student, every year group, every subject at 6-weekly points is robust in tracking the progress of all groups of pupils and identifying areas where all students, but specifically Pupil Premium students, are making

insufficient progress when compared to challenging targets.

The impact of the Pupil Premium Budget Spending

The full impact in educational attainment arising from expenditure has been demonstrated in

- Improved quality of teaching
- improving outcomes for Pupil Premium students across the school
- greatly improved attendance
- improved behavior

Strand 1- Raising Student Outcomes

In the academic year 2015-16 we have had considerable success in not only narrowing gaps in student achievement but in a number of cases closing them. This is related to in school gaps and when placing the performance of our Pupil Premium students in a national context. Pupil Progress

Due to the strong leadership of teaching and learning, the drive to close gaps and effective use of Pupil Premium funding, our outcomes for Year 11 in 2016 show a marked improvement across a range of measures. It also shows that in English in particular that not only do Pupil Premium students out perform other Pupil Premium students nationally but they also out perform non- Pupil Premium students.

Although the gap between Pupil Premium and non- Pupil Premium Students is not closing as much as desired, as rates of progress for PP students are improving:

<i>Year</i>	<i>Basics</i>	<i>National Gap</i>
<i>2014</i>	<i>30% (35%/ 65%)</i>	<i>26%</i>
<i>2015</i>	<i>25% (37%/62%)</i>	<i>25%</i>
<i>2016</i>	<i>31% (44%/ 75%)</i>	<i>tbc</i>

English 3LoP progress shows that gap between Pupil Premium and non-Pupil Premium students is closing and progress for this group is improving. Based on 2015 progress figures not only do PP students out perform national PP rates of progress in English but the also exceed national rates of progress for non-PP students.

<i>Year</i>	<i>3 LOP PP</i>	<i>National 3LoP for PP</i>	<i>Gap from National PP</i>	<i>Gap from National Non-PP</i>
<i>2014</i>	<i>56%</i>	<i>58%</i>	<i>-2%</i>	<i>-19%</i>
<i>2015</i>	<i>60%</i>	<i>58%</i>	<i>+2%</i>	<i>-14%</i>
<i>2016</i>	<i>82%</i>	<i>58%</i>	<i>+24%</i>	<i>+8%</i>

In addition from all starting points Pupil Premium pupils exceed the rates of progress for their peers nationally.

Starting	National 2015 All	Cavendish Y11 PP 2015	Cavendish Y11 PP 2016

Point	Pupils	Outcomes	Outcomes
Low	52%	56%	71%
Middle	70%	59%	81%
High	77%	50%	100%

- *Maths 3LoP for Pupil Premium also shows an improving trend in performance*

Year	3 LoP PP	National 3LoP for pp	Gap from National PP	Gap from National Non-PP
2014	34%	48%	-15%	-35%
2015	44%	49%	-5%	-28%
2016	52%	49%	+3%	-20%*

**Against 2015 rates of progress*

This shows the gap between PP and non-PP students has grown in school, rates of progress for PP students in Maths continues to improve.

Data shows an improving trend for Pupil Premium pupils from their starting points. It also shows that for low and middle ability pupil premium pupils' progress is broadly in line with national rates of progress for all pupils with same starting point.

Starting Point	National 2015 All Pupils	Cavendish Y11 PP 2015 Outcomes	Cavendish Y11 PP 2016 Outcomes
Low	44%	27%	43%
Middle	68%	53%	67%
High	79%	58%	67%

In school data for English and Maths shows Pupil Premium are performing better than the national average and the gap between Pupil Premium students and non-Pupil premium students is smaller than the national rate. This is as a result of targeted interventions and monitoring.

These successes are replicated through all year groups and show an improving trend:

English

Year	3 LoP PP	National 2015	Gap from National PP	Gap from National Non-PP
10*	45%	58%	-13%	-29%
9	55%	58%	-3%	-19%
8	71%	58%	+13%	-1%
7	52%	58%	-6%	-20%

Maths

Year	3 LoP PP	National 2015	Gap from National PP	Gap from National Non-PP
10*		49%		
9	62%	49%	+13%	-19%
8	52%	49%	+3%	-20%
7	48%	49%	-1%	-24%

***New GCSE Grades**

In school data shows that progress rates for Pupil Premium students is in broadly in line with national rates or better in a significant number of subjects across all year groups.

In addition to these improvements Pupil Premium Funding was used to support access to and achievement in specific foundations subjects.

Pupil Premium students taking Food Technology were supported with the costs of ingredients for set recipes which they may not otherwise have been able to access. This enabled more Pupil Premium students to access the curriculum:

- In 2016 100% of Pupil Premium students made 3 Levels of Progress in Food Technology and 50% of these made 4 Levels of Progress. Both of these rates are significantly above the national rates of Progress for Food Technology.

Strand 2- Improving Readiness to Learn

A number of areas are covered within this strand which are covered in staffing costs and also specific funding.

Attendance

Good attendance is vital for students to develop good working habits and to ensure that students have the best opportunities to make progress. Cavendish has had considerable success in improving attendance for Pupil Premium students and reducing rates of persistent absenteeism. We have also successfully improved punctuality. All of these things show that Pupil Premium pupils are increasingly ready to learn.

Absences- Pupil Premium

Year End	2013-14	2014-15	2015-16
School	8.8%	8.3%	7.8%
National	7.3%	7.5%	tbc

Persistence Absence - (85%) Pupil Premium

Year End	2013-14	2014-15	2015-16
School	16.2%	11.2%	10.5%
National	-	10.9%	tbc

Punctuality

	2014-15	2015-16
PP	4.9%	3.2%
Non-PP	2.7%	1.3%

Improving Behaviour

As with attendance good behaviour is crucial to supporting good outcomes. The money spent supporting Pupil Premium students shows a positive impact on good behaviour. This spending came through the work of the Guidance and Welfare team, the use of external agencies such as the East Sussex, Behaviour and Attendance Service and a school counselor.

- In 2015-16 no students were permanently excluded from Cavendish.
- The number of days of fixed term exclusions for Pupil Premium students was reduced from 76 days in 2014-15 to 11.5 in 2015-16
- Internal exclusions days for Pupil Premium students were reduced from 40 days in 2014 to 28 days in 2015-16

Strand 3- Improving access to educational experiences

The focus of this strand is to ensure equality of opportunity to Pupil Premium students in key aspects of school life, thus ensuring they are able to be part of the wider community.

- Through pupil premium funding all Pupil Premium pupils have had the opportunity to attend days at higher education establishments including Cambridge University. This has the impact of raising aspirations for Pupil Premium pupils.
- One impact of this is that in the most recently available data 69% of Pupil Premium pupils go on to Further education compared with 40% nationally.
- Pupil Premium funding was also used to support all Pupil Premium students to access paid activities during the school's activity week. This strengthened their engagement and sense of belonging in the school community.

Where Do We Get Guidance on Effective Use of the Pupil Premium and improving outcomes from?

Although many of the strategies outlined in this report refer to additional support and resources to support Pupil Premium students. At the heart of improving Pupil Premium progress is high quality teaching and learning. Our CPD Programme and School Improvement plan place high quality teaching and learning at their center.

The Education Endowment Fund (an independent, government-funded charity to research which initiatives *are* effective) have produced an online "toolkit" for improving learning for all students but which also support Pupil Premium students. This is a PDF that can be downloaded from <http://educationendowmentfoundation.org.uk/toolkit/>.

This document lists all the different initiatives that support the *best* practice to help students make the most progress.

The top five initiatives that are recommended when listed in order of **effectiveness** are:

1. Written feedback from teachers and marking of student work
2. Meta-cognition (so-called 'learning to learn' programmes)
3. Peer tutoring
4. Early years intervention

5. 1-1 tuition

We have driven a programme, led by the Deputy Headteacher, to improve the quality of written feedback in books, drawing on research that demonstrates progress when students respond to higher quality feedback. This is part of the strategy to improve the quality of teaching.

Early years intervention applies specifically to pupils of ages 5 – 10 in the research. The philosophy of early years intervention is that if you can correct smaller problems at an earlier age, then students will not develop greater misconceptions and will not disengage as readily when in exam years. We have therefore put all our 1-1 funding to support students in year 7 who are have not secured a level 4 in English or mathematics or who are not making good progress during the year to making 2 levels of progress at KS2. This is also supported by Year 7 catch up funding.

Improving Other Outcomes

Freedom of Information Request

In order to demonstrate the impact initiatives to support student achievement, full anonymised pupil data is available upon request. Please contact us at office@cavendish.e-sussex.sch.uk.