



Pupil Premium 2013-2014

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 Rationale and Protocols

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. 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 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.

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.

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'.

Our aim is to narrow the gap of underachievement with a particular focus on Cavendish School's three clearly identified groups.

Our profile for funding our students in 'most need' for 2013-14 was:

Cavendish school had 926 students on roll in 2013-2014, of which:

FSM		Ever 6		IDACI	
Students	Percentage	Students	Percentage	Students	Percentage
83	9%	210	23%	260	28%

2013-2014 the budget was £216,500.

This year we have further developed our process for analysing the impact of our Pupil Premium Spend and have developed a tool, in line with 'Sutton Trust' toolkit, for measuring impact of

interventions against cost to maximise achievement. We have ensured that any bid for Pupil Premium spending has clear ‘short term and long term outcomes’ with timeframes to measure success and impact. Our short term outcomes are those that are qualitative, ensuring we capture the experiences of our young people, which is measured through our ‘Impact Measure Tool’. Long term ‘expected outcomes’ are linked to quantitative data (progress and achievement), with both sets of data key to making decisions on further actions required to secure future funding.

Raising Aspirations

In addition to ‘teaching and learning’ based interventions we also allocate funding to activities which raise aspirations for our young people. Any professional within school can request funding from Pupil Premium to support such activities.

Criteria for Funding Requests

Any funding request must ensure that of the students targeted, between 10% and 25% of pupils should fall within the school’s identified groups of students aforementioned.

The requests must clearly identify which year group is being targeted and which strand of ‘barriers to learning’ the intervention or activity supports.

There is an expectation that once the intervention or activity has been completed a review of success follows with data to evidence student progress.

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’ funding 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 aspirations.

Enclosed in this document is the outline of how the Pupil Premium has been spent within the school, reporting the benefits to our students and recommendations for future spending. Further in depth analysis can be made available on request.

Areas of Expenditure	Amount
Staffing:	
<p>Additional Teaching in Core Areas: High ‘Quality First’ Teaching and Wave 1 intervention in the classroom is key to raising standards for all students. Due to Pupil Premium Funding Cavendish has been able to continue its drive to support the progress of students in English and Maths by reacting to the needs of students at different key points over the year, building on the success of the previous year through maintaining the level of staffing in these areas. We have continued with our strive to identify Pupil Premium students as a priority group for all teaching and intervention to support raising the achievement of all of our students. English and Maths intervention by specialist teachers contributed to our maintaining our 62% 5A*C EM (compared to 2012-2013 results) in a climate of</p>	14,600

<p>significant change in education over the last 12 months.</p> <p>English: Extra staffing in English has supported achievement of all students where in 2013, by the end of Year 10, 55% had achieved a 'C' grade or above compared to 71% in 2014, by the end of Year 11, within the same year group. 54% of Pupil Premium students achieved A*C in English compared to 48% in 2012/13. This closes the gap for Pupil Premium and students by 9% compared to last year.</p> <p>Maths: Additional teaching capacity in Maths has allowed for quality teaching in the classroom and has also allowed small group intervention. This supported maintaining our achievement in maths over 2 years at 69% A*C, Pupil Premium achievement in maths has also been maintained/</p>	
<p>Additional Staffing in Core Areas:</p> <p>TA support has been key to developing a programme of intervention. The additional specialist TA support has not only contributed to us maintaining our whole school figures (as above) but also contributed to us exceeding our FFTD target for students achieving 5A*CEM for our SEND priority group. Of the SEND students achieving this target, 60% were also Pupil Premium/IDACI students. We have also implemented our 'Access Club', the after school club for targeted Pupil Premium students where English and Maths intervention is focused to support individual needs and where students are supported to access ICT resources to support independent learning and homework. This has made a significant difference to transition from primary to secondary, learning behaviours and achievements, where 100% of the Yr 7 students identified met their targets at the end of Year 7.</p>	28734.25
<p>CPD and Consultancy:</p> <p>The school recognises that to ensure that the appropriate students are targeted for intervention it is vital that staff have the appropriate tools to identify and respond to student needs. To maintain the ongoing support we invested in, in 2012-2013 we have allocated a proportion of the Pupil Premium funding for such development to continue for both the school development and the staff within.</p>	6,500
<p>Additional Administration/Financial Management Staffing:</p> <p>To ensure that the appropriate school protocols around Pupil Premium are met, we have continued to invest in additional administration support to meet this.</p>	21,895.25
<p>Additional Staffing -Inclusion Team:</p> <p>We continue to recognise that some students need additional support outside of the support given to Core areas. Therefore the Teaching Assistant staffing structure was refocused by employing a FSM Champion to identify underachieving students, coordinate appropriate intervention and track progress. Therefore in a climate where schools are forced to reconsider the staffing structures for support with their drive for efficiencies, at Cavendish we have not only maintained, but also strengthened the Inclusion Team.</p> <p>This has resulted in:</p> <p>A significant reduction of the number of days of exclusions of 76% compared to 4 years ago. In 2013-2014 there was a decrease of 32% on the average number of exclusions (days) than in the previous two years (2011-2013).</p>	53531.50

<p>There has also been a significant reduction in the number of students excluded of 60% compared to 4 years ago. In 2013-2014 there was a decrease of 23% on the average number of students excluded than in the previous two years (2011-2013).</p> <p>Improved Attendance (please see the Strand 2 - Attendance section of the report)</p> <p>We completed an audit of 'Behaviour and Safety' in line with Ofsted measures for categorising and behaviour has generally improved.</p>	
<p>Strand 1 – Resources</p> <p>We have identified a number of resources needed to support the progress, achievement and enjoyment of our Pupil Premium students. We believe that we need to ensure a range of opportunities not only for groups of students but also for individuals. Allocations for this have included:</p> <ul style="list-style-type: none"> • Toshiba laptops and accessories/Numeracy workout subscription for 1 year/TA for Numeracy intervention during registration and breakfast club (30 weeks) Evidence of Impact: All Year 7 students met their target with maths, most students made at least 2 levels of progress. • Visit to the Natural History Museum Evidence of Impact: BTEC Science group had 12 Pupil Premium students. 8 of those went on the trip, averaged (-9.5) from their Year 11 target at the end of the Summer term in Year 10. 4 did not go on trip, averaged (-20) from their Year 11 target at the end of the Summer term in Year 10. • Support for costs to travel to New York Evidence of Impact: 4 students on trip were Pupil Premium. There is evidence of improved engagement in school with identified students improving on attendance. • Exams Made Easy Workshop Evidence of Impact: Out of 7 students identified, 4/7 targeted 5A*C EM achieving this with 2 of these students overachieving. 5/7 targeted for 5 A*-C achieved their target. • PETXi – To target C/D borderline students in English or Maths to ensure they met the C grade Evidence of impact: 50% of students attending achieved a C grade in either English or Maths. 	41713.46
<p>Strand 2 – Attendance</p> <p>We continue to support a hardship fund from Pupil Premium funding which is allocated to identified students where uniform and travel has a negative impact on attendance to school. Evidence is individual case studies which have contributed to closing the gap on the attendance of our Pupil Premium students where whole school attendance has remained steady for the last 2 years.</p> <p>We continue to provide breakfast club in the morning for all students to ensure that they are prepared for learning.</p> <p>We also invest in the Local Authority English as an Additional Language Service (EALS) and the East Sussex Behaviour and Attendance Services (ESBAS)</p>	24,958

The success of these strategies can be measured through improved attendance of our Pupil Premium students, overall reduction on exclusions and individual progress made by students (evidenced through case studies).

4 Year Attendance Figures

	2010-2011	2011-2012	2012-2013	2013-2014
Whole School	92%	93.5%	94%	94%
Pupil Premium		83% (FSM only)	90%	90.5%
Difference		10.5%	4%	3.5%

The gap between whole school and Pupil Premium students has closed by 0.5% which has made a significant difference to the learning experience of a number of our Pupil Premium students.

Persistent Absentees (number of children)

	2010-2011	2011-2012	2012-2013	2013-2014
Whole School	99	54	57	48
Pupil Premium	34 (FSM only)	17 (FSM only)	25	21

The overall number of students who are persistent absentees has reduced over the last two years, the reduction in the number of Pupil Premium students who are persistent absentees has reduced over the 4 Years from 34 to 21. This is at a time where the focus has changed from Free School Meals (FSM) to Pupil Premium, which will have increased the number of students identified as persistent absentees within this group, so the reduction in numbers is more significant.

Strand 3 – Aspirational

The school recognises that a number of students struggle to engage at certain 'spike points' over the academic year and recognised a pattern for an increase in exclusions, in particular our Pupil Premium students.

Therefore we identified a need for a bespoke programme of support where Social Emotional Aspects of Learning (SEAL) were key to engaging our young people in the wider context of school life.

We developed a programme where students were encouraged to work with one another not only developing their social skills, but also where subject areas designed sessions to engage students in aspects of their curriculum.

This had a positive impact on our KS3 students where reduced behaviour points and increased attendance were evident.

937.65

Strand 4 – Independent Learning

Independent learning is only achievable if we develop the skills of our students to be independent and provide them with the tools to be able to achieve this.

Therefore a large proportion of this total budget was assigned to improving much needed wifi access. The allocation of this budget was 25% of the overall

14265.16

<p>cost. Evidence of impact can be seen in the achievement, attendance and exclusion data highlighted within this report.</p> <p>We also assigned elements of this budget to the SEAL work, our alternative curriculum and subject specific support.</p> <p>Further Evidence of Impact:</p> <ul style="list-style-type: none"> • Keynote dance trip- Year 10 Pupil Premium students achieved a greater score from target compared to the whole class average. • Business and Enterprise/Horticulture – On average students have improved across all areas including teamwork, problem solving, communication, confidence and organisation. 	
<p>Strand 5 – Educational Experience</p> <p>Often our Pupil Premium students do not have the same opportunities to access activities outside of the school context. Therefore a proportion of the budget has been allocated to ‘additionality’, activities children would otherwise not access without the support from Pupil Premium funding, such as Activities Week, trip to Year 8 camp, Sports Day BBQ. Evidence of impact for the Year 7 Geography Trip to Ashdown Forest was that students on average enjoy Geography more since the trip, have improved their knowledge about rocks in the local area and are more confident in map reading and drawing a field sketch. Other activities are evidenced by achievement, attendance and exclusion data.</p>	9364.73
Total Expenditure:	216,500

NB: data for the existing Year 11 is awaiting validation and will be published in November when the national data is made available.

2014-2015 Pupil Premium Allocation is 212,000

Pupil Premium is a high priority for Cavendish School. A sample of how we are developing Pupil Premium intervention and support within our support with our School Development Plan (**SDP**) is highlighted below:

- i) Improve monitoring and planned intervention for all year groups so that rates of progress in key priority groups, including Pupil Premium, and subjects are in line with expectations. This will be based on a minimum of 3 levels of progress and agreed targets for attainment where appropriate:
 - Continue to close the gap between Pupil Premium students and non-Pupil Premium students by 5%
- ii) Devise and implement new ICT strategy for an all through school:
 - by creating a critical path in Year 1
 - Enhance resources for independent learning through ICT hardware and e-learning resources

- iii) Review departmental approaches to Year 11 Intervention to ensure a whole school approach to Wave 1 intervention.
- iv) Ensure 70% of Pupil Premium, SEND and Learning Support students achieve 3x levels of progress in English / and 3x levels of progress in Maths. As a result 50% of this group will achieve the 3x levels English and Maths match.
- v) To oversee the introduction of the 2 x new learning mentors so that an identified caseload (2 x 7) of students from Pupil Premium, SEND and Learning Support access an appropriate curriculum where impact is measured for each child and improvements in attendance, behaviour and attainment.
- vi) Continue to improve attendance and progress with emphasis on girls, PP, FSM and SEND pupils so that the school achieves a 96% overall attendance for 2015-6 academic year

In addition to this we will be developing a programme of support across the whole school to continue with the enhancement of the following strands:

Barriers to Learning				
Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Resources for raising achievement	Attendance	Aspiration	Independent learning	Educational Experience