



## **Pupil Premium 2014-2015**

**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.

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.

(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\\_I2pp\\_Booklet\\_V4\\_Blue.pdf](https://www.childrensociety.org.uk/sites/default/files/publications/childrens-commission-poverty-schools-resource-the-childrens-society_CCP_A5_I2pp_Booklet_V4_Blue.pdf))

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
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Ready to Learn	Attendance	Expectation	Independent learning	Educational Experience
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Therefore at Cavendish we aim to remove barriers to progress by addressing some of these issues in our 5 strands:

Our profile for funding our students in 'most need' for 2014-15 was:

FSM		Ever 6		IDACI	
Students	Percentage	Students	Percentage	Students	Percentage
69	8%	184	21.2%	242	27.9%

### **2014-2015 the budget was £186,600.**

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.

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. Below is a general outline of how the Pupil Premium has been spent within the school.

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
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### **Impact of Pupil Premium Spend**

The table below identifies areas of Pupil Premium spend with in each 'Strand'. The examples are not the exhaustive list of strategies, they do however

Intervention	Focus (rationale Objectives)	Impact	Cost
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demonstrate examples of impact where Pupil Premium spend has supported student progress.

<b>Staffing:</b>			<b>£87089.05</b>
<p>To maintain appropriate support and infrastructure to ensure our young people are in school, are safe and are making progress a proportion of Pupil Premium Funding is allocated to staffing. More specifically to those that work to ensure the inclusion of our Pupil Premium students in areas such as guidance and welfare and learning support. Time was created within the 'Inclusion Team' to develop protocols and strategies for support of vulnerable students to ensure the premium reaches the children in most need.</p>	<p>To continue to close the gap between disadvantaged and non-disadvantaged students by 5%.</p>	<p>The gap in 2012-14 for 5A*CEM between Pupil Premium and Non Pupil Premium students was -28. In 2014-15 the figure was -24%. The gap closed by 4%.</p> <p>The school recognises that there are no 'quick fix' solutions to closing the gap between Pupil Premium students and their peers and we continue to strive towards this aim.</p>	
<b>STRAND 1: Ready to Learn</b>			<b>Total: £58,441.11</b>
<p>By being 'Ready to Learn' we are ensuring that students are equipped with the skills and resources to access the curriculum, develop positive attitudes to learning and in turn make progress. We have invested in a number of strategies to support this including:</p> <ul style="list-style-type: none"> <li>• An in school counsellor</li> <li>• Development of new courses for targeted students</li> <li>• Implement Dyslexia Strategy: Dyslexia Training for all staff</li> <li>• Targeted support for individual students</li> <li>• Social, Emotional, Aspects of Learning (SEAL) Programme</li> <li>• Skills Workshops</li> <li>• Support Services</li> </ul>			
School Counsellor	Short Term – To increase self-	Students said that they felt that they gained a space	

	<p>esteem and reduce anger issues.  Long Term - Improving attendance/behaviour and attitude to learning</p>	<p>where they could talk about problems and feelings to someone. There was shown to be an increase in students' own control of emotions and their wellbeing. Students found it easier to express themselves in the way that they intended to and had a greater feeling that relationships with peers and adults were positive. Students gained clearer thoughts that made more sense. Feelings of anger and frustration were lessened.</p> <p>67% of students who fully accessed the School Counsellor over the year had improved in attendance by 26% in total for the second half of the year. 80% of students demonstrated a 20% reduction in behaviour points when comparing the first half of the year to the second half.</p>	
<p>Alternative Qualifications: Jamie Oliver BTEC</p>	<p>ST – To engage students in the wider curriculum through alternative provision.  LT – To support year 11 students to achieve 5A*-C</p>	<p>All identified students achieved a Level 2 Qualification. For 45% of students, this was the only Level 2 pass that they achieved. 18% of students achieved this qualification plus one other.  Achieving a home cooking qualification meant that some students, who were at risk of being NEET, selected appropriate college courses.</p>	
<p>Educational Psychology Service</p>	<p>ST – To develop effective support for vulnerable students, in order for them to access the curriculum.  LT – To make expected levels of progress</p>	<p>Pupil Premium students targeted for support from the Educational Psychologist (EP) achieved 1 sub level in English and 2 sub levels in Mathematics. This was despite one being supported as educated with off-site provision and the other being given Educations Health Care Plan due to the EP report contributing as evidence.</p>	
<p>18 hours German intervention work with an identified student</p>	<p>ST – For identified student to continue to have access to the German curriculum whilst attending alternative provision  LT – To get a pass grade at GCSE in German</p>	<p>The pupil achieved C Grade in GCSE German. This student was at risk of Permanent Exclusion and was provided with alternative education.</p>	

Year 11 Revision Skills Workshops	<p>Aspiring 'C' candidates will achieve this or better and the number of A-A* grades will be boosted.</p> <p>ST – Survey before and after on revision/revision techniques and better outcomes in pre-public exams.</p> <p>LT – To continue to close the gap between disadvantaged and non-disadvantaged students by 5%.</p>	<p>On average, students rated the workshop and the ideas presented as 'very good'. Feedback from the students was positive, stating that they learned new revision techniques and strategies, how to improve on planning, memory skills and ways to handle stress.</p> <p>The gap in 2012-14 for 5A*CEM between Pupil Premium and Non Pupil Premium students was -28. In 2014-15 the figure was -24%. The gap closed by 4%.</p>	
Exam entry for LAMDA	<p>ST – Students will participate in examination work, gaining confidence and developing their performance skills.</p> <p>LT – Students will achieve higher grades in performance work and have achieved qualifications linked to UCAS points and target setting.</p>	<p>1 Grade 6 Merit and 1 Grade 7 Distinction. One of these students will go on to study Performing Arts at Level 3.</p>	
SEAL programme	<p>ST – Developing skills and personal qualities.</p> <p>LT – To continue to close gap between disadvantaged and non-disadvantaged students by 5%.</p>	<p>Students felt that they gained a small increase in their own attitude to learning, attendance to lessons and felt that they took a more active part in lessons. They also felt an improvement in their behaviour and that they were making progress in lessons.</p>	
PETXi Maths and English	<p>LT - To close the gap between Pupil Premium and Non Pupil Premium by 5%</p>	<p>The gap in 2012-14 for 5A*CEM between Pupil Premium and Non Pupil Premium students was -28. In 2014-15 the figure was -24%. The gap closed by 4%.</p> <p><i>(This strategy was high cost and low impact compared to other strategies students engaged in)</i></p>	

ESBAS	To close the gap between Pupil Premium and Non Pupil Premium by 5%	<p>Exclusion data demonstrates a significant gap reduction with a percentage of students in the Pupil Premium group compared with the percentage of Non Pupil Premium students receiving Fixed Term Exclusions.</p> <table border="1" data-bbox="1111 363 1792 541"> <thead> <tr> <th colspan="4">Fixed Term Exclusions as % of Pupil Group (national)</th> </tr> <tr> <th>Year</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Gap</td> <td>70.17% (15.05)</td> <td>10.66% (13.93)</td> <td>4.84% (11.99)</td> </tr> </tbody> </table>	Fixed Term Exclusions as % of Pupil Group (national)				Year	2012	2013	2014	Gap	70.17% (15.05)	10.66% (13.93)	4.84% (11.99)	
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Year	2012	2013	2014												
Gap	70.17% (15.05)	10.66% (13.93)	4.84% (11.99)												
<b>STRAND 2 : Attendance</b>			<b>Total: £10,281.55</b>												
<p>Students attending school is key to making good progress. Therefore Pupil Premium allocation for Attendance was for:</p> <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Travel Support</li> <li>• Incentives</li> </ul>		<p>Attendance gap between Pupil Premium students and all students has closed by 0.2% The percentage of Pupil Premium Persistent Absentees (PA) has reduced more rapidly at 2.6% over 3 years compared to other PA students where a reduction of 1.6% has been achieved.</p>													
<b>STRAND 3: Expectation</b>			<b>Total: 2075.68</b>												
<p>Funding in Strand 3 raise student's expectations where destination to further and higher education is both possible and achievable.</p> <p>Activities supported through Pupil Premium funding are:</p> <ul style="list-style-type: none"> <li>• Information advice and guidance interviews</li> <li>• University trips</li> <li>• Access to peripatetic lessons</li> <li>• Maths events</li> <li>• Chess club</li> </ul>															

<ul style="list-style-type: none"> <li>Rewards for positive behaviour and contribution to school life</li> </ul>			
Coach Travel for University Trips	<p>ST – Students to start planning their career pathway and understand the importance of education to be able to get there.</p> <p>LT – Students to start making informed Post 16 choices, attend college and do not become NEET.</p>	<p>More students identified as now considering university, due to a greater knowledge of how a degree links to certain careers, how A Levels link to university, what universities expect from applicants, and the financial implications of attending university.</p> <p><i>Destination data is yet to be published for 2014-15.</i></p>	
Individual IAG Interviews	<p>ST – Students are motivated to complete application forms and apply to college</p> <p>LT – Students who are NEET in September is reduced</p>	<p>Students gained a greater knowledge of which subjects and grades they needed at GCSE level to apply to college and what options are available and suited to them. They also gained a greater knowledge of where to go to find out more information.</p>	
Chess Club	<p>ST - Chess captains to feel ownership of club by seeing result of their letter. Increase in confidence around playing chess. Each participant to learn one new skill.</p> <p>LT - To increase attendance at chess club from 10 to 20 pupils each week. To see above average progress from frequent attendees at chess club.</p>	<p>Chess club attendance increased to 18 during the competition period. There are two Pupil Premium students and 1 IDACI student left in the group. Two achieved improved progress within the year group. As a result of running this competition, and having resources to help improve their game, two students represented the school at a competition for children across East Sussex; both were Pupil Premium.</p>	
<b>STRAND 4: Independent Learning</b>			<b>Total:</b>
			<b>£19,660.10</b>
<p>Pupil Premium funding supported:</p> <ul style="list-style-type: none"> <li>121 Support</li> <li>Young Enterprise</li> <li>Numeracy intervention</li> <li>Literacy intervention</li> <li>E-Learning</li> <li>Resources</li> </ul>			

<ul style="list-style-type: none"> <li>Support Services</li> </ul>			
121 Modern Foreign Language withdrawal	ST – Improved writing and Speaking skills to prepare for controlled assessments in writing and speaking. LT – Improved GCSE results. Target of one grade higher.	2013-14 French achieved 0% A*-C and 0% 3 levels progress for Pupil Premium Students. 2014-15 Pupil Premium students achieved 88% A*-C and the Non-Pupil Premium group achieved 91% A*-C. 63% pupil premium students made achieved 3 levels of progress.	
Young Enterprise	ST – To develop skills in problem solving, financial literacy, team work, organisation. LT – To develop life skills in communication, confidence, resilience and entrepreneurial ability.	Students demonstrated a greater ability to work within a team, and an increase in confidence of their own organisational, entrepreneurial and communication skills. Confidence in problem solving and knowledge of business finance also grew.	
Sound Training for Reading JAL	ST – To improve students' use and range of vocabulary, their understanding and their decoding ability. To improve spelling and grammar. LT – Improved literacy across the curriculum and student motivation and engagement.	In Year 8, 13 pupils did Sound Training 3 times a fortnight. They made an average of 4.15 points progress, which was slightly higher than the whole year group average of 4.06 points. In Year 11, 12 pupils did Sound Training, 4 times a fortnight for a term each. 83% of pupils made 3 levels of progress in English, compared with 73% of pupils across the whole year. 67% achieved A*-C in English, compared with 65% across the whole year.	
TEAL Support	ST – Students will be able to access the curriculum. LT – Students will feel more confident in accessing their lessons and make expected levels of progress.	All Y11 EALS who had been in the country less than two years achieved Grade C in Maths. On average, dis-applied pupils achieved over 4 GCSEs each above C grade (This did not include English GCSE)	
<b>STRAND 5: Educational Experience</b>			<b>Total: £9,052.51</b>
As highlighted, students that come from areas of deprivation often do not have opportunities to take part in extra-curricular educational			

<p>experiences or have the same access to activities as other young people. Therefore Pupil Premium funding has supported such access:</p> <ul style="list-style-type: none"> <li>• Access to universities</li> <li>• Access to learning resources</li> <li>• Subject Trips</li> <li>• Workshops</li> <li>• Competitions</li> </ul>			
<p>Revision workbooks and practice papers for MFL (Spanish)</p>	<p>ST – Increased confidence in exam situation, increased knowledge of vocab and better mock exam (pre-public exam) results. LT – To continue to close the gap between disadvantaged and non-disadvantaged students by 5%.</p>	<p>100% of Pupil Premium students achieved A*-C, against 67% of Non-Pupil Premium Students achieved A*-C. 83.3% of Pupil Premium students made 4 levels, 38.9% of Non-Pupil Premium students made 4 levels.</p>	
<p>Year 7 trips to Universities</p>	<p>For all Year 7 students to experience University life in aid them in future decisions. A questionnaire will be completed before and after the trip to show improvement in knowledge and awareness in order to make future decisions on further education.</p>	<p>Students gained a greater knowledge of what university looks like, the subjects available to study, the cost and duration of the courses, where they can apply to and why students choose this particular route of education.</p>	
<p>Year 7 trip to Ashdown Forest, Firlie Beacon, Arlington Reservoir to link in with new National Curriculum topic with a focus on geology.</p>	<p>ST – Increased confidence in recognising geographical features on maps/map skills. To practice learnt skills in class (drawing a field sketch) in the 'real' world – comparison with a field sketch drawn at the beginning of Year 7 should show</p>	<p>After the Geography trip there was shown to be an increase in enjoyment and knowledge of the subject, and an increase in confidence of showing certain Geography skills, e.g. Map reading and field sketching.</p>	

	improvements.		
John Young –Work experience workshop and Newscast interactive event	ST – To develop understanding of work experience, writing skills and deadlines LT – To increase students’ knowledge and prepare them for	Students said that they felt they have a greater knowledge of employability skills and the importance of work experience. They gained the tools to help them meet deadlines, working under pressure and self - evaluation. They also learned the importance of self -	
<b>Intervention</b>	<b>Focus (rationale Objectives)</b>	<b>Impact</b>	<b>Cost</b>
<b>Staffing:</b>			<b>£112,741</b>
	To continue to close the gap between disadvantaged and non-		
		88.9%	

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

### **The 2013/14 Pupil Premium allocation is £164,300**

The table below is a draft and includes our commitment to a number of activities where positive impact was evident. Staff will be given an opportunity to bid for funding within our processes and protocols. The School Improvement Plan (SIP) is currently in its development stage, therefore the projected Pupil Premium spend will be updated with a finalised commitment with Key Performance Indicators (KPI) focusing on progress of our Pupil Premium students. The school has identified that Maths progress is a key area for Pupil Premium spend for 2015-16.

	disadvantaged students		
<b>STRAND I: Ready to Learn</b>			<b>Total:</b>
<p>By being 'Ready to Learn' we are ensuring that students are equip with the skills and resources to access the curriculum, develop positive attitudes to learning and in turn make progress. We will continue to invest in a number of strategies to support this including:</p> <ul style="list-style-type: none"> <li>• An in school counsellor</li> <li>• Development of new courses for targeted students</li> <li>• Dyslexia Training for all staff</li> <li>• Targeted support for individual students</li> <li>• Social. Emotional, Aspects of Learning (SEAL) Programme</li> <li>• Skills Workshops</li> <li>• Support Services</li> </ul>			
School Counsellor	Short Term – To increase self-esteem and reduce anger issues. Long Term - Improving attendance/behaviour and attitude to learning		
Educational Psychology Service	ST – To develop effective support for vulnerable students, in order for them to access the curriculum. LT – To make expected levels of progress		£1,800
Staff Dyslexia Training	ST – To improve staff knowledge of how dyslexia impacts learning and how to use a range of strategies to support. LT – All students identified as Dyslexic or at risk, to make the expected levels of progress.		
Year 11 Revision Skills Workshops	ST – Survey before and after on revision/revision techniques and		

	better outcomes in pre-public exams. LT – To continue to close the gap between disadvantaged and non-disadvantaged students by 5%.		
East Sussex Behaviour and Attendance Services	To reduce exclusion, improve attendance. To close the gap between Pupil Premium and Non Pupil Premium students		£9,815
TEAL	To close the gap between Pupil Premium and Non Pupil Premium by 5%		
<b>STRAND 2 : Attendance</b>			
Students attending school is key to making good progress. Therefore Pupil Premium allocation for Attendance is for:			
<ul style="list-style-type: none"> <li>• Staffing</li> <li>• Travel Support</li> <li>• Incentives</li> </ul>			
<b>STRAND 3: Expectation</b>			
Funding in Strand 3 raise student's expectations where destination to further and higher education is both possible and achievable.			
Activities supported through Pupil Premium funding are:			
<ul style="list-style-type: none"> <li>• Information advice and guidance interviews</li> <li>• University trips</li> <li>• Access to peripatetic lessons</li> <li>• Maths events</li> <li>• Chess club</li> <li>• Rewards for positive behaviour and contribution to school life</li> </ul>			
University Trips	ST – Students to start planning their		

	<p>career pathway and understand the importance of education to be able to get there.</p> <p>LT – Students to start making informed Post 16 choices, attend college and do not become NEET.</p>		
Individual IAG Interviews	<p>ST – Students are motivated to complete application forms and apply to college</p> <p>LT – Students who are NEET in September is reduced</p>		
<b>STRAND 4: Independent Learning</b>			
<p>Pupil Premium funding supported:</p> <ul style="list-style-type: none"> <li>• 121 Support</li> <li>• Young Enterprise</li> <li>• Numeracy intervention</li> <li>• Literacy intervention</li> <li>• E-Learning</li> <li>• Resources</li> <li>• Support Services</li> </ul>			
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Young Enterprise	<p>ST – To develop skills in problem solving, financial literacy, team work, organisation.</p> <p>LT – To develop life skills in communication, confidence, resilience and entrepreneurial ability.</p>		
Sound Training for Reading JAL	ST – To improve students' use and		

	range of vocabulary, their understanding and their decoding ability. To improve spelling and grammar. LT – Improved literacy across the curriculum and student motivation and engagement.		
Lexia Programme			£1,131
<b>STRAND 5: Educational Experience</b>			<b>Total:</b>
As highlighted, in the afore mentioned research, students that come from areas of deprivation often do not have opportunities to take part in extra-curricular educational experiences or have the same access to activities as other young people. Therefore Pupil Premium funding has supported such access: <ul style="list-style-type: none"> <li>• Access to universities</li> <li>• Access to learning resources</li> <li>• Subject Trips</li> <li>• Workshops</li> <li>• Competitions</li> </ul>			
Trips to Universities	For all Year 7 students to experience University life in aid them in future decisions. A questionnaire will be completed before and after the trip to show improvement in knowledge and awareness in order to make future decisions on further		

	education.		
Year 7 trip to Ashdown Forest, Firle Beacon, Arlington Reservoir to link in with new National Curriculum topic with a focus on geology.	ST – Increased confidence in recognising geographical features on maps/map skills. To practice learnt skills in class (drawing a field sketch) in the 'real' world – comparison with a field sketch drawn at the beginning of Year 7 should show improvements.		
FSM to have BBQ on Sports Day	ST – Students to feel fully integrated in Sports Day and not labelled as FSM with a packed lunch.		

**B.Greenhalgh**

**Assistant Headteacher**

**September 2015**