



# **Pupil Premium Annual Statement 2018 – 2019**

## **Spending Report and Impact Evaluation**

## 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 pupils 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 pupils 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' pupils 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 pupils,
- to **improve the experience** of learning of all pupils in a way that specifically benefits less-advantaged pupils and
- to **put in place additional support** that targets specific pupils 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 a 2-16 through school with 1179 pupils (as of September 2018) including 29 children in the pre-school. It has 21.7% of pupils receiving the Pupil Premium (nationally, this is 28.2%) although there is significant variance between different year groups.

Our profile for funding our pupils in 'most need' for 2018-19 was (September 2018):

FSM		Pupil Premium	
Pupils	Percentage	Pupils	Percentage
130	11%	256	21.7%

**In the academic year 2017-2018 the Pupil Premium budget allocation for both phases was £221,000.\***

**\*It should be noted that the Primary phase of the school does not yet have pupils in all year groups and continues to grow. This means that we are currently lag funded for the Primary Phase.**

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 the latest research.

## Our Philosophy

Our priority for Pupil Premium pupils in 2018 – 2019, as stated in our Four Year Strategy Document and School Improvement Plan which arises from this, is:

“To close the gap between the achievement (in both progress and attainment) of pupils 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 pupils. To improve the “universal offer” – the experience of all our pupils – is paramount. Where this is not sufficient to close achievement gaps, we have developed additional intervention and care that allows all pupils, 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 2015 – 2016: £164, 300

Allocation 2016-2017: £167, 090

Allocation 2017-18: £191,125

Allocation 2018-19: 221, 000

## General Spending Overview

The school has used this money to support pupils and develop systems that support pupil learning, directed at pupils 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 pupils. These are listed on the next page.

Within this framework the school has categorized Pupil Premium spending within two main strands and to employ additional staff to support Pupil Premium pupils within school. The strands mirror the school improvement plan.

These strands were allocated the following amounts with a £9,500 contingency of built in.

These strands are as follows:

	Strand 1	Strand 2
Staffing to support Pupil Premium Pupils	Pupil Progress	Pupil Development
£125,000	£65, 600	£20,900

Linked with the overall school improvement plan we have identified four main Pupil Premium Priorities for 2018-19:

Priority 1: Improve progress for pupils eligible for the Pupil Premium so that it is at least in line with rates for non- Pupil Premium pupils nationally (Outcomes and Teaching and Learning).

Priority 2: Raise aspirations for pupils eligible for the Pupil Premium and their parents to improve engagement in school life (Personal Development, Behaviour and Welfare)

Priority 3: Improve attendance and reduce rates of persistent absenteeism for pupils eligible for the Premium so that it is in line with rates for non-Pupil Premium pupils nationally (Personal Development, Behaviour and Welfare)

Priority 4: Further develop approaches to improve the behaviour and engagement of challenging pupils (Personal Development, Behaviour and Welfare)

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:

- Data on progress and attainment
- Other data reflecting behavior, attendance and other Key Performance Indicators
- Pupil Voice through our 'Impact Measure Tool'

## Pupil Progress

In addition to 'teaching and learning' based interventions we also allocate funding to activities which raise expectations and remove barriers to success for our pupils. 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 pupils should be given opportunities to be successful and with this in mind feel that with any intervention we engage with should also support those pupils that we consider in 'most need' within our community.

Any funding request must ensure that they clearly identify which year group is being targeted and which strand of 'the strategy' the intervention or activity supports. All funding must ensure that Pupil Premium pupils will benefit, however to ensure that we are working within a process to get maximum impact and value for money, other pupils 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 pupils, however as a group, Pupil Premium pupils remain a clear focus for any targeted intervention and support, whether that is to support progress and learning or to raise expectations.

## Staffing

The Pupil Premium is used to enhance staffing across the school to support Pupil Premium pupils in a number of ways. The money is allocated to a number of teams each of which have responsibility for a particular aspect of school life. This is set out below:

Staff Group	Pupil Premium Focus	Pupil Premium Spend
The Teaching and Learning Team	To improve the quality of teaching and learning across the school thus improving outcomes for all pupils (with a particular focus on closing the gap between PP and non-PP pupils).	£8,000
EAL Support	To support EAL pupils who also qualify for the Pupil Premium.	£7,500
The Teaching Assistant Team	To provide support for Pupil Premium pupils on the SEND register across the whole school.	£36,200
The Guidance Team	To support the engagement of PP pupils to ensure engagement in learning, good attendance, good behaviour and outcomes.	£22,300
The Attendance and Welfare Team	Improving attendance across the school with specific focus on Pupil Premium pupils.	£10,300
The Alternative Curriculum Team	To support Pupil Premium pupils who are at risk of PEX through bespoke timetables, one to one support.	£27,400
English Intervention lead	To reduce the progress gap in English between Pupil Premium and non- Pupil Premium pupils.	£15, 000

Aspirations Leader	To work with pupils in both phases who are at risk of underachievement or at risk of becoming NEET to raise their aspirations and engagement in school.	£3,600
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## Pupil Progress

<b>Intervention</b>	<b>Pupil Premium Focus</b>	<b>Total Cost</b>
Curriculum Resources	To support specific equipment needs in subject areas and phases for Pupil Premium pupils.	£3,500
Sound Training	Improve reading ages of Pupil Premium pupils who are identified as being below age related reading expectations to support access to learning	£4,025
Lexia	To support Pupil Premium pupils who have difficulty with literacy	£995
Symphony Maths	To support pupils in the primary phase whose progress in Maths needs to be accelerated	£3,300
Secondary Maths Intervention	To reduce the progress gap in Maths between Pupil Premium and non- Pupil Premium pupils	£11, 000
Secondary English Intervention	To reduce the progress gap in English between Pupil Premium and non- Pupil Premium pupils	£11, 000
Primary intervention tutors	To reduce the progress gap between Pupil Premium and non- Pupil Premium pupils in the primary phase	£2,500

## Pupil Development

<b>Intervention</b>	<b>Pupil Premium Focus</b>	<b>Total Cost</b>
Support for Pupil Premium pupils for trips	To provide PP pupils with opportunities that they would not otherwise access	£3,700
Travel Costs	To support pupils with issues getting to school to support good attendance.	£1,000
Discovery Days	To provide enhanced opportunities for Pupil Premium pupils to participate in the wider community	£1,500
Uniform Fund	To support Pupil Premium pupils engage in school life by ensuring that uniform does not become a barrier to accessing school.	£2,000

School Counsellor	To support Pupil Premium pupils in addressing issues which may be barriers to learning	£2,500
ESBAS	To support improved attendance and behaviour for PPG pupils	£1,960
Forest School	To support pupils in the primary phase who are entitled to FSM to access opportunities	£2,000
Primary Phase engagement projects for disengaged PPG pupils- music	To support students in the primary phase who are entitled to FSM to access opportunities	£2,000
Aspirations projects	To raise aspirations for Pupil Premium Pupils	£3,000
Miscellaneous		£2,000

### **Monitoring of the Impact of the Pupil Premium Spend**

In the Primary Phase progress is measured six times a year. This is monitored through rigorous Pupil Progress meetings where the progress of individual pupils is reviewed and next steps agreed based on challenging targets.

In the Secondary Phase Faculty monitoring (in subjects) and pastoral monitoring (in year groups) of every pupil, every year group, takes place three times a year (Five for Year 11). The school is robust in tracking the progress of all groups of pupils and identifying areas where all pupils, but specifically Pupil Premium pupils, 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 pupils across the school
- Greatly improved attendance
- Improved behavior

### Strand 1- Pupil Progress

In the academic year 2018-19 we have had considerable success in not only continuing to narrow gaps in pupil achievement but in a number of cases closing them throughout the school. This is related to in school gaps and when placing the performance of our Pupil Premium pupils 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 national published for 2019 show an improvement for strong performance across a range of measures throughout the school.

At the earliest stages of their education at Cavendish Pupil Premium pupils make strong progress. In Reception 71% of disadvantaged pupils achieved a Good Level of Development. At baseline this was 64% so the final result shows the progress pupils made.

In Year 1 100% of Pupil Premium Pupils achieved the expected result in the Phonics Screening Check. This represents good progress based on their starting points.

In Year 2 77% of disadvantaged pupils achieved the expected standard in Reading, Writing and Maths combined. For each of the individual disciplines they exceeded national averages for these measures.

For Year 11 we have seen an improvement in the attainment and progress for Pupil Premium pupils and the gap between Pupil Premium pupil and non-Pupil Premium Pupil is closing in a number of key measures. (It should be noted that with the introduction of new GCSE specifications some like for like comparisons are not appropriate).

In the Basics measure shows that standards are improving, particularly with regard to the percentage of pupils who are gaining grades 9-4 in English and Maths.

Year	Basics ( 9-4)	Basics (9-5)
2017	50%	26%
2018	50%	38%
2019	59%	38%

Initial analysis of the overall progress of Pupil Premium Pupils suggest that the overall progress of these pupils across arrange of subjects has improved significantly from 2018. Initial indications from the government are that the school's Progress 8 score will be significantly improved from

2018. Provisional Department for Education data state that the Progress 8 score for 2019 is -0.26. This is a significant improvement from 2018 when it was -0.64. This shows that progress across a range of subjects is improving.

These successes are replicated through all year groups and show an improving trend. In school data shows that progress rates for Pupil Premium pupils 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.

## Strand 2- Pupil Development

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 pupils to develop good working habits and to ensure that pupils have the best opportunities to make progress. Cavendish has had considerable success in improving attendance for Pupil Premium pupils 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. In 2018 we are particularly proud of the fact that Pupil Premium attendance has improved for the fifth year in a row.

Absences- Pupil Premium

Year End	2014-15	2015-16	2016-17	2017-18	2018-19
School	8.3%	8.2%	8.0%	7.3%	6.4%
National	7.5%	7.2%	7.3%	7.3%	tbc

Persistence Absence - (90%) Pupil Premium ( new measure from 2015)

Year End	2015-16	2016-17	2017-18	2018-19
School	24.1%	16.9%	16.3%	14.8%
National	21.6%	23%	23%	tbc

### Punctuality

	2014-15	2015-16	2016-17	2017-18	2018-19
PP	4.9%	3.2%	1.9%	1.9%	1.6%
Non-PP	2.7%	1.3%	0.4%	0.5%	0.6%

### Improving Behaviour

As with attendance good behaviour is crucial to supporting good outcomes. The money spent supporting Pupil Premium pupils shows a positive impact on good behaviour. This spending came through the work of the Guidance and Welfare team, the work of the staff in 'The Route' (our onsite alternative provision facility), the use of external agencies such as the East Sussex, Behaviour and Attendance Service and a school counselor.

## Primary Phase Behaviour

- In 2018-19 one pupil was permanently excluded from Cavendish Primary Phase. This was a culmination of high level incidents. This pupil was Pupil Premium.
- The percentage of FTE's which were issued to Pupil Premium (PP) pupils in 2018-19 was 57%, which is higher than last year (41%). There no other FTEs for pupil premium pupils.

Overall, the standard of behavior in the Primary Phase is of a high standard. A recent visit from the local authority rated behavior as good with elements of outstanding practice.

## Secondary Phase Behaviour

- In 2018-19 one pupil was permanently excluded from Cavendish. This was a result of a one off serious incident. This pupil was not Pupil Premium. The pupil was supported throughout their time at the school.
- The percentage of FTE's which were issued to Pupil Premium (PP) pupils in 2018-19 was 57%, which is higher than last year (41%). One individual was awarded 16% of these FTE's. The individual no longer attends the school.
- The gap this year between PP and Non PP pupils is -14%, as PP pupils accounted for 57% of FTE's issued this year.
- The gap between percentage of pupil groups awarded FTE has increased. The gap for 2018/19 was 11.9% (PP 14.8%, Non PP 2.9%) compared to 5.9% (PP 9.7%, Non PP 3.8%) in 2017/18 and 11.2% (PP 17.9%, Non PP 6.6%) in 2016/17.
- 55 days of FTE were issued in 2018/19 compared to 48 days of FTE were issued in 2017/18 and 113 days in 2016/17

## Access to educational experiences

The focus of this strand is to ensure equality of opportunity to Pupil Premium pupils in key aspects of school life, thus ensuring that 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 pupils 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 pupils. 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 pupils but which also support Pupil Premium pupils. 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 pupils 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 pupil 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 pupils 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 pupils 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 pupils 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.

### **Freedom of Information Request**

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