

Cavendish School Pupil premium strategy statement (Secondary)

Pupil Premium Priorities 2020-21 - arising from self-evaluation and SPP

PP1 Improve progress for pupils eligible for the Pupil Premium **who have fallen behind in their learning** so that it is at least in line with rates for non- Pupil Premium pupils nationally (Outcomes and Teaching and Learning)

PP2 Raise aspirations for pupils eligible for the Pupil Premium and their parents to improve engagement in school life (Personal Development, Behaviour and Welfare)

PP3 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)

PP4 Further develop approaches to improve the behaviour and engagement of challenging pupils (Personal Development, Behaviour and Welfare)

School overview

| Metric | Data |
|---|----------------------|
| School name | The Cavendish School |
| Pupils in school | 882 (secondary) |
| Proportion of disadvantaged pupils | 21% |
| Pupil premium allocation this academic year | £181, 000 |
| Academic year or years covered by statement | 2020-21 |
| Publish date | October 2020 |
| Review date | September 2021 |
| Statement authorised by | Peter Marchant |
| Pupil premium lead | Martin Pickup |
| Governor lead | Hasan Gilani |

Disadvantaged pupil performance overview

| Measure | 2018 | 2019 | 2020 | 2021 (Feb Interim) |
|---------------------------------|---------------------|----------------------|-------------------------|-----------------------|
| Progress 8 | -0.64 | -0.15 | NA | |
| Ebacc entry | 22% | 17% | NA | |
| Attainment 8 | 36.8 | 42.2 | NA | |
| % Grade 5+ in English and maths | 38% | 38% | NA | |
| Attendance | 91.6% | 92.9% | 92.7% | |
| FTE | 9.7% of pupil group | 14.8% of pupil group | 2.1% of the pupil group | |

Strategic aims for disadvantaged pupils to be achieved by end of 2020-21 (note that 2020 benchmarks are not available)

| Success Criteria | Target | Target date | 2019 National Benchmark |
|--|--|-------------|-------------------------|
| Progress 8 (SSC1) | To improve Progress 8 score from 2018 start point to at least 0.0 | July 21 | 0 |
| Attainment 8 (SSC2) | To improve Attainment 8 score from 2018 start point so it is in line with national | July 21 | 46.7 |
| % Grade 5+ in English and maths (SSC3) | Achieve national average English and maths 5+ scores thereby improving from 2018 start point | July 21 | 43% |
| Ebacc entry (SSC4) | Better national average EBacc Entry for all pupils thereby improving from 2018 start point | July 21 | 40% |
| Other (SSC5) | To show an improving trend for attendance so that it is moving towards national | July 21 | 94.5% |
| Other (SSC6) | FTE rate to be below national for all pupils | July 21 | 10.13% |

Teaching priorities for current academic year

| Measure | Activity | Projected Cost |
|---|--|-------------------------|
| Priority 1 (SC3) | To further develop the use of Pupil Progress Meetings for English and Maths in the secondary phase | £10,025- T&L team costs |
| Priority 2 (SC3) | Develop use of teaching staff to deliver high quality support for teaching and learning in English and Maths | £60,000 |
| Priority 3 (SC1-4) | Embed Bedrock Learning as part of our literacy development programme to increase reading ages for all pupils so they are GCSE ready. | £1,360 |
| Priority 4 (SC1-4) | Leadership of CPD for all staff in developing effective Wave 1 strategies (EHO) | £8,000 |
| Barriers to learning these priorities address | High quality Wave 1 teaching especially in English and Maths | |
| Projected spending | £79,382 | |

Targeted academic support for current academic year

| Measure | Activity | Projected Cost |
|---|--|----------------|
| Priority 1 (SC3) | Literacy interventions across KS3 for low attaining disadvantaged pupils (Sound Training and Lexia) | £5,195 |
| Priority 2 (SC1&2) | Ensure all PPG pupils have the learning resources they need to access the full curriculum (revision guides, MVM, music lessons, schools without walls) | £14,150 |
| Barriers to learning these priorities address | Literacy and numeracy gaps | |
| Projected spending | £ 19,345 | |

Wider strategies for current academic year

| Measure | Activity | Projected Cost |
|--------------------|---|----------------|
| Priority 1 (SC1-6) | Develop the role of the Aspirations Leader to ensure all pupils have high aspirations | £5,580 |
| Priority 2 (SC5) | Targeted support for PPG pupils with low attendance | £14,700 |

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|---|---|---------|
| Priority 3 (SC6) | Develop strategies to reduce isolations, internal exclusions and exclusions for PPG pupils | £54,400 |
| Priority 4 (SC5) | Ensure that PPG pupils are not disadvantaged from accessing school life and the wider curriculum entitlement (Uniform fund and support for trips) | £2,500 |
| Priority 5 (SC5) | School Counsellor and listening service | £4,900 |
| Barriers to learning these priorities address | PPG disengagement from learning and school due to financial/ social barriers | |
| Total projected spending | £82,080 | |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|-----------------------|---|--|
| Teaching | Ensure that all staff in English and Maths teaching Y11 plan around agreed PPM actions Staff movement around the school building due to Covid restrictions | T&L team to monitor through drop ins and feedback to EHo Build contingency into staffing model |
| Targeted support | Ensuring enough time for school maths-lead to support small groups | Overstaffing in both English and Maths so that intervention run throughout the year without the need to recruit additional tutors. |
| | | Working closely with the LA and other local schools on cross-school outreach programme through PP projects |
| Intervention/catch up | Identifying gaps in learning as a result of national lockdown | Recovery curriculum in place |

Review: last year's aims and outcomes (Sept 2020 update)

There will be no nationally published attainment data in 2020 and so the impact of the published plan cannot be fully evaluated.

| Aim | Outcome |
|-----|---------|
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