

## 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<br>(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        |

|   |   |         |
|---|---|---------|
| 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<br><br>Staff movement around the school building due to Covid restrictions | T&L team to monitor through drop ins and feedback to EHo<br><br>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 |
|-----|---------|
|     |         |
|     |         |
|     |         |