

Cavendish School Secondary Phase Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Cavendish School
Number of pupils in school	901
Proportion (%) of pupil premium eligible pupils	25.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-24
Date this statement was published	Dec 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Peter Marchant
Pupil premium lead	Martin Pickup
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,325
Recovery premium funding allocation this academic year	£59,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable) (including Covid catch up)	£10,260
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£289,325

Disadvantaged pupil performance overview

Please note that limited published data is available for 2020 and 2021 due to no national data being published.

Measure	2019	2020	2021	2022	2023	2024
Progress 8	-0.15	NA	NA	-0.08	0.18	
Ebacc entry	17%	NA	NA	38%	37%	
Attainment 8	42.1	NA	NA	42.9	41.4	
% Grade 5+ in English and maths	38%	NA	NA	34%	39%	
Attendance	92.9%	92.7%	90.1%	91.8%	90.2%	
FTE (Suspensions)	14.8% of pupil group	2.1% of the pupil group	2.4% of the pupil group	3.5% of the pupil group	9.4% of the pupil group	
% NEET	8%	0%	6%	2%	tbc	

Part A: Pupil premium strategy plan

Statement of intent

Our intent and ambition for our curriculum is that it is designed to be generally in line with the requirements of the National Curriculum and that pupil progress, including the most disadvantaged, is strong, so that results for the school are consistently above national averages in all phases for key performance measures.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers and in particular the most disadvantaged pupils (who are both PP and SEND). We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our pupil premium strategy is closely integrated with the School Priority Plan which aims to address key improvement priorities including those related to catch-up. This includes ensuring that pupils have access to high quality one-to-one tutoring.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to the common challenges we have identified and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Linked to the School Priority Plan

Challenge number	Detail of challenge
1	<p><i>Attainment (with a maths focus)</i></p> <p><i>Historically and using our current internal data (2020-21) there is clearly an attainment gap between disadvantaged and non-disadvantaged pupils which is particularly evident in Maths but can be seen across a range of subjects.</i></p> <p><i>In 2019 the whole school Progress 8 score was +0.36 compared with -0.14 for our disadvantaged pupils. In 2022 the whole school progress 8 score was 0.53 compared with -0.08 for disadvantaged pupils. 52% of pupils overall achieved 5 or above in English and maths in 2019 compared with 38% of disadvantaged pupils, for 9-4 it was 74% and 62%. Maths played a major factor in this with only 38% of disadvantaged pupils gaining a Grade 5 or higher compared with 57% of all pupils and 62% gaining a Grade 4 compared with 78%. In 2022 English has shown further improvement with 62% of our disadvantaged pupils compared with 41% getting a 5 or higher in Maths. This was also reflected in a Progress 8 score of -0.26 for disadvantaged pupils in maths.</i></p>
2	<p>Reading</p> <p>An analysis of reading ages, particularly in Key Stage 3 shows that there is a gap between disadvantaged and non-disadvantaged pupils. This will have an impact on pupils' ability to access the whole curriculum.</p> <p>In Year 7 22% of disadvantaged are one year or more below their chronological reading age</p> <p>In Year 8 50% of disadvantaged pupils are one year or more below their chronological reading age</p> <p>In Year 9 43% of disadvantaged pupils are one year or more below their chronological reading age</p>
3	<p>Fixed Term Exclusions and C4 isolations for our most disadvantaged pupils</p> <p>Our analysis shows that a disproportionately high % of our disadvantaged pupils received fixed term exclusions and in school isolations. This will have an impact on pupils ability to access the full curriculum and the lower attainment of our disadvantaged pupils.</p> <p>In 2020- 2021 6.7% of disadvantaged pupils received a FTE compared with 2.2% of non-disadvantaged pupils and 17% of disadvantaged pupils received an isolation compared with 6.9% of non- disadvantaged pupils.</p>
4	<p>Attendance</p> <p>Historically the attendance of disadvantaged pupils has been lower than the attendance of non-disadvantaged pupils. This links with the lower overall attainment of our disadvantaged pupils.</p>

	In 2020-21 overall attendance was 93.7% compared with 89.2% for our disadvantaged pupils. In 2021-22 remained stable at 93.6% overall but there was a marked improvement for disadvantaged pupils, where overall attendance improved to 91.8% (FFT national all 89%).
5	<p>Aspirations</p> <p>Observations and pupil voice show that a key factor underpinning low attendance and academic underperformance is low aspirations linked to an unclear understanding of the opportunities available as next steps amongst some disadvantaged pupils. This is reflected in a lower uptake of the EBacc by disadvantaged pupils and historically relatively higher NEET figures post 16.</p> <p>In 2019 our overall NEET figure was 3% but it was 6%.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved. Note that 2019 data is used as this is nationally benchmarked

Intended Outcome	Success Criteria	Target date	2019 National Benchmark
To improve Progress 8 score from 2018 start point to positive	Progress 8 (SSC1)	July 24	0
To improve Attainment 8 score from 2019 start point so it is at least in line with national	Attainment 8 (SSC2)	July 24	46.7
Achieve at least national average English and maths 5+ scores thereby improving from 2019 start point	% Grade 5+ in English and maths (SSC3)	July 24	43%
Better national average EBacc Entry for all pupils thereby improving from 2019 start point	Ebacc entry (SSC4)	July 24	40%

Improve attendance to at least national average for all pupils	Other (SSC5)	July 24	94.5%
FTE rate to be below national for all pupils	Other (SSC6)	July 24	10.13%
NEET figures in line with whole school	Other (SSC 7)	July 24	2020 NEET- 2.2%

Activity in this academic year 2022-23

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop use of teaching staff to deliver high quality support for teaching and learning in English and Maths	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</u></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><u>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</u></p>	1
Offer high quality CPD for all staff in the development of modelling and scaffolding	<p>High quality CPD has been shown to have a <u>high impact</u> on the quality of learning, this has been shown in terms of the school.</p> <p>Modelling and scaffolding supports all pupils in developing their understanding. Evidence suggest that pupils benefit from</p>	1

	being taught how to do things through modelling.	
To further develop the use of the PPM/ Focus programme for English and Maths in the secondary phase to support disadvantaged and the most disadvantaged pupils in Years 10& 11	In school evidence shows that highly targeted support on key pupils in the classroom has had high impact on disadvantaged pupils in English. This is not yet the case in Maths and this will be the key focus.	1
Develop a whole school reading strategy to support access to the whole curriculum	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <u>Improving Literacy in Secondary Schools</u> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 100, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop Literacy interventions across KS3 for low attaining disadvantaged pupils (Sound Training and Lexia). And dyslexia friendly books</i>	IN school data shows that these interventions have a positive impact on reading for our weakest pupils. The <u>EEF toolkit</u> shows that reading comprehension strategies interventions like those purchased have a high impact for a low cost.	2
<i>Structured interventions in English and Maths including extended use of residential weekends to increase engagement</i> <i>Note that this will be funded for two years to support sustainability.</i>	The <u>EEF toolkit</u> has identified small group tuition as having high impact for a moderate cost. By bringing this in house we can effectively support our pupils	1, 2

<p><i>Ensure al disadvantaged pupils have the learning resources they need to access the full curriculum (revision guides, MVM, music lessons)</i></p>	<p>In school evidence shows that removing barriers to accessing high cost activities support pupils progress.</p>	<p>1, 5</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1</p>
<p>Summer school activities to support the transition between primary and secondary pupils with a specific focus on tuition in English and Maths</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> EEF research shows that summer schools can have a +3 month impact but moderately expensive to implement <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</u></p>	<p>1, 2</p>
<p>Targeted support for disadvantaged pupils across a range of subjects to close gaps in these subjects and improve attainment</p>	<p>In school evidence shows that targeted support in key subjects including supplying resources and outside expertise.</p>	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the role of the Aspirations Leader to ensure all pupils have high aspirations and provide mentoring to support our most disadvantaged pupils	The <u>EEF Toolkit</u> shows that aspirations work can have inconclusive benefits. In school work shows that targeted mentoring linked with aspirations has had a positive impact on reducing NEET rate for our disadvantaged pupils.	5
Targeted support for PPG pupils with low attendance including embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
<i>Develop strategies to reduce isolations, internal exclusions and exclusions for PPG pupils (including using the guidance on effective strategies from the EEF.</i>	The <u>EEF toolkit</u> shows that behaviour interventions have a moderate impact for a low cost. The <u>guidance document</u> demonstrates an effective implementation strategy.	3
<i>Ensure that PPG pupils are not disadvantaged from accessing school life and the wider curriculum entitlement (Uniform fund and support for trips)</i>	In school, evidence shows that removing barriers to accessing high cost activities support pupils progress.	4,5
<i>Support for pupils addressing issues related to anxiety and mental health which may be a barrier to learning or attendance through a school counsellor and the listening service</i>	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <u>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</u>	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 241,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. This should be read in conjunction with the outcomes table earlier in this document.

Teaching

The key focus of CPD for teaching and support staff has been on the effective use of modelling and scaffolding. This has had a positive impact on the progress and engagement of our disadvantaged pupils as it supports them in accessing the curriculum. This has been validated by the work of our School Improvement Partner during the 2022-23 academic year. The progress that has been made in a wide range of subjects has been confirmed in our Progress 8 score for disadvantaged pupils in 2023. This stands at +0.18 which although below the whole school Progress 8 of +0.38 shows that disadvantaged pupils at Cavendish make better than average progress than all pupils nationally. This also reflects an improving trend for progress across a wide range of subjects for disadvantaged pupils.

Recruitment of additional Maths and English specialists has had a positive impact on teaching and learning in these areas by allowing parallel teaching of groups within the curriculum and supports strong outcomes in different year groups. This has led to strong outcomes for our disadvantaged pupils. It has also supported the further development of the PPM programme. Although we have seen a drop in outcomes compared to 2021 this is largely due to a return to 2019 standards for GCSE grading which has affected not just disadvantaged pupils.

Data from Year 11 outcomes shows that the impact of the PPM programme on English has been very positive and is showing an improving impact for Maths with 78% of pupils in the programme getting grade 4 or higher in 2022 compared with 59% overall maintaining the improvement from 2021 at a time when national results have gone down. In English 72% of pupils on the PPM programme gained a 4 or higher compared to 70% for all disadvantaged pupils. In 2022-23 we widened the PPM programme to include more pupils with SEND but analysis shows that this type of approach is less effective and pupils with SEND need a different approach. In 2023-24 the programme will re-focus solely on disadvantaged pupils and leadership of the programme will be taken on by a member of the team with a specific TLR for the role.

The Bedrock programme has been introduced and is used with all pupils in Key Stage 3. It will be further embedded in 2023-24 because of an identified need to improve reading ages for disadvantaged pupils.

Targeted Support

As with over staffing in the English and Maths faculties, our focus for targeted intervention has been in English and Maths and done in conjunction with our funding from the National Tutoring Programme. In addition to using in school staff to English and Maths intervention we also worked with the Brilliant Club and Sussex University to deliver tuition to Year 10 disadvantaged pupils using undergraduate tutors.

Literacy intervention remains a priority as identified above. Our new literacy coordinator who was appointed in September 2021 is developing a whole school literacy strategy to support disadvantaged pupils in developing their reading in particular. This remains a high priority for the school.

Alternative provision is growing increasingly effective and the Motor Vehicle Maintenance course is having a very important impact on attendance, engagement and outcomes. All pupils involved in the programme gained a Distinction *.

Wider Strategies

The work of the aspirations lead has continued throughout the year with an ever greater focus on ensuring the engagement of the most disadvantaged. All pupils in Y11 had an offer of education, employment or training at the end of their time at Cavendish.

Attendance continues to be a priority although we have seen real successes in improving the attendance of disadvantaged pupils this year. Comparisons with previous years are not appropriate but comparing with current national data (FFT) show that the attendance of disadvantaged pupils at Cavendish (89.9%) was very close to overall national attendance for all pupils (90.7%) and significantly positive in all year groups compared to the same group.

Suspension rates across the school (1.9%) remain significantly low across the school and this is true for the most disadvantaged is low as a result of an inclusive approach within the school. The rate has significantly reduced since 2019 from 14.8% in to 3.5% in 2022. The work of The Route has had a very positive impact. All Year 11 pupils linked to The Route sat all of their planned GCSE including English and Maths in every case. Once again no pupils in the school were permanently excluded in 2022-23.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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NA	NA