

# Pupil Premium Statement 11<sup>th</sup> April 2022

## Overview and context

Caldecott is a Special Needs School set within a twenty-eight-acre site, on the outskirts of Ashford, Kent.

The school is part of the Caldecott Foundation and has both a Primary and a Secondary provision. There are further satellite units in the local vicinity and in the East Midlands. There is a boarding provision on the main Kent site which supports a number of young people (currently licensed to support up to ten students). The Foundation provides a Residential offer as well as Fostering and Education.

All the education provisions have very small class sizes – a maximum of seven students, with a high adult to student support ratio; at least one member of staff to three students although the ratio is usually higher with one member of staff to two students. In specific instances, we provide one to one support. Currently, across all the educational provisions we have fifty-five pupils on roll. We have a tiered fee structure which covers all educational expenses apart from some specialised services which we discuss with the commissioning Local Authority (LA) if they are deemed appropriate and relevant.

The school gained Autism Accreditation from the National Autism Society in October 2020. We are now a Specialist Educational Provision for Autism.

All children accepted into the school either have an Education Health and Care Plan (EHCP) or are in the process of applying for one. If it is appropriate, individuals residing within the Residential settings will attend either a local mainstream provision or attend Caldecott School. At Caldecott, we have positive relationships with many of the local provisions, both mainstream and special needs.

Predominantly, the presenting areas of need at Caldecott School are Autism, Attention Deficit Hyperactivity Disorder (ADHD) and Social, Emotional and Mental Health (SEMH). There are some significant Speech and Language needs and other diagnosed needs such as Global Processing.

We provide access to Forest School in our own grounds and at a separate off-site venue of which we have exclusive use. Across the provisions, we currently have five, Level

Three Forest School Leaders employed through the school. There are plans to increase this by a further 3 for the year April 2022/April 2023.

We have a range of vehicles to use so that different classes can be off-site at the same time, we follow a thematic and creative curriculum and there is an emphasis on kinesthetic, (hands-on, practical), learning.

We take pupils on a wide variety of educational visits such as to local areas of historic and geographical interest; for example, Dover Castle and Folkstone (fossil hunting at the Warren beach). We are fortunate to have so many interesting places to visit on our doorstep, as well as having easy access to the coast and the city of London. This year saw the reintroduction of the residential trips for Secondary pupils. This was held at Kingswood Activity Centre (Ashford) and was very successful with students asking for more activities like this and of longer duration.

We also use off-site venues for exercise including, golf, skiing (dry slope) and rock-climbing. We are hoping to add canoeing and sailing in the future, exploring the possible venues and providers.

Caldecott School uses the Autism Education Trust's (AET) targets. These targets are embedded in the curriculum and each pupil is set two targets, twice each term. (Twenty-four targets a year minimum). Teachers plan learning opportunities for pupils to meet these targets and the focus is on Preparation for Adulthood/ Employment (PFA/E) and social and emotional communication skills.

Summary of Data April 2022	
School name	Caldecott School
Pupils in school	55
The proportion of disadvantaged pupils	100%
Pupil premium brought forward from the previous academic year	£799.84
Pupil premium allocation this academic year	£40,759.25
Pupil premium spend, this academic year	£40,282.30
Academic year or years covered by statement	2021 2022

Publish date	11 <sup>th</sup> April 2022
Review date	1 <sup>st</sup> April 2023
Statement authorised by	Karen Norman – Headteacher
Pupil premium lead	Jerry Evans - SENDCO
Governor lead with responsibility for SEN	Marie Thorne

## Introduction

Caldecott School now receives Pupil Premium funding for various groups of pupils. This includes children who are looked after by the local authority, those who are adopted/fostered, those who have been eligible for Free School Meals at any point in the last six years (also known as Ever 6 FSM) and children whose parents are currently serving in the armed forces. Pupils who are cared for by the local authority also receive a monetary allocation called Pupil Premium Plus.

The funding has contributed to a wide range of resources designed to maximise student potential, in every possible way. This is identified at the regular progress reviews and individualised to each child where appropriate and applicable while looking to get the greatest economies of scale.

## Principles

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop his or her full potential, irrespective of need.

At Caldecott, we follow the tiered approach toward Pupil Premium use as recommended by the Education Endowment Foundation (EEF). Full details of which can be found at:

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide>

## **Background**

Pupil Premium targets extra funding for pupils from deprived backgrounds. Research shows these students underachieve compared to their non-deprived peers. The premium is provided to support these pupils to reach their potential.

The Government have used pupils entitled to FSM, including children who have been in receipt of FSM at any time during the past six years – known as Ever Six, children of service personnel and looked after children as indicators for deprivation and have deployed a fixed amount of money to schools per pupil.

The Government have not dictated to schools how to spend this money but are clear that schools will need to employ strategies that they know will support these students to increase their attainment and diminish the difference between other pupils from the same starting point nationally.

By the very nature of our school, our pupils are disadvantaged and therefore everything we do is aimed to reduce the differences in achievement between our pupils and those from other establishments and provisions.

If a pupil is from a Local Authority (LA) outside of Kent, this is 'held' by the Virtual School Head Teacher and we make specific applications to them if a need is identified at the regular Personal Education Plan (PEP)/In Year Review (IYR) or Annual Review (AR) of the Education, Health and Care Plan (EHCP). For clarification, a PEP is the same meeting as an IYR but is named differently if a young person has a Social Worker.

There is a further amount available called Pupil Premium Plus which is designed for children in the care of a local authority or who have been adopted from the care of a local authority, have left care under a Special Guardianship Order (SGO), or have left care under a Child Arrangements Order – formerly known as a Residence Order.

## **Pupil Premium Statement**

Due to the relaxation of COVID restrictions, we have been able to reintroduce our off-site activities. These include therapeutic horse-riding and swimming sessions and trampolining activities, which are run in conjunction with the British Trampoline Association.

While MXCP is no longer a viable option for us it is welcome news that Challenger Troop has restarted. (Armed Forces based intervention specialising in improving self-confidence and teamwork).

### **Practice at Caldecott**

- To ensure that Pupil Premium has the desired impact on pupil attainment and personal development we review, on a regular basis, best practices, and guidance in order to help us identify the best and the most effective strategies available for our pupils.
- Due to the complex nature of the pupils across the provisions, we recognise that outcomes may not always be as directly related to attainment in English and Mathematics areas of the curriculum as within a mainstream school setting and they may not also be measurable via attainment.
- For some of our pupils we identify those outcomes and therefore progress can be related to, for example, emotional literacy, behaviour support or physical development and maybe far more relevant to the child at specific points in their education.

### **Pupil Premium has been used to purchase:**

- Art resources for Art Therapy at both Primary and Secondary
- OT Resources Primary and Secondary
- SaLT Resources Primary and Secondary
- Resources for classrooms to develop fine motor skills
- Therapeutic swimming sessions
- Therapeutic riding sessions
- Forest School Fieldcraft Award sessions and Challenger Troop activities
- Trampolining lessons with an ex-Olympic squad instructor
- Fishing equipment, Archeology and Fossil hunting kits and metal detectors
- Storage sheds for Land Based Studies and Forest School
- Specific intervention tutors and TA's to support individual students

## Impact:

- Using Leuven scales to assess involvement and well-being has resulted in an overall rise in well-being from 3 to 4 across the 35 students accessing Riding and Swimming. In Riding 3 students are accessing Stable Management which is a potential career activity, and 1 student has started additional lessons at the weekend as a result of the activities carried out through education. In Swimming all children attending (18), can now swim and are on track to achieve distance awards of between 100 and 500 meters by July 2022.
- 3 students have started trampolining and are working on their skills to achieve competency awards, currently they are at level 3 on a range between 1 and 15. To put this into context, level 10 is the County competition standard and level 12 would be the National level.
- 1 young man who attends Forest School has had some individualised equipment supplied for him and has had sessions where he has been able to use this to demonstrate his skills while working towards his fieldcraft certificate.
- 2 young people have attended Challenger Troop which has been instrumental in helping them identify potential career pathways in the services.
- Resources purchased on behalf of the Speech and Language and Occupational Health Therapists, (SaLT & OT), resulted in 15 out of 15 classes receiving whole class input – mainly in embedding Zones Of Regulation and Sensory Circuits. A further 40 out of the 55 students received 1:1 Therapy in line with their identified needs on their Educational Health Care Plans (EHCP's). This includes all of the pupils in the East Midlands as the Therapy team has spent 6 days there over the past year assessing and modelling interventions to the permanent staff. The success of this has led to the SEN and Therapy teams identifying significant resources to be purchased to enable more accurate analysis of the effect of the physical interventions.
- It should be noted that for this period, both SaLT and OT are in school on Monday's and Tuesday's providing 1 day each in Primary and a further day in Secondary as well as making occasional trips (termly), to the East Midlands.
- 1 student who had externally sourced play therapy prior to starting at Caldecott has had this continued for 24 weeks as it was beneficial to his transition into Caldecott and allowed the therapist to complete work with both the young person and the parents.

- The storage units, Primary, Secondary, Forest School and Land-based (allotment area) have all been beneficial in improving responsibility for resources which is a key indicator under the Preparing for Adulthood/Employment, (PFA/E), learning objectives.

2021 / 2022 has seen Caldecott returning to something like it's previous offer with everyone being able to participate in activities while taking into account the restrictions of Covid. We have seen an overall increase in numbers and this is anticipated to continue through 2022 / 2023.