

Pupil Premium Statement 14th April 2023

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 – maximum of seven students, with high adult to student support ratios; 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 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.

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 Nine, Level Three Forest School Leaders employed through the school.

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 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. 2022/2023 saw the reintroduction of the residential trip for Secondary pupils. This was held at the 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 have added canoing this past year on the Hythe Military Canal and this has proved to be a very popular addition. We are still hoping to add sailing in the future, exploring possible venues and providers.

Caldecott School use 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 2023	
School name	Caldecott School
Pupils in school	61
Proportion of disadvantaged pupils	100%

Pupil premium brought forward from previous academic year (2022/2023)	£4,611.24
Pupil premium allocation this academic year	£38,264.80
Pupil premium spend, this academic year	£34,908.54 (£7,967.50 c/f to 2023/20240)
Academic year or years covered by statement	2022 2023
Publish date	14 th April 2023
Review date	1 st April 2024
Statement authorised by	Stacey McShane – Headteacher
Pupil premium lead	Jerry Evans – Assistant Head and SENDCO
Governor lead with responsibility for SEN	Marie Thorne

Introduction

Caldecott School now receive 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 for 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 towards 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 application 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 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, swimming sessions and trampolining activities, which are run in conjunction with the British Trampoline Association. At the start of this year we had 2 incidents that resulted in us having to temporarily halt both our riding and swimming sessions due to circumstances beyond our control. This did mean that we were without these facilities for several months, the value of the sessions we had to cancel was £7,884.00. We would then have only carried over a balance of £83.50 if we had run these sessions. Fortunately we are now back using all of our resources but this does explain why we have a slightly larger carried forward balance in our Pupil Premium budget. It was not efficient for us to identify an alternative supplier for the period of time we had to be without the service but we have taken steps to ensure that should the circumstances arise again we have alternative suppliers in place.

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).

We have also introduced canoing, on the Royal Military Canal Hythe, into the PE curriculum as well as Gymnastics which can be accessed off-site.

For the forthcoming year we are looking to introduce an amazing activity called Velo Cycle where (appropriate) students spend time with fully qualified technicians, building a bike from scratch – assembly, not fabrication of frames! –

They do this over 6 sessions, have cycling lessons, gain a qualification and get to keep the bike that they have built! This also comes with safety and security equipment. We will report on this once it has taken place.

Practice at Caldecott

- To ensure that Pupil Premium has the desired impact upon pupil attainment and personal development we review, on a regular basis, best practice, 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 may be 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 2 students have started additional lessons at the weekend as a result of the activities carried out through education. In Swimming, we only managed a term and a half of this activity so will report once we are back using this resource full-time next academic year.
- 7 students have been trampolining and are working on their skills to achieve competency awards, currently they are working at levels 3 to 6 on a range between 1 and 15. To put this into context, level 10 is County competition standard and level 12 would be 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.
- 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 46 out of the 61 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 several days there over the past year assessing and modelling interventions to the Residential staff teams. 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.
- 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.

2022 / 2023 has seen Caldecott returning to normal activity with the exception of the unpredicted issues around riding and swimming. We have seen an overall increase in numbers and this is anticipated to continue through 2023 / 2024 as we have an application in with the DfE to increase our capacity from 65 to 85.