

# Pupil Premium Statement April 2021

## Overview and context

Caldecott is a Special Needs School set within the 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 six 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 fifty-two 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 have seven, 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 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.

We also use off-site venues for exercise including, golf, skiing (dry slope) and rock-climbing.

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). Teachers plan learning opportunities for pupils to meet these targets and the focus is on Preparation for Adulthood (PfA) and social and emotional communication skills.

<b>Summary of Data April 2021</b>	
School name	Caldecott School
Pupils in school	48
Proportion of disadvantaged pupils	100%

Pupil premium brought forward from previous academic year	£15, 653
Pupil premium allocation this academic year	£27, 818
Pupil premium spend, this academic year	£27,018.16
Academic year or years covered by statement	2020 2021
Publish date	1 <sup>st</sup> April 2021
Review date	1 <sup>st</sup> April 2022
Statement authorised by	Karen Norman - Headteacher
Pupil premium lead	Jerry Evans - 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.

In this academic year we applied for and received Pupil Premium Plus of £1000 for specific pupils

These monies were spent on:

- Home tutoring to help a student re-engage with education after a very challenging time due to Covid.

### **Pupil Premium Statement**

Due to the unprecedented COVID situation we have had to postpone several initiatives used successfully in the past. These include therapeutic horse-riding and swimming sessions and trampolining activities, which are run in conjunction with the British Trampoline Association.

We have also had to curtail other activities such as MXCP (work experience program) and Challenger Troop (Armed Forces based intervention specialising in improving self-confidence and teamwork).

We are anticipating some of these activities re-starting in Terms 5 and 6 of the academic year 2020/2021 and have had monies allocated to these activities ready for their resumption.

## **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:**

- Laptops to use at home and in school
- Speech to text software for specific pupils
- OT Resources Secondary
- SaLT Resources Secondary
- Resources for classrooms to develop fine motor skills
- Therapeutic swimming sessions
- Therapeutic riding sessions
- Fishing equipment
- Storage shed for the outdoor equipment

## Impact:

- While it can not be attributed to Pupil Premium it should be noted that throughout 2020/2021 to April 2021, attendance over the educational provisions did not drop below 84.7%. A level that the Local Authorities we work with were very pleased with.
- We continued with a limited form of therapeutic off-site activities - Forest School was provided each day as part of the curriculum and this clearly supported pupil well-being. 15 children attended either swimming or riding as part of their curriculum between January and April 2021.
- 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 28 out of the 48 students received 1:1 Therapy in line with their identified needs on their Educational Health Care Plans (EHCP's). The success of this has led to the SEN and Therapy teams identifying significant assessment resources to be purchased to enable more accurate analysis of the effect of the physical interventions.
- It has been identified that the current Therapy provision will be expanded by the Therapists 'teaching' the class teams specific interventions so as to 'cascade down' knowledge and skills to enable the class teams to continue offering interventions when the Therapists are not in school. 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.
- Seven Laptops with Speech to Text software have been purchased for use by specific students. These items are the property of Caldecott and have been added to the asset register so they can be used by future students as well.
- 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.

2020/2021 has been a challenging year and Caldecott school has persevered with providing the best opportunities and education for it's students. It is expected that 2021/2022 will build on the success of the last year and show increased impact as things slowly return to some form of normality.