

Pupil Premium Strategy Statement

An ambitious and inclusive Trust of Schools

The Ted Wragg Trust has the **highest expectations** for every child, every day, with **social justice** at our core. We are determined for everyone to fulfill their **greatest potential**, to be **the best that they can be**. Our inclusive Trust has a relentless commitment to help **transform lives** through learning.

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Strengthening our communities

The Trust invests its energy and resource to help build **optimistic** and **resilient communities** and relishes the responsibility to grow **exciting futures** for all. We are committed to furthering **social justice** and providing **fairer** and more **inclusive opportunities**.

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Excellent Education

The Ted Wragg Trust puts **children at the centre** of all we do. We deliver a **high quality, knowledge rich** and **inspiring curriculum**. Our caring and inspirational team, work together to equip students with the knowledge, skills and experience to become **compassionate** and **courageous citizens**, determined to make the world a better place.



Every Child Succeeds

Social justice; transforming lives through learning.

We believe in:

- the provision of an outstanding educational experience for every child, regardless of their background
- improving the life chances of every child through the removal of barriers that may affect their learning and personal development
- providing the right opportunities to enable every child to succeed
- the need to know every child and having the highest expectations for and of them
- the power of partnership working (Parents and Carers, External Agencies, Primary Schools, FE Providers)
- no child leaving education without a confirmed next step in place

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 (Current Sept 2021)
School name	Cranbrook Education Campus - Secondary
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	Secondary = 133/335 - 40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Stephen Farmer – Head of Campus/Head of Secondary
Pupil premium lead	Diane Brown – Assistant Headteacher Secondary
Governor / Trustee lead	Bob Hooper 2020-2021 Steve Wilkinson 2021-2022

Funding Overview

Detail	Amount (based on Oct 2020 Census)
Pupil premium funding allocation this academic year	£125,959 Secondary
Recovery premium funding allocation this academic year	£16,675 Secondary
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£142,634 Secondary

Part A: Pupil Premium Strategy Plan

Statement of Intent

Cranbrook Education Campus is dedicated to improving the life chances of all of our pupils, enabling them to reach, and exceed, their full potential. Our vision to “transform lives through opportunity, education and personal development...so that pupils grow, thrive and achieve outstanding outcomes” is at the heart of everything we do. This is evident in our unapologetically academic curriculum which is intended to remove glass ceilings for all pupils and allows them to link their learning to their future life choices. Our commitment to quality-first teaching is reflected in strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because they can be even better (Dylan William).

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school’s KPI’s have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds, we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don’t believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners’ success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent

routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.

- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.

We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges –This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Detail of Challenge
1	PP pupils make less progress than their non PP peers: Last year there was a progress gap of – 0.4 (PP = +0.31, Non PP = +0.71)
2	Attendance issues. Attendance figures are currently poor for disadvantaged pupils, and we would like to address this. <ul style="list-style-type: none"> • 17.8% absence for disadvantaged pupils compared to 8.1% national disadvantaged and 4.5% national non-disadvantaged • 54.4% persistent absence for disadvantaged pupils compared to 24.6% national disadvantaged and 9.3% national non-disadvantaged.
3	Weak Language and Communication skills. 64% of pupils identified as having SL&CN are our disadvantaged pupils
4	More frequent behaviour difficulties. Disadvantaged pupils are getting behaviour sanctions more frequently than their non-disadvantaged peers. In Secondary, during the 2020-2021 academic year, of 908 behaviour sanctions resulting in resets, 620 – 68% - were disadvantaged pupils.
5	Parental engagement and support from home. Disadvantaged pupils’ parents did not attend parents/carers progress meetings and disadvantaged pupils on average do not bring in their home learning on time. 56% of disadvantaged pupils did not engage with home learning during Lockdown. 54 % report that they do not ask for support with homework.
6	Mental health support. Mentoring data – of 43 pupils receiving SEMH mentoring %58 are DS

7	<p>Accumulation of skills and experiences needed to improve social capital and life aspirations (Personal Development).</p> <p>62% of DS pupils do not engage with extra-curricular activities or clubs outside of school with 35% of them citing cost of outside clubs, travel family commitments or feeling too self-conscious as reasons they have not joined external clubs.</p> <p>32% of our disadvantaged pupils have poor self-efficacy and say that fear of failure, confidence and self-worth are barriers to them reaching their potential.</p>
8	<p>Disadvantaged pupils do not maintain positive attitudes to Reading and are often below their age-related reading age.</p> <p>43% of disadvantage pupils have a reading age below their physical age.</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.

Intended Outcome	Success Criteria
1. Higher rates of progress across all year groups	Pupils identified as disadvantaged make as much progress as non-disadvantaged peers and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in drop ins and coaching, work scrutinies and outcomes.
2. Increased attendance rates and persistent absence addressed for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall attendance of disadvantaged pupils in line with or above NA (94.5%).
3. Improved language and communication skills for pupils eligible for Pupil Premium.	Pupils in all year groups who are eligible for Pupil Premium make rapid progress so that they meet age related expectations at least. During quality improvement and coaching, pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.
4. Behavioural issues addressed.	Fewer behaviour incidents recorded for pupils eligible for Pupil Premium than in 2020-2021 - <68%
5. Increased parental engagement and support from home.	Increase in the number of parents of pupils eligible for Pupil Premium attending Parents' Evenings/events. Increased uptake in surveys and parent voice All Pupil Premium pupils will complete their homework in line with our homework expectations.
6. Families identified as having complex family situations are supported through a multi-agency approach.	Parent voice will be captured, and pupil progress will not be affected by adverse childhood experiences. PP pupils with complex family situations will be supported as part of our Early Help processes and will be in line with their target grades the end of the academic year.

7. Pupil Premium pupils to accumulate the skills and experiences needed to improve social capital and life aspirations (Persona Development)	Every PP pupil will be enabled to take part in extra-curricular clubs More Pupil Premium pupils will apply for Level 3 or equivalent post-16 courses
8. Pupils eligible for Pupil Premium to maintain positive attitudes to reading.	All disadvantaged pupils will read regularly and in pupil voice pupils eligible for Pupil Premium will talk about a love for reading. PP pupils will make expected progress in reading and will have reading ages in line with or above their physical age

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £96,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching: Incremental Coaching and Targeted CPD	£87,800 Research link: THE EEF GUIDE TO THE PUPIL PREMIUM	1
Educational Technology packages to support Homework (Bedrock, EduCake, Sparx)	£4000 Research link: Homework: EEF Teaching & Learning Toolkit	3, 5 & 8
Continued use of Knowledge Organisers in Secondary to support with knowledge retrieval and homework	£5,000 Research link: Homework: EEF Teaching & Learning Toolkit	3 & 5

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

Budgeted cost: £35, 381

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve reading and comprehension. Lexia Learning and specialist speech & language and literacy interventions in Secondary phase.	£26,006 – Specialist TA – Speech & Language £5000 Research Link: Oral language interventions: EEF Teaching & Learning Toolkit	3 & 8

	<p>Research: Reading Comprehension strategies: EEF Teaching & Learning Toolkit</p> <p>Research link: Phonics:EEF Teaching & Learning Toolkit</p> <p>Research link: AcceleratedReader: EEF Project</p> <p>Research link: Lexia: EEF Project</p>	
CoachBright academic coaching for 25 * KS4 pupils	<p>£4,375</p> <p>Research Link: Small group tuition: EEF Teaching & Learning Toolkit</p>	1, 3 & 7

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

Budgeted cost: £142,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion (Mentoring/Nurture/Mental Health) provision for targeted pupils and pupils who become dysregulated	<p>£98,122 - Inclusion team wage cost (excluding AHT – PD, Behaviour and welfare)</p> <p>Research Links:</p> <p>Social and emotional learning: EEF Teaching & Learning Toolkit</p> <p>Behaviour interventions: EEF Teaching & Learning Toolkit</p>	1,2,4 and 6
Breakfast club provision Secondary pupils	<p>£1,000</p> <p>Research Link: Magic Breakfast: EEF projects and evaluation</p>	6
Increase attendance at extra-curricular clubs and for external trips	<p>£5,000</p> <p>Research Link: Sports participation: EEF Teaching & Learning Toolkit</p> <p>Arts participation: EEF Teaching & Learning Toolkit</p>	7
Educational Welfare & Educational Psychology support	<p>£7,745</p> <ul style="list-style-type: none"> • Educational Welfare - Secondary, £5,265 • Prof Services - Ed Psych: Secondary, £2,480 	1,2,4 and 6

	Research Link: Social and emotional learning: EEF Teaching & Learning Toolkit	
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Total budgeted cost: £ £274,815

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 2020 to 2021 academic year.

<https://www.cranbrookeducationcampus.org.uk/about-us/pupil-premium/>

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
EduCake	
Sparx Maths	
Sparx Reader	
Literacy Assessment	
Bedrock	
Lexia	
ClassCharts	
ProvisionMap	

Further Information

We use school funds in addition to our pupil premium funding allocation and Recovery Premium funding allocation to resource the above strategies.