

## 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	Cranbury College
Number of pupils in school	116 at Jan 21 Census (Whole School)
Proportion (%) of pupil premium eligible pupils	52% at Jan 21 Census
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3-year strategy – This Strategy covers Academic Year 20/21, but also covers 3-5-year plan in which we are in year 2.
Date this statement was published	Sept 2021
Date on which it will be reviewed	Interim Review Jan 21
Statement authorised by	Simon Lovelock
Pupil premium lead	Luke Baker
Governor / Trustee lead	Mary Morris

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£59,070</b>
Recovery premium funding allocation this academic year	<b>£19,720</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£78,790</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our Pupil Premium strategy is underpinned by the premise that quality-first teaching (alongside personalised pastoral care) benefits both disadvantaged and non-disadvantaged students alike. High-impact teaching and learning will ultimately have the most significant impact on students who qualify for Pupil Premium funding. Tackling the ‘barriers to learning’ that are identified in this strategy remains crucial, but within a mind-set that is pre-emptive in anticipating problems and immediately acting to mitigate them, rather than reacting once they emerge. Closing existing attainment and achievement gaps between students who qualify for the Pupil Premium and those who do not (and keeping them closed) lies at the heart of our resolve to continually provide high quality education for all. Our Pupil Premium Strategy needs to remain fluid, due to the nature of the provision, and needs to be adaptable based on the cohort of students we have and being prepared for students that may arrive later on in the year.

Because of the nature of our organisation, children that are both PP and non-PP may benefit from some of these interventions and activities. Across the college, many of our children are disadvantaged and deprived which immediately has a negative impact on their ability to learn and access a full curriculum. By working collaboratively and tailoring timetables to meet student needs, progress for all students will increase and the gap will narrow between children in receipt of PP and those who are not. Due to disengagement pupil’s attendance and willingness to engage in a curriculum is low, these barriers need to be overcome so our pupils can succeed at school and beyond.

### Challenges

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

Challenge number	Detail of challenge
1	Widespread low literacy levels, with some specific learning difficulties, such as dyslexia, often undiagnosed
2	Widespread low numeracy levels and insecure numeracy skills
3	Missing large parts of the key school curriculum due to learning and behavioural needs, in particular science
4	A large number of hours missed throughout pupils education due to a number of fixed term exclusions, internal exclusions and permanent exclusions, as well as ill health
5	Underlying Social, Emotional and Behavioural Needs preventing access to the curriculum, school environment and interaction with others in their peer group – including confrontational and challenging behaviour, often undiagnosed.

6	Underlying undiagnosed Special Educational Needs, in particular ADHD and Autism due to long waiting times at CAMHs.
7	A number of students having speech, language and communication needs
8	Poor emotional literacy skills
9	Historic low attendance and absenteeism
10	Negative life experiences both at home, within school and within the wider community, including social care intervention
11	High number of school moves and school placements with all students having gaps in their education at some point due to disruption in their educational history
12	Parental engagement with school and their aspirations for their child's education being reduced due to past experiences and disadvantage
13	Engagement in illicit activities, such as substance misuse and crime
14	Lack of enrichment activities outside of school compared to less disadvantaged students due to financial constraints, lack of available
15	Students not being emotionally ready to learn due to external factors
16	Students not having access to the courses and qualifications that meet their needs and aspirations

## 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
Pupils to make expected levels of progress in literacy	<p>We use a widespread system to measure the success of this Outcome.</p> <ul style="list-style-type: none"> <li>- We would be looking at students increasing their reading ages by at least 1 year over three full terms</li> <li>- By the end of Key Stage 4 students to be able to access a GCSE in English, and the Entry Level Step Up award as a minimum.</li> <li>- Across all phases, There will be no attainment gap between students who are Pupil Premium, and/or disadvantaged, across the college and those that are not.</li> </ul>
Pupils to make expected levels of progress in numeracy	- There will be no attainment gap between students who are Pupil Premium, and/or

	<p>disadvantaged, across the college and those that are not in Maths.</p> <ul style="list-style-type: none"> <li>- 100% of students that are able to access Maths learning will improve their Maths ages by at least 1 year.</li> <li>- By the end of KS3 students will be able to access Functional Skills Entry Level 3 in Maths</li> <li>- By the end of KS4 and KS5 we would be expecting students to be able to access a Functional Skills Level 1 Maths as a minimum, with our high ability learners being able to access a GCSE.</li> </ul>
Pupils to make expected progress, and increase engagement in, science	<ul style="list-style-type: none"> <li>- 100% of students that are able to access science will have Science on their timetable</li> <li>- 100% of students accessing science will be on track to gain a qualification by the end of KS4 or KS5 as appropriate.</li> </ul>
Students to make accelerated progress in their writing to enable them to access appropriate examinations	<ul style="list-style-type: none"> <li>- 100% of students to undertake a handwriting assessment and appropriate intervention as required</li> <li>- Writing Fluency, Content and Conventions to be appropriated planned into all English lessons</li> </ul>
Pupils will have access to a curriculum that is appropriate for their needs and abilities	<ul style="list-style-type: none"> <li>- 100% of students will have a curriculum and timetable to meet their needs.</li> <li>- Data from Snapshot, specifically minutes accessing learning and behaviour scores, will show an increase or stable rise over the year.</li> </ul>
Pupils to be supported to increase their attendance at school, with all students achieving 85% attendance	<ul style="list-style-type: none"> <li>- 100% of the School to have 85%+ attendance to timetable.</li> <li>- All students with lower than this to have had appropriate attendance intervention such as home visits, attendance panels and regular monitoring meetings.</li> <li>- 80% of the school to have an actual attendance figure of 85%+</li> </ul>
Pupils to develop skills to manage their behaviour independently	- Recorded students behaviour incidences will reduce by 25% on 2020/2021
Parents to be supported in engaging with the school and taking an active part in their child's education	- Parents and carers will be involved in the planning and organising of students provision, and feel they have a say in their outcomes

<p>Pupils to engage with external services such as police and children’s social care, including external enrichment activities</p>	<ul style="list-style-type: none"> <li>- Cranbury to have 10 Visits from the local policing team</li> <li>- 100% of Students with Social workers will have their social worker involved in the planning and implementation of their provision</li> </ul>
	<ul style="list-style-type: none"> <li>- Enrichment trips, and external visits into school, will have happened as part of the PSMSC curriculum</li> </ul>
<p>Pupils will have a tailored pathway and timetable that meets their needs and aspirations</p>	<ul style="list-style-type: none"> <li>- 100% of students will have a timetable that is in line with their needs and aspirations</li> <li>- Progress data will show increases in engagement and learning levels.</li> </ul>
<p>KS3 Students to have engaged in the Swimming National Curriculum, that they likely missed in Primary due to their needs, to ensure they can meet the Primary Swimming requirements of the KS1/2 curriculum.</p>	<ul style="list-style-type: none"> <li>- 100% of KS3 students, that are with us for at least 4 terms, will be able to meet the required Primary Swimming standards.</li> </ul>
<p>Students to raise their own aspirations about school and ability to achieve in their learning</p>	<ul style="list-style-type: none"> <li>- Average student attendance will rise by 10% on the previous year.</li> <li>- Students that are Pupil Premium will have the same rate of attendance than those who aren’t.</li> <li>- Pupil “Snapshot” data will show an increase term on term of pupils engagement in learning, minutes in lessons and higher behaviour and attainment scores.</li> </ul>

### 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: £9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching through teaching and feedback, including metacognition and selfregulation by children.</p> <p><b>Budget:</b> £0 <b>Cost Code:</b> CUR004</p>	<p>The EEF States the following:</p> <p><i>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them”</i></p>	<p>1/2/3/4/11</p>
<p>To provide high quality professional development for subject leaders to ensure their curriculum area is</p>	<p>CPD has a high impact on not only closing the gap between experienced and non-experienced teachers, but also on ensuring high outcomes and attainment for pupils within a setting.</p>	<p>1/2/5/16</p>
<p>providing high quality teaching, learning and assessment that meets the needs of the students within it</p> <p><b>Budget:</b> £4,000 <b>Cost Code:</b> CUR004</p>	<p><a href="https://epi.org.uk/publications-andresearch/effects-high-quality-professionaldevelopment/">https://epi.org.uk/publications-andresearch/effects-high-quality-professionaldevelopment/</a></p>	
<p>Higher ability learners are to be stretched to their full ability and continue to make strong and rapid progress, leading to high outcomes ensuring any learning gaps are reduced, so these students can reach their full potential.</p>	<p>Due to the nature of our provision and the behavioural needs of our students, those that are more academically capable are not used to being stretched and challenged appropriately due to their SEMH needs. This has caused further knowledge gaps for students, which is preventing them gaining higher GCSE grades such as 6’s and 7’s.</p> <p><a href="https://commonslibrary.parliament.uk/researchbriefings/cbp-9065/">https://commonslibrary.parliament.uk/researchbriefings/cbp-9065/</a></p>	<p>3/4/9/11</p>

<b>Budget:</b> £2,500 <b>Cost Code:</b> CUR006		
<p>Gaps in learning due to Covid-19 are quickly identified so students that are already disadvantaged, due to identified barriers to success, do not fall further behind their peers.</p> <p><b>Budget:</b> £2,500  <b>Cost Code:</b>          CUR006</p>	<p>Due to significant disruption due to covid-19, due to school closures, ill health and periods of isolation, there is a significant amount of “learning loss” nationally. Students at Cranbury College already have a significant amount of learning loss, and gaps in learning, due to low attendance and exclusion, further disadvantaging them than those of the same age across the country.</p> <p><a href="https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-the-attainment-gap-and-learning-loss/">https://literacytrust.org.uk/information/what-is-literacy/covid-19-and-literacy/covid-19-and-literacy-the-attainment-gap-and-learning-loss/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</a></p> <p><a href="https://post.parliament.uk/covid-19-and-the-disadvantage-gap/">https://post.parliament.uk/covid-19-and-the-disadvantage-gap/</a></p>	1/2/3/4/15

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

**Budgeted cost: £31,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted Numeracy Support to students to enhance their Maths and numeracy skills through the use of programme such as Numicon, MyMaths and Catch up Numeracy</p> <p><b>Budget:</b> £3,500 <b>Cost Code:</b> CUR006</p>	<p>According to the EEF over 50% of all free school meals pupils nationally did not attain the required standard in Maths. At Cranbury College, due to a large number of our students being disadvantage, on top of those being free school meals, the attainment gap is a lot wider. This academic year over 65% of pupils are below age related expectations in Maths.</p> <p><a href="https://everychildcounts.edgehill.ac.uk/needmathematics-interventions/">https://everychildcounts.edgehill.ac.uk/needmathematics-interventions/</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf?v=1635355220">https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf?v=1635355220</a></p> <p><a href="https://www.twinkl.co.uk/teaching-wiki/numicon#:~:text=A%20recent%20study%20has%20indicated,impact%20on%20children's%20mathematical%20learning.">https://www.twinkl.co.uk/teaching-wiki/numicon#:~:text=A%20recent%20study%20has%20indicated,impact%20on%20children's%20mathematical%20learning.</a></p>	<p>2/3/4</p>
<p>Widen the range of testing, interventions and progress tracking for pupils to ensure learning and emotional gaps are narrowed and access to the curriculum, both now and in the future, is enabled.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>- Touch Typing</li> <li>- Phonics</li> <li>- Dyslexia Screening</li> <li>- Speed Reading</li> <li>- Sumdog</li> </ul> <p><b>Budget:</b> £3,500</p>	<p>Having a wide range of assessments and interventions not only promotes engagement, for students who struggle to access (due to being able to offer a range and a choice), but also provides more accurate data. A wide range of interventions is important to ensure you are able to narrow gaps in different areas of learning, no matter where the deficiency is identified.</p> <p><a href="https://www.reading.ac.uk/engageinassessment/different-ways-to-assess/eia-what-can-differentassessment-methods-do.aspx">https://www.reading.ac.uk/engageinassessment/different-ways-to-assess/eia-what-can-differentassessment-methods-do.aspx</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/379156/Teaching_2C_20learning_20and_20assessment_20in_20further_20education_20and_20skills_20_E2_80_93_20what_20works_20and_20why.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/379156/Teaching_2C_20learning_20and_20assessment_20in_20further_20education_20and_20skills_20_E2_80_93_20what_20works_20and_20why.pdf</a></p>	<p>1/2/3/4/6/9/11</p>



<b>Cost Code:</b> CUR006		
Students to have access to resources and equipment to enable them to access their learning this includes but is not limited to: - Text Books - Stationary - Laptops - Tablets - Calculators <b>Budget:</b> £2,000 <b>Cost Code:</b> CUR005	If students do not have access to the appropriate equipment, then they will be unable to engage within their learning. If students do not have the right equipment, and are already struggling to engage, this will widen the attainment gap further and lower the motivation to engage due to feeling different from other students.	10/12

Students to be provided with appropriate Vocational qualifications, and educational opportunities, through:  - SATRO STEM - SATRO Construction - Path Hill Outdoors - RAW - Reading FC - Autoskills - YMCA Woodwork - AQA Unit awards  This is to ensure disadvantaged students are able to leave college gaining a range of appropriate qualifications <b>Budget:</b> £7,000 <b>Cost Code:</b> CUR007	A large number of students, due to their academic, and social and emotional needs, struggle to access a more “mainstream” curriculum. Because of this, these students often struggle to securely access, and succeed in, English, Maths and Science. Most students at Cranbury College learn far more successfully through “hands on learning”, and providing students with opportunities to do this, not only provides them with opportunities to gain a wider range of qualifications, but also experience a wider range of success.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/outdoor-adventure-learning</a>	16
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<p>Additional 1:1 tutoring to be provided to students via Cranbury College staff and Tutor Drs to support with narrowing gaps in learning and to support students struggling to access a group curriculum  <b>Budget:</b> £12,000  <b>Cost Code:</b> CUR003</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:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> and in small groups:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition</a></p> <p>We also find at Cranbury College due to pupils SEMH needs they also often struggle to access learning within the classroom and therefore the attainment gap grows due to further missed education.</p>	<p>1/2/3/4/5/6/15</p>
<p>To continue to fund the Lexia and Rapid Plus literacy intervention programmes and well as the first news subscription to narrow</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment, and research shows that targeted and sustained literacy interventions can have a significant impact on student's ability to access the curriculum.</p>	<p>1/4/11</p>
<p>gaps within students reading and literacy levels  <b>Budget:</b> £3,000  <b>Cost Code:</b> CUR008</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Lexia is a researched and effective programme in improving children's literacy skills.</p> <p><a href="https://lexiatest.cambiumlearning.com/company/news/press-releases/study-finds-lexia-powerupliteracy-five-times-more-effective-average-middle">https://lexiatest.cambiumlearning.com/company/news/press-releases/study-finds-lexia-powerupliteracy-five-times-more-effective-average-middle</a></p>	

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

**Budgeted cost: £39,790**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular Provision and Curriculum Reviews to ensure students' needs are being met – Due to the nature of entry, Cranbury College is a constantly changing environment and regular reviews of these areas must take place to ensure we are supporting pupils to be the best they can be, engaged in learning and narrowing their gaps to attainment and the whole school environment.</p> <p>The Curriculum needs to be in line with the needs of the students accessing the provision at the time.</p> <p><b>Budget:</b> £1,000 <b>Cost Code:</b> CUR005</p>	<p>Disadvantaged pupils tend to have less access to a broad curriculum compared to their advantaged peers - <a href="https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report2018-Lit-review.pdf">https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report2018-Lit-review.pdf</a></p> <p>By ensuring the curriculum is regularly reviewed, and strictly monitored and adapted, we can ensure that the ever changing and diverse needs of our students can be met.</p>	<p>3/5</p>
<p>Provide transportation for students who are unable to get to school or provisions.</p> <p>Provide Bus Passes for students to get to school</p> <p><b>Budget:</b> £7,000 <b>Cost Code:</b> CUR005</p>	<p>A large number of students struggle to get into school due to the nature of Cranbury College, and it not being easily accessible for a large number of pupils. This has previously been stated as a reason for poor/non-attendance at school. Students who struggle to attend their provision that have been provided taxis or bus passes have demonstrated to us an increase in attendance.</p>	<p>9/12</p>

<p>To support students and families with the purchase of uniform and equipment when transitioning onto other educational establishments such as other Mainstream Schools, Specialist Provision or College</p> <p><b>Budget:</b> £1,790 <b>Cost Code:</b> CUR005</p>	<p>Our own experiences show that students who have the correct equipment for school, and feel part of the wider school community, are more successful with their transition to a new setting, leading to longer term success.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/school-uniform</a></p>	10/12
<p>To continue to offer students across the college Offsite provision, at a range of offsite providers, to promote engagement in activities that students are interested in, that are in line with their aspirations for the future.</p> <p>Activities will also support with mentoring and emotional regulation of students <b>Budget:</b> £8,000 <b>Cost Code:</b> CUR007</p>	<p>Offering offsite provision to students can have a significant impact on their attendance, engagement and wellbeing.</p> <p><a href="https://www.gov.uk/government/publications/alternative-provision">https://www.gov.uk/government/publications/alternative-provision</a></p>	5/8/9/10
<p>To support students to increase their wellbeing and sense of self by providing opportunities to celebrate success, providing key working and mentoring opportunities, as well as ensuring positive relationships are encouraged between peers at all times.</p> <p><b>Budget:</b> £3,000 <b>Cost Code:</b> CUR006</p>	<p>Students who have a large number of positive experiences within school, and a number of positive role models, they are far likelier to be successful. When students feel supported they are far more likely to engage in learning, and perform better academically.</p> <p><a href="https://edtrust.org/resource/the-importance-of-strong-relationships/">https://edtrust.org/resource/the-importance-of-strong-relationships/</a></p> <p><a href="https://www.edweek.org/teachinglearning/opinion-response-building-relationships-with-students-is-the-most-important-thing-a-teacher-can-do/2018/10">https://www.edweek.org/teachinglearning/opinion-response-building-relationships-with-students-is-the-most-important-thing-a-teacher-can-do/2018/10</a></p> <p><a href="https://www.rwif.org/en/library/research/2018/11/with-a-little-help-from-my-friends--the-importance-of-peer-relationships-for-social-emotional-development.html#:~:text=Peer%20relationships%20provide%20a%20unique,exclusion%2C%20and%20deviant%20peer%20processes.">https://www.rwif.org/en/library/research/2018/11/with-a-little-help-from-my-friends--the-importance-of-peer-relationships-for-social-emotional-development.html#:~:text=Peer%20relationships%20provide%20a%20unique,exclusion%2C%20and%20deviant%20peer%20processes.</a></p>	5/10/14/15

<p>All students to have access to breakfast and lunch, as well as snacks throughout the day to reduce hunger and aid concentration and behaviour regulation</p> <p><b>Budget:</b> £1,000 <b>Cost Code:</b> CUR006</p>	<p>Students that have access to a meal in the morning, and are well fed before school can show a significant increase in engagement and attainment during the day. This also helps us to provide a more settled environment throughout the day.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primarypupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primarypupils-reading-writing-and-maths-res</a></p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/</a></p>	
<p>To provide Enrichment Trips &amp; Educational Visits to all students across the college to enrich their learning, provide life experiences and to enhance students self and social confidence</p> <p><b>Budget:</b> £6,000 <b>Cost Code:</b> CUR006</p>	<p>Enrichment trips provide our students with opportunities that they may usually not be able to access, widening their experiences and broadening their horizons. These trips allow students to bond with their peers, and build positive social experiences within school.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>Due to the diverse way in which our students learn, and a number of gaps in learning. Providing educational learning opportunities outside of the classroom are important to aid students in their understanding of a topic whilst enhancing their opportunities to learn first-hand.</p> <p><a href="https://neu.org.uk/advice/educational-visits">https://neu.org.uk/advice/educational-visits</a></p>	14
<p>Provide students with access to Swimming lessons to ensure they have the skills to swim safely, and meet the KS2 and KS3 swimming standards, making use of local pools and instructors as required.</p> <p><b>Budget:</b> £2,000 <b>Cost Code:</b> CUR006</p>	<p>Due to school disruption throughout their education, many students have not met the required Swimming standards. Students also do not have the required skills to be able to save themselves if they were in danger within the water. Providing opportunities to swim also will have significant health and wellbeing implications for our students.</p> <p><a href="https://www.youthsporttrust.org/newsinsight/blogs/providing-all-children-with-vitalskills-through-inclusive-school-swimming-andwater-safety">https://www.youthsporttrust.org/newsinsight/blogs/providing-all-children-with-vitalskills-through-inclusive-school-swimming-andwater-safety</a></p>	10/11/14

<p>SMSC/PSHE curriculum to include external agency visits building a strong and positive relationships in particular with the local police.</p> <p>Offer targeted youth offending and prison visits to lower the risk of young people engaging in crime.</p> <p><b>Budget:</b> £2,000 <b>Cost Code:</b> CUR007</p>	<p>Due to a large number of negative life experiences our students, and also their families, find it incredibly challenging to engage with a wide range of external agencies. This can make improvements to their life challenging, as well as increase the risk of crime, harm and offending.</p>	<p>10/12/13/15</p>
<p>Ensure students are exposed to Cultural Capital to raise their aspirations and show they can be successful</p> <p><b>Budget:</b> £2,000 <b>Cost Code:</b> CUR006</p>	<p>At Cranbury College, we pride ourselves on exposing our students to as many life experiences as possible during their time with us. We will do all we can to ensure our students can access meaningful life experiences and can not only learn from what they see, and do, but can also learn from each other, and we need to provide as many opportunities to all, no matter what, for students to do this.</p> <p><a href="https://early-education.org.uk/cultural-capital/">https://early-education.org.uk/cultural-capital/</a></p>	<p>8/10/14</p>
<p>An appropriate rewards system to be implemented for student, to include trips and vouchers, to support students with celebrating their successes with their learning</p> <p><b>Budget:</b> £2,000 <b>Cost Code:</b> CUR005</p>	<p>Incentives for students motivate them to be more productive because they create a feeling of pride and achievement. Our students are used to a large amount of negative attention, and in previous schools have missed out on a significant amount of praise, damaging their confidence and self-esteem.</p> <p><a href="https://www.tes.com/teaching-resources/blog/using-reward-systems-classroom">https://www.tes.com/teaching-resources/blog/using-reward-systems-classroom</a></p> <p><a href="https://improvingteaching.co.uk/2019/05/19/rewarding-students-should-we-if-so-how/">https://improvingteaching.co.uk/2019/05/19/rewarding-students-should-we-if-so-how/</a></p>	<p>5/8/10/15</p>

<p>Primary students to have access to targeted Music, Massage, Speech and Language and Play Therapy as part of their curriculum</p> <p>Students in KS3+ to have access to targeted therapies as required.</p> <p><b>Budget:</b> £4,000 <b>Cost Code:</b> CUR006</p>	<p>Targeted therapy can support students with their dysregulation and management of their emotions, ensuring their school day, and wider life is more positive due to the support in understanding their wants, feelings and emotions better. Having students accessing therapy will lead to a calmer school environment.</p> <p><a href="https://www.shootingstar.org.uk/wp-content/uploads/2018/01/Primary-School-MusicTherapy-Pack-2018-updated-2.pdf">https://www.shootingstar.org.uk/wp-content/uploads/2018/01/Primary-School-MusicTherapy-Pack-2018-updated-2.pdf</a></p> <p><a href="http://www.passt.co.uk/who-benefits-2/schools/">http://www.passt.co.uk/who-benefits-2/schools/</a></p> <p><a href="https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1632&amp;context=msw_papers">https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1632&amp;context=msw_papers</a></p>	<p>7</p>
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**Total budgeted cost: £78,790**

## 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.

*Please click below link to access the 2020/2021 Pupil Premium Strategy Impact Review.*

<https://www.cranburycollege.co.uk/site/data/files/users/2C64213D0F65FDE8A0ECF0CBFDBB5D24.pdf>

### 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

### Service pupil premium funding – Not Applicable

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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### Further information

Please see our website and the Maiden Erlegh Trust website for more information. This Strategy should old be read in conjunction with our Primary Sports Premium Strategy.
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