

Pupil premium strategy statement 2022

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	86
Proportion (%) of pupil premium eligible pupils	46 (53%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year strategy – This strategy covers Academic Year 22/23, but also covers 3-5 year plan in which we are in year 3.
Date this statement was published	December 2022
Date on which it will be reviewed	Interim Review Sept 23
Statement authorised by	Ceri Burns
Pupil premium lead	Charlotte Baggley
Governor / Trustee lead	Mary Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,070
Recovery premium funding allocation this academic year	£46,728
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	£105,798

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
4	A large number of hours missed throughout pupils education due to a number of fixed term suspensions, internal suspensions 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 diagnosed.
6	Underlying undiagnosed Special Educational Needs, in particular ADHD and Autism due to long waiting times at CAMHs

7	Poor emotional literacy skills
8	Lower levels of attendance, including levels of persistent absence, preventing students from accessing learning
9	Negative life experiences both at home, within school and within the wider community, including social care intervention
10	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
11	Parental engagement with school and their aspirations of their child's education being reduced due to past experiences and disadvantage
12	Engagement in illicit activities, such as substance misuse and crime
13	Lack of enrichment activities outside of school compared to less disadvantaged students due to financial constraints, lack of availability
14	Students not being emotionally ready to learn due to external factors
15	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	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
Pupils to make expected levels of progress in numeracy	By the end of KS3 students will be able to access Functional Skills Entry Level 3 in Maths By the end of KS4 and KS5 we would be expecting students to be able to access Functional Skills Kevel 1 Maths as a minimum, with our higher ability learners being able to access GCSE
Pupils to make expected progress, and have increased engagement in Science	100% of students that are able to access Science will have Science on their timetable 100% of students accessing Science will be on track to gain a qualification by the end of KS4
Quality First teaching for all students	Quality First Teaching for all students will be shown in the following ways: <ul style="list-style-type: none"> • Book Look feedback • Teaching for Excellence observation feedback forms • Line Manager meetings feedback • Results of internal assessments

	<ul style="list-style-type: none"> • Final external results
Targeted intervention by internal staff and external agencies	Students are correctly identified to take part in interventions using internal data assessments. Where applicable, staff will communicate with external agencies to ensure that the students' experience has maximum impact. Staff will be able to use the results of internal assessments to verify whether the targeted interventions have had impact on the students' attainment and progress.
Pupils to be supported to increase their attendance at school, with all students achieving 85% attendance	All students to have appropriate attendance intervention, such as home visits, attendance panels and regular monitoring meetings.
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

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: £47,622

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching through teaching and feedback, including metacognition and self regulation by children	The EEF States the following: “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”	1,2,3,4,10
Teaching for Excellence	Teaching for Excellence Quality First Teaching supported by evidence informed CPD for teachers. A peer-support model to help embed and sustain teaching strategies. https://www.walkthrus.co.uk/ https://educationendowmentfoundation.org.uk/support-forschools/school-improvementplanning/1-high-quality-teaching	1,2,5,15
Provision of HLTA's in English and maths to support small groups	HLTA's in Maths and English provide small group support focusing on core skills. In class support with key groups of students maximises impact of Quality First Teaching https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/teaching-assistantinterventions Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,7,8,11
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://www.glassessment.co.uk/assessments/cat4	1,2,3,4,5,6,7,8,10

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

Budgeted cost: £37,471

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of SAFE Team	The use of a dedicated team to support students pastoral care (behaviour and safeguarding) across the college ensure that we are able to be proactive and reactive to situations that may arise, supporting the young people, but allowing the rest of the class to continue to access high quality lessons.	4,5,8,9,10,11,12,14
Software Implementation to enable students to develop key skills	Students have access to learning platforms that increase their potential to meet their target grades. EG. Lexia, Widgit, Complete Maths	1,2,3,4,6,9,10
Engaging with Academy 21 and Tutor Doctors to provide a blend of tuition and school led tutoring for those identified as having significant gaps in learning or struggled to engage in group learning.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	3,5,8

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

Budgeted cost: £27,703,30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students to be provided with appropriate Vocational qualifications, and educational opportunities, through: - SATRO Construction Path Hill Outdoors RAW	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.	1,2,3,12,15

<p>Reading Autoskills Alt Prov AQA Unit awards</p> <p>This is to ensure disadvantaged students are able to leave college gaining a range of appropriate qualifications</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/outdooradventure-learning</p>	
<p>Continuation of WPS – Education Welfare Service</p>	<p>Continuation of the school's own EWO. This allows for relationship building and quick action to take place to support our young people and their families in ensuring they can attend school to access learning.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4, 8,11
<p>Attendance Officer to ensure that all students can attend school and therefore access education</p>	<p>Attendance officer who liaises with key pastoral staff members to support students and families who struggle to attend school. To remove barriers that may appear as a result of poor attendance. To ensure statutory responsibilities are followed through for persistent absence.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	8,9
<p><i>Hardship Fund</i></p>	<p>For students and families who are in a poor financial position. A hardship fund can be access to support with a child's schooling. A 'contribution towards' can be requested by parents.</p>	9, 11, 13

Total budgeted cost: £105,796,32

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.

Standards meetings are taking place when scheduled, and PP is a focus area on the standards form and what Department Leaders are doing to ensure all pupils make progress, but specifically targeted groups.

Pupil Premium is now added as a standing item on all meetings with Line Managers. Department meetings also have a standing agenda item for this.

Lexia has been an incredibly powerful intervention and has supported a variety of students including PP and SEN. Lexia has been purchased again for the next three years.

The appointment of our EWO, working alongside our Attendance Officer and Safe Team has enabled 16 home visits between September and October, working alongside our families, improving attendance, progress, and engagement in school.

Further training will be provided to the Attendance Officer to clarify the attendance process to ensure 'gaps' are not missed.

Attendance is flagged weekly by the Attendance Officer and Persistently Absent students are highlighted with the Safe Team to encourage and praise.

All students are provided with specific Careers sessions to support with their next destination, including CV writing and college and sixth form placement applications.

Alternative Provision is looked into where necessary to ensure students needs are met and we consider whether a vocational qualification can also be gained.

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
1.1 Tuition	Tutor Doctor/Academy 21
Lexia	
Widgit	

Service pupil premium funding (optional)

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.