



Pupil Premium Strategy Statement



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values

How will we succeed?

Demonstrating our love through...

Ambition

- work hard
- strive to be even better
- be the best we can

Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- be brave**

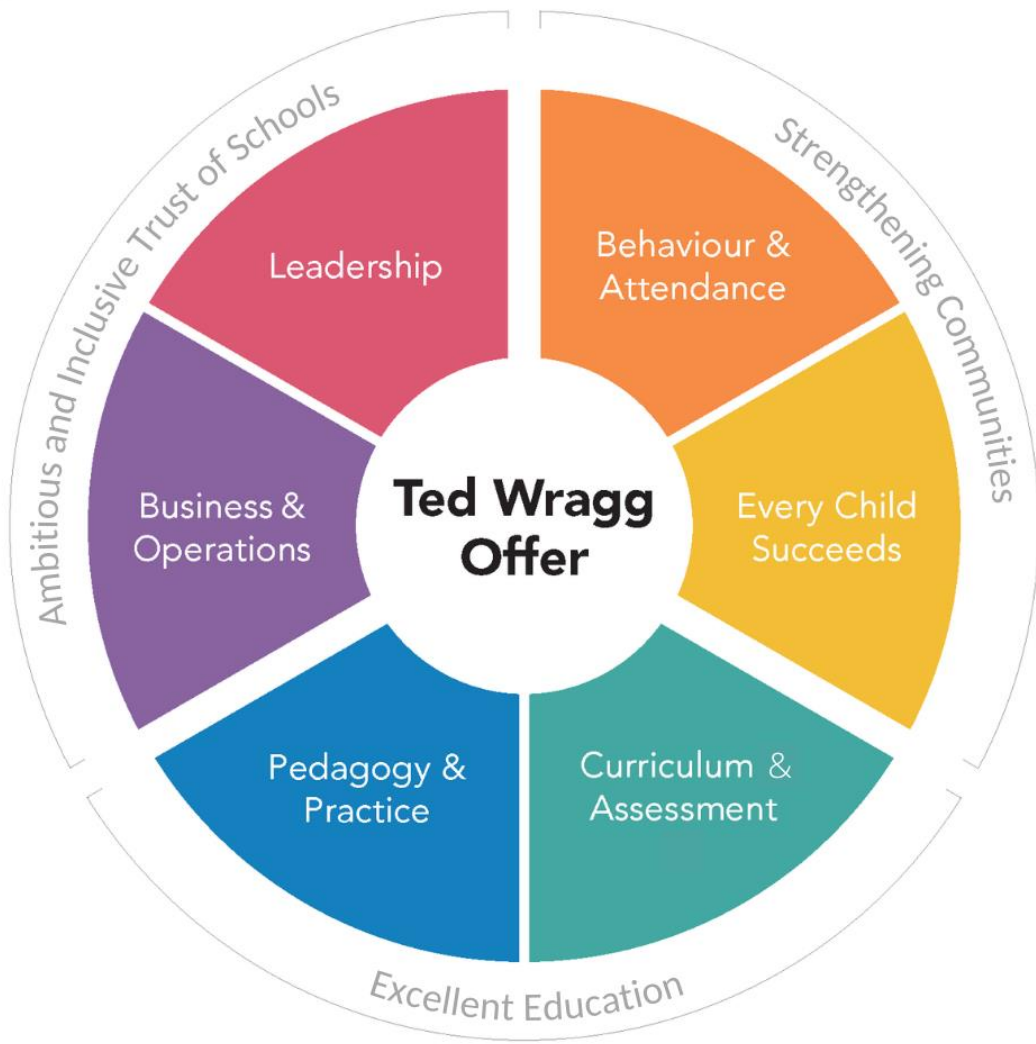
Collaboration

- build **trust**
- build strong **relationships**
- be stronger together**

Grow great people

Relentlessly positive collaboration

Have the highest standards



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
School name	Cranbrook Education Campus - Secondary
Number of pupils in school	439 (Secondary)
Proportion (%) of pupil premium eligible pupils	145/439 33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15 th December 2023
Date on which it will be reviewed	1 st November 2024
Statement authorised by	Stephen Farmer – Head of Campus/Head of Secondary
Pupil premium lead	Ellie Jacobs – Senior Leader for Every Child Succeeds
Governor / Trustee lead	Les Bayliss (Chair of Governors)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2022/2023)	£123,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2022/2023) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£123,225

Part A: Pupil Premium Strategy Plan

Statement of Intent

Cranbrook Education Campus is a school rooted in its community where aspirational learning and opportunities transform the lives of our pupils. Our mission is to transform lives and strengthen our communities to make the world a better place. 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.

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: Our assessments, observations and stakeholder voice suggest that our disadvantaged pupils have been impacted by partial school closures. These findings are in line with several national studies. This has resulted in significant gaps in progress. In 2021 the progress gap was -0.4 (PP = +0.31, Non-PP = +0.71), In 2022 the gap was a gap of -0.75 (PP +0.35, Non -PP +0.9). Our A8 Disadvantaged gap for 2023 results was -21.4 however our a far higher percentage of disadvantaged pupils were entered for the EBacc at 89.7% compared to non-PP 71.4%. Ensuring our Disadvantaged pupils make suitable progress will continue to be a focus for the next academic year.
2	Attendance issues. Attendance figures are currently poor for disadvantaged pupils, and we would like to address this as our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. In 2020-2021 data showed a 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. 2021-2022 average DS attendance was 5.8% below the non-DS average. 2022-2023 data shows disadvantaged attendance is 93.6%, above the national average by 10.2% with persistent disadvantaged absence lowered to 18.3%.
3	Weak Language and Communication skills. Our observations and data suggest that many lower attaining disadvantaged pupils have below age-expected language and communication skills - for example In 2021-2022 64% of pupils identified as having SL&CN are our disadvantaged pupils, last year we had 33% identified and this year we have so far identified 3% of our pupils to have SL&CN.
4	More frequent behaviour difficulties. Pupil voice and behaviour data shows that 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. In 2021-2022 this percentage was lower at 62%. So far

	this year the percentage was lower at 57% of disadvantaged pupils accounting for behaviour sanctions.
5	<p>Parental engagement and support from home.</p> <p>Our stakeholder voice surveys, our internal data, and contact with home during the pandemic highlighted that disadvantaged pupils’ parents did not attend parents/carer progress meetings. Furthermore, disadvantaged pupils did not access their home learning during lockdown. This is in line with pupil voice who say that they do not have support in completing homework. 56% of disadvantaged pupils did not engage with home learning during Lockdown. In 2021-2022 54 % reported that they do not ask for support with homework, this was lower in 2022-2023 with 43% having reported this. This year 57% reported they are able to have support with their homework, with 80.7% of pupils responding that they are confident they can ask teachers for help when they need it.</p>
6	<p>Mental health support.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. Last year’s mentoring data showed that of 44 pupils receiving SEMH mentoring 66% are disadvantaged.</p>
7	<p>Accumulation of skills and experiences needed to improve social capital and life aspirations (Personal Development).</p> <p>In 2020-2021 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. In 2021-2022 56% of DS pupils did not engage. 2022-2023 data shows homework club supports 41% of our disadvantaged pupils and 59% of our attendees to breakfast club.</p>
8	<p>Disadvantaged pupils do not maintain positive attitudes to Reading and are often below their age-related reading age. Assessments on entry to KS3 indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects; our data in 2021 showed 43% of disadvantaged pupils have a reading age below their physical age. In 2022 our data indicated that 79% of year 7 and 60% of year 8 pupils had a reading age below their physical age are disadvantaged. This year our data indicates 50% of Year 7 and 65% of year 8 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	20/21	21/22	22/23
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 scrutiny 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.	Raise staff awareness of challenges faced by our disadvantaged pupils and set up an assertive mentoring programme resulting in fewer behaviour incidents recorded for pupils eligible for Pupil Premium.			
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 at the end of the academic year.			
7. Pupil Premium pupils to accumulate the skills and experiences needed to improve social capital and life aspirations (Personal 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: 35,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>High quality teaching: Incremental Coaching and Targeted CPD</p>	<p>£28,073</p> <p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication ‘Closing the Attainment Gap’</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Teachers will also benefit from Incremental Coaching; Kraft, Blazar and Hogan (2017) found ‘large positive effects of coaching on teachers’ instructional practice.’</p> <p>To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo.</p> <p>Research link: THE EEF GUIDE TO THE PUPIL PREMIUM</p>	<p>1 and 4</p>
<p>Educational Technology packages to support Homework (Bedrock, EduCake, Sparx)</p>	<p>£2008</p> <p>Technology has been recognised as having the capacity to have a positive impact in pupils’ progress particularly when it is used to supplement and support in-class teaching.</p> <p>Research link: Homework: EEF Teaching & Learning Toolkit</p>	<p>3, 5 & 8</p>
<p>Continued use of Knowledge Organisers in Secondary to support with knowledge retrieval and homework</p>	<p>£5,000 - updated amount</p> <p>The EEF site the ‘Ofsted research defined a ‘knowledge-rich’ approach as one in which curriculum leaders are clear on the “invaluable knowledge they want their pupils to know” Knowledge organisers support this approach in equipping pupils with the powerful knowledge they need for each subject in each cycle.</p> <p>Research link: Homework: EEF Teaching & Learning Toolkit</p>	<p>3 & 5</p>

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

Budgeted cost: £34,8728

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve reading and comprehension. Lexia Learning and specialist speech & language and literacy interventions in Secondary phase.</p>	<p>£28,228 – Specialist TA – Speech & Language</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects and are used to enable pupils to access the whole curriculum. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject</p> <p>Research Link: Oral language interventions: EEF Teaching & Learning Toolkit</p> <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>	<p>3 & 8</p>
<p>Voice 21 Oracy</p> <p>Tuition Sessions</p> <p>SEL Interventions: Music, LED, Tuition/Tutor sessions, behaviour. (Personalised)</p>	<p>£3,500 (Voice 21) £3,100 SEL/ Tuition Interventions</p> <p>Voice 21- In the EEF, there is evidence of Oral language approaches having a high impact on pupil outcomes of 6 months’ additional progress.</p> <p>Research Link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Tuition Sessions- In the EEF, there is extensive evidence supporting the impact of high quality one to one tuition. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would</p>	<p>1, 3 & 7</p>

	<p>most benefit from additional practice or feedback.</p> <p>Research Link: Small group tuition: EEF Teaching & Learning Toolkit</p> <p>SEL Interventions - The EEF findings show Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Research link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £104,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion (Mentoring/Nurture/Mental Health) provision for targeted pupils and pupils who become dysregulated</p>	<p>£87,517 - Inclusion team wage cost (excluding AHT – PD, Behaviour and welfare)</p> <p>According to the EEF, “social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.” Our Inclusion Team provide these interventions alongside a menu of support to help pupils focus on the areas mentioned to support with well being as well as minimising lost learning time.</p>	<p>1,2,4 and 6</p>

	<p>Research Links:Social and emotional learning: EEF Teaching & Learning Toolkit</p> <p>Behaviour interventions: EEF Teaching & Learning Toolkit</p>	
<p>Breakfast club provision Secondary pupils</p>	<p>£1,000</p> <p>Breakfast clubs have been proven to address issues of concentration, behaviour, punctuation, social development and understanding of nutrition and health.</p> <p>Research Link: Magic Breakfast: EEF projects and evaluation</p>	6
<p>Increase attendance at extra-curricular clubs and for external trips</p>	<p>£5,000</p> <p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Research Link: Sports participation: EEF Teaching & Learning Toolkit</p> <p>Arts participation: EEF Teaching & Learning Toolkit</p>	7
<p>Educational Welfare & Educational Psychology support</p>	<p>£ 6,201 – SEND strategy</p> <p>£5,265 - EWO</p> <p>The EEF suggests that “children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.” The Educational Welfare Officer and Psychology provides support in both attendance and the reasons behind it.</p> <p>Research Link:</p>	1,2,4 and 6

	Social and emotional learning: EEF Teaching & Learning Toolkit	
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Total budgeted cost: £174,892

Part B: Review of Outcomes in the Previous Academic Year

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our disadvantaged pupils achieved lower results across the board to their non-disadvantaged peers. A far higher percentage of disadvantaged pupils are entered for the EBACC than National Average. (Please see Data below).

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that our school needs to continue to focus on raising the attainment of disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that Attendance and Behaviour play a key role in enabling our disadvantaged pupils to achieve well, especially with our small cohort and in year admissions and that focus for the next year needs to be driven to support raising these figures.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that some elements of our strategy were more effective than others, particularly the impacts of our strategies focussing on improved language and communication skills for pupils eligible for Pupil Premium and our relational approach toward Families identified as having complex family situations are supported through a multi-agency approach. Our key foci for next year will be improving attendance and reallocating the funding provided to CoachBright to focus on SEL and Tuition support in order to maximise outcomes. We plan to further support our Disadvantaged pupils by enhancing our ‘All About Me’ Relational Approach.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Progress 8

School

Pupils in Progress 8 cohort = 49

Pupils with adjusted scores = 0

Average	0.04
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Confidence interval
-0.36 to 0.44

Key stage 4 disadvantaged

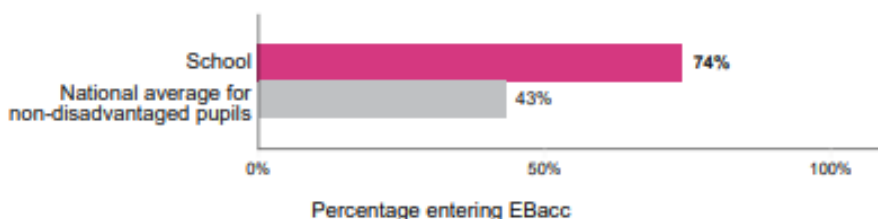
This is provisional data for 2022/23.

Progress 8 for disadvantaged pupils

Progress score for disadvantaged pupils	-0.73
Confidence interval	-1.37 to -0.10
Number of disadvantaged pupils	19
Disadvantaged pupils with adjusted scores	0
National average for non-disadvantaged pupils	0.17
National average for disadvantaged pupils	Like-for-like -0.57

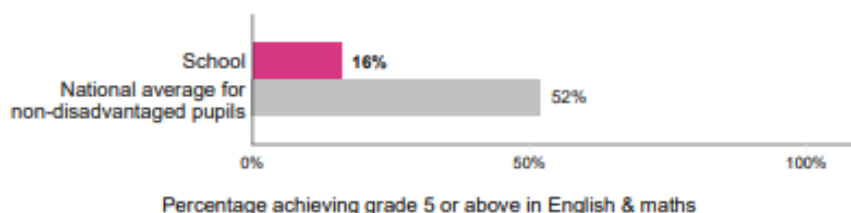
Percentage of disadvantaged pupils entering English Baccalaureate

Number of disadvantaged pupils = 19



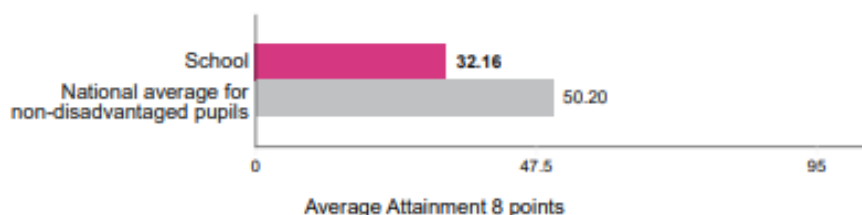
Percentage of disadvantaged pupils achieving grade 5 or above in English maths

Number of disadvantaged pupils = 19



Attainment 8 for disadvantaged pupils

Number of disadvantaged pupils = 19



Percentage of disadvantaged pupils staying in education or entering employment after key stage 4

This is revised data for 2021/22 (2020/21 leavers)

Number of disadvantaged pupils = 24



Key stage 4 headline reports

Progress 8 by pupil group

Progress 8 by pupil group													
Breakdown	Cohort	Progress 8 adjusted score		Progress 8 unadjusted score		English element		Maths element		English Baccalaureate element		Open element	
		School	National	School	National	School	National	School	National	School	National	School	National
All pupils	49	0.04	-0.03	0.04	-0.03	0.45	-0.04	-0.05	-0.02	0.19	-0.03	-0.32	-0.04

Breakdown	Cohort	Progress 8 adjusted score		Progress 8 unadjusted score		English element		Maths element		English Baccalaureate element		Open element	
		School	National	School	National	School	National	School	National	School	National	School	National
Male	26	0.08	-0.17	0.08	-0.17	0.41	-0.33	0.17	0.09	0.28	-0.09	-0.40	-0.33
Female	23	-0.01	0.12	-0.01	0.11	0.49	0.28	-0.30	-0.14	0.08	0.03	-0.22	0.26
Disadvantaged	19	-0.73	0.17	-0.73	0.16	-0.13	0.14	-0.69	0.15	-0.63	0.17	-1.26	0.17
			Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like

Attainment 8 by pupil group

Attainment 8 by pupil group												
Breakdown	Cohort	Overall attainment 8		English element		Maths element		English Baccalaureate element		Open element		
		School	National	School	National	School	National	School	National	School	National	
All pupils	50	45.06	46.19	10.54	9.83	8.64	9.09	13.30	13.38	12.58	13.88	
Male	27	42.19	43.65	9.85	9.09	8.37	9.12	12.52	12.65	11.44	12.78	
Female	23	48.43	48.53	11.35	10.61	8.96	9.05	14.22	13.84	13.91	15.03	
Disadvantaged	19	32.16	50.20	8.42	10.59	6.21	8.89	9.16	14.66	8.37	15.06	
			Like-for-like		Like-for-like		Like-for-like		Like-for-like		Like-for-like	

Entries and points

Key stage 4 entries and points

Breakdown	Cohort	Average number of qualifications entered	Average points per qualification
All pupils	50	7.38	4.54
Male	27	7.63	4.07
Female	23	7.09	5.14
Disadvantaged	19	7.16	3.26

IDASH Report- unadjusted (Prior to October Update)

All students

	Progress 8		Attainment 8		Basics 5+	Basics 4+	EBacc Measures		
	Number of pupils	Progress 8 score	Number of pupils	Attainment 8 score	% pupils achieving 5+ in Eng and Mat	% pupils achieving 4+ in Eng and Mat	% pupils entered for Ebacc	Ebacc APS	% achieving Ebacc at grade 5+
ASAP	96	-0.70	101	36.68	25.7%	46.5%	17.8%	2.95	5.0%
CEC	50	-0.38	50	45.00	44.0%	58.0%	82.0%	4.28	22.0%
HCC	124	-0.28	130	46.40	37.7%	66.9%	21.5%	4.06	7.7%
ISCA	163	-0.19	180	48.16	50.6%	74.4%	82.2%	4.52	22.2%
LCA	169	-0.13	178	45.27	39.9%	59.6%	23.6%	3.60	9.6%
MAPS	133	-0.71	139	42.78	32.4%	54.0%	40.3%	3.56	8.6%
QE	237	-0.02	250	50.95	55.6%	76.8%	30.0%	4.53	20.4%
SC	136	-0.36	149	44.87	36.9%	56.4%	18.8%	3.77	9.4%
SJ	178	-0.33	197	45.70	47.7%	67.5%	75.6%	4.31	24.4%
SL	140	-0.07	151	46.78	49.7%	71.5%	62.9%	4.29	27.2%
TBH	193	-0.88	196	38.78	20.9%	51.0%	44.4%	3.30	4.6%
WE	176	0.04	189	48.94	57.7%	79.4%	66.1%	4.54	16.4%
MAT score	-0.31		45.55		42.8%	65.2%	46.7%	4.02	15.1%

Disadvantaged students

	Progress 8		Attainment 8		Basics 5+	Basics 4+	EBacc Measures		
	Number of pupils	Progress 8 score	Number of pupils	Attainment 8 score	% pupils achieving 5+ in Eng and Mat	% pupils achieving 4+ in Eng and Mat	% pupils entered for Ebacc	Ebacc APS	% achieving Ebacc at grade 5+
ASAP	54	-1.15	55	30.98	12.7%	38.2%	10.9%	2.42	1.8%
CEC	21	-1.16	21	32.62	14.3%	28.6%	71.4%	3.03	0.0%
HCC	26	-0.51	26	37.12	15.4%	53.8%	11.5%	3.24	0.0%
ISCA	43	-1.22	46	36.41	19.6%	60.9%	69.6%	3.37	0.0%
LCA	69	-0.35	71	41.45	29.6%	50.7%	22.5%	3.25	9.9%
MAPS	64	-0.85	65	40.80	27.7%	50.8%	33.8%	3.30	9.2%
QE	29	-0.39	32	40.45	37.5%	53.1%	15.6%	3.46	6.3%
SC	30	-0.77	31	34.37	12.9%	25.8%	6.5%	2.77	3.2%
SJ	54	-1.50	59	29.33	22.0%	39.0%	49.2%	2.67	8.5%
SL	44	-0.24	46	44.07	43.5%	67.4%	54.3%	3.95	19.6%
TBH	55	-1.39	56	30.36	8.9%	32.1%	32.1%	2.60	5.4%
WE	49	-0.47	52	36.13	28.8%	59.6%	46.2%	3.26	5.8%
MAT score	-0.85		36.29		23.4%	47.5%	35.2%	3.09	6.6%

SEN Support students

	Progress 8		Attainment 8		Basics 5+	Basics 4+	EBacc Measures		
	Number of pupils	Progress 8 score	Number of pupils	Attainment 8 score	% pupils achieving 5+ in Eng and Mat	% pupils achieving 4+ in Eng and Mat	% pupils entered for Ebacc	Ebacc APS	% achieving Ebacc at grade 5+
ASAP	49	-0.76	49	32.87	14.3%	26.5%	10.2%	2.52	2.0%
CEC	9	-1.23	9	29.50	11.1%	22.2%	55.6%	2.76	11.1%
HCC	6	-1.03	6	28.50	33.3%	33.3%	16.7%	2.56	0.0%
ISCA	24	-1.58	26	31.88	15.4%	42.3%	50.0%	2.92	11.5%
LCA	36	-0.30	37	34.58	10.8%	32.4%	10.8%	2.62	5.4%
MAPS	13	-1.08	14	43.84	57.1%	64.3%	21.4%	3.64	7.1%
QE	24	-0.99	26	29.94	15.4%	42.3%	11.5%	2.46	0.0%
SC	27	-0.82	28	33.99	21.4%	35.7%	10.7%	2.77	3.6%
SJ	48	-1.10	51	29.13	11.8%	39.2%	62.7%	2.62	2.0%
SL	40	-0.53	41	36.26	34.1%	51.2%	34.1%	3.20	12.2%
TBH	42	-1.14	42	31.79	9.5%	35.7%	38.1%	2.67	0.0%
WE	23	-0.91	24	32.52	20.8%	50.0%	20.8%	2.88	0.0%
MAT score	-0.90		32.82		18.4%	39.1%	29.5%	2.76	4.2%

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	EduCake LTD https://www.educake.co.uk/
Sparx Maths	Sparx - https://sparx.co.uk/
Sparx Reader	Sparx Reader - https://sparxreader.com/
Literacy Assessment	EduKey/TES - https://www.literacyassessment.co.uk/
Bedrock	Bedrock Learning - https://app.bedrocklearning.org/
Lexia	Lexia Learning - https://www.lexialearning.com/
ClassCharts	EduKey/TES - https://www.classcharts.com/
ProvisionMap	EduKey/TES - https://www.provisionmap.co.uk/

Further Information

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