



**Pupil Premium Strategy Statement**

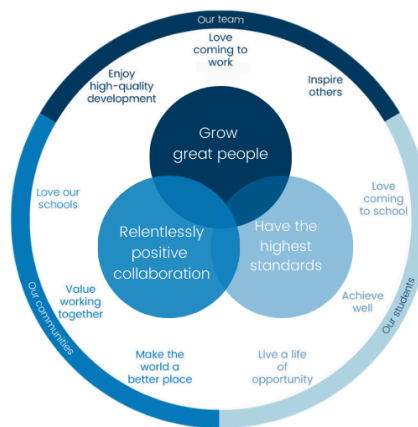
**Ted Wragg** TRUST  
 An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**We demonstrate our love through our values**



**How we will succeed**



## Our Ted Wragg Standard



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	875
Proportion (%) of pupil premium eligible pupils	253 (28.9%) Primary: 97 (24.7%) Secondary: 156 (32.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Stephen Farmer – Head of Campus/Head of Secondary
Pupil premium lead	Eleanor Jacobs -Assistant Headteacher - Every Child Succeeds
Governor / Trustee lead	Emma Wrublewski

## Funding Overview

Detail	Primary Amount
Pupil premium funding allocation this academic year	£288,700
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£288,700

## 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.

## Part B: Review of 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.

Our analysis showed that, despite the improvement, disadvantaged pupils still make less progress than their non-disadvantaged peers. Educational qualifications are critical to social mobility, providing the opportunity to move out of poverty and other forms of socioeconomic disadvantage. In 2023-24, the gap between our PP pupils and their non-PP peers remained significant but showed improvement compared to previous years. To ensure parity for all learners, closing this gap remains a key priority.

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.

In **Secondary**, the progress gap between PP and non-PP pupils was -0.53 overall. Specific subject gaps included -0.48 in Maths, -0.26 in English Language, -0.33 in the EBacc, and -0.96 in the Open Element. Additionally, 29.4% of disadvantaged pupils achieved a Grade 5 or above in English and Maths, compared to 51.7% of their non-PP peers. The average attainment score of disadvantaged pupils was 37.15, compared to 45.32 for non-PP pupils.

In **Primary**, outcomes show a varied picture. EYFS GLD (Good Level of Development) was 67%, exceeding the disadvantaged national average of 50% and matching the general national average. However, in the Phonics Screening Check, 57% of disadvantaged pupils met the standard, below the disadvantaged national average of 67%

and the general national average of 79%.

For the Multiplication Tables Check, the average score of disadvantaged pupils was 15.3, lower than the disadvantaged national average of 18.2 and the general national average of 20.2. At KS2, 60% of disadvantaged pupils achieved the combined expected standard, which was above the disadvantaged national average of 44% but slightly below the general national average of 61%. No disadvantaged pupils achieved the combined higher standard, falling below the disadvantaged national average of 3% and the general national average of 8%.

These findings underscore the need for continued focus on closing the attainment and progress gaps, particularly in core areas such as phonics, maths, and the higher attainment threshold at KS2 and KS4.

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

The data collected via our All About Me survey, Edurio Survey, Tutor Talk days and Pupil Progress and Wellbeing meetings demonstrated that the school is making good progress to ensure our PP pupils' individual needs are known, actions are in place, implemented and reviewed to support our pupils.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, but we are at present intending 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 our focus on building relationships via our All About Me survey, Tutor Talk days, Pupil Progress and Wellbeing meetings and staff CPD has enabled us to know our pupils much better and as such be able to allocated support more effectively to combat the challenges faced. We have seen that through these relationships we have improved attendance, reduced behaviour incidents and built a more positive dialogue with our families, particularly in support of data collection point year groups. We have also chosen to no longer continue to use Knowledge Organisers, Coachbright and the Year 5 & 6 mentoring as this was having limited impact for our PP pupils above and beyond our other strategies in place.

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.

## Challenges

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

Challenge Number	Detail of Challenge
1	<p><b>PP pupils make less progress than their Non-PP peers:</b></p> <p>Educational qualifications are the key to social mobility; the capacity to move out of poverty and other forms of socioeconomic disadvantage. In 2023-24, this gap between our PP pupils and their nonPP peers remained significant, however improved on previous years. We must close this gap to ensure the greatest parity for our learners.</p> <p>In Secondary:</p> <ul style="list-style-type: none"> <li>● The progress gap between PP and non-PP pupils in 2023-2024 was: -0.53</li> <li>● In Maths for 2023-2024, the progress gap between PP and non PP was -0.48, in English Language -0.26, EBacc -0.33 and Open Element -0.96.</li> <li>● In 2024-24 the percentage of disadvantaged pupils achieving grade 5 or above in English and Maths was 29.4% comparable to their non-PP peers at 51.7%.</li> <li>● In 2024-24 the average attainment score of disadvantaged pupils was 37.15% comparable to their non-PP peers at 45.32.</li> </ul> <p>In Primary:</p> <ul style="list-style-type: none"> <li>● In 2023-24 the EYFS GLD was 67% in comparison to 50% food DS National Average (CEC above) and 67 &amp; for general National Average (i.e. our DS EYFS pupils are in line with general National Averages).</li> <li>● In Phonics screening check PP pupils percentage was 57% in comparison to 67% for DS National Average (CEC below) and 79% general National Average (CEC below).</li> <li>● In 2023-24 the Multiplication Timetable Check Average Score was 15.3 in comparison to DS National average of 18.2 (CEC below) and in comparison to general National Average (20.2).</li> <li>● The KS2 Combined Expected is 60% in comparison to 44% for DS National Average (CEC above) and 61% to general National Average (CEC just below).</li> <li>● The KS2 Combined Higher is 0% in comparison to 3% for DS National Average and 8% general National Average (CEC below in both).</li> </ul>
2	<p><b>Strengthening Partnerships with Families</b></p> <p>Building strong, positive relationships with families is crucial to supporting disadvantaged pupils, yet parental engagement remains a challenge. Some families face barriers such as a lack of confidence in engaging with school or limited capacity to support learning at home. Strengthening these connections is essential to foster trust, encourage collaboration and ensure families feel equipped to support their child's education effectively. A continued focus on individualised approaches via our Pupil Progress and Wellbeing meetings, Tutor Talk Days and our All About Me Surveys is necessary to continue to build and improve these relationships is vital for sustained progress.</p> <p>In 2023-24 our Pupil and parents voice data showed improvements such as 92% of families felt well informed with regards to attendance, 88% said they are interested to receive suggestions on how to support learning and development and 69% felt well informed on behaviour. Contrastingly though, only 43% felt informed with regards to their child's learning progress and only 29% said they see that their feedback has had an impact. 81% commented positively on parents evenings (PPWs) with social events receiving a lower score of 54%, however, parents evenings were more well attended by non-PP pupil parents. In general, 55% of responses were positive in terms of how satisfied parents are with the school's efforts to engage with them - this is an area we are keen to continue to focus on.</p>

3	<p><b>Attendance Issues</b></p> <p>Our school has made progress in improving attendance rates and reducing persistent absence among disadvantaged pupils over the past year. However, this remains a key area of focus as we aim to sustain and build on these improvements. The next step is to shift our efforts towards ensuring not only that pupils are present at school but also that they attend all lessons consistently. This will help to maximise their engagement in learning and ensure they benefit fully from the opportunities provided, addressing gaps in achievement more effectively.</p> <ul style="list-style-type: none"> <li>● Attendance: Primary 2023-24: 95% Secondary 2023-24: 88%</li> <li>● Persistent Absence: Primary 2023-24: 13% Secondary 2023-24: 42%</li> <li>● Pupil voice carried out via our All About Me Survey and Tutor Talk sessions identified a range of barriers for our PP pupils maintaining good attendance including improving lateness. This showed: motivation, health, social relationships (reliance on peers) and home organisation/routine to be the top barriers.</li> </ul>
4	<p><b>Weak Language and Communication skills</b></p> <p>Our observations and data indicate that many disadvantaged pupils, particularly those who are lower attaining, have language and communication skills below age-related expectations. This presents a barrier to their learning across the curriculum, as limited vocabulary and difficulty articulating ideas impact their ability to access, engage with, and demonstrate understanding in lessons. Addressing this requires targeted support to develop oracy, vocabulary, and confidence in communication.</p> <ul style="list-style-type: none"> <li>● In 2023-2024 38.16% of pupils identified as having SL&amp;CN were PP.</li> <li>● 80% of pupils who have a standardised reading score of below 85 are pupils in receipt of PP.</li> <li>● PP pupils in literacy groups last year made up 46.25% of pupils.</li> <li>● PP pupils are less likely to read for pleasure compared with non-PP pupils.</li> <li>● 12% of pupils reported not having books at home of this, 9% were PP pupils.</li> </ul>
5	<p><b>More frequent behaviour difficulties.</b></p> <p>Pupil voice and behaviour data shows that disadvantaged pupils are getting behaviour sanctions more frequently than their non-disadvantaged peers. Throughout the previous PP strategy (2021-24) the number of Lesson removals for PP pupils decreased year on year but still remains disproportionately high in comparison to non-PP peers.</p> <ul style="list-style-type: none"> <li>● Of the 247 Lesson Removals in 2023-24, 53% were of PP Pupils</li> <li>● Of the 53 Primary suspensions per pupil: PP pupils accounted for 83%, 66% of which were both PP and SEND pupils (Double Disadvantaged). Whole school, PP pupils represented 62% with 48% being both PP and SEND pupils (Double Disadvantaged).</li> </ul>
6	<p><b>Emotional resilience of DS pupils is lower than non-DS pupils</b></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. These challenges particularly affect PP pupils, including their attainment.</p> <p>2023-24 mentoring data showed that of the pupils receiving SEMH mentoring 61% are PP pupils. Additionally surveys showed that only 44% PP pupils reported positively on feeling lonely, tired or stressed in comparison to non PP Pupils who reported 59% positivity. Our Edurio survey showed that 43% of parents felt unconfident in supporting their child's learning and development at home to</p>

	ensure emotional and academic resilience.
7	<p><b>Accumulation of skills and experiences needed to improve social capital and life aspirations.</b></p> <p>Accumulating skills and experiences through extracurricular activities is a challenge for Pupil Premium pupils, as their participation rates remain significantly lower than their non-PP peers. This lack of engagement limits opportunities to build social capital, confidence, and aspirations. Barriers such as the cost of externally provided clubs, travel difficulties, family commitments, and feelings of self-consciousness further discourage participation, impacting their overall development.</p> <p>2023/2024 data showed 27% of club attendance was by PP pupils, significantly lower than their non-PP peers. Edurio parent voice data showed 25% of parents felt their child is unable to take part in clubs and activities after school. Our All About Me Survey and Tutor Talk sessions with PP Pupils highlighted cost, travel, family commitments, and self-consciousness as key barriers to participation.</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.

Specific metrics for measuring and tracking progress will be linked to those listed in grey in the section above which has guided us to identify our current challenges. In order to enhance staff involvement in monitoring and evaluation of our PP Strategy, ensure buy-in and shared accountability we will regularly review our progress via our DS QAC.

Intended Outcome	Success Criteria
Higher progress and attainment across all areas of the curriculum in line with non-disadvantaged peers.	By 2027, the aim is for disadvantaged pupils to achieve outcomes in line with their non-disadvantaged peers across key areas and subjects. In KS4 English Language and Maths, the majority of disadvantaged pupils will secure strong passes, ensuring parity at both Grade 4+ and Grade 5+. In KS2 this includes improvements in attainment and progress for Phonics, Multiplication, and KS2 standards.
Improved family engagement and support for disadvantaged pupils.	We aim to see increased attendance at parents' meetings, higher engagement with school communications and a greater proportion of families actively supporting their child's learning at home. Success will also be reflected in improved pupil outcomes, with families feeling confident and supported in contributing to their child's educational journey.
Improve attendance.	Persistent absence for disadvantaged students will be reduced. Overall PP attendance will be in line or better than the local and national benchmarks. Reduce the attendance gap between PP and non-PP pupils.
Improve language and communication skills, enabling better access to and engagement with the curriculum.	Success will be evidenced by a reduction in the percentage of PP pupils with below age-related expectations in language and communication, alongside an increase in those achieving a standardised reading score above 85. Representation of PP pupils in literacy intervention groups will become more balanced, reflecting progress in foundational skills. Additionally, there will be greater engagement with reading for pleasure, shown by an increase in books borrowed by disadvantaged pupils from the library, and fewer pupils reporting a lack of books at home in surveys.
Build relationships to improve behaviour.	There will be a reduction in behaviour points, Resets and suspensions for pupils in receipt of Pupil Premium. Additionally, the number of permanently excluded PP pupils will decrease, reflecting improvements in behaviour and engagement.



Improve emotional resilience and wellbeing, enabling greater engagement with learning and school life leading to more later life opportunities.	Success will be evidenced by a reduction in the proportion of disadvantaged pupils requiring SEMH mentoring, alongside improved wellbeing survey scores that narrow the gap with their non-PP peers. There will also be fewer incidents linked to anxiety or low self-esteem recorded in behaviour or safeguarding systems. Additionally, increased participation in enrichment activities and positive feedback from pupils and families will reflect the effectiveness of the support provided to address social and emotional challenges.
Greater engagement in extracurricular activities, helping to build their social capital, confidence and aspirations.	We will see an increased attendance at extra-curricular clubs of PP pupils via the implementation of an electives programme. We will also increase the range of primary field trips (including an international year 6 trip) for our PP pupils to access. Overall we will have a higher percentage of PP pupils attending school clubs, narrowing the gap with their non-PP peers. Participation in school-led opportunities such as homework and breakfast clubs will also increase. Additionally, pupil feedback will indicate greater confidence and motivation to engage in activities both within and beyond school. Barriers to participation, such as cost, travel, and self-consciousness, will be reduced, as highlighted through surveys and pupil voice.

### 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

**Budgeted cost: £144,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>High quality teaching: Incremental Coaching and Targeted CPD</b>	<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: <a href="#">THE EEF GUIDE TO THE PUPIL PREMIUM</a></p>	1 and 4
<b>Educational Technology packages to support Homework</b> (Bedrock, EduCake, Sparx, Language nut, Ontrack, Boom Reader, Writing	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.	1 and 4

<p>Wizard, Otis, IDL, Timetables Rockstars, LBQ)</p>	<p>Research link: <a href="#">Homework: EEF Teaching &amp; Learning Toolkit</a></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”</p> <p>Our homework strategy supports this approach in equipping pupils with the powerful knowledge they need for each subject in each cycle.</p> <p>Research link: <a href="#">Homework: EEF Teaching &amp; Learning Toolkit</a></p>	
<p><b>Reading Resources</b> (Little Wandle Phonics and Catch up programme Big Cat)</p>	<p>Studies show that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Research link: <a href="#">Phonics   EEF</a></p>	<p>1 and 4</p>

### Targeted academic support

Budgeted cost: £72,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve reading and comprehension. Lexia Learning and specialist speech &amp; language and literacy interventions in Secondary phase.</p>	<p>Specialist TA – Speech &amp; 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: <a href="#">Oral language interventions: EEF Teaching &amp; Learning Toolkit</a></p> <p>Research: <a href="#">Reading Comprehension strategies: EEF Teaching &amp; Learning Toolkit</a></p> <p>Research link: <a href="#">Phonics:EEF Teaching &amp; Learning Toolkit</a></p>	<p>1, 4 and 5</p>

	<p>Research link: <a href="#">AcceleratedReader: EEF Project</a></p> <p>Research link: <a href="#">Lexia: EEF Project</a></p>	
<p><b>Voice 21 Oracy</b></p> <p><b>Tuition Sessions</b></p>	<p><b>Voice 21-</b> 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: <a href="#">Oral language interventions   EEF</a></p>	1,4,6 & 7
<p><b>Tuition Sessions &amp; SEL Interventions</b> Music, LED, Tuition/Tutor sessions, behaviour. (Pupil centred)</p> <p><b>(Secondary Phase)</b></p>	<p><b>Tuition Sessions-</b> 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 most benefit from additional practice or feedback.</p> <p>Research Link: <a href="#">Small group tuition: EEF Teaching &amp; Learning Toolkit</a></p> <p><b>SEL Interventions</b> - 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: <a href="#">Social and emotional learning   EEF</a></p>	1,3,4,5,6 & 7
<p><b>Specialist speech &amp; language and literacy interventions (Primary phase) focussing on improving reading and comprehension.</b></p> <p>e.g. IDL, Accelerated Reader, Little Wandle</p>	<p>Additional SALT screening and intervention</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: <a href="#">Oral language interventions: EEF Teaching &amp; Learning Toolkit</a></p> <p>Research: <a href="#">Reading Comprehension strategies: EEF Teaching &amp; Learning Toolkit</a></p> <p>Research link: <a href="#">Phonics:EEF Teaching &amp; Learning Toolkit</a></p> <p>Research link: <a href="#">AcceleratedReader: EEF Project</a></p>	1,4,6 & 7

**Wider strategies**  
**Budgeted cost: £72,175**

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>Family Support Worker</p>	<p>Secondary Inclusion team (excluding AHT – PD, Behaviour and welfare) and Primary Family Support Worker/ Deputy Safeguarding lead and Campus community worker,</p> <p>Additional Teaching Assistants for Emotional Logic, Reintegration, Inclusion activities, Attendance Officer, Staff for Therapeutic interventions e.g. journaling</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>Research Links: <a href="#">Social and emotional learning: EEF Teaching &amp; Learning Toolkit</a></p> <p><a href="#">Behaviour interventions: EEF Teaching &amp; Learning Toolkit</a></p>	<p>1,2,3,4,5 and 6</p>
<p>Breakfast club provision Secondary pupils</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: <a href="#">Magic Breakfast: EEF projects and evaluation</a></p>	<p>2,3 and 6</p>
<p>Increase attendance at extra-curricular clubs via implementation of an electives programme and increase range of primary field trips including international year 6 trip.</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: <a href="#">Sports participation: EEF Teaching &amp; Learning Toolkit</a></p> <p>Research Link: <a href="#">Arts participation: EEF Teaching &amp; Learning Toolkit</a></p>	<p>6 &amp; 7</p>

<p>Educational Welfare &amp; Educational Psychology support</p>	<p>SEND strategy and EWO Primary- Ed Pysch Team</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: <a href="#">Social and emotional learning: EEF Teaching &amp; Learning Toolkit</a></p>	<p>2,3,4,5 and 6</p>
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**Total budgeted cost: £288,700**

## 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 2023 to 2024 academic year.

In the 2023-2024 academic year, our Pupil Premium activity had a significant positive impact across multiple areas, including family engagement, attendance, attainment, progress, behaviour, and emotional resilience. Relationships with families improved substantially, with 92% of parents feeling well-informed about attendance and 88% expressing interest in supporting their child's learning and development. While attendance rates among disadvantaged pupils improved, particularly in primary, persistent absence rates and lesson attendance remain areas for continued focus.

In terms of attainment and progress, disadvantaged pupils made notable gains, with improvements in the progress gap between PP and non-PP pupils, reducing to -0.53 overall. EYFS outcomes for disadvantaged pupils were in line with national averages and KS2 combined expected outcomes were above the disadvantaged national average. However, phonics, multiplication scores, and higher standard attainment remain priorities for development.

Behavioural data indicated year-on-year reductions in lesson removals for disadvantaged pupils, though they still accounted for a disproportionate percentage of incidents. Emotional resilience remains an area of focus, with 61% of pupils receiving SEMH mentoring being disadvantaged, yet wellbeing survey responses showed progress in reducing feelings of loneliness and stress.

Extracurricular participation also improved, with disadvantaged pupils engaging more in clubs and school-led opportunities such as homework and breakfast clubs, though barriers like cost and self-consciousness still limit broader participation.

Overall, our strategies and targeted interventions have made a meaningful difference in reducing gaps and supporting disadvantaged pupils. Moving forward, we will continue to refine and expand these efforts to achieve greater parity and ensure sustained progress.

### 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 <a href="https://www.educake.co.uk/">https://www.educake.co.uk/</a>
Sparx Maths & Sparx Science	Sparx - <a href="https://sparx.co.uk/">https://sparx.co.uk/</a>
Sparx Reader	Sparx Reader - <a href="https://sparxreader.com/">https://sparxreader.com/</a>
Literacy Assessment	EduKey/TES - <a href="https://www.literacyassessment.co.uk/">https://www.literacyassessment.co.uk/</a>
Bedrock	Bedrock Learning - <a href="https://app.bedrocklearning.org/">https://app.bedrocklearning.org/</a>
Lexia	Lexia Learning - <a href="https://www.lexialearning.com/">https://www.lexialearning.com/</a>
ClassCharts	EduKey/TES - <a href="https://www.classcharts.com/">https://www.classcharts.com/</a>
ProvisionMap	EduKey/TES - <a href="https://www.provisionmap.co.uk/">https://www.provisionmap.co.uk/</a>
Languagenut	Language Nut
Rocksteady	Rocksteady
Accelerated Reader	Renaissance <a href="https://www.renaissance.com/products/accelerated-reader/">https://www.renaissance.com/products/accelerated-reader/</a>
Numbots	Numbots <a href="https://play.numbots.com/#/intro">https://play.numbots.com/#/intro</a>
Tapestry	Tapestry <a href="https://tapestryjournal.com/">https://tapestryjournal.com/</a>
Little Wandle	Little Wandle <a href="https://www.littlewandlelettersandsounds.org.uk/#">https://www.littlewandlelettersandsounds.org.uk/#</a>
Collins Big Cat Online Phonics Books	Collins <a href="https://collins.co.uk/pages/collins-big-cat">https://collins.co.uk/pages/collins-big-cat</a>
NGRT (New Group Reading Test) GL	GL Assessment
Chances (Dawlish)	SPACE
Torland's Medical Provision	Wave Multi Academy Trust
Aspire Programme	Aspire

### Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have 27 Pupils eligible for Service Child Premium in our School. The allocation of SCP was for improving first quality teaching to ensure that those children able to make sustained progress.</p> <p>The SCP also goes to supporting pupils' attendance in enrichment programmes and participation in community events.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The SCP funding increased the cultural capital experiences of our Service children and enabled them to access the opportunity to participate in enrichment opportunities and community projects, allowing for these students to build relationships and feel a sense of belonging with members of the school community.</p>

### Further Information (optional)

We use school funds in addition to our pupil premium funding allocation to resource the above strategies. All senior leaders are involved in the planning, review and evaluation process, contributing a rich and diverse set of

data linked to each of the intended outcomes at key points during the academic year. This data is then used to determine if we are on track for those outcomes to be met and to inform the RAG rating process above. When we are implementing the strategy, we utilise the EEF implementation guidance for schools.