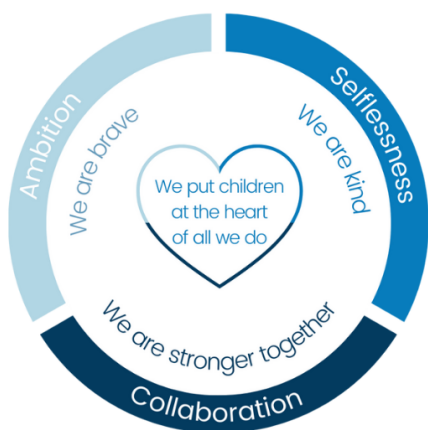




An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



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 2025 to 2026 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	934
Proportion (%) of pupil premium eligible pupils	231 (24.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£287,925
Recovery premium funding allocation this academic year	£0
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	£287,925

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 2024-25, the gap between our PP pupils and their non-PP peers remained apparent 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**, progress was not recorded this year to comment on the progress gap between PP and non-PP pupils. Attainment is our metric for this year. Specific subject gaps in 2023-24 included -0.48 in Maths, -0.26 in English Language, -0.33 in the EBacc, and -0.96 in the Open Element. In 2023-24, 29.4% of disadvantaged pupils achieved a Grade 5 or above in both English and Maths, compared to 51.7% of their non-PP peers. **Whereas in 2024-25, 52% of PP pupils got 4+ in both Maths and English and 29% had 5+ in English and Maths, compared to 68% and 45% for their Non-PP peers.** The average attainment score of disadvantaged pupils in 2023-24 was 37.15, compared to 45.32 for non-PP pupils. **In 2024-25, this was 33.44 for PP pupils and 46.51 for Non-PP pupils.**

In **Primary**, outcomes in 2023-24 showed a varied picture. EYFS GLD (Good Level of Development) was 67%,

exceeding the disadvantaged national average of 50% and matching the general national average. In 2024-25 this percentage was 50%. In the Phonics Screening Check in 2023-24, 57% of disadvantaged pupils met the standard, below the disadvantaged national average of 67%. In 2024-25 this was higher with 60% of disadvantaged pupils reaching the expected standard, which was just below the national average for disadvantaged at 67%. For the Multiplication Tables Check in 2023-24, 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. In 2024-25 this was higher with the average score of disadvantaged pupils being 17.6, however it remained lower than the disadvantaged national average of 18.9 and the general national average of 21.0. At KS2 in 2023-24, 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%. This was lower for 2024-25 with 43% of disadvantaged pupils achieving the combined expected standard, which was below the disadvantaged national average of 47%. No disadvantaged pupils achieved the combined higher standard.

These findings underscore the need for continued focus on raising attainment, 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 still requires improvement and we are at present intending to achieve the outcomes we set out to achieve by 2025/26, 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 allocate 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 continue to no longer 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.

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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Challenge Number	Detail of Challenge	Year 1 (24-25)
1	PP pupils make less progress than their Non-PP peers: *Attainment Focus* Educational qualifications are the key to social mobility; the capacity to move out of poverty and other forms of socioeconomic disadvantage. In 2023-24 and 2024-25, 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. In Secondary: - The progress gap between PP and non-PP pupils in 2023-2024 was: -0.53. This was not a recorded statistic in 2024-25. - 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. In 2024-25 the metric used was Attainment. - In 2023-24 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%.Whereas in 2024-25, 52% of PP pupils got 4+ in both Maths and English and 29% had 5+ in English and Maths, compared to 68% and 45% for their Non-PP peers. - In 2024-24 the average attainment score of disadvantaged pupils was 37.15% comparable to their non-PP peers at 45.32. In 2024-25, this was 33.44 for PP pupils and 46.51 for Non-PP pupils. In Primary: - In 2023-24 the EYFS GLD was 67% in comparison to 50% for the DS National Average (CEC above) and 67 & for general National Average (i.e. our DS EYFS pupils are in line with general National Averages). In 2024-25 the DS EYFS GLD was 50% in comparison to 2023-24 DS GLD of 46% and 75% for general National Average. - In Phonics screening check 2023-24 PP pupils percentage was 57% in comparison to 67% for DS National Average (CEC below) and 79% general National Average (CEC below). In Phonics screening check 2024-25, DS pupil attainment was 60% in comparison to 67% for DS National Average (CEC below) and 80% general National Average (CEC below). - 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). In 2024-25 the Multiplication Timetable Check Average Score was 17.6 in comparison to DS National average of 18.9 (CEC below) and in comparison to general National Average (21.0). - The KS2 Combined Expected in 2023-24 was 60% in comparison to 44% for DS National Average (CEC above) and 61% to general National Average (CEC just below). The KS2 Combined Expected in 2024-25 was 43% in comparison to 47% for DS National Average (CEC above) and 62% to general National Average (CEC below). - The KS2 Combined Higher 2023-24 0% in comparison to 3% for DS National Average and 8% general National Average (CEC below in both). This remained the same in 2024-25.	On Track

2	Strengthening Partnerships with Families 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. 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. In 2024-25, these statistics remained similar: 80% and 67%. Contrastingly though, in 2023-24 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, however this increased in 2024-25, with 54% felt well informed on progress and 33% felt their feedback has had an impact. 81% commented positively on parents evenings (PPWs), this remained static for 2024-25. Social events received a lower score of 54% in 2023-24 and also remained static in 2024-25 with 55%. However in both 2023-24 and 2024-25 parents evenings were more well attended by non-PP pupil parents. In general in 2023-24, 55% of responses were positive in terms of how satisfied parents are with the school's efforts to engage with them, this increased to 60% in 2024-25.	Met/ Maki ng good progr ess
3	Attendance Issues 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. - Attendance: PPPrimary 2023-24: 95% , 2024-25: 95.9% (Non PP - 95.1%) PP Secondary 2023-24: 88%, 2024-25 87.6% (Non PP - 91.3%) - Persistent Absence: PP Primary 2023-24: 13% , 2024-25 11.8% PP Secondary 2023-24: 42%, 2024-25 24.2% (All areas have improved except Secondary Attendance, this will be an area of enhanced focus) 2023-24: 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. 2024-25: Similar barriers identified however health and motivation are more prominent. - In 2024-25 82% of responses to the Edurio survey showed positivity in how attendance initiatives met individual child's needs.	On Track
4	Weak Language and Communication skills Our observations and data indicate that many disadvantaged pupils, particularly those who are lower attaining, have language and communication skills below age-related expectations.	On Track

	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. ● In 2023-2024 38.16% of pupils identified as having SL&CN were PP. In 2024-25 this was lower at 35% ● In 2023-2024 80% of pupils who have a standardised reading score of below 85 are pupils in receipt of PP. In 2024-25 this reduced to 44% ● In 2023-24 PP pupils in literacy groups last year made up 46.25% of pupils, in 2024-25 this was 56% ● In 2023-24, 12% of pupils reported not having books at home of this, 9% were PP pupils. In 2024-25 10% of pupils reported not having books at home, of this 9% were PP. ● Pupil Voices showed PP pupils are less likely to read for pleasure compared with non-PP pupils. This remains a focus.	
5	More frequent behaviour difficulties. 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. ● Of the 247 Lesson Removals in 2023-24, 53% were of PP Pupils. In 2024-25 this was lower at 49%. ● In 2023-24, of the 53 Primary suspensions per pupil: PP pupils accounted for 83%, 66% of which were both PP and SEND pupils (Double Disadvantaged). In 2024-25 this reduced to 37% PP pupils. Whole school, PP pupils represented 62% with 48% being both PP and SEND pupils (Double Disadvantaged). Comparably in 2024-25, PP representation dropped significantly from 62% to 37% with Double Disadvantaged pupils also decreasing from 48% to 27%.	On Track
6	Emotional resilience of DS pupils is lower than non-DS pupils 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. 2023-24 mentoring data showed that of the pupils receiving SEMH mentoring 61% were PP pupils. In 2024-25 this had reduced to 47.2% (34/72 pupils). Additionally surveys showed that in 2023-24 only 44% PP pupils reported positively on feeling lonely, tired or stressed in comparison to non PP Pupils who reported 59% positivity. Comparably in 2024-25 39% reported positively on feeling lonely, tired or depressed in comparison to their Non-PP peers reporting 47%. Our Edurio survey showed that 43% of parents felt unconfident in supporting their child's learning and development at home to ensure emotional and academic resilience. This reduced to 33% in 2024-25.	On Track
7	Accumulation of skills and experiences needed to improve social capital and life aspirations. 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	On Track

	commitments, and feelings of self-consciousness further discourage participation, impacting their overall development. 2023-24 data showed 27% of club attendance was by PP pupils, significantly lower than their non-PP peers. This increased for 2024-25 to 44%. Edurio parent voice data showed 25% of parents felt their child is unable to take part in clubs and activities after school, this increased to 82% in 2024-25. Our All About Me Survey and Tutor Talk sessions with PP Pupils continue to highlight cost, travel, family commitments and self-consciousness as key barriers to participation. Our school will be moving to electives in 2025-26 to help remove barriers for PP pupils.	
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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,	Success will be evidenced by a reduction in the proportion of disadvantaged pupils requiring SEMH mentoring, alongside improved wellbeing survey scores that narrow

enabling greater engagement with learning and school life leading to more later life opportunities.	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: £143,963

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching: Incremental Coaching and Targeted CPD	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' 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.' 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. Research link: THE EEF GUIDE TO THE PUPIL PREMIUM	1 and 4
Educational Technology packages to support Homework (Bedrock, EduCafe, Sparx, Language nut, Ontrack, Boom Reader, Writing Wizard, Otis, IDL, Timetables Rockstars, LBQ)	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. Research link: Homework: EEF Teaching & Learning Toolkit 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"	1 and 4

	Our homework strategy supports this approach in equipping pupils with the powerful knowledge they need for each subject in each cycle. Research link: Homework: EEF Teaching & Learning Toolkit	
Reading Resources (Little Wandle Phonics and Catch up programme Big Cat)	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. Research link: Phonics EEF	1 and 4

Targeted academic support

Budgeted cost: £71,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve reading and comprehension. Lexia Learning and specialist speech & language and literacy interventions in Secondary phase.	Specialist TA – Speech & Language 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 Research Link: Oral language interventions: EEF Teaching & Learning Toolkit Research: Reading Comprehension strategies: EEF Teaching & Learning Toolkit Research link: Phonics:EEF Teaching & Learning Toolkit Research link: AcceleratedReader: EEF Project Research link: Lexia: EEF Project	1, 4 and 5
Voice 21 Oracy Tuition Sessions	Voice 21- In the EEF, there is evidence of Oral language approaches having a high impact on pupil outcomes of 6 months' additional progress. Research Link: Oral language interventions EEF	1,4,6 & 7

Tuition Sessions & SEL Interventions Music, LED, Tuition/Tutor sessions, behaviour. (Secondary Phase)	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 most benefit from additional practice or feedback. Research Link: Small group tuition: EEF Teaching & Learning Toolkit 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. Research link: Social and emotional learning EEF	1,3,4,5,6 & 7
Specialist speech & language and literacy interventions (Primary phase) focussing on improving reading and comprehension. e.g. IDL, Accelerated Reader, Little Wandle	Additional SALT screening and intervention for Reception Cohort 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 Research Link: Oral language interventions: EEF Teaching & Learning Toolkit Research: Reading Comprehension strategies: EEF Teaching & Learning Toolkit Research link: Phonics:EEF Teaching & Learning Toolkit Research link: AcceleratedReader: EEF Project	1,4,6 & 7

Wider strategies

Budgeted cost: £71,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion (Mentoring/Nurture/ Mental Health/) provision for targeted pupils and pupils who become dysregulated Family Support Worker	Secondary Inclusion team (excluding AHT – PD, Behaviour and welfare) and Primary Family Support Worker/ Deputy Safeguarding lead and Campus community worker, Additional Teaching Assistants for Emotional Logic, Reintegration, Inclusion activities, Attendance Officer, Staff for Therapeutic interventions e.g. journaling 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	1,2,3,4,5 and 6

	the areas mentioned to support with well being as well as minimising lost learning time. Research Links: Social and emotional learning: EEF Teaching & Learning Toolkit Behaviour interventions: EEF Teaching & Learning Toolkit	
Breakfast club provision Secondary pupils	Breakfast clubs have been proven to address issues of concentration, behaviour, punctuation, social development and understanding of nutrition and health. Research Link: Magic Breakfast: EEF projects and evaluation	2,3 and 6
Increase attendance at extra-curricular clubs via implementation of an electives programme and increase range of primary field trips including international year 6 trip.	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. Research Link: Sports participation: EEF Teaching & Learning Toolkit Research Link: Arts participation: EEF Teaching & Learning Toolkit	6 & 7
Educational Welfare & Educational Psychology support	SEND strategy and EWO Primary- Ed Psych Team 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. Research Link: Social and emotional learning: EEF Teaching & Learning Toolkit	2,3,4,5 and 6

Total budgeted cost: £287,925

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 2024 to 2025 academic year.

During the 2024–25 academic year, our Pupil Premium strategy continued to deliver improvements across key areas, although some challenges remain. Our analysis of attainment, progress, attendance, behaviour and wider engagement demonstrates both successes and areas for further development.

In terms of attainment and progress, secondary outcomes show incremental improvement despite persistent gaps. 52% of disadvantaged pupils achieved a Grade 4 or above in both English and Maths and 29% achieved Grade 5 or above, compared to 68% and 45% respectively for their Non-PP peers. The average attainment score for

disadvantaged pupils was 33.44, compared to 46.51 for non-PP pupils. While these figures indicate progress, they also highlight the need for continued focus on closing the gap in core subjects. Primary outcomes presented a mixed picture. The EYFS Good Level of Development fell to fifty percent, below both the disadvantaged national average and the general national average. Phonics screening improved to 60%, narrowing the gap with the disadvantaged national average of 67%. Multiplication Tables Check scores rose to 17.6, closer to the disadvantaged national average of 18.9. However, KS2 combined expected standard decreased to 43%, below both the disadvantaged and general national averages, and no disadvantaged pupils achieved the higher standard. These findings underscore the need for sustained focus on phonics, maths, and higher attainment thresholds at KS2 and KS4.

Attendance initiatives had a positive impact in primary, where PP attendance improved to 95.9% and persistent absence reduced to 11.8%. In secondary, PP persistent absence fell significantly from 42% to 24.2%, though overall attendance dipped slightly to 87.6%, which will require renewed attention in 2025-26.

Behaviour data also shows progress: PP pupils accounted for 49% of lesson removals, down from 53% and suspensions reduced dramatically. Whole-school PP representation in suspensions dropped from 62% to 37%, with double disadvantaged pupils decreasing from 48% to 27%.

Emotional resilience remains a challenge, though SEMH mentoring for PP pupils reduced from 61% to 47.2%, Survey data indicates slight improvements in wellbeing but gaps persist compared to non-PP peers. Extracurricular participation increased significantly, with PP pupils representing 44% of club attendance, up from 27%, supported by targeted initiatives to remove barriers. We are hopeful this will increase further with our electives programme launch in 2025-26.

Family engagement also improved. Parent voice data shows that 54% of families felt well-informed about learning progress, up from 43%, and overall satisfaction with school engagement rose to 60%. Attendance at parents' evenings remains higher among Non-PP families, reinforcing the importance of continuing personalised approaches to strengthen partnerships.

In summary, our evaluation confirms that our targeted strategies are making a measurable difference. Persistent gaps in attainment, language development, and emotional resilience highlight the need for sustained focus. Moving forward, we will refine our approach to accelerate progress, deepen family engagement and ensure Pupil Premium Pupils access the full breadth of academic and enrichment opportunities.

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 Science	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/
Languagenut	Language Nut
Rocksteady	Rocksteady
Accelerated Reader	Renaissance https://www.renaissance.com/products/accelerated-reader/
Numbots	Numbots https://play.numbots.com/#/intro
Tapestry	Tapestry https://tapestryjournal.com/
Little Wandle	Little Wandle https://www.littlewandlelettersandsounds.org.uk/#
Collins Big Cat Online Phonics Books	Collins https://collins.co.uk/pages/collins-big-cat
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?	We have 34 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. The SCP also goes to supporting pupils' attendance in enrichment programmes and participation in community events.
What was the impact of that spending on service pupil premium eligible pupils?	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.

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.