

Cranbrook School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School	Cranbrook School
Number of pupils in school:	872 students
Proportion (%) of pupil premium eligible pupils	36 students out of 872 (4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	14 th December, 2021
Date on which it will be reviewed	14 th December, 2022
Statement authorised by	Will Chuter, Head
Pupil premium lead	Chris Johnson, Assistant Head
Governor / Trustee lead	S.J. Eastwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Funding expected for 2021-22: £32,025
Recovery premium funding allocation this academic year	£6000
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	£38,025

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. Further to this, our intention is that all pupils, irrespective of their background or the challenges they face, are a valued and contributing member of Cranbrook School's community.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set and that every student is supported to meet their own individual academic targets in order that they can progress to their chosen "next steps" in education or beyond.
- Close the gap between disadvantaged students and their non-disadvantaged peers within the school.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Act early to intervene at the point a need is identified

The current school strategy has evolved as a result of an ongoing process of exploring and identifying the areas where further support and intervention is required; preparing strategies and interventions to address these areas; delivering these interventions; and reflecting upon and evaluating the impact of the strategies and interventions in order to identify an effective and sustainable approach.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistent assessment practices across the school. Both long and short periods of remote or blended learning in lockdown mean that we must now focus again on re-establishing clear whole school expectations and ensure that these expectations are being delivered consistently across all subjects and in all classrooms.
2	Inconsistent challenge. Covid restricted the full range of classroom practices used to engage learners and ensure progress. There is a renewed whole school focus on teaching and learning practice. We require a reinvigoration of intervention of underperforming students at a departmental level. We also require additional opportunities for students to access high quality revision and consolidation materials – both in school and independently.
3	Loss of numerous co-curricular and enrichment activities due to Covid. We must now focus on re-establishing this programme and widening its breadth to appeal to a wider spectrum of students.
4	Increased pastoral issues (including attendance and behaviour) and mental health issues. There has been an increase in the number and severity of mental health and wellbeing issues during the COVID-19 pandemic. Pupil Premium students averaged 8% lower than whole cohort in 20/21. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. These have a detrimental impact on the wellbeing, progress and attainment of some students in the school, including those from disadvantaged / most able disadvantaged groups. We must ensure our pastoral support and its pathways are clear and accessible to all our school community: parents, colleagues and students; including disadvantaged students.
5	Lack of financial resources – Pupil Premium students. Pupil Premium students do not always have the financial resources to purchase uniform items and access educational resources, co-curriculum opportunities and trips on an equal footing with peers. This situation has been exacerbated during the COVID-19 pandemic which has had an adverse financial implication for many families
6	Gaps in subject knowledge and skills. Like all students, Pupil Premium students have been disrupted by COVID, but in order to rebuild confidence, there needs to be precise understanding of lost subject matter and skills, with tailored support for each student where a need is evident. This is not subject specific, but a focus on maths, English and the sciences is a priority.
7	Vision and Ambition; Loss of Aspirational Educational Experiences. Pupil Premium students have experienced a reduced exposure to face-to-face contact and hands on experiences with in-school careers, external providers and speakers, academics and employers to aspire to be the very best they can and have high ambitions for themselves.
8	Access to technology/internet access and educational materials, especially remote learning (lessons, homework and revision opportunities).

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
1. There will be consistent and high quality assessment practices across the school	<p>Pupil Premium students make progress in line with the whole cohort as identified by internal tracking and external examinations - Closing the gap further for Progress8 and Attainment8. Consistently improving %9-7 for disadvantaged students (has fluctuated over recent years) to be over 45%. Maintain % entering EBacc (95%+)</p> <p>Evidence of good quality, regular formative assessment so that students know how to improve- staff comments on assessed work;</p> <p>Evidence that students are reflective learners who use feedback to make progress- student comments in books. Evidenced by book scrutinies, student self-reflection activities, learning walks, student voice and assessment data.</p>
2. Teaching staff will be using a range of strategies generated by shared practice, observation and in-school teaching & learning focused CPD, including a focus on retrieval practice to engage and support students to make progress. Subject related interventions will be put in place where students are not making progress. E-Learning platforms, such as GCSE Pod, Seneca, Bedrock and Educake will be made available to all students to support their learning.	<p>Pupil Premium students make progress in line with the whole cohort as identified by internal tracking and external examinations - Closing the gap further for Progress8 and Attainment8. Consistently improving %9-7 for disadvantaged students (has fluctuated over recent years) to be over 45%. Maintain % entering EBacc (95%+)</p> <p>Evidence of use of a range of strategies in face to face and remote lessons across the school and growing confidence of teachers to experiment with different practices gleaned from observation, shared practice workshops and in-school CPD. Departments develop additional interventions to support students who are below target. Wider academic support programme for students falling below target in a number of subjects, led by a designated HOH lead. Student can access and are readily using E-Learning platforms, such as GCSE Pod, Seneca, Bedrock and Educake in appropriate subjects – diagnostic evidence of students using the online resource. Evidence by learning walks. Evidenced by the growth of subject specific academic societies and student engagement.</p>
3. A reinvigorated co-curricular and enrichment programme which appeals to a wide range of students.	<p>All Pupil Premium students to engage with co-curricular activities and trips throughout the year.</p> <p>Evidence of co-curricular clubs and enrichment activities taking place and a varied programme on offer (curious minds, sports, arts and service). Evidence of the Cranbrook diploma. Evidence of student participation and take up (club registers).</p>

<p>4. The school will have greater capacity to support both remote and in-school learners and maintain the required expertise amongst staff to support students with a range of wider pastoral concerns and issues.</p>	<p>All Pupil Premium students to make use of and have consistent regular access to in-school and out of school referred services, in-line with their cohort (determined by their own context and needs).</p> <p>Evidence of referrals to <i>My Concern</i>, including evidence of numbers of high-level welfare and safeguarding concerns / issues which have been managed and supported by key safeguarding staff and SEN.</p>
<p>5. All Pupil Premium students will be able to purchase uniform and access educational resources, activities and trips on an equal footing with non-disadvantaged peers.</p>	<p>All Pupil Premium students to wear appropriate uniform, use appropriate resources for in school curriculum, co-curriculum activities. All pupil premium students to have access to facilities that will allow for home learning to take place in line with their cohort: workspace and Internet access.</p> <p>All Pupil Premium students to engage with co-curricular activities and trips throughout the year in line with their cohort.</p> <p>Evidence of take up of Pupil Premium students to trips and co-curricular experiences. Evidence of financial assistance provided to Pupil Premium students.</p>
<p>6. Where needed, all Pupil Premium students will gain precise intervention with their academic subjects.</p>	<p>Each Head of Key Stage (3, 4 and 5) leads and co-ordinates intervention, in collaboration with Assistant Head (Assessment) and Deputy Head. Where there is a specific subject need, students will be directed to subject specialist clinics (in-school run or led remotely by My Tutor/other provider) or provided access to one to one or small group in school tuition to gain academic support. Trained senior students will also run Each student's needs and context will determine the pathway they are provided with.</p> <p>Evidence of take up and attendance of Pupil Premium students to support sessions and intervention. Evidence of financial assistance funding support provided to Pupil Premium students.</p>
<p>7. The school will be able to provide Pupil Premium students with the academic experiences that will help them remain ambitious and aspirational with their plans.</p>	<p>Opportunities for all students to join weekly Master Classes (led by guest speakers and in-school enthusiasts) to further enrich and fuel aspiration. All students will be provided with opportunity for 1:1 meet with careers co-ordinator. Whilst a KS4 and KS5 focus, those in KS3 have access if a need and desire is evident. All students in Year 9 invited to apply for subject scholarship programme, with Pupil Premium students accepted on to the programme.</p> <p>Pupil Premium students' destinations at the end of KS4 and after Cranbrook School are in line with the whole cohort.</p>
<p>8. No barrier to technology access</p>	<p>All Pupil Premium students have consistent regular access to technology in line with whole cohort.</p>

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: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD (including cost of cover and resources) Specific focus: Teaching & Learning – focused CPD on retrieval practice, what is learning and how we learn, use of data	Evidence from Education Endowment Foundation – Teaching and Learning Evidence from teaching staff recording activities on BlueSky accounts. Teaching & Learning Group: evidence of minutes.	ALL
Role of Pupil Premium lead	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	ALL
Recruitment, training & retention of SEN, Safeguarding & Medical practitioners.	Our evidence shows that our Pupil Premium students are more likely that the cohort average to need support with SEN, safeguarding and medical issues which then has consequences on academic progress.	4.
Recruitment & Retention of Learning Support Mentors	Our evidence shows that our Pupil Premium students have a lower average attendance and lower baseline literacy and numeracy skills than the cohort average	6.
Recruiting & Retention of Careers Support	We have found that our Pupil Premium students often need additional support with forming and acting on their vision for their future	7.
Recruiting & Retention of Network Support	Supporting our Pupil Premium students to have equal access to technology and the internet will help them to close the achievement gap	8.
Admin Costs	Additional admin support to help Pupil Premium students with issues such as applying for Kent Freedom Pass and applying for trips and co-curricular activities such as Duke of Edinburgh and CCF etc.	ALL

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme (Tuition Partners) to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>All Pupil Premium students will be provided with the opportunity to receive tutoring (including those who are high attainers) in at least one subject.</p>	6, 8
Small group subject specific tutoring (on school site)	All Pupil Premium students will be provided with the opportunity to receive tutoring (including those who are high attainers) in at least one subject.	6, 2
Use of assessment data (including internal tracking, ALPS and CATs at a leadership, departmental and classroom level) to inform teaching and learning interventions.	<p>The school assessment calendar (detailing where data is collected Years 7-13).</p> <p>Whole school 'pupil data' tracking documents (collated and distributed) to all staff.</p> <p>Department tracking records.</p> <p>Rolling agenda items – weekly SLT meetings, Curriculum Committee meetings, Head of House meetings and department meetings.</p>	2
Teaching & Learning group initiatives that promote the share of excellent practice on assessment of learning (including retrieval practice and feedback)	<p>Excellent teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Invest in access to GCSE pod - an online tool which supports teaching and learning across all studied curriculum subjects. The main way it can be used is by	The EEF toolkit does not offer an evidence base for this type of online learning tool. However, we consider it important to offer all of our students an additional revision support tool to help them consolidate knowledge and understanding following COVID.	2, 6

<p>accessing online 'pods' which are 4–5-minute webinars, films or sound casts on a wide range of topics.</p> <p>Investment in Educake, Bedrock and Seneca online learning platforms.</p>	https://www.gcsepod.com/impact-gcse-learningand-revision/	
---	---	--

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

Budgeted cost: £11,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Key staff will receive INSET and release time to develop and implement new procedures. Further administrative support and training for the Attendance Officer.</p> <p>Focus: to improve attendance through thorough record keeping, reporting data to pastoral and senior leadership, (where context determines) holding students and parents to account.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.</p> <p>Attendance Officer's records</p> <p>Covid Associated Absence document, shared with all staff (daily)</p> <p>Individual cases – record keeping and intervention (letters home, student punctuality and attendance reports, meetings with parents, referral and work with external agencies).</p>	4
Wellbeing support service. Place2Be, SEND and pastoral support	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	4
School uniform and learning equipment	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	5
Co-curricular kit and equipment	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	3, 7
Trips and visits	Evidence from Education Endowment Foundation - The Guide to Pupil Premium:	3, 6

	A tiered approach To Spending.	
Maintenance and provision of laptops, routers for new Pupil Premium pupils to support learning at home	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	8

Total budgeted cost: £38,025

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Desired Outcomes	Impact
Improve pupil's confidence, social skills and emotional well-being.	<ul style="list-style-type: none">• Pupils were included in all aspects of school life.• Pupils were able to confidently communicate with others during online learning sessions.• Pupils used strategies taught during interventions to support their well-being.
Ensure pupils are prepared for potential school/bubble closures as a result of Covid-19.	<ul style="list-style-type: none">• Pupils were able to access online learning and were able to continue to make progress against their individual starting points.• Children who did not engage as well with remote learning were contacted regularly and other solutions offered. The children benefitted from additional pastoral support and interventions when they returned to school.• Parents/carers were supported by school.• All pupils were able to access remote learning when needed at different points in the year.
All pupil premium pupils make at least expected progress from their starting points.	Nearly all pupil premium pupils made at least expected progress from their own individual starting point. Isolation and school closures as a result of COVID-19 impacted on the progress of some disadvantaged pupils.
Attendance of pupil premium children is at least in line with national expectation.	<ul style="list-style-type: none">• PP pupils' attendance was 95% (slightly below national) vs 97% attendance of non-PP pupils.• Most PP pupils attended and engaged well with remote learning.• Disruption and anxiety caused by

	<p>COVID-19 impacted on the attendance of some disadvantaged pupils.</p> <ul style="list-style-type: none"> Parents of persistently absent pupils did engage with in-school support and improvements were seen over the year.
Support families through processes including Early Help to continue to develop and maintain positive relationships.	<ul style="list-style-type: none"> Families had access to specific resources to support their child's development. All children were appropriately supported. More families identified as meeting requirements for PP funding.

Disadvantaged KS4 performance overview for last academic year (2021)

7 Pupil Premium Pupils (out of 155 students)

	Pupil Premium Students	All Students
% Achieving grades 9-4 in English and Maths	100	100
% Achieving grades 9-5 in English and Maths	71	94
Progress 8 *	n/a	n/a
Attainment 8 **	n/a	n/a
English Baccalaureate Average Points Score **	n/a	n/a

**Cranbrook School did not receive a Progress 8 score for GCSE 2021 as fewer than 50% of our year 11 students sat KS2 SAT exams at primary school.*

*** The government has announced that it will not publish any school or college level educational performance data based on tests, assessments or exams for 2020. Therefore, there is no Attainment 8, or English Baccalaureate Average Points Score*

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

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

	Focus Group	Programmes / Providers
Academic	Key Stage 3 (Directed student tasks)	Academic: Educake, MyMaths and Bedrock Learning
	Key Stage 4 (Directed student tasks and consolidation / revision platform)	Academic: GCSE Pod (All examined subjects and study skills support), Educake (English, Maths, Sciences Geography and History), Seneca and Bedrock Learning
Pastoral	Key Stages 3-5	Place2Be (Counselling support and services)
Co-curricular	Key Stages 3-5	Duke of Edinburgh (Bronze, Silver and Gold provision)

Service Pupil Premium Funding

How did you spend your service pupil premium allocation last academic year?	The school includes service pupil premium with the other categories of pupil premium and as such spends the service allocation in the same manner as is detailed above.
What was the impact of that spending on service pupil premium eligible pupils?	There were no service students that sat qualifications in this academic year (Year 11). The students in this category are all in year groups lower down the school and all progressed into the next academic year at the school. Their progress, attendance and punctuality is in line with or exceeding the average cohort statistics.