Pupil premium strategy statement – Cranbury College

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Cranbury College
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 year strategy – This strategy covers Academic Year 25/26, but also covers 3-5 year plan in which we are in year 1.
Date this statement was published	December 2025
Date on which it will be reviewed	September 26
Statement authorised by	Claire Willmott
Pupil premium lead	Charlotte Baggley
Governor / Trustee lead	Charlotte Thackeray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£28,390**
Recovery premium funding allocation this academic year	Not yet received
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	£28,390

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is underpinned by the premise that quality-first teaching (alongside personalised pastoral care) benefits both disadvantaged and non-disadvantaged students alike. High-impact teaching, learning and support will ultimately have the most significant impact on students who qualify for Pupil Premium funding. Tackling the 'barriers to learning' that are identified in this strategy remains crucial, but within a mind-set that is pre-emptive in anticipating problems and immediately acting to mitigate them, rather than reacting once they emerge. Closing existing attainment and achievement gaps between students who qualify for the Pupil Premium and those who do not (and keeping them closed) lies at the heart of our resolve to continually provide high quality education and provision for all. Due to the nature of the work we do, there is often dual registered pupils who receive short term interventions as well as those that are permanently excluded from school. Our Pupil Premium Strategy needs to remain fluid and needs to be adaptable based on the cohort of students we have and being prepared for students that may arrive later on in the year.

Because of the nature of our organisation, children that are both PP and non-PP may benefit from some of these interventions and activities. Across the college, many of our children are disadvantaged and deprived which immediately has a negative impact on their ability to learn and access a full curriculum. By working collaboratively and tailoring timetables to meet student needs, progress for all students will increase and the gap will narrow between children in receipt of PP and those who are not.

Our main objective is to prepare pupils for their next steps, whether this be to return to mainstream education, move to a specialist provision or move to employment, education or training post 16. We need to address their pastoral as well as their academic needs to enable this to be achieved successfully.

Challenges

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

Challenge number	Detail of challenge
1.	Underlying Social, Emotional and Behavioural Needs preventing access to the curriculum, school environment and interaction with others in their

	peer group – including confrontational and challenging behaviour, often diagnosed
2.	Pupils have often fallen behind in their learning and need to catch up with their peers
3.	Pupils often have poor literacy, reading and numeracy skills making it difficult for them to access a mainstream curriculum which in turn often leads to poor behaviour. These are often undiagnosed.
4.	Pupils' families do not have the money to provide school uniform and/or pay for trips and visits
5.	Lower levels of attendance, including levels of persistent absence, preventing students from accessing learning that are often historic and embedded
6.	Negative life experiences both at home, within school and within the wider community, including social care intervention
7.	Lack of enrichment activities outside of school compared to less disadvantaged students due to financial constraints, lack of availability
8.	Students not having access to the courses and qualifications that meet their needs and aspirations
9.	Underlying undiagnosed Special Educational Needs, in particular ADHD and Autism due to long waiting times at CAMHs

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils start to catch up with their peers by filling gaps in their education to date	Gaps in pupils knowledge are addressed and they are able to have the basic educational skills to suceed in their next placement
Pupils to increase their literacy, reading and numeracy ages by timely interventions	Pupils reading, literacy and numeracy ages and scores improve
Small group and targeted interventions help to address social skills and the ability to be able to be a functioning member of society	Internal data on pastoral development shows significant improvement
Financial support to families so pupils are not disadvantaged in terms of uniform and/or access to trips and educational opportunities	Increased cultural capital and the ability to fit into daily school life
Pupils to be supported to increase their attendance at school, with all students achieving 85% attendance	All students to have appropriate attendance intervention, such as home visits, attendance panels and regular monitoring meetings
Transport offered to those students who find travel to school a barrier for attending	Increased attendance particularly for PA and SA students

Parents to be supported in engaging with the school and taking an active part in their child's education	Parents and carers will be involved in the planning and organising of student's provision
Pupils have the skills required to moderate their behaviour to enable them to move onto their next stage	Pupils are successfully reintegrated to either a mainstream school, a specialist environment or move to employment, education or training post 16

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Budgeted Cost: £28,390

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching through teaching and feedback, including metacognition and self regulation by children	The EEF States the following: "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them"	1,2,3,8
Teaching for Excellence	Quality First Teaching supported by evidence informed CPD for teachers. A peer-support model to help embed and sustain teaching strategies. https://www.walkthrus.co.uk/ https://educationendowmentfoundation.org.uk/support-forschools/school-improvementplanning/1-high-quality-teaching	1,2,3,8
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://www.glassessment.co.uk/assessments/cat4	1,2,3,6,9

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Intervention Team	The use of a dedicated team to support students pastoral care (behaviour and safeguarding) across the college ensure that we are able to be proactive and reactive to situations that may arise, supporting the young people, but allowing the rest of the class to continue to access high quality lessons.	1,2, 3, 6, 7, 9
Software implementation to enable students to develop key skills	Students have access to learning platforms that increase their potential to meet their targets	1,2,3,8

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students to be provided with appropriate Vocational qualifications, and educational opportunities. This is through our vocational courses on site with AQA awards and for some bespoke offers is through Alternative Provisions and Extra Curriculuar opportunities.	A large number of students, due to their academic, and social and emotional needs, struggle to access a more “mainstream” curriculum. Because of this, these students often struggle to securely access, and succeed in, English, Maths and Science. Most students at Cranbury College learn far more successfully through “hands on learning”, and providing students with opportunities to do this, not only provides them with opportunities to gain a wider range of qualifications but also experience a wider range of success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/outdooradventure-learning	1,2,3,5,6,7,8
Continuation of attendance officer including support from an ASW from the Local Authority	Continuation of the school’s own AO and allocated ASW. This allows for relationship building and quick action to take place to support our young people and their families in ensuring they can attend school to access learning.	2, 5, 6

	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
Attendance Officer to ensure that all students can attend school and therefore access education	Attendance officer who liaises with key Inclusion staff members to support students and families who struggle to attend school. To remove barriers that may appear as a result of poor attendance. To ensure statutory responsibilities are followed through for persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 5, 6
Transport offer	Students where transport is deemed a barrier for attendance are offered 'pick up' points within the local area	1, 5, 6
Hardship Fund	For students and families who are in a poor financial position. A hardship fund can be access to support with a child's schooling. A 'contribution towards' can be requested by parents. This would also support with uniform.	4, 6, 7
Cultural Capital	For students to experience wider opportunities within the local community to raise aspirations and develop lived experiences.	4,6,7,8
Universal offer of Intervention	Data collected upon entry is used to determine academic and pastoral gaps in development and allocate each student with small group intervention. This approach has been developed with other AP's locally and nationally. Pupils make progress to ensure a better chance of success in their next steps.	1,2,3,4,6,7,8,9
Uniform		

Total budgeted cost: £28,390

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Following our data collection points throughout the academic year, detailed analysis takes place in each subject and PP is a focus area as part of this.

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

The appointment of an attendance officer, working alongside our ASW from the Local Authority and Inclusion Team the college to work effectively alongside our families, improving attendance, progress, and engagement in school. All staff have an appraisal target to contribute to the attendance strategy to help support timely and appropriate support for our vulnerable learners.

Attendance is flagged daily by the Attendance Officer and Persistently Absent students are highlighted with all staff including SLT to encourage, praise and manage.

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

Alternative Provision is considered where necessary to ensure students' needs are met and we consider whether a vocational qualification can also be gained. Our Internal Interventions offer has been reviewed and updated to ensure staff are trained in areas of greatest needs and students receive bespoke support from their initial start date. This includes all students receiving a 'Universal Offer' upon entry.

Vocational courses and qualifications offered now provide all students with the opportunity to establish and secure skills and experiences to support them with their next steps and destinations.

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

Lexia	
Widgit	
White Rose	
Spelling Shed	EdShed
SNAP Maths	RS Assessment
SNAP SPLD	RS Assessment
Lucid Exact/Dyslexia Portfolio	GL Assessment
NGRT	GL Assessment
Memory Magic	Ruth Miskin
Read, Write, Inc	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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