

# Pupil premium strategy statement – Cranbourne

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
Number of pupils in school	1092 *as of September 2025
Proportion (%) of pupil premium eligible pupils	30.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 – 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Conlon, Headteacher
Pupil premium lead	Sarah Conlon
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,400 * allocation will change April 2026
Recovery premium funding allocation this academic year	£N/A
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£292,400

## Part A: Pupil premium strategy plan

### Statement of intent

Cranbourne is committed to raising the attainment of students of all abilities and social backgrounds; and to making sure that a student's background is not a barrier to success. We will consider all challenges faced by disadvantaged students, including those with a social worker, those with refugee status, and young carers.

Our foci are:

- Supporting all disadvantaged students to experience good mental health
- Encouraging excellent attendance at school,
- Providing high quality academic teaching
- Developing talent and cultural experiences with a rich curriculum

### Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged students is lower within the school and compared to national
2	Participation of disadvantaged students in lessons is reported to be lower than those who are not disadvantaged
3	Participation for disadvantaged students in extra-curricular activities is reported to be lower than non-disadvantaged
4	Nationally disadvantaged students have lower examination results at GCSE, at Cranbourne disadvantaged students outperformed non disadvantage 2024. The challenge remains to continue to have no gap.
5	The number of disadvantaged students accessing help for their mental health has increased, showing a need for additional support to positively managed school life.
6	Students who are disadvantaged are reported to be less resilient in exam situations and are less likely to have a systematic approach to exam preparation.

## 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
Improved attendance among disadvantaged students	By the end of our current plan in 2028, PP students will have attendance at or above the national average for all secondary students (currently 92.5%)  Severe absence among PP students will be rare
Improved levels of well-being in the cohort of disadvantaged students	Sustained improved well-being evidenced by: <ul style="list-style-type: none"> <li>• fewer behaviour logs</li> <li>• qualitative data from student voice and teacher observations</li> </ul> High numbers of disadvantaged students receiving rewards/awards
High participation in a variety of cultural, community and sporting experiences among the disadvantaged cohort	Participation will be evidenced by: <ul style="list-style-type: none"> <li>• investment in school council and extra-curricular events</li> <li>• representation in the student leadership body</li> <li>• representation in sports teams/ house competitions</li> <li>• experience of school visits</li> <li>• enjoyment of tutor time class readers</li> <li>• library lending figures for disadvantaged students</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a 50% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved confidence and focus in examinations	Observations in Year 11 assessments and examinations demonstrate a higher number of disadvantaged students writing all the way through the exam and rising total marks in practice exam questions
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4,	KS4 outcomes continue to demonstrate that disadvantaged pupils achieve in line with non disadvantaged, including: <ul style="list-style-type: none"> <li>• an average Attainment 8 score of at least 40</li> <li>• at least 50% passing GCSE English and maths at grade 4 or above</li> <li>• at least 50% passing science at grade 4 or above</li> </ul>

## 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: £196,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing an understanding of reading techniques for teachers and LSAs (e.g. Analytic Phonics) for use in the classroom as well as specific interventions, this will involve teacher release and specialist CPD</p>	<p>Analytic phonics has been shown to have a positive impact on reading ages of older students. Synthetic Phonics are taught in KS1, though some students are still at a low level of reading in KS3 and 4</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>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:</p>	4
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="https://www.educationendowmentfoundation.org.uk/literacy-in-secondary-schools/">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development to extend teacher's ability to teach reading and support the needs of students with low literacy.</p> <p>Specific link to KS2.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/literacy-in-secondary-schools/">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="https://www.oup.com/cn/word-gap.pdf">word-gap.pdf (oup.com.cn)</a></p>	4
<p>Ensure that all disadvantaged students in maths, English and science experience top quality teaching</p>	<p>Mastery learning (ensuring that at least 80% of a taught unit is understood before moving on has been shown to have a high impact on attainment. Our observations from mock exams show that students with a good foundational understanding of the course perform better</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,2,4, 5, 6

	<a href="#">Academic Resilience Approach - The University of Brighton</a>	
Ensure students are correctly prepared for examinations	Purchase revision guides for all pp students, for use in lessons and personal revision	6

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the number of staff able to deliver one to one reading interventions	Secondary teachers tell us that they have little experience of explicit teaching of reading strategies and primary colleagues in our school cluster are concerned that, for some children, the explicit teaching of literacy is not embedded by Year 6 and secondary teachers would need to continue to support that learning	4
Engaging students in bespoke sessions after school as part of the extra-curricular programme.  Providing Booster Sessions to Year 11.	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:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4, 3
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Providing revision guides for KS4	Having the resources available to pupils each lesson and for homework will enable them to work independently. Evidence gathered pupils last year.	2,4,6

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

Budgeted cost: £55,400

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance Officer in post to identify and chase those with at risk attendance	<a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>	1
Increased SEMH provision including EBSA	Making a bespoke provision for EBSA students allows integration back into school and learning to be addressed in a supportive frame work. <a href="http://hants.gov.uk">EBSA-good-practice-guidance.pdf (hants.gov.uk)</a>	1,2,5
Increase the participation of PP students at extracurricular opportunities including clubs, trips and leadership experiences.	Increase in opportunities develops the soft skills <a href="http://publishing.service.gov.uk">An Unequal Playing Field report.pdf (publishing.service.gov.uk)</a>	3

**Total budgeted cost: £ 292,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In the summer 2025 results, 38% of the cohort was Pupil Premium and 41% of pupil premium students achieved 4+ in the basics, and had an attainment 8 score of 33.44%.

In 2024-2025 the attendance of disadvantaged students at Cranbourne was lower than the national average, but higher than the year before.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
NA	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

NA

**The impact of that spending on service pupil premium eligible pupils**