

School overview

Detail	Data
School name	Cranford Primary School
Number of pupils in school	653
Proportion (%) of pupil premium eligible pupils	114 (17.5%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-22024
Date this statement was published	4th October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	G Davies
Governor / Trustee lead	Vivek T

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155685.00
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	£ £155685.00

Part A: Pupil premium strategy plan

Statement of intent

At Cranford Primary we ensure that the learning needs of all pupils, including those who belong to vulnerable groups, are met through consistently high quality teaching in the classroom and, where appropriate, intervention programmes for groups of children and individual pupils. Below we have explained our pupil premium strategy for the academic year 23/24

We aim to improve the outcomes of disadvantaged pupils to support the recovery from a national-wide break in learning. We take into account pupils' barriers to learning, however, hope to improve our data to show a diminishing gap between our disadvantaged pupils and non-disadvantaged pupils. Year groups are responsible for tracking of these pupils and targets are set for year groups to close the gap between vulnerable groups.

Key aims for this year include the following:

- A – To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school
- B – To ensure the outcomes of pupils in receipt of pupil premium is at least in line with those of peers in school
- C – To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to support pupils to be equipped for life-long learning and encouraged to be ambitious with their goals in life.

Challenges

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

Challenge number	Detail of challenge
1	Low self-esteem and lacking confidence.
2	Attendance below school average
3	Lack of parental engagement and low aspiration goals.
4	Home environment not supportive of home learning
5	Lack of resources and equipment needed for school.
6	Multiple barriers to learning (SEN/EAL)

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 (actions)
<i>Diminishing differences between disadvantaged pupils and their other peers nationally</i>	- Interventions to support catch up programme

	<ul style="list-style-type: none"> - Book scans to monitor the progress and attainment of DA pupils with comparisons to non-DA matched peers. - Speech and language therapist to support the needs of DA pupils who display a S & L need - One to one support given to pupils who require extra support to access their learning - One to one reading support to give pupils catch up or challenge pupils further to support their progress and attainment - Ensure booster groups are fluid and reflective of the most current assessments. Conduct assessments, analysis and progress meetings every half term to ensure children gaps are identified early and interventions put into place as soon as possible, keeping the gap minimal. - SLT to complete tracking of DA pupils and share findings with staff - Rewards half termly for students who have tried hard- showing a special recognition - Communication with parents where needed for example, home-school books. - All year groups have a t least two TAs with one being a HLTA - Teacher Led interventions once a week. - A teacher dedicated to taking smaller groups of children for core subjects where needed in Year 3 and 4. - Delivery of INSET from GD - addressing effective questioning. - Moderation of 1 DA child from each class across the school, comparing this to one non-DA from each class. - Praise phone calls made to parents. - SATS companion Year 6 - DA intervention groups (catch up)
<p style="text-align: center;"><i>Improve attendance and punctuality</i></p>	<ul style="list-style-type: none"> - Review attendance of all PP pupils termly and identify any child that falls below the 96% thresholds. Meetings to be held with parents when the desired level of attendance falls. - DA leads to monitor monthly with the admin team taking into consideration the need for individuals to self-isolate. - Engage the relevant support of professionals if needed. - Breakfast club support given to parents who require early drop of pupils. Ensure breakfast clubs support holistic needs of pupils during this time too. Breakfast club to give pupils time to complete home learning if home learning is not supported - EWO to contact parents if persistent low attendance is identified. EWO to work closely with parents to ensure pupils' attendance levels rise.

	<ul style="list-style-type: none"> - Monitor attendance regularly and offer support to families whose attendance and punctuality is an issue. - Good attendance is rewarded with attendance certificates. - Broad curriculum with exciting learning opportunities to encourage pupil's desire to attend school.
<p><i>Improve parental engagement</i></p>	<ul style="list-style-type: none"> - Offer parenting group sessions working on specific needs developed through a needs analysis. Please note, for the meantime, this will be supported through information pamphlets etc. - Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions - Early Help contacted if support is needed e.g. parenting support/behaviour management support for those pupils who require it - Behaviour watch tool used to monitor behavioural incidents. YGLs' to act proactively to discuss behavioural incidents with parents and put together an action plan to minimise future incidents. - Parent workshops to share with parents the objectives and curriculum being taught at CPS. In the meantime, this will all be sent home through email or paper copies. - Knowledge Organisers uploaded to the website. - Home school diaries used to establish good home school communication with hard to reach families. - New Class pages on the website to further support information being easily accessible for parents. - Phone calls home to praise students. - laptops loaned to pupils whose families do not have access to one. - -online workshops. - Working towards LPPA award. - Play to learn - Language courses.
<p><i>Encourage extra-curricular participation for our pupils</i></p>	<ul style="list-style-type: none"> - Sport coaches trained and delivering high-quality extra-curricular provision - Ensure children are encouraged to take part in extracurricular activities. - Use school parliament and RRS groups to allow children to voice what clubs they wish to have on offer. - Playtime resourcing to support extra-curricular activities from all pupils. - New playtime resources purchases - one box per zone (Autumn 1) - External coaches come in at lunch times to help run activities. - Resources for extra-curricular clubs

	<ul style="list-style-type: none"> - Send resources home that encourage active well-being. - Use of funding to support half term enrolment for clubs
<i>Promote positive opportunities to support pupils' holistic well-being</i>	<ul style="list-style-type: none"> - Hounslow Music Service to be offered to all pupils and school to finance the cost of materials for DA pupils and their musical equipment rent. - Provide pupils with curriculum enrichment opportunities across the school e.g. trips, performances and musical opportunities. Monitor the impact such opportunities have on their academic and pastoral development - Successful challenge partners review to have a whole school comment on the provision for DA pupils - Skillsbuilder programme to encourage the holistic development of pupils. Trips offered to DA pupils to encourage opportunities for out of classroom learning - currently online trips - Other trip support given to subsidise the cost of the trip for DA pupils. Risk assessment of trips offered for parental consultations – this should in turn support parental engagement with trips - PE competitions spaces on teams will encourage participation of DA pupils. Pupils given opportunities to develop sport talents and skills - Lunchtime nurture group to engage with DA pupils. Nurture group given to encourage the social and emotional wellbeing of pupils. - PSHE sessions tailored to support children with returning to school and well-being after the substantial break. - A broad curriculum and specialist teachers to enable all children to discover and nurture their talents. - Recovery Curriculum to support pupils' well-being. The use of resources shared with teachers. - Weekly assemblies addressing a weekly theme.
<i>Improve knowledge for staff on how to support DA pupils</i>	<ul style="list-style-type: none"> - INSET / CPD sessions - INSET delivered by GD - Class profile working document to provide staff with time and reflection tools to support the needs of DA pupils in their classes. Reminders from GD half-termly. - Constant discussions regarding DA pupils and provision for them.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Challenge Partners	Teachers will gain CPD by being involved in a QA Review once a year. SLT members will gather new ideas from attending inspections in other schools. 5192	1,2,3,4 and 6
Inset CPD	To outline expectations for DA children and how to monitor with guidance to make monitoring effective so that it supports the progression and well-being of DA pupils. Strategies also suggested to support these pupils.	1-6

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

Budgeted cost: £ 5585, 22,145, 24000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Boosters</i>	This supports DA children to make good progress, close the gaps in learning and support missed learning due to missed school. It also is supporting the pupils well-being as it supports them with being able to access the curriculum and their self-esteem.	1, 5 and 6
<i>Targeted support in class.</i>	This enables pupils to access learning within the class. It means that they will be learning alongside their peers with the support they need to make good progress.	1, 5 and 6
<i>EAL support</i>	Specialised lessons with an EAL teacher to support children in being able to access the national curriculum. With accelerated progress, in the small classes. This aims to	1 and 6

	get them inline with age expectations and back in the main classroom.	
<i>TLI interventions</i>	This will allow small groups of Teacher led interventions. This will help closing gaps in learning that have arisen due to time out of school. Throughout teaching where concepts are not understood these are addressed here and through TA interventions closing gaps that may be had.	1 and 6
<i>Sen group</i>	Teaching adapted to support children in smaller groups to access the age related curriculum. This accelerates their progress further closing the gaps.	1 and 6
<i>Speech therapist</i>	Commissioned speech and language therapist to support identification of pupils and strategies for staff to implement.	1, 3, 5 and 6

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

Budgeted cost: £ 1386,1010, 1070,200,7000,4219.2200,15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour Watch</i>	Behaviour Watch being used regularly helps to support and monitor behaviour. Where needed, support will be given and the school will work closely with the pupil and parents to address any concerns and if needed groups may be offered to help.	1, 3 and 4
<i>Play Pod</i>	This gives pupils a safe space to play if they find the main playground overwhelming. This supports their well-being.	1 and 6
<i>ELSA</i>	Elsa is used to support well-being. The group can work on a range of areas to support children's well-being and emotional health that may have been impacted for various reasons.	1, 3 and 4
<i>Lunchtime nurture group</i>	This gives pupils a safe space to play if they find the main playground overwhelming. This supports their well-being.	1 and 6
<i>Hounslow Music Service</i>	This allows children to explore other interests and talents that they may not have access to out of school. Supporting the development of the child as a whole and their well-being.	1,3, 4, 5 and 6
<i>Parent workshops</i>	This gives parents the opportunity to speak to other parents and professionals. It is a chance to give them guidance on how to help support their child at home and ways we can support them.	3 and 4

<i>Phone calls to parents</i>	This supports the pupils' well-being as they receive praise. It also encourages parental engagement.	1, 3 and 4
<i>Awards for attendance</i>	This encourages pupil attendance. This may include trips out or in school workshops and treats.	2
<i>Breakfast Club</i>	This helps parents who may struggle with getting to school on time. It also ensures that the children are getting a healthy breakfast.	4
<i>Sports Coaches</i>	This gives pupils the opportunity to explore other interests and talents they may not have otherwise had the opportunity to do so.	1, 3 and 5
<i>After Club support</i>	This gives pupils the opportunity to explore other interests and talents they may not have otherwise had the opportunity to do so. As well as giving them the opportunity to further socialise with other children outside of the school hours.	1, 3 and 5
<i>Laptops</i>	laptops loaned to pupils who may not have access to at home. Allowing them to access learning and additional resources like their peers.	1 and 5
<i>Library</i>	Pupils will be able to borrow a book weekly like a library in the community works. This will give them access to reading materials they may otherwise not have had.	5
<i>Wellbeing resources</i>	Resources provided for families who require extra support e.g. hairbrush, basic necessities, food box etc	3, 4 and 5
<i>Play and engage</i>	Parents come in and work with their children'	3, 4, 5

Total budgeted cost: £ 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 2022 to 2023 academic year.

The pupils had made more progress and attended

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
Hounslow music service	Hounslow
RockStar math	TT rockstars
Speech therapist	self-employed
Bug Club	Bug Club
IDL - SEND catch up	IDL
Play therapist	Woodbridge
Mindful Movers	OHM Coaching
Testbase	Testbase
Classroom Secrets	Classroom secrets
EE skills builder	Enabling enterprise
Twinkl	Twinkl
Charanga	Music
Jigsaw RSE programme	RSE Jigsaw

Service pupil premium funding (optional)

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

Measure	Details
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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)

High quality and inclusive teaching is provided for all pupils and this supports the pupils with making good progress.