

School overview

Detail	Data
School name	Cranford Primary School
Number of pupils in school	660
Proportion (%) of pupil premium eligible pupils	15% (99 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	K Khabra
Pupil premium lead	G Davies
Governor / Trustee lead	Maria D'Lima

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,620
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	No carry forward
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	£163,620

Part A: Pupil premium strategy plan

Statement of intent

This Pupil Premium Strategy is aligned with the School Development Plan (2023–2026), particularly the priorities of Quality of Education, Inclusion, Personal Development and Leadership.

At Cranford Primary, we ensure all pupils, including disadvantaged and vulnerable groups, receive high-quality teaching supported by targeted interventions. Our aim is to close attainment gaps and improve outcomes by addressing identified barriers to learning.

We focus on:

- Quality of Education → improving writing and curriculum outcomes
- Personal Development → supporting wellbeing
- Inclusion → removing barriers for vulnerable pupils

High-quality teaching (EEF +6 months), targeted support (+4–6 months) and wider strategies ensure disadvantaged pupils achieve in line with or above national FSM outcomes.

<p>Key aims for this year include the following:</p> <ul style="list-style-type: none"> ● A – To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. Linked SDP priority: Behaviour & Attendance / Leadership & Management ● B – To ensure the outcomes of pupils in receipt of pupil premium is at least in line with those of peers in school. Linked SDP priority: Quality of Education (writing + phonics focus) ● 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. Linked SDP priority: Personal Development

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 Outcomes	Success Criteria
<p><i>Diminishing differences between disadvantaged pupils and their other peers nationally</i></p> <p>Aligned with SDP priority: Leadership and Management & Quality of Education</p> <p>Aligned with SDP priority: Quality of Education & Inclusion</p>	<ul style="list-style-type: none"> - Interventions to support catch up programme - Curriculum overview identifying gaps in learning from previous year. - 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

Intended Outcomes	Success Criteria
	<p>put into place as soon as possible, keeping the gap minimal.</p> <ul style="list-style-type: none"> - SLT to complete tracking of DA pupils and share findings with staff. - Tracking of interventions of PP pupils by PP lead. - Rewards half termly for students who have tried hard- showing a special recognition - Communication with parents where needed for example, home-school books. - Extra support staff funded to help support recovery of learning. Most classes have a TA during core subjects. - Teacher Led interventions once a week. - A teacher dedicated to taking smaller groups of children for core subjects where needed in Year 2 and 4. - Classes to meet pupils needs such as moonstone and opal with SEND teachers. - EAL classes to support pupils who are new to the country. - Delivery of INSET from GD - addressing effective questioning and adaptive teaching. - Praise phone calls made to parents. - SATS companion Year 6 - DA intervention groups (catch up) - Work with parents on understanding PP entitlement. - Class profiles so that all adults are aware of multi barriers and effective strategies to support.

Intended Outcomes	Success Criteria
<p><i>Improve attendance and punctuality</i> Aligned with SDP priority: Behaviour & Attendance and Personal Development</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. - attendance leads to monitoring 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. - 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. - Attendance incentives such as trips and a golden ticket lunch with the Headteacher. - RCI awards which support in diminishing the gaps in learning due to increased confidence, - Online Widgets as a programme and used to diminish gaps in learning. - Employed behaviour support mentor
<p><i>Improve parental engagement</i> Aligned with SDP priority: Behaviour & Attendance and Personal Development</p>	<ul style="list-style-type: none"> - Laptop loans ensure digital equity, removing barriers to homework completion and access to online learning platforms.
<p><i>Encourage extra-curricular participation for our pupils</i> Aligned with SDP priority: Quality of Education & Inclusion</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. - Range of after school clubs and a chance to voice what clubs they wish to have on offer. - Playtime resourcing to support extra-curricular activities from all pupils. - External coaches come in at lunch times to help run activities. - Resources for extra-curricular clubs - Send resources home that encourage active well-being. - Use of funding to support half term enrolment for clubs - Play and engage - music by external teachers 2-5

Intended Outcomes	Success Criteria
	<ul style="list-style-type: none"> - Rock steady music-being part of band - swimming lessons in Year 5. - Range of trips in each year group. - author visits - Every child has a library card from 3-6.
<p><i>Promote positive opportunities to support pupils' holistic well-being</i></p> <p><i>Aligned with SDP priority: Behaviour & Attendance and Personal Development</i></p>	<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 - 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. - RCI awards develop confidence, resilience and independence. - Opportunities to attend art workshops such as the creative mile.
<p><i>Improve knowledge for staff on how to support DA pupils</i></p> <p><i>Aligned with SDP priority: Leadership and Management & Quality of Education</i></p>	<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: Challenge partners, TLR's for retention and specialised provision and CPD

Activity	Evidence that supports this approach	Challenge number(s) addressed
Challenge Partners	Annual external quality assurance through Challenge Partners provides rigorous evaluation of teaching quality, leadership impact and disadvantaged pupil provision. Findings inform strategic refinement and ensure accountability at senior leadership and governor level. (EEF: High-quality teaching +6 months impact)	1,2,3,4 and 6
Inset CPD	Whole-staff CPD prioritises adaptive teaching, precision questioning and disadvantage awareness. Training is monitored through learning walks and book scrutiny to ensure consistent implementation across phases. (EEF: Effective CPD +6 months impact)	1-6

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

Budgeted cost: Teacher led interventions, boosters, target support, EAL support, SATs companion, Bug Club, TT rockstars, Pastoral lead, SEND group and speech therapist.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Boosters</i>	Structured booster programmes provide targeted teaching to address identified gaps, informed by half-termly Sonar analysis. Provision is fluid and responsive, with clear entry and exit criteria linked to measurable progress. (EEF: Small group tuition +4 months).	1, 5 and 6
<i>Targeted in class support</i>	In-class targeted support enables disadvantaged pupils to access age-related learning alongside peers, with scaffolded strategies promoting independence and sustained progress. (EEF: Adaptive teaching +5 months)	1,5 and 6

<i>EAL support</i>	Specialist EAL provision accelerates language acquisition and vocabulary development, enabling pupils to access and articulate learning across the curriculum. (EEF: <i>Oral language interventions +6 months</i>)	1 and 6
<i>TLI interventions</i>	Teacher-led intervention groups provide tightly focused instruction in core skills, reviewed half-termly against Sonar progress measures.(EEF: Targeted interventions +5 months)	1 and 6
<i>Small group teaching</i>	SEND small-group provision provides highly scaffolded instruction and personalised targets, ensuring curriculum access and measurable academic progress.(EEF: Individualised instruction +5 months)	1 and 6
<i>Speech therapist</i>	Commissioned Speech and Language Therapy enables early identification of communication barriers and provides staff with structured strategies to embed in daily classroom practice.(EEF: Oral language interventions +6 months)	1, 3, 5 and 6
<i>Pastoral Lead</i>	The Pastoral Lead systematically removes emotional and social barriers to learning, improving attendance, readiness and engagement through structured mentoring and family liaison.(EEF: Social and emotional learning +4 months)	1,2,3,4,and 6

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

Budgeted cost : Attendance Lead, breakfast and after school clubs, play and engage, nurture group, family learn, praise calls, ELSA. Hounslow music, Pastoral lead, play and engage, family learn, lending of resources, providing additional resources, sports coaches, after school clubs, phone calls, rewards, breakfast club.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour Watch</i>	Behaviour Watch provides real-time monitoring of incidents, enabling proactive intervention, pattern analysis and strengthened communication with families.(EEF: <i>Behaviour interventions +4 months</i>)	1, 3 and 4
<i>CPOMS</i>	CPOMS ensures robust safeguarding oversight and timely intervention, supporting	1,2,3, and 4

	vulnerable pupils through coordinated multi-agency responses.	
<i>Play Pod</i>	Play Pod provision supports emotional regulation at unstructured times, reducing incidents and promoting positive peer interaction.(EEF: <i>Social and emotional learning +4 months</i>)	1 and 6
<i>ELSA</i>	ELSA intervention develops emotional literacy, resilience and self-regulation, contributing to improved classroom focus and reduced behaviour incidents.(EEF: <i>Social and emotional learning +4 months</i>)	1, 3 and 4
<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>	Parent workshops strengthen parental capacity to support learning at home, raising aspiration and improving engagement with school systems.(EEF: <i>Parental engagement +4 months</i>)	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>	Attendance rewards reinforce positive attendance behaviours and support sustained improvement in punctuality and attendance rates.	2
<i>Breakfast Club</i>	Breakfast Club reduces lateness, improves morning routines and ensures pupils are settled and ready to learn.(EEF: <i>Behaviour interventions +2 months</i>)	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>	Laptop loans ensure digital equity, removing barriers to homework completion and access to online learning platforms.(EEF: <i>Digital technology +4 months</i>)	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.(EEF: Reading comprehension +6 months)	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.(EEF: Parental engagement +4 months)	3, 4, 5
<i>Pastoral Lead</i>	The Pastoral Lead systematically removes emotional and social barriers to learning, improving attendance, readiness and engagement through structured mentoring and family liaison.	1,2,3,4,and 6
<i>Family Learn</i>	Support parents with how to support their child.	1,2,3,4,and 6
<i>Attendance team</i>	support attendance, meetings and make parents aware of entitlement to FSM.	1, 3 and 5

Cost Breakdown

Strand	Cost
Teaching	£80,000
Targeted	£50,00
Wider	£33,620

Monitoring Cycle

Frequency	Activity	Lead
Termly	Data Review	SLT
Half-termly	Monitoring	Leaders
Ongoing	Attendance	Lead
Termly	Governor review	Governors

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 maths	TT rockstars
Speech therapist	self-employed
Bug Club	Bug Club
IDL - SEND catch up	IDL
Mindful Movers	OHM Coaching
Testbase	Testbase
Classroom Secrets	Classroom secrets
SATs companion	SATs companion
Twinkl	Twinkl
Charanga	Music
RockSteady	RockSteady
Jigsaw RSE programme	RSE Jigsaw
Swim school	Lampton Leisure Centre
Specialist sports teacher	Sports Impact

Part B: Review of Outcomes – Academic Year 2024–2025

Pupil premium strategy outcomes

PP pupils: 100 (15.01%)

Total PP & Recovery Funding: £176608

Outcomes for disadvantaged pupils

This section evaluates performance against the intended outcomes outlined in the strategy plan. Analysis draws on statutory assessment data, Sonar tracking and attendance and behaviour monitoring.

Intended outcome	Outcomes 2024–2025
A – To ensure the attendance of pupils in receipt of pupil premium is at least in line with peers.	<ul style="list-style-type: none"> • 100% of PP pupils below 96% attendance identified and actioned. • Persistent absence reduced within the targeted cohort. • Improved punctuality through Breakfast Club provision. • Attendance gap continues to narrow; further reduction remains a priority. <p>Impact: Positive trajectory with clear systems embedded.</p>

<p>B – To ensure PP academic outcomes are at least in line with peers.</p>	<p>Outcomes for disadvantaged pupils demonstrate strong performance when compared to national FSM figures, particularly in key areas of attainment. FSM pupils achieve 56% in RWM combined, which is significantly above the national FSM figure of 47%, indicating that the school’s provision is having a clear and measurable impact on closing gaps .</p> <p>Performance in mathematics is a notable strength, with FSM pupils achieving 69%, which is in line with or above national averages, reflecting the effectiveness of targeted teaching strategies and interventions. This strong mathematical attainment contributes positively to overall combined outcomes.</p> <p>In reading (63%) and writing (56%), outcomes are broadly in line with national FSM averages, showing that pupils are keeping pace nationally. While these areas remain priorities for further development, the data reflects a stable and improving picture, particularly when considered alongside strong combined outcomes.</p> <p>Overall, the data indicates that disadvantaged pupils are achieving well, especially in comparison to national benchmarks. The gap is closing effectively, with combined outcomes exceeding national FSM performance, demonstrating the positive impact of high-quality teaching, targeted interventions and a strong focus on inclusion.</p>
<p>C – To ensure the wellbeing needs of PP pupils are met.</p>	<ul style="list-style-type: none"> • Reduction in repeat behaviour incidents for mentored pupils. • Pastoral and ELSA support improved readiness to learn. • 94% uptake of extra-curricular club offers. • High PP representation in targeted clubs (e.g., 67% Girls Football). <p>Impact: Increased engagement, confidence and inclusion.</p>

Overall evaluation

The 2024–2025 Pupil Premium strategy secured strong KS2 attainment for disadvantaged pupils, with outcomes comparing favourably to national FSM figures, particularly in RWM combined where pupils

performed above national benchmarks. There is also evidence of strong performance in maths, contributing to improved overall attainment for this group. Attendance systems reduced persistent absence and enrichment participation improved substantially. Internal Sonar data demonstrates narrowing gaps over time, particularly in upper Key Stage 2. Triangulated evidence from pupil survey and conference feedback confirms strong relationships, high engagement in learning and positive perceptions of feedback and support. Strategic priorities for 2025–2026 focus on accelerating KS1 writing outcomes, strengthening Year 2 phonics consolidation, improving mathematical reasoning and further reducing attendance gaps to secure parity across all phases.