

School overview

Detail	Data
School name	Cranford Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	13 % (79)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Strategy period	September 2026 - July 2029
Statement authorised by	J Chana
Pupil premium lead	G Davies
Governor / Trustee lead	Maria D'Lima

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,450.00
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	£153,450.00

Part A: Pupil premium strategy plan

Statement of intent

Cranford Primary School is committed to ensuring that disadvantage does not become a barrier to educational achievement, attendance, belonging or future aspiration. Our pupil premium strategy is part of the school's wider improvement strategy. It is built around the specific barriers identified in our disadvantaged cohort and will be reviewed through the school's established cycle of assessment, attendance, behaviour, inclusion and leadership monitoring.

We focus on:

- Quality of Education → Improve writing outcomes through a whole-school focus on punctuation and transcription.

- Achievement → Increase the proportion of pupils achieving the expected standard in Reading, Writing and Maths combined from 67% to 70%+ and improve self-regulation and sense of self outcomes for Early Years pupils to aid access to learning.
- Behaviour & Attendance → Reduce persistent absence, particularly for vulnerable groups, and adapt provision to improve engagement, behaviour and readiness to learn.
- Inclusion → Promote independence, aspiration and self-advocacy for SEND and EAL pupils.
- Personal Development → Raise the profile and impact of pupil leadership and implement a robust and updated RSE curriculum in line with national expectations.
- Leadership & Management → Strengthen leadership at all levels to drive school improvement and enhance governance to provide strategic challenge and support.

High-quality teaching, targeted support and wider strategies ensure disadvantaged pupils and pupils in receipt of Pupil Premium are supported to overcome barriers to learning and achieve well.

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. Linked SDP priority: Behaviour & Attendance / Leadership & Management
- B – To ensure the outcomes of pupils in receipt of pupil premium are 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	Evidence	Strategic response
1	Attainment: Internal and statutory assessment identifies variability in disadvantaged outcomes, particularly writing and within the current Year 6 cohort.	Strengthen high-quality teaching, diagnostic assessment, vocabulary, punctuation/transcription and matched academic support.
2	Attendance: 2025–26 PP attendance was 91.86% compared with 93.91% for non-PP pupils, alongside higher unauthorised absence and lateness.	Earlier identification, persistent-absence case management, family conversations and barrier removal.
3	Language and SEND: Assessment, SEND and EAL information identifies overlapping language, communication and additional needs for a proportion of disadvantaged pupils which can affect curriculum access.	Adaptive teaching, language-rich classrooms, specialist support and explicit independence/self-advocacy.

4	Readiness and self-regulation: Pastoral, behaviour and pupil voice evidence identifies emotional regulation, confidence and readiness to learn as barriers for a targeted group.	Targeted pastoral/ELSA/nurture with baseline, review and exit measures.
5	Access and enrichment: School monitoring identifies financial and practical barriers affecting some disadvantaged pupils' access to home learning, enrichment and wider opportunities.	Remove practical barriers and monitor participation, representation and pupil-reported benefit.

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	Action	Success criteria
<i>Diminishing differences between disadvantaged pupils and their other peers nationally.</i> <i>Aligned with SDP priority: Leadership and Management & Quality of Education</i> <i>Aligned with SDP priority: Quality of Education & Inclusion</i> <i>Achievement → Increase the proportion of pupils achieving the expected standard in Reading, Writing and Maths combined from 67% to 70%+ and to improve self-regulation and sense of self outcomes for the Early Years pupils to aid access to learning.</i>	• Interventions to support catch-up programme. • Curriculum overview identifying gaps in learning from previous year. • Book scrutiny to monitor progress and attainment of disadvantaged pupils with comparisons to non-disadvantaged matched peers. • Speech and language therapist to support pupils with identified S&L needs. • One-to-one and targeted support for pupils who require extra support to access learning. • One-to-one reading support to provide catch-up or further challenge. • Keep booster groups fluid and responsive to current assessment; complete assessment, analysis and progress meetings every half	• At least 90% of PP pupils receiving a targeted academic intervention meet or exceed their individual half-term progress target. • 100% of PP pupils receiving intervention have measurable targets and an exit/review point. • PP attainment is reviewed half-termly against non-PP peers, with additional provision adapted where a gap is widening.

Intended Outcomes	Action	Success criteria
	term. • SLT tracking of disadvantaged pupils and PP Lead tracking intervention impact. • Rewards and positive communication with parents. • Additional support staff in core subjects, including TA support where required. • Teacher-led interventions by YGL. • Smaller-group teaching in Years 2 and 4 where required. • SEND provision through Moonstone and Opal; EAL provision for pupils new to the country. • INSET from GD on effective questioning and adaptive teaching. • SATs Companion and DA catch-up intervention groups. • Work with parents to understand PP entitlement. • Class profiles so that adults understand multiple barriers and effective strategies. • Play and Engage.	

Intended Outcomes	Action	Success criteria
Diminishing differences between disadvantaged pupils and their peers. Aligned with SDP priority: Quality of Education – Improve writing outcomes through a whole-school focus on punctuation and transcription; Inclusion – Promote independence, aspiration and self-advocacy for SEND and EAL pupils. <i>Achievement → Increase the proportion of pupils achieving the expected standard in Reading, Writing and Maths combined from 67% to 70%+ and to improve self-regulation and sense of self outcomes for the Early Years pupils to aid access to learning.</i>	• Interventions to support catch-up and targeted acceleration. • Curriculum overview identifying gaps in learning from previous year. • Book scrutiny to monitor progress and attainment of disadvantaged pupils with comparisons to non-disadvantaged matched peers. • Specific monitoring of writing, punctuation, transcription and vocabulary. • Speech and language therapist to support pupils with identified S&L needs. • One-to-one and targeted support to enable pupils to access learning while promoting independence. • One-to-one reading support to provide catch-up or further challenge. • Booster groups remain fluid and reflective of current assessment. • Half-termly assessment, analysis and progress meetings to identify gaps early and put interventions in place promptly. • SLT tracking of disadvantaged pupils shared with staff; PP Lead tracking intervention impact.	• Increase the proportion of PP pupils achieving age-related expectations from 2025/26 in relation to the identified pupils through touchbase and progress meetings. • 100% of PP pupils identified as below age-related expectations in writing have a current, assessed learning gap and targeted response. • At least 90% of PP pupils receiving writing intervention meet their half-term progress target. • Progress and attainment of PP pupils are reviewed every half term, with intervention groups adjusted in response to assessment.
Improve attendance, punctuality and reduce persistent absence. Aligned with SDP priority: Behaviour	Review attendance of all PP pupils termly and identify any pupil below the 96% threshold.	• Reduce the attendance gap between PP and non-PP pupils to no more than 1 percentage point.

Intended Outcomes	Action	Success criteria
& Attendance – Reduce persistent absence, particularly for vulnerable groups.	• Identify and monitor the persistent absence cohort; action concerns promptly. • Hold attendance meetings with families where attendance falls below expectations. • Attendance Lead monitors monthly with the admin team. • Engage relevant professionals, including EWO, where required. • Breakfast Club support to improve punctuality, morning routines and readiness to learn. • Provide regular family support and attendance monitoring. • Use attendance rewards and recognition. • Analyse attendance gaps between PP and non-PP pupils between PP and non-PP pupils.	• 100% of PP pupils below 96% attendance are reviewed termly and have an appropriate action recorded, through identifying patterns, persistent absence and individual barriers. • 100% of identified persistent absentees are monitored through the attendance system and receive timely follow-up/support.
Improve parental engagement, aspiration and support for learning at home. Aligned with SDP priority: Behaviour & Attendance / Personal Development.	Parent workshops to strengthen parents' understanding of how to support learning at home. • Family Learn to develop parental capacity and engagement. • Positive phone calls to parents and communication where needed. • Work with parents on understanding PP entitlement. • Laptop loans to support digital equity and access to homework/online learning where appropriate. • Provide access to learning resources where families face financial or practical barriers.	At least 75% of PP families engage with at least one school-supported home-learning or parental engagement opportunity each term. • 50% of PP pupils identified as lacking access to an appropriate device for learning are offered support through the school's digital access arrangements, where appropriate. • Participation in parent workshops, Family Learn and other home-learning opportunities is recorded and reviewed termly.

Intended Outcomes	Action	Success criteria
Promote pupil leadership, independence and participation in enrichment. Aligned with SDP priority: Personal Development – Raise the profile and impact of pupil leadership across the school.	Ensure disadvantaged pupils are actively encouraged to access pupil leadership opportunities. • Monitor PP representation in pupil leadership roles. • Provide a broad range of clubs, trips, sport, music and enrichment opportunities. • Give pupils opportunities to voice which activities they would like on offer. • Use enrichment to develop confidence, independence, aspiration and self-advocacy.	PP pupils are represented in pupil leadership opportunities at a level broadly proportionate to the PP cohort • Ensure there is a breadth of pupils holding pupil leadership roles that are PP, where cohort size allows. • At least 80% of PP pupils offered a club, trip or enrichment opportunity participate in at least one opportunity during the academic year.
Promote positive opportunities to support pupils' holistic wellbeing and personal development. Aligned with SDP priority: Personal Development – Implement a robust and updated RSE curriculum in line with national expectations; Behaviour & Attendance – Adapt provision to improve engagement, behaviour and readiness to learn.	• Ensure disadvantaged pupils have equitable access to the updated RSE curriculum. • Pastoral and ELSA support to develop emotional literacy, resilience and self-regulation. • Curriculum enrichment opportunities including trips, performances and musical opportunities. • Monitor the impact of enrichment and personal development opportunities on academic and pastoral development. • Nurture and targeted support to improve readiness to learn, engagement and confidence. • Opportunities to develop independence, aspiration and self-advocacy	At least 80% of PP pupils offered extra-curricular/enrichment opportunities take up at least one opportunity during the academic year. • 100% of PP pupils identified as requiring pastoral/ELSA/nurture support have a documented support plan or identified intervention. • At least 90% of identified PP pupils receiving targeted wellbeing support show improvement against their agreed pastoral/self-regulation measure by review.

DfE menu of approaches: all pupil premium-funded activities in this statement are mapped to one of the three DfE strands below. The balance of activity is designed around the school's identified challenges, with high-quality teaching as the foundation, supported by targeted academic support and wider strategies.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:, TLR's for retention and specialised provision and CPD

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inset CPD	DfE menu approach teaching: Professional development, including training linked to effective teaching approaches and feedback. Whole-staff CPD prioritises adaptive teaching, precision questioning, disadvantage awareness, and the whole-school focus on punctuation and transcription. Training is monitored through learning walks and book scrutiny to support consistent implementation. EEF guidance on effective professional development emphasises clear goals, active learning, feedback, revisiting prior learning and sustained implementation	1, 2, 3, 4 and 5
CPD Folder and working groups	DfE menu approach teaching: Professional development, including training linked to effective teaching approaches and feedback. Whole-staff CPD prioritises adaptive teaching, precision questioning, disadvantage awareness, and the whole-school focus on punctuation and transcription. Training is monitored through learning walks and book scrutiny to support consistent implementation. EEF guidance on effective professional development emphasises clear goals, active learning, feedback, revisiting prior learning and sustained implementation.	1, 3 and 4
Coaching	DfE menu approach teaching: Professional development, including training linked to effective teaching approaches and feedback. Coaching provides focused, ongoing support for teachers through observation, modelling, professional dialogue and feedback. Coaching priorities include adaptive teaching, precision questioning, disadvantage awareness, and the whole-school focus on punctuation and transcription. Staff are supported to identify clear areas for development, practise agreed strategies and revisit them over time, with learning walks	1,3 and 4

	and book scrutiny used to monitor implementation and inform subsequent coaching. This reflects EEF guidance on effective professional development, which emphasises clear goals, active learning, feedback, revisiting prior learning and sustained implementation.	
TLR (Year lead)	DfE menu approach teaching: Supporting pupils to access and engage successfully with learning through targeted teaching and appropriate intervention. Teacher-led interventions provide focused support based on identified gaps in knowledge, skills or understanding, with teachers using assessment and pupil work to identify precise areas for development. Interventions are planned with clear objectives, delivered through explicit modelling, guided practice and feedback, and reviewed regularly to assess progress and adapt provision. This reflects EEF guidance on targeted academic support, emphasising structured, evidence-informed interventions that complement high-quality teaching and respond to pupils' specific needs.	1,3 and 4
Specialist Teachers	DfE menu approach teaching: Supporting pupils with additional needs through high-quality teaching, appropriate adaptations and specialist expertise. Specialist teachers work alongside class teachers to identify barriers to learning, provide targeted support and develop effective strategies for pupils with EAL and SEND. Provision is informed by assessment, pupil needs and professional dialogue, with strategies shared with teaching staff to promote consistency and build classroom capacity. Progress is reviewed through pupil work, assessment and ongoing communication to ensure support remains appropriate and enables pupils to access the full curriculum.	1,3 and 5
Release time	DfE menu approach teaching: Professional development, including training linked to effective teaching approaches, assessment and feedback. Protected release time enables staff to monitor the implementation and impact of agreed teaching and support strategies, provide timely guidance to colleagues and identify areas where further support or intervention may be required. This includes reviewing pupil work, assessment information and classroom practice, alongside professional dialogue and feedback, to ensure provision remains responsive to pupil needs and supports consistent whole-school practice.	1,3 and 5

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>	DfE menu approach Targeted academic support : One-to-one and small group tuition. 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, with a specific focus where required on writing, punctuation, transcription and mathematical/reading gaps. Where delivered as small-group tuition (2–5 pupils), the EEF Teaching and Learning Toolkit reports an average impact of +4 months’ additional progress over a year for small group tuition.	1 and 3
<i>Targeted in class support</i>	DfE menu approach Targeted support: Teaching assistant deployment and interventions, including support for high-quality classroom provision. In-class targeted support enables disadvantaged pupils to access age-related learning alongside peers, with scaffolded strategies promoting independence, self-advocacy and sustained progress. Provision is adapted to improve engagement and readiness to learn. EEF evidence supports adaptive teaching as part of high-quality teaching and the Five-a-day approach for pupils with SEND.	1 and 3
<i>EAL support</i>	DfE menu approach Targeted Support: Targeted interventions to support language development, literacy and numeracy. Specialist EAL provision accelerates language acquisition and vocabulary development, enabling pupils to access and articulate learning across the curriculum while promoting increasing independence and self-advocacy. Where provision is delivered as an oral language intervention, the EEF Teaching and Learning Toolkit reports an average impact of +6 months’ additional progress over a year for oral language interventions.	1, 3
<i>TLI interventions</i>	DfE menu approach Targeted support: One-to-one and small group tuition. Teacher-led intervention groups by YGL provide tightly focused instruction in core skills, reviewed half-termly against Sonar progress measures. Where these are delivered as small-group tuition, the EEF Teaching and Learning Toolkit reports an average impact of +4 months’	1, 3
<i>Small group teaching</i>	DfE menu approach targeted support: One-to-one and small group tuition, including targeted support for pupils with SEND. SEND small-group provision provides highly scaffolded instruction	1, 3

	and personalised targets, ensuring curriculum access and measurable academic progress. Where provision is delivered as small-group tuition, the EEF Teaching and Learning Toolkit reports an average impact of +4 months'	
<i>Speech therapist</i>	DfE menu approach Targeted support: Targeted interventions to support language development and targeted resources/interventions for disadvantaged pupils with SEND. Commissioned Speech and Language Therapy enables early identification of communication barriers and provides staff with structured strategies to embed in daily classroom practice. Where the provision constitutes an oral language intervention, the EEF Teaching and Learning Toolkit reports an average impact of +6 months' additional progress over a year for oral language interventions.	1, 3

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>	DfE menu approach Wider strategies: Supporting pupils' social, emotional and behavioural needs. Behaviour Watch provides real-time monitoring of incidents, enabling proactive intervention, pattern analysis and strengthened communication with families. It supports the implementation of the school's behaviour approaches.	2, 4
<i>Play Pod</i>	DfE menu approach Wider strategies: Supporting pupils' social, emotional and behavioural needs. Play Pod provision supports emotional regulation at unstructured times, reducing incidents and promoting positive peer interaction. This aligns with the principles of social and emotional learning; where the provision constitutes an SEL intervention, the EEF Teaching and Learning Toolkit reports an average impact of +3 months' additional progress over a year for social and emotional learning.	4
<i>ELSA</i>	DfE menu approach Wider strategies: Supporting pupils' social, emotional and behavioural needs. ELSA intervention develops emotional literacy, resilience and self-regulation, contributing to improved classroom focus, readiness to learn and reduced behaviour incidents. Provision supports the SDP priority of adapting provision to improve engagement,	4

	behaviour and readiness to learn. Where the provision is aligned with social and emotional learning approaches, the EEF Teaching and Learning Toolkit reports an average impact of +3 months' additional progress over a year for social and emotional learning.	
<i>Hounslow Music Service</i>	DfE menu approach Wider strategies : Enrichment, including arts participation, music, sport and wider life skills. 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.	5
<i>Parent workshops</i>	DfE menu approach Wider strategies: Communicating with and supporting parents. Parent workshops strengthen parental capacity to support learning at home, raising aspiration and improving engagement with school systems. The EEF Teaching and Learning Toolkit reports an average impact of +4 months' additional progress over a year for parental engagement approaches. The evidence is strongest where parental engagement improves the quality and quantity of learning in the home learning environment, and impact should be monitored carefully.	3, 5
<i>Phone calls to parents</i>	DfE menu approach Wider strategies : Communicating with and supporting parents. Phone calls to parents support pupils' wellbeing through positive communication and encourage parental engagement. Impact will be evaluated through engagement, attendance, wellbeing and pupil outcome measures.	2, 3
<i>Awards for attendance</i>	DfE menu approach Wider strategies: Supporting attendance. Attendance rewards reinforce positive attendance behaviours and support sustained improvement in punctuality and attendance rates.	2
<i>Breakfast Club</i>	DfE menu approach Wider strategies: Breakfast clubs and meal provision. Breakfast Club reduces lateness, improves morning routines and ensures pupils are settled and ready to learn. This is a school-based attendance and readiness strategy.	2, 4
<i>Sports Coaches</i>	DfE menu approach Wider strategies: Enrichment, including sport and physical activities and wider life skills. This gives disadvantaged pupils opportunities to explore interests and talents, develop confidence, aspiration and leadership skills, supporting the SDP priority of raising the profile and impact of pupil leadership.	5
<i>After Club support</i>	DfE menu approach Wider strategies: Enrichment, including extracurricular and co-curricular activities and wider life skills.	5

	This gives disadvantaged pupils opportunities to explore interests and talents, develop confidence and independence, and socialise with other children outside school hours. Participation supports the SDP focus on pupil leadership, aspiration and personal development.	
<i>Laptops</i>	DfE menu approach Wider strategies: Technology to support high-quality teaching, where technology is used purposefully to improve access to learning. Laptop loans support digital equity and can remove barriers to accessing homework and online learning.	1, 5
<i>Library</i>	DfE menu approach Wider strategies : Communicating with and supporting parents, by improving access to reading resources for learning at home. Pupils will be able to borrow a book weekly, increasing access to reading materials they may otherwise not have had. This supports access to reading and parental engagement at home.	5
<i>Wellbeing resources</i>	DfE menu approach Wider strategies: Supporting pupils' social, emotional and behavioural needs and removing practical barriers to engagement. Resources provided for families who require extra support e.g. hairbrush, basic necessities, food box etc	3, 4, 5
<i>Play and engage</i>	DfE menu approach Wider strategies: Communicating with and supporting parents. Parents come in and work with their children. This is a parental engagement approach. The EEF Teaching and Learning Toolkit reports an average impact of +4 months' additional progress over a year for parental engagement approaches, although the evidence on improving attainment through parental engagement is mixed and requires careful monitoring.	3, 5
<i>Pastoral Lead</i>	DfE menu approach Wider strategies: Supporting pupils' social, emotional and behavioural needs and supporting attendance where appropriate. The Pastoral Lead systematically removes emotional and social barriers to learning, improving attendance, readiness, engagement and confidence through structured mentoring and family liaison. Provision supports independence, self-advocacy and positive behaviour.	2, 4
<i>Family Learn</i>	DfE menu approach Wider strategies : Communicating with and supporting parents Support for parents develops their capacity to support learning at home, strengthens engagement and raises aspiration, helping pupils to become increasingly independent learners.	3, 5

<i>Attendance team</i>	DfE menu approach Wider strategies: Supporting attendance and communicating with and supporting parents. Supports attendance, meetings and ensures parents are aware of their entitlement to Pupil Premium and Free School Meals where applicable.	2, 3
<i>Pupil leadership opportunities</i>	DfE menu approach Wider strategies: Enrichment, including wider life skills and participation in co-curricular activity. Disadvantaged pupils are actively encouraged and supported to access leadership roles, develop confidence, aspiration, independence and self-advocacy. PP representation in pupil leadership is monitored to ensure equitable access to opportunities.	5
<i>Updated RSE curriculum</i>	DfE menu approach Wider strategies: Supporting pupils' social, emotional and behavioural needs through equitable access to personal development provision. A robust and updated RSE curriculum supports pupils' wellbeing, relationships, confidence and self-advocacy, with equitable access for disadvantaged pupils. Engagement and identified needs are monitored through personal development provision.	4, 5
<i>Behaviour Watch</i>	DfE menu approach Wider strategies: Supporting pupils' social, emotional and behavioural needs. Behaviour Watch provides real-time monitoring of incidents, enabling proactive intervention, pattern analysis and strengthened communication with families. It supports the implementation of the school's behaviour approaches.	2, 4
<i>Five by the end of the year</i>	DfE menu approach Wider strategies: Enrichment, including extracurricular and co-curricular activities and wider life skills. Each year group will complete five meaningful experiences by the end of the academic year that pupils may not otherwise have the opportunity to access. Experiences will be local, achievable and designed to reduce financial and practical barriers to enrichment, while developing confidence, independence, language and wider experiences. Examples may include visiting the local library, discovering a local place of interest, trying a new sport or creative activity, completing a real-world independence activity. This approach provides disadvantaged pupils with opportunities to broaden their experiences, develop interests and confidence, strengthen language and communication, and access resources and activities that may otherwise be limited by financial or practical. It will also make families aware of things they can do locally.	1, 3, 4 and 5
<i>Borrowing library</i>	DfE menu approach Wider strategies: Enrichment, including extracurricular and co-curricular activities and wider life skills.	1, 3, and 5

	Once each half term, pupils and their parents/carers will be encouraged to visit the local library to borrow a book, audiobook, game or other available resource. Families will be given ideas and suggestions for making the most of the library at home, including age-appropriate books, games and activities they could try together. This reduces financial barriers to accessing books and resources and supports reading, language development and positive family engagement with learning.	
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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
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Part B: Review of Outcomes – Academic Year 2025–2026

Pupil premium strategy outcomes

Disadvantaged pupils (PP): 100 (15.01%)

Total Pupil Premium funding: £163,620

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 2025–2026 (evaluation of previous strategy)
A – To ensure attendance of disadvantaged pupils (PP) is at least in line with non-PP pupils.	Attendance was not yet in line with non-PP pupils. PP attendance was 91.86%, compared with 93.91% for non-PP pupils, a gap of 2.05 percentage points. PP pupils also had higher unauthorised absence (3.85% compared with 2.29%) and lateness (4.37% compared with 1.89%). These figures show that attendance and punctuality remained significant barriers for a group of disadvantaged pupils. Overall evaluation: Partially effective. The evidence supports retaining attendance as a priority for 2026/27, with greater emphasis on earlier identification of emerging absence, analysis of individual barriers, family engagement and timely, personalised adaptations.
B – To ensure academic outcomes for disadvantaged pupils (PP) are at least in line with non-PP pupils.	The academic picture is positive but mixed rather than uniformly strong. There are clear examples of disadvantaged pupils achieving well and, in some cases, outperforming non-PP pupils. Year 4 Reading is a particular strength: 85.7% of PP pupils achieved Expected or higher compared with 77.6% of non-PP pupils, a positive difference of 8.1 percentage points. Mathematics was also comparatively strong. In Year 2, 66.7% of PP pupils achieved Expected or higher compared with 70.3% of non-PP pupils, a gap of 3.6 percentage points. In Year 3 Maths, the gap was 7.2 percentage points (66.7% compared with 73.9%). In Year 3 Reading, the gap was 3.8 percentage points (60% compared with 63.8%), while Year 1 Writing had a gap of 7.1 percentage points. These outcomes suggest that the school has effective practice that can be identified, evaluated and shared more systematically. Year 6 outcomes were a significant strength. All disadvantaged (PP) pupils who sat the SATs achieved the expected standard or higher. Across the whole Year 6 PP cohort, including pupils who did not sit the SATs, 86% achieved the expected standard or higher in Reading, 86% in Mathematics and 86% in Grammar, Punctuation and Spelling (GPS). Greater Depth was achieved by 38% of PP pupils in Reading, 33% in Mathematics and 52% in GPS. These outcomes provide strong evidence of successful teaching and the impact of targeted support for the Year 6 PP cohort.

	However, the Year 5 cohort had substantial gaps at the end of 2025/26: 29.4 percentage points in Reading, 21.6 in Writing and 22.8 in Maths. This limits the strength of the overall conclusion that outcomes are consistently in line with peers. The evaluation should therefore focus not only on successes but on what was less effective for Year 5 and what will be changed in transition to Year 6. Overall evaluation: Effective in several important areas, with strong evidence of impact for Year 6 and selected year groups, but with inconsistency across cohorts.
C – To ensure the wellbeing needs of disadvantaged pupils (PP) are met.	There is evidence of positive impact from pastoral and wider strategies. Repeat behaviour incidents reduced for mentored pupils, and pastoral/ELSA support was reported to improve readiness to learn. Participation in extra-curricular provision was 94%, with strong PP representation in targeted clubs, including 67% participation in Girls Football. The evidence indicates improved engagement and confidence Overall evaluation: Effective, with a clear rationale for continuing targeted pastoral and enrichment support and strengthening the measurement of individual pupil impact.

Overall evaluation

Overall evaluation

The 2025–2026 Pupil Premium strategy had a positive impact on outcomes for disadvantaged pupils, particularly in Year 6, but the impact was not equally strong across all cohorts or outcome areas. The strongest evidence is the Year 6 SATs performance, alongside Year 4 Reading and the relatively small gaps in several Year 2–4 measures. Attendance was less successful: the PP attendance gap remained 2.05 percentage points and therefore the attendance outcome was only partially achieved. Wellbeing and enrichment provision showed positive engagement and participation, but the evaluation would benefit from more consistent pupil-level measures of impact.

For 2026–2027, the strategy has been sharpened around a focused set of priorities: improving writing outcomes through a whole-school focus on punctuation and transcription; reducing persistent absence and narrowing the PP/non-PP attendance and punctuality gap; adapting provision to strengthen engagement, behaviour and readiness to learn; promoting independence, aspiration and self-advocacy for SEND and EAL pupils; and strengthening pupil leadership and personal development.