

# Pupil premium strategy statement – Cranford Park Academy

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	190/828
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Evans - Principal
Pupil premium lead	Helen Walter - Vice Principal
Governor / Trustee lead	Craig Horsman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£302,243
Recovery premium funding allocation this academic year	£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>	£302,243

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals at any point over the last six years. The Pupil Premium Grant is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The Pupil Premium Grant also provides additional funds for children who have been looked after continuously for more than six months. At Cranford Park Academy we are continuously working to help all children who are eligible for the pupil premium funding to thrive by identifying their individual needs. Our main aim is to ensure that children entitled to this funding are given every opportunity to succeed in school and to ensure that we are working towards erasing the gap between disadvantaged and non-disadvantaged pupils.

Quality first teaching is at the heart of our approach to help reduce the gaps between disadvantaged and non-disadvantaged children at Cranford Park Academy. This is proven to have the greatest impact. This approach intends to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside disadvantaged pupils. Therefore, we offer teachers targeted support within their classrooms as well as high quality continuous professional development.

Over the past few years, we have seen the impact that targeted interventions can have on disadvantaged children. We identify barriers that need to be addressed and the interventions required which can be worked on in these small groups. We continue to employ pupil premium tutors to support children in small groups across different curriculum areas. These are monitored and tracked closely to ensure they are impactful and that the children who will benefit most are placed in these groups.

We find that disadvantaged children who join us in EYFS begin significantly lower than the national average. Targeted after school support with parents and children help to close this gap. This is done through our Building Brilliance program to offer more understanding to parents of how to support at home using the strategies taught in school. This year we aim to develop the Building Brilliance program further in order to reach more parents in more year groups to sustain this support beyond EYFS.

The impact of the expenditure of pupil premium funds is measured rigorously by the senior leadership team with one of the Vice Principals specifically appointed to track this throughout the year. We ensure robust monitoring and evaluation takes place to account for pupil premium spending and measure progress regularly so that support can be fluid throughout the year.

## Challenges

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

Challenge number	Detail of challenge
1	Children entering EYFS are lower than the national average. We find the children entering into Reception have particular challenges with language and have limited vocabulary. Disadvantaged children have left EYFS with lower attainment data compared to all children.
2	Through discussions and feedback from parents many of the families in our school struggle to know how to support their children at home with specific areas of the curriculum.
3	There are gaps between the outcome of Pupil Premium and all children achieving Greater Depth Standard in reading and maths at the end of KS2.
4	There are gaps between the outcome of Pupil Premium and all children passing the phonics check at the end of year 1.
5	There have been a number of new arrivals who speak very little or no English. Additional EAL support is needed to support these children to access the curriculum.
6	Through parental discussions there is evidence of lack of aspirations as well as limited opportunities and experiences from home. Children have other vulnerable factors which affect their ability to focus and learn in school.
7	Attendance for Pupil Premium children has consistently been lower than non-pupil premium.
8	Due to financial constraints, some pupils are less likely to engage in residential and extra curricular activities which enrich their broader learning experience.

## 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
<b>Challenge 1:</b> To continue to lower the attainment gap in EYFS between disadvantaged and non-disadvantaged children.	The proportion of disadvantaged pupils achieving GLD to be in line with their peers.
<b>Challenge 2:</b> To offer a range of support opportunities for parents in all year groups.	Building Brilliance or How to Help sessions to take place in all year groups regularly and are well attended by parents.

<p><b>Challenge 2:</b> Improved attainment for disadvantaged pupils in reading, writing and maths in KS2.</p>	<p>The gap between disadvantaged and all pupils achieving expected and greater depth standard to narrow by the end of KS2.</p> <p>End of KS2 Targets:  Reading EXS - 75%  Reading GDS - 24%  Writing EXS - 62%  Writing GDS - 25%  Maths EXS - 75%  Maths GDS - 27%  Grammar EXS - 76%  Grammar GDS - 46%  Combined EXS - 60%  Combined GDS - 8%</p>
<p><b>Challenge 3:</b> Improved attainment of disadvantaged children in the year one phonics check.</p>	<p>84% of disadvantaged children to pass the phonics check at the end of year 1.</p>
<p><b>Challenge 4:</b> Children who have arrived as new to English to be able to access the curriculum for their cohort.</p>	<p>Children are able to access the curriculum in their cohort and a greater proportion are achieving expected standard.</p> <p>EAL support sessions are taking place regularly across all year groups supporting with specific gaps.</p>
<p><b>Challenge 5:</b> To work with families and individual children to support their social and emotional needs with support from the family support worker, mentors and attendance officer.</p>	<p>Sustained high levels of wellbeing of pupils demonstrated by:</p> <ul style="list-style-type: none"> <li>● Qualitative data from student voice, student and parent questionnaires.</li> <li>● Qualitative data from teacher and mentor observations and questionnaires.</li> <li>● An increased participation in enrichment activities among disadvantaged pupils.</li> </ul> <p>Sustained higher levels of participation from families demonstrated by:</p> <ul style="list-style-type: none"> <li>● Qualitative data from parent questionnaires.</li> <li>● Observations and feedback from the Family Support Worker.</li> </ul> <p>Observations and feedback from the safeguarding team.</p>
<p><b>Challenge 6:</b> To have a higher attendance percentage for disadvantaged children.</p>	<p>Disadvantaged children are attending school more regularly and on time. There is no gap between average attendance for all and PP.</p> <p>PP attendance data is monitored half termly.</p>

<b>Challenge 7:</b> To provide all disadvantaged pupils the opportunities to experience a wide range of in school activities and trips.	Pupils are able to make connections between learning within and beyond the classroom. Pupils make at least expected progress in all subjects including foundation subjects
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## 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: £69,181

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff engaged in in house; CPD to support Quality First Teaching using our experienced Director of Teaching and Learning	<p>“Exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.”</p> <p><a href="#">EEF 'Effective Professional Development'</a></p>	1-8
Role of Pupil Premium Lead, monitoring and supporting staff.	<p>The monitoring and tracking of Pupil Premium children is integral to ensure that children are consistently making progress. Their role is to ensure that all children eligible for the Pupil Premium grant are being offered the additional support necessary in order for the children to make additional progress compared to their peers.</p> <p><a href="#">EEF: A tiered approach to spending</a></p>	1-8
To buy additional resources for children to use in lessons such as good quality reading texts.	<p>The Sutton Trust suggests that additional resources especially for reading can increase children’s progress by up to 3 months. These are resources which children who are eligible for the Pupil Premium grant may not have access to at home so it is vital we ensure they have access to these at school.</p>	1-8

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

Budgeted cost: £203,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted tutoring in small groups during and after school for specially employed tutors.</p>	<p>The EEF suggests that small group tuition has an average impact of 4 months additional progress over the course of a year. 'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.'</p> <p><a href="#">EEF: Small group intervention</a></p>	<p>3</p>
<p>Targeted teacher led boosters.</p>	<p>The EEF suggests that small group tuition has an average impact of 4 months additional progress over the course of a year. 'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.'</p> <p><a href="#">EEF: Small group intervention</a></p>	<p>3,4,5</p>
<p>Teacher led interventions and holiday boosters for specific children.</p>	<p>The EEF suggests that small group tuition has an average impact of 4 months additional progress over the course of a year. 'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.'</p> <p><a href="#">EEF: Small group intervention</a></p>	<p>3</p>
<p>Building Brilliance-bespoke program</p> <ul style="list-style-type: none"> <li>• EYFS 'Building Brilliance' programme to continue. Our own bespoke programme inviting parents to understand how their children learn and how they</li> </ul>	<p>The EEF suggests that an additional 4 months progress are made by pupils who parents are involved in supporting their children's academic learning. The Building Brilliance Programme is our school designed programme to help parents to know how to support their children with their academic learning. This has been successful in EYFS and we will now build the programme so it can work throughout the school. The EEF states that it is important that 'school communications to encourage positive dialogue about learning.' which is what our Building Brilliance programme aims to do.</p> <p><a href="#">EEF: Parental Engagement</a></p>	<p>1,2,3</p>

<p>can best support them at home.</p> <ul style="list-style-type: none"> <li>• Year 2 'Building Brilliance'</li> <li>• 'Building Brilliance' coffee mornings</li> <li>• Year group How to Help sessions</li> </ul>		
<p>Targeted before school reading interventions</p>	<p>“Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.”</p> <p><a href="#">EEF: Extending Pupil Time</a></p>	<p>3,5</p>
<p>Subscription to Reading Plus to support reading speed</p>	<p>Reading Plus is an online adaptive teaching programme. Reading Plus aims to improve pupils' reading comprehension, silent reading fluency, reading speed and overall reading attainment. All KS2 pupils will have access to Reading Plus. During school trials last year pupils who used Reading Plus regularly made over a year's progress within the trial period.</p>	<p>3,5</p>
<p>Targeted maths interventions from maths specialist teacher</p>	<p>The EEF suggests that small group tuition has an average impact of 4 months additional progress over the course of a year. 'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.'</p> <p><a href="#">EEF: Small group intervention</a></p>	<p>3</p>
<p>Targeted phonics interventions from a phonics specialist teacher.</p>	<p>The EEF suggests that individualised instruction can accelerate learning by 4 months. This approach of revisiting learning/overlearning has been utilised effectively in previous years especially when applied to phonics learning.</p> <p>EEF: Teaching Assistant Interventions “All children are entitled to an education that enables them to: - Achieve the best possible outcomes -Become confident young children with a growing ability to communicate their own views and ready to make a transition into compulsory education”</p>	<p>4</p>

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

Budgeted cost: £30,027

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker to work with families who need extra support for social and emotional wellbeing. Regular contact with key families with phone calls etc. Contact to be made for persistent absentees if they are absent from school. Work with pupils to support with friendships, wellbeing, emotional support and self-regulation.</p>	<p>“There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and selfregulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.”</p> <p><a href="#">EEF: Metacognition and Self-Regulation</a></p>	<p>2,7,8,</p>
<p>Provision of before and after school club care for vulnerable families</p>	<p>“Research by IFS researchers in collaboration with the National Children’s Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils’ academic attainment.”</p> <p><a href="#">IFS: Breakfast clubs work their magic in disadvantaged English schools</a></p>	<p>7,8</p>
<p>Provision of clubs and trips to ensure children are able to access wider curricular activities.</p>	<p>“Providing financial support encourages parents to allow their children to take part. Children’s cultural capital is increased and learning is brought to life. Teachers perceived that students’ cultural capital was increased through a variety of compensatory experiences, which usually necessitated travel.”</p> <p>Against the Odds</p>	<p>8</p>

**Total budgeted cost £302,243**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Last year there were varied results for disadvantaged children across the school and in different subjects. A breakdown of the national results are as follows.

#### EYFS

	Entry	End of year	Progress
All	19%	77%	58%
PP	6%	63%	57%

Although the disadvantaged children in EYFS ended the year with a lower % of children achieving GLD, they have made the same amount of progress compared to all children. Considering the children entered EYFS with very low starting points this shows that many of the disadvantaged children in our EYFS setting are making accelerated progress due to the high quality teaching and additional support put into place.

#### Phonics

	Autumn 2	End of year	Progress
All	34%	82%	+48%
PP	31%	76%	+45%

The disadvantaged children made similar progress in the year one phonics check compared to all children. The percentage of children who passed the check was 5% lower than all children which is a smaller gap than the previous academic year when it was a difference of 8%. This shows that the interventions and support put in place in year one have had a positive impact on results this year and the gap is narrowing between all children and disadvantaged.

#### Year 4 MTC

	Entry	End of year	Progress
All	11.9	23.9	+12
PP	9.2	23.8	+14.6

The disadvantaged children made more progress compared to all children in the MTC this year and the average score results of all and PP were in line with only 0.1 difference. This shows

that the additional support given to disadvantaged children to learn the times tables has positively impacted these children and the results they have achieved.

#### Year 6 SATs

Reading	Entry		End of year		Progress	
	EXS	GDS	EXS	GDS	EXS	GDS
All	49%	7%	77%	36%	+31%	+28%
PP	24%	0%	56%	14%	+37%	+16%

PP results remain significantly lower in reading compared to all children. The disadvantaged children have made more progress compared to all children for expected standard. The starting points for the disadvantaged children were significantly lower than all children which has highlighted a need for further intervention and input with reading in earlier year groups.

Writing	Entry		End of year		Progress	
	EXS	GDS	EXS	GDS	EXS	GDS
All	71%	15%	79%	15%	+8%	=
PP	59%	10%	63%	6%	+4%	-4%

Children achieving both expected standard and greater depth in writing is lower in the PP group compared to all. This has highlighted a need for writing support for PP children to ensure further writing progress.

Maths	Entry		End of year		Progress	
	EXS	GDS	EXS	GDS	EXS	GDS
All	42%	5%	88%	39%	+46%	+34
PP	27%	0%	75%	17%	+48%	+17

Disadvantaged pupils made similar progress compared to all children to achieve expected standard in maths. However, greater depth standard was not achieved by as many children compared to all. This shows that the priority for support next year needs to be focused on children achieving greater depth standard in maths.

GPS	Entry		End of year		Progress	
	EXS	GDS	EXS	GDS	EXS	GDS
All	27%	1%	87%	59%	+60%	+58%

PP	19%	0%	69%	39%	+50%	+39%
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Disadvantaged children have achieved lower compared to all children in GPS for both expected and greater depth standard however disadvantaged children have made significant progress from the starting points.

Combined	Entry		End of year		Progress	
	EXS	GDS	EXS	GDS	EXS	GDS
All	27%	1%	74%	13%	+47%	+12%
PP	19%	0%	55%	3%	+36%	+3%

Our internal assessments in other year groups showed that the achievement of PP children varied across year groups. There are minimal gaps in some areas across the school such as the number of children achieving expected standard in maths in year 1 where the attainment of all and PP children was inline. Also in year 3 where there was a 4% or lower gap between disadvantaged and children and all children achieving expected and greater depth standard in maths and expected standard in GPS. There is also a minimal gap of only 4% when we compare children in year five who achieved greater depth standard in year 5. This has allowed us to analyse what has been successful in these areas in order for the children to make accelerated progress in these areas and transfer these learnings to other areas of the curriculum and other year groups.

We were able to increase the support we offered to children with English as an additional language by offering more phonic support in KS2 so that children are able to access more areas of the curriculum independently. We were also able to offer more staff training on how to support EAL students in class with a wider range of resources available.

The attendance of children in receipt of the pupil premium grant continues to be a target. Although the % gap compared to all children is small at 0.92 there are a number of disadvantaged children who are regularly absent from school. We will continue to look at ways we can support the whole family to ensure better attendance including working closely with the family support worker and attendance lead.