

Pupil premium strategy statement – Cranbrook Primary School

This statement details our school's use of pupil 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	796 (2025/6)
Proportion (%) of pupil premium eligible pupils	20% (2025/6)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	31 st July 2026
Date on which it will be reviewed	31 st July 2027
Statement authorised by	Cassim Bana, Headteacher
Pupil premium lead	Kelly Portbury
Governor lead	Debbie Wiles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£248,460

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of background or the challenges they face, will make good progress and achieve highly in all subject areas. Our pupil premium strategy will focus upon supporting all disadvantaged pupils in achieving academic success and enjoying the same opportunities as their more privileged peers, regardless of their starting point. We want our children to leave our school as well-rounded, motivated learners.

Many of the strategies put forth in this statement will also support other vulnerable groups, such as those with social workers and young carers, as well as those pupils who fall just outside of the pupil premium threshold. They also face their own unique challenges and the activities outlined will also support their needs, regardless of whether they are disadvantaged or not.

High quality adaptive teaching is the foundation of our approach, in particular in the areas where our disadvantaged children require the most support. In addition, we will focus on quality, accurate assessment and professional development for all staff to support them with delivering high-quality teaching and learning. This approach will not only benefit our disadvantaged pupils, but also sustain and improve attainment for their non-disadvantaged peers also.

We have analysed our current cohort to identify the challenges commonly faced by our disadvantaged pupils to ensure that our approaches are driven by accurate data. The strategies have been carefully chosen to work in synergy with one another. To ensure these approaches are effective, we will:

- Ensure all pupils are challenged at an appropriate level in the work they are set by removing barriers to learning and carefully scaffolding learning outcomes.
- Undertake early identification and intervention where the need arises.
- Undertake a series of rigorous accountability measures at all levels to ensure that all stakeholders have a responsibility for the outcomes of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This in turn has an impact on their progress in reading as the progress through the school. On entry to Reception class in the last 3 years, between 38 - 80% of our disadvantaged pupils arrive at age-related expectations compared to 70-76% of other pupils. This gap narrows but remains significant to the end of KS2.
3	Internal and external assessments indicate that mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 13 - 16% of our disadvantaged pupils arrive below age-related expectations compared to 7 - 16% of other pupils. This gap remains steady to the end of KS2.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities, high levels of mobility and homelessness. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 22 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, with 10 (6 of whom are disadvantaged) receiving small group interventions.
5	Attendance data indicates that attendance for disadvantaged students is below national expectations at 94.16% 18% of our disadvantaged students have been persistently absent. Our observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment and progress amongst disadvantaged pupils	Phonics screening check outcomes in 26/27 show that more than 80% of disadvantaged students met the pass mark. KS2 Reading outcomes in 26/27 show that more than 80% of disadvantaged students met the expected standards.
Improved mathematical attainment and progress amongst disadvantaged pupils.	Year 4 MTC outcomes in 26/27 show that more than 80% of disadvantaged students scored 20 or more. KS2 Maths outcomes in 26/27 show that more than 80% of disadvantaged students met the expected standards.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A reduction in the percentage of disadvantaged pupils requiring SEMH support through intervention.
To improve attendance for all pupils in our school, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no

	more than 3% lower than their peers. the attendance percentage for all pupils and disadvantaged pupils being above 95%, with no more than 0.5% gap between.
--	--

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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment into further training on assessment software to improve formative assessment. Investment into wider moderation of assessment across schools to improve validation of teacher judgements.	The benefits of formative assessment supporting pupil progress is strong as long as staff have acquired the relevant skills to be able to assess effectively. https://www.icafe.org.uk/reports/NEU2762_ICAPE_final_report_A4_web_version.pdf	1,2,3
Further embedding of our whole school DfE validated SSP programme Twinkl Phonics Investment into online training and assessment platform for Twinkl Phonics Investment into a wider selection of Twinkl Rhino Readers across all levels.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school, such as the Maths Hub Mastering Number Programme and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Continue to embed a programme of SEL learning across the curriculum, including a range of daily wellbeing activities, access to ELSAs and learning mentors. Hiring a new learning mentor. Support this with further CPD for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	4

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Language intervention in EYFS	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1

	Oral language interventions Teaching and Learning Toolkit EEF	
Verbo speech and language toolkit	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1
Small group and 1:1 tuition for identified pupils, delivered in addition to and linked with current learning.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2, 3
Implementation of Century Tech – an online tutoring platform to embed Mathematical and English learning further as a home and school learning tool.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF	2, 3
Phonics catch up groups throughout the day taught by a specialist phonics teacher.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2

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

Budgeted cost: £38,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Continued Hemisphere CPD in unconscious bias and racial literacy.	Creating an inclusive curriculum ensures that the experiences of all staff and students are valued and the school community feels comfortable talking about issues of race which may impact all students, in particular our disadvantaged students. https://www.teachwire.net/news/racial-bias-in-schools-how-common-is-it-and-how-can-it-be-tackled/#tackling-teachers-racial-bias	4
Embed principles of good practice set out in the DfE's guidance on working together to improve school attendance Release time for admin staff to collaborate with new attendance officer in improving attendance. Fund parent workshops on attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Funding to provide enrichment opportunities to disadvantaged pupils through reduced/removed fees		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £248,460

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that in EYFS there has been a marked improvement in the number and percentage of disadvantaged children achieving a good level of development, exceeding the percentage of their non-disadvantaged peers. This trend continues into the Y1 and Y2 phonics screening check results. In Y4, we have seen a three year upward trend in scores for our disadvantaged pupils, which suggests our interventions and

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that in the 24/25 academic year, our disadvantaged pupils performed above national expectations in the combined standard (Reading, Writing TA and Mathematics). Our disadvantaged pupils also performed above the borough and national standard in the reading paper. In the maths papers, we also exceeded national expectations for disadvantaged pupils. In the GPS paper, we were above national for our disadvantaged pupils, and also above the local standard. Our disadvantaged pupils also performed above the national standard in writing. This indicates that our catch up curriculum has been successful in enabling our children to meet and exceed national expectations in most subjects.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Observations and pupil voice indicates that children feel safe and valued within the school. Importantly, our disadvantaged children have expressed that they feel listened to. Consequently, we have met our target of prioritising children's wellbeing and resilience in learning.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we have achieved the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the in school tutoring groups have been especially effective, and we will continue to offer this service for the coming academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Programme	Provider

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils. We have carried out our own research and are in the process of refining feedback procedures and drafting a new feedback policy. The new policy will ensure that feedback is timely and targeted effectively to quickly close learning gaps.
- Continuing to train and develop our ELSAs (Emotional Literacy Support Assistants). These staff members perform a vital role in ensuring that children receive appropriate support in challenging times – for our most vulnerable children this is an essential service that gives them an outlet to express their emotions about living situations.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Developing curriculum enrichment through the use of an outdoor learning specialist for fortnightly lessons. Activities will focus on developing collaboration, resilience and communication.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out

which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.