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Clandon CE Primary School Pupil Premium Strategy Statement 2024–2030.

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 and how we intend to spend the funding in this academic year.

This new strategy was reviewed and approved by the Governing Body in April 2024, in line with the end of our previous five-year plan and ahead of the new financial year.

School overview

Detail	Data
School name	Clandon CE Primary School
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	37.6%
Academic year/years that our current pupil premium strategy plan covers	2024–2030
Date this statement was published	February 2026
Date on which it will be reviewed	February 2027
Statement authorised by	Victoria Beattie
Pupil premium lead	Victoria Beattie
Governor Lead Governors review this strategy termly via the children and learning committee.	Phil Hodgins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,320

Part A: Pupil premium strategy plan

Statement of intent

Understanding our pupils, their families and the barriers they face is central to our strategy for supporting disadvantaged pupils at Clandon School. While every child is an individual, our analysis has identified a number of barriers that are common across our cohort of pupils from socio-economically disadvantaged backgrounds. These include poor attendance and punctuality; unmet social and emotional needs, often linked to a high incidence of adverse childhood experiences; food insecurity; and limited access to wider resources and external support.

A significant proportion of pupils supported by the Pupil Premium also have additional needs: currently, 75% have identified special educational needs, and around half have an Education, Health and Care Plan. Over time, these cumulative barriers can result in lower attainment, which is often particularly evident on entry to the school.

Our five-year strategy is informed by a strong evidence base. This includes research by **Mark Rowland** (*An Updated Practical Guide to the Pupil Premium*), which highlights the importance of high-quality teaching and robust pastoral care as the foundation for improved outcomes. We have also drawn on guidance from the **Education Endowment Foundation**, particularly the *Guide to the Pupil Premium*, which advocates a clear, tiered approach to support. Our renewed focus on improving attendance is aligned with **Department for Education** guidance, *Working Together to Improve School Attendance (2024)*.

Challenges

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

Challenge number	Detail of challenge
1	Chronic poor attendance and/or punctuality.
2	Poor emotional health and wellbeing linked to the cumulative effect of adverse childhood experiences.
3	Reduced ability to learn and associated slower progress, due to the cumulative effect of special educational needs, food poverty and limited access to wider resources.
4	Poor retention of foundational skills due to co-morbid SEND combined with reduced parental ability to engage with school and support learning at home.

Intended outcomes.

This section 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
Supporting Attendance	<p data-bbox="512 371 1442 461">There is a strong school culture and shared understanding that 'improving attendance is everyone's business.'</p> <p data-bbox="512 506 1442 595">Absentees are positively reintegrated and welcomed back to school.</p> <p data-bbox="512 640 1442 730">The school understands and deals appropriately with emotional based school non-attendance.</p> <p data-bbox="512 775 1442 909">Children with falling attendance are identified at the earliest opportunity. Leaders track attendance carefully; they identify trends and patterns.</p> <p data-bbox="512 954 1442 1111">Robust procedures are in place for day-to-day management of attendance, including. calling parents on the first day of absence and following up on each day of absence.</p> <p data-bbox="512 1155 1442 1245">The school alerts parents in writing when attendance drops below 95%.</p> <p data-bbox="512 1290 1442 1379">The school invites parents to meet with leaders when attendance drops below 90%.</p> <p data-bbox="512 1424 1442 1514">The school uses personalised, early outreach to improve attendance.</p> <p data-bbox="512 1559 1442 1671">The school takes formal action if attendance does not improve, this may include a referral to the Local Authority Inclusion Officer, or for early help if wider issues are identified.</p> <p data-bbox="512 1715 1442 1767">The school will enforce attendance through statutory intervention where attendance does not improve.</p>

<p>Support children's social, emotional, and behavioural needs.</p>	<p>Children with social, emotional, and behavioural needs and their families are well supported through the school's nurture provision – The Ark.</p> <p>Children with SEMH needs are well supported through ELSA, nurture intervention and ordinary available provision, so that they are more able to access teaching and learning.</p> <p>Intervention is timely and effective.</p> <p>Lunchtime nurture groups take place to support children at this more unstructured time of the school day.</p> <p>Staff know who to go to in order to source the best support for children's SEMH needs when they occur.</p> <p>The Federation has explored setting up a nurture hub with shared access for both schools.</p> <p>Families of children with SEMH needs are well supported, through Federation wide approaches.</p>
<p>Supporting Breakfast Club and addressing food poverty.</p>	<p>The school runs high quality breakfast club provision before school.</p> <p>The school runs a holiday club in the summer to address the 'holiday gap'.</p> <p>The school has achieved a Food for Life School Award through supporting pupils from socio-disadvantaged groups to eat better and learn about nutrition.</p>
<p>Promoting foundational knowledge and skills.</p>	<p>The school quickly and accurately identifies children who are at risk of falling behind, those with special educational needs and those who join the school with low starting points.</p> <p>The school monitors the progress of children supported by the pupil premium to ensure they are making progress – knowing more and remembering more.</p> <p>Highly experienced teachers deliver high quality teaching sessions focused on foundational knowledge and skills.</p>

Activity in this academic year

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

Attendance

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Federation has an established approach and school culture of high expectations in relation to school attendance; this is clearly communicated.</p> <p>Attendance linked to school culture.</p> <p>Improving attendance is everyone's business.</p> <p>Partnership with parents.</p>	<p>The DfE Publication – Working Together to improve School Attendance 2024 urges schools to consider the link between school culture and attendance. It states that schools must be somewhere pupils want to be – calm, orderly, safe, and supportive.</p>	1
<p>Quickly identify children with falling attendance data, including punctuality.</p> <p>School administrator to ensure registers completed and reviewed.</p> <p>Attendance concerns flagged to Head of School.</p> <p>Senior leaders monitor and analyse attendance patterns and trends.</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. (EEF 2023).</p> <p>The DfE Publication – Working Together to improve School Attendance 2024 recommends rigorous monitoring and analysis of attendance patterns to ensure falling attendance and patterns of poor attendance are identified quickly.</p>	1

<p>Seek to understand the reasons for poor attendance in pupil groups and for individuals.</p> <p>Attendance meetings held internally with trusted school staff, in the first instance.</p>	<p>The DfE Publication – Working Together to improve School Attendance 2024 recommends a ‘listen and understand’ approach. It states that where a pattern or trend is spotted, schools should discuss barriers with parents and children and work in collaboration to overcome them.</p> <p>Our own review of this strategy demonstrated its effectiveness – 15 parent panels were held – these took on average 30 mins equating to 7.5 hours of headteacher time. Of the 7 children entitled to the pp grant, all parents attended panel meetings. Attendance has improved for 5 pupils in this cohort.</p>	<p>1</p>
<p>Take robust yet compassionate action to support families so that attendance improves.</p> <p>Formalise support through referrals to Local Authority Attendance Officer</p> <p>Formalise support through referrals to Early Help (consent required).</p> <p>Federation wide approach to emotional based school refusal.</p> <p>Enforcement strategies</p>	<p>The DfE Publication – Working Together to improve School Attendance 2024 recommends schools facilitate support to help pupils and parents overcome the barriers to school attendance. It states that this may include formalising support through early help. When other strategies do not improve attendance, schools should enforce attendance through statutory intervention.</p>	<p>1</p>
<p>Parental Communication Interventions</p> <p>Letters sent to parents when attendance falls below 95% using the traffic light system (introduced in the previous strategy). Development under this strategy to refer to days of</p>	<p>In 2018, Robinson evaluated a communication strategy which consisted of delivering personalised information to parents of medium- and high-absence students through a series of mail-based communications. The mailers emphasised the value of regular school attendance in the early grades and reported the number of days their child had been absent alongside an insert that encouraged parents to reach out to others they could enlist to help</p>	<p>1</p>

<p>absence rather than %.</p> <p>Newsletters.</p> <p>School website.</p> <p>Social media platforms.</p> <p>Federation wide attendance policy.</p>	<p>improve their child's attendance. Another example was Nudge letters which were sent to parents/guardians of students identified as chronically absent. The letter focused on the importance of students' attendance to their learning and the school community and the number of days of school the student had missed the previous year alongside school contact details. The study found a small positive impact on attendance because of parental communication.</p>	
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Total budgeted cost:

Support children’s social, emotional, and behavioural needs.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school provides high quality support for pupils with social and emotional needs.</p> <p>Children with SEMH needs and their families are well supported through the ELSA programme.</p> <p>Lunchtime nurture groups take place to support children at this more unstructured time of the school day.</p> <p>The federation has explored a nurture hub model.</p> <p>Intervention is timely and effective. Staff know who to go to in order to best support SEMH needs when they occur.</p>	<p>Mark Rowland in An Updated Practical Guide to the Pupil Premium states that pastoral care is the foundation of good outcomes.</p> <p>Ofsted’s report entitled ‘Supporting children with challenging behaviour through a nurture group approach’ outlines a survey examining the use of nurture groups and related provision in a small sample of 29 infant, first and primary schools. It states that nurture groups are small, structured teaching groups for pupils showing signs of behavioural, social, or emotional difficulties, particularly those who are experiencing disruption or distress outside of school. The survey considered what makes nurture group provision successful and evaluates the impact on the pupils and their families. The survey found that when the nurture groups were working well, they made a considerable difference to the behaviour and the social skills of the pupils who attended them. Through intensive, well-structured teaching and support, pupils learnt to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.</p>	<p>1 – 4</p>

Total budgeted cost:

Wider strategies: Address Food Poverty

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school runs high quality breakfast club provision before school.</p> <p>The school runs a holiday club in the summer to address the 'holiday gap'.</p> <p>The school has achieved a Food for Life School Award through supporting pupils from socio-disadvantaged groups to eat better and learn about nutrition.</p>	<p>In 2019 the Education Endowment Foundation published its evaluative findings on the impact of school breakfast clubs. In conclusion the CEO, Sir Kevan Collins commented:</p> <p><i>"My message to schools is this. The model of pre-school breakfast clubs the EEF trialed – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child must learn when they're hungry."</i></p>	<p>1 – 4</p>

Total budgeted cost:

Promote Foundational Skills and Knowledge

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school deploys experienced teachers to implement a suite of routine assessments so that children at risk of falling behind and those joining the school with low starting points are identified at the earliest opportunity.</p> <p>The school deploys experienced teachers to support the lowest 20% of children in mathematics, reading and writing with a focus on the foundational skills of spelling, reading, handwriting and number facts.</p>	<p>The EEF Teaching and Learning Toolkit summarises the <i>best available research</i> on approaches that improve pupil outcomes, including quality first teaching in literacy and numeracy. It describes how stronger teaching benefits all pupils and can be especially effective in narrowing gaps for disadvantaged learners.</p> <p>The EEF Guide to the Pupil Premium specifically highlights <i>high-quality teaching</i> as the most effective way to improve outcomes for disadvantaged pupils, with a focus on evidence-led classroom practice (including reading and maths).</p>	1-4

Total budgeted cost: