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Statement of Intent

At Clandon CE Primary School, we believe that all pupils should have the opportunity to achieve highly, regardless of their background or the challenges they face. The focus of our pupil premium strategy is to remove barriers to learning, improve attendance and engagement, strengthen pupils' social and emotional wellbeing, and ensure that disadvantaged pupils achieve as well as their peers.

Our strategy is rooted in a thorough understanding of the specific challenges faced by our disadvantaged pupils and their families. We recognise that many pupils experience multiple and overlapping barriers, including persistent absence, social, emotional and mental health needs, special educational needs and disabilities, food poverty, and reduced access to wider opportunities and learning resources.

Our approach is informed by the Education Endowment Foundation's guidance on effective use of the pupil premium and is built around three key principles:

High-quality teaching

We will ensure disadvantaged pupils consistently access high-quality teaching, a broad and ambitious curriculum, and timely identification of barriers to learning.

Targeted academic support

We will provide carefully planned support to secure foundational knowledge and skills in reading, writing and mathematics, ensuring pupils keep up rather than catch up wherever possible.

Wider strategies

We will address barriers to attendance, wellbeing, behaviour, family engagement and access to enrichment opportunities through a range of evidence-informed pastoral and family support approaches.

We recognise that disadvantaged pupils are not a homogenous group and that many of our pupils have additional vulnerabilities, including SEND. We will therefore adopt a flexible and responsive approach, using robust assessment and evaluation to ensure funding is targeted where it has the greatest impact.

Success will be measured through improved attendance, stronger academic outcomes, improved wellbeing and engagement, and a narrowing of the attainment gap between disadvantaged pupils and their peers.

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.	Trevor Skerritt

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

Pupil premium strategy plan

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 by 2030
1	Improve attendance and reduce persistent absence among disadvantaged pupils.	Attendance for disadvantaged pupils is at least in line with national averages. Persistent absence for disadvantaged pupils reduces year on year. Attendance gaps between disadvantaged and non-disadvantaged pupils diminish over time.
2	Improve social, emotional and mental health and readiness to learn.	Pupils identified as requiring SEMH support demonstrate improved engagement with learning, attendance and behaviour. Pupil voice indicates that pupils feel safe, supported and able to access help when needed.
3	Reduce the impact of disadvantage on learning and attainment.	Disadvantaged pupils make at least expected progress from their starting point in reading, writing and mathematics. The proportion of disadvantaged pupils achieving age-related expectations increases over time and the attainment gap narrows.
4	Ensure pupils access learning free from the barriers associated with food poverty and financial disadvantage.	Eligible pupils regularly access breakfast provision and wider support. Attendance, engagement and readiness to learn improve for pupils receiving this support.
5	Strengthen parental engagement and partnership working.	Parents engage positively with school-led support and intervention programmes. Attendance meetings, family support plans and early help interventions demonstrate positive impact on pupil outcomes.
6	Secure early identification and support for pupils at risk of falling behind.	Pupils requiring additional support are identified swiftly through assessment and monitoring. Interventions are implemented promptly and demonstrate measurable impact on progress and engagement.

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	Primary Challenge 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</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</p>	<p>1</p>

<p>traffic light system (introduced in the previous strategy). Development under this strategy to refer to days of absence rather than %.</p> <p>Newsletters.</p> <p>School website.</p> <p>Social media platforms.</p> <p>Federation wide attendance policy.</p>	<p>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 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 mental health needs.

Activity	Evidence that supports this approach	Primary Challenge 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>2</p>

Total budgeted cost:

Wider strategies: Address Food Poverty

Activity	Evidence that supports this approach	Primary Challenge 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 group 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>4</p>

Total budgeted cost:

Promote Foundational Skills and Knowledge

Primary Challenge Addressed	Primary Challenge Addressed	Primary Challenge 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>	<p>6</p> <p>3</p>

Total budgeted cost: