

# Clarendon Primary School and Nursery

## Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Clarendon Primary School
Number of pupils in school	210 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	33% (69 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	William Neale, Headteacher
Pupil premium lead	Louise Stondzik, Deputy Headteacher
Governor / Trustee lead	Simon Cripps, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,222.91
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£108,222.91</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Clarendon Primary School, we have the highest expectations for all our children, irrespective of their background or the challenges they face. We recognise that all children are individuals and we strive to celebrate their unique skills, qualities and attributes to give them the opportunity to achieve their full potential. We believe that all children have the right to succeed and we are committed to supporting children in *'Doing their best to achieve their best.'* At the heart of our provision, we offer a broad range of stimulating learning experiences that aim to inspire a life-long love of learning by developing children's cultural capital. Throughout their time at Clarendon, children are offered a wide and diverse range of enriching experiences both in and out of school, which aim to positively influence their academic achievement and wellbeing.

High-quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantaged attainment gap, whilst also supporting non-disadvantaged children. We aim to provide opportunities for every child to reach their full potential through high quality teaching and the development of an engaging and relevant curriculum. This approach is particularly important as we have seen a significant increase in the number of children eligible for Pupil Premium funding at Clarendon, a rise which has led to the school having more than the national average.

Our approach will be responsive to challenges and needs identified within the school. In order to make informed decisions about the allocation of Pupil Premium spending, we have referred to the EEF's Guide to a tiered approach. We will consider recognised approaches to support pupils to excel and in turn ensure that:

- There is no gap between pupil premium children and others in the school
- The staff take responsibility for intervening early if need is identified
- All children get the same opportunities to have an enriched and rounded education.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Cultural capital of disadvantaged children is limited</b></p> <p>To provide enrichment opportunities inside and outside of school as children currently have limited opportunities which is leading to a low cultural capital and affecting their knowledge and understanding of the world around them.</p>
2	<p><b>Percentage of disadvantaged pupils with social and emotional issues is higher than that of non-disadvantaged peers</b></p> <p>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many of these pupils. These challenges particularly affect disadvantaged pupils and impact on their attainment. Many children in receipt of Pupil Premium funding have other factors affecting their lives e.g. Early Help or Social Care involvement, post looked after/adopted from care.</p> <p>Some pupils who are in receipt of Pupil Premium funding show weaknesses in learning behaviours. Some pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.</p>
3	<p><b>Mental health and wellbeing</b></p> <p>To support children with their mental health so that they can focus on learning. Assessments, observations and discussions with pupils and teachers indicate that disadvantaged pupils have a greater need for support with emotional wellbeing and mental health needs. This is subsequently having a negative impact on attainment and attendance.</p>
4	<p><b>Attendance</b></p> <p>To improve the attendance of some children eligible for Pupil Premium funding where it is directly affecting their attainment and progress and particularly for those children identified as Persistent Absentees.</p>
5	<p><b>Attainment</b></p> <p>To close the attainment gap in core subjects so that children in receipt of Pupil Premium funding are meeting ARE and attaining in line with their peers.</p>

## 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
To achieve and sustain improved wellbeing for all disadvantaged pupils by having a clear system of early identification in place for pupil premium pupils with emerging social, emotional and mental health needs so that targeted intervention is implemented in a timely manner.	<p>A clear system ensures that teachers are confident in identifying pupil premium children who require targeted support regarding their social, emotional and mental health needs thus ensuring that pupil's feel valued.</p> <p>Provision is quickly put in place to provide the required support and interventions are monitored and reviewed.</p> <p>Zones of regulation enable pupils to express emotions effectively and help them regulate these.</p> <p>ELSA trained to support children with mental health needs.</p>
Children have access to and engage in a wide range of enrichment opportunities both inside and outside of school, which will enhance their personal development and develop their cultural capital.	<p>100% of Pupil Premium children will have attended curriculum enrichment opportunities provided within the school day.</p> <p>All Pupil Premium children will have the opportunity to go on school trips and residential trips; and funding support will be available for this where necessary.</p> <p>Pupil Premium children are targeted, and spaces provided, to attend after school extra-curricular clubs and there is at least an 80% uptake in this.</p> <p>Pupils develop their talents, improve social skills, develop cultural capital and provide life experiences, which they draw upon when learning.</p>
Improve attendance of disadvantaged children in school and reduce persistent absenteeism (PA)	Disadvantaged children's attendance is at least in line with others and with national average.

	<p>PA for PP attendance is below the national average and broadly in line with non-PP children.</p> <p>Measures in place show an improvement in attendance for disadvantaged pupils classified with persistent absenteeism.</p> <p>Attendance tracked closely to enable quick and precise intervention, where required.</p>
Children in receipt of Pupil Premium (PP) funding attain in line with, or better than, their peers in Reading, Writing and Maths	<p>Assessment data indicates that the gap between children identified as eligible for PP is narrowed when compared with non-PP pupils.</p> <p>Outcomes show that at least 70% of PP pupils are at least on track to meet ARE in reading, writing and maths by 2025.</p>

## 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: £ 8,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality First Point Teaching through ongoing CPD and professional development of ECTs and all staff</p> <p>All staff have access to The National College platform which provides high-quality CPD for all.</p> <p>High quality training and support for Early Career Teachers.</p> <p>£6,500</p>	<p>The Education Endowment Foundation (EEF) strongly advocates for the importance of high-quality Continuing Professional Development (CPD) in improving outcomes for disadvantaged pupils. Evidence from the EEF suggests that investing in effective professional development for teachers can have a significant impact on pupil learning, particularly for those from disadvantaged backgrounds.</p> <p>Sutton Trust – Quality First Teaching has direct impact on student outcomes.</p> <p>Reflective and well-trained teachers will constantly strive to improve their practice for the benefit of all those pupils they teach.</p>	1, 2, 3, 5
<p>Subject Leader release time to ensure development of a high-quality curriculum</p> <p>£1,500</p>	<p>To continually evolve and improve our school curriculum, leaders need to regularly evaluate their subject, provide support to those that need it and continuously innovate based on the evidence they gather.</p>	1, 2, 5
<p>Wellbeing support through our trained ELSAs to ensure our vulnerable pupils can access nurture and support</p> <p>£600</p>	<p>EEF Teaching and Learning Toolkit evidence: “SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.”</p>	2, 3, 4

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

Budgeted cost: £ 90,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions led by support staff and teachers.</p> <p>Booster sessions for Year 6 children to support identified need.</p> <p>£19,400</p>	<p>EEF Teaching and Learning Toolkit evidence: “small group tuition has an average impact of four months’ additional progress over the course of a year.”</p> <p>Small targeted groups working on pupils’ gaps and next steps is highly effective in enhancing pupil’s progress.</p>	5
<p>Regular pupil progress meetings with teachers to assess and evaluate class practice, QFTL and interventions of disadvantaged/ vulnerable pupils.</p> <p>Meetings will rigorously track the progress of the bottom 20% and put in place required intervention.</p>	<p>Termly meetings give opportunity to measure impact and build on success or change to allow each pupil to reach their full potential academically.</p>	2, 3, 4, 5
<p>Specialist interventions/support</p> <p>£10,800</p>	<p>Overall, evidence shows that small group tuition is effective and the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work that is more closely matched to learners’ needs explains this impact.</p> <p>EEF data = grouping attainment grouping (EEF +2), TA Interventions (EEF +4), Small group Tuition (EEF +4), Individualised instruction (EEF +4) or setting/streaming.</p>	3, 5
<p>Daily reading with an adult</p>	<p>The research around paired reading with an adult show that it is a very effective model in</p>	1, 5

<p>Including targeted Beanstalk reading intervention for selected children in Years 3 and 4</p> <p>£11,500</p>	<p>enhancing progress. The children in this intervention make the greatest progress with their reading age – over 1 year more than expected.</p>	
<p>Targeted phonics/reading interventions</p> <p>£7,500</p>	<p>Individualised phonics support for pupils who are not meeting the expected standard and for those who did not pass the phonics screening assessment in Year 1 and beyond.</p>	1, 2, 5
<p>Teacher Led Tuition</p> <p>£35,800</p>	<p>1:1 and small group tuition for those pupils that need targeted support to close the gaps with their peers.</p> <p>EEF Teaching and Learning Toolkit evidence: “small group tuition has an average impact of four months’ additional progress over the course of a year.”</p>	5
<p>Pre/post teaching</p> <p>£5,400</p>	<p>EEF’s research highlights that pre-teaching—introducing key vocabulary, concepts, and skills before the lesson—helps build a strong foundation, allowing pupils to access the content more easily during the main lesson. This approach enables greater engagement and reduces barriers to understanding, especially for pupils with gaps in prior knowledge. Additionally, post-teaching, where key concepts are revisited after the lesson, reinforces learning and helps secure long-term retention. The EEF recommends these strategies as part of a broader approach to improving outcomes for disadvantaged pupils by providing tailored support and enabling them to build confidence in their learning.</p>	5

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

Budgeted cost: £16,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years Emotional Literacy Support Assistant (ELSA)</p> <p>£5,500</p>	<p>Children sometimes need support to express their emotions, deal with challenges they face in their lives. Our dedicated ELSA is able to provide this support to pupils that are referred. By enabling children to feel safe, secure and happy, we are providing the conditions for them to be ready to learn.</p>	<p>2, 3, 4</p>
<p>Drawing and Talking</p> <p>£1,370</p>	<p>Therapeutic approach to support children identified as vulnerable</p>	<p>2, 3, 4</p>
<p>Cultural capital enhancing funded enrichment activities (including educational visits, workshops and residential)</p> <p>Funding is set aside to reduce the cost of residential trips to enable PP children to attend.</p> <p>All PP children offered a fully funded after school club each term.</p> <p>£6,000</p>	<p>Each child should have the opportunity to benefit from the wide range of enrichment opportunities that the school offers. This will enhance their learning, improve their cultural capital and support their personal development. Pupils worry about costs and the impact on their families. This takes away the worry and allows them to fully take part in school life.</p> <p>Enrichment activities offer children a context for learning and stimulus to trigger their interest.</p>	<p>1, 2, 3, 4, 5</p>
<p>Music tuition for individual pupils</p> <p>Rocksteady bursaries given to selected children to enable them to take part in weekly Rocksteady sessions.</p> <p>All children learn a musical instrument (ukulele, trumpet or trombone) for 10 weeks each year. Tuition provided by Surrey Arts specialist teachers.</p>	<p>We will support the personal development, skills and talents of an individual pupil to learn a musical instrument. This supports them to be aspirational and develop their cultural capital. (EEF + 3 months)</p> <p>Pupil surveys reflect enjoyment and engagement.</p>	<p>1, 4, 5</p>

£3,600		
Promote aspirations, self-esteem and positive attitudes to learning through mentoring programme for boys in Y6	EEF Teaching and Learning Toolkit suggests that mentoring can have a “small positive impact on academic outcomes” as well as on attitudes to school, attendance and behaviour.	1, 2, 3, 4, 5

**Total budgeted cost: £ 115,470 (overspend carried by school)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Each pupil is treated as an individual and we seek to support them in overcoming any barriers in their learning.

**Key:**

**ARE+** = Meeting age-related expectations or above

**PP** = Pupil Premium group

**Non-PP** = Children not within Pupil Premium group

**GLD** = Good Level of Development

#### End of Key Stage 2

In 2024, **28% of pupils at the end of key stage 2 were considered disadvantaged.**

In reading, writing and maths (combined), **50% of disadvantaged pupils met the expected standard** in 2024 compared to 71% of other pupils.

This reflects the higher proportion of SEN pupils within the disadvantaged cohort as there was **63% of pupils who were also on the SEN register** as oppose to only **24% in the non-disadvantaged group.**

	% ARE+ SPAG		% ARE+ Reading		% ARE+ Writing		% ARE+ Maths	
	All PP	Non-PP	All PP	Non-PP	All PP	Non-PP	All PP	Non-PP
<b>Year 6 (KS2)</b> <i>8 PP chn</i> <i>21 non-PP</i>	50%	81%	75%	76%	75%	76%	50%	81%

#### Phonics Screening (Year 1)

	Passed screening	Did not pass screening
<b>PP children group</b> (10 children)	90%	10%
<b>Non-PP children group</b> (20 children)	90%	10%

## **EYFS**

	<b>Achieved GLD</b>	<b>Did not achieve GLD</b>
<b>PP children group</b> (11 children*)	64%	36%
<b>Non-PP children group</b> (19 children)	84%	16%

*\* NB. 4 of the 10 children had SEN needs compared to just 1 of the 19 non-PP group*

## **Attendance**

Attendance data for Pupil Premium children has risen since 2022.

<b>Current year group</b>	<b>2022-23</b>	<b>2023-24</b>
Year 1		93.2% (When year R)
Year 2	91.9% (When year R)	92.3% (When year 1)
Year 3	92.5% (When year 1)	95% (When year 2)
Year 4	88.3% (When year 2)	91.4% (When year 3)
Year 5	93.1% (When year 3)	95.6% (When year 4)
Year 6	91.2% (When year 4)	91.5% (When year 5)
Year 7	92.4% (When year 5)	94.8% (When year 6)
Year 8	86.6% (When year 6)	
Average	90.7% (Based on 64 children)	93.3% (Based on 64 children)

## **Contextual Group Analysis of ARE**

### **Combined Reading, Writing and Maths**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Disadvantaged</b>	90%	50%	44.4%	50%	40%	46%
<b>Non Disadvantaged</b>	94.4%	61.5%	47.4%	57.1%	45%	67%

## 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
Widgit Online	Widgit Software Ltd.
Marvellous Me	Juniper Education
National College	National Education Group
Testbase	Testbase