



## Clarendon Federation Pupil Premium Strategy

Detail	Data
Number of pupils in school	495
Proportion (%) of pupil premium eligible pupils	16% FSM 75% Service premium
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)	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026

<b>Statement authorised by</b>	<b>Pam Evans - EHT</b>
<b>Pupil premium lead</b>	<b>Lisa Ashford - Smith</b>
<b>Governor / Trustee lead</b>	<b>Chantele Adam</b>

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
<b>Pupil premium funding allocation this academic year</b>	<b>Infants £89,105 Juniors £134,595</b>
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	<b>£0</b>
<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>	<b>Infants £89,105 Juniors £134,595</b>

## 1. Title and Statement of Intent

### Statement of Intent

Ultimate objectives for disadvantaged pupils

- Raise attainment so disadvantaged pupils (including service and EAL pupils) make at least expected progress from their individual starting points and close the gap with their peers across key measures (EYFS GLD, phonics, KS1/KS2 Reading, Writing and Maths).
- Ensure disadvantaged pupils are confident, resilient and prepared for transition at every stage (school readiness in EYFS; smooth transitions across infant and junior sites).
- Remove non-academic barriers to learning (language/vocabulary gaps, mobility-related gaps, SEMH needs, attendance, access to enrichment) so that pupils can fully access the curriculum and wider life chances.
- Improve early identification and timely provision for SEND among disadvantaged pupils so that additional needs are recognised and acted upon quickly.

### How the strategy works towards those objectives

- This strategy follows the DfE Menu of Approaches by prioritising three tiers: (1) High-quality teaching (universal approaches to raise the baseline), (2) Targeted academic support (tutoring, structured interventions, TA deployment) and (3) Wider strategies (SEMH, attendance, enrichment, family / service-family support).
- Activities are evidence-led (drawn primarily from Education Endowment Foundation guidance and reviews) and targeted to the school's context: high service-child mobility (75% service children),

high SEND prevalence (27.4%) including EHCPs (9.5%), significant EAL (17.1%) with many DLs in early stages of English, and current attainment/assessment data (e.g. EYFS disadvantaged 40% GLD; school phonics broadly in line; KS2 subject outcomes).

- The strategy uses diagnostic assessment to identify pupils for targeted support, sequences interventions to align tightly with classroom teaching, invests in sustained professional development and coaching to secure consistently high-quality instruction, and delivers responsive wider support (attendance work, family liaison, pastoral provision) to address barriers to learning.

### **Key principles of the strategy**

- Evidence-led: activities selected are supported by the best available evidence (EEF guidance and toolkits).
- Proportionate & targeted: universal improvements to teaching are the first line of action; additional funding is focused on pupils with the greatest need and on interventions with measurable impact.
- Alignment: targeted interventions are explicitly linked to classroom learning and assessment; TA interventions will mirror classroom approaches and curricula.
- Early identification & timely action: strengthen SEND identification and early language assessment in EYFS and across key stages for rapid targeted support.
- Whole-school & family partnership: embed SEL across the school, use pastoral staff (Service Premium Champion and Family Support Adviser) to work with service families, and ensure parental communication is proactive and culturally responsive for service families.
- Monitor, evaluate, adapt: clear success criteria and timely review of impact data with governors and leadership to adapt provision.

## 2. Challenges Section

Challenge Number	Detail of challenge
1	Disadvantaged pupils with multiple vulnerability factors: high proportion of disadvantaged learners are EAL and in early stages of English which limits access to classroom talk, vocabulary development and curriculum participation. (User data: EAL 17.1%; many DLs are EAL.)
2	Mobility and mixed prior curricula: high mobility (service families) means pupils join at varying points with different prior curricula → significant gaps in reading, writing and mathematics and breadth of prior learning. (School context: 75% service children. Data shows gaps in skills and knowledge in reading, writing, maths and early reading.)
3	Language, literacy and vocabulary gaps: many disadvantaged pupils lack the oral language and vocabulary needed to access reading comprehension and writing tasks.
4	Lower expectations and unconscious bias: teaching staff may hold unconscious lower expectations for disadvantaged pupils, limiting challenge and resulting in underachievement.

5	Social, emotional and mental health (SEMH) barriers and social skills delays: some disadvantaged pupils present with higher anxiety, low self-esteem, delayed social skills and emotional regulation needs affecting learning and attendance.
6	Undiagnosed or delayed SEND identification for mobile/disadvantaged pupils: mobility can delay the timely identification of SEND and access to tailored support. (SEND: 27.4% overall; EHCPs 9.5%.)
7	School readiness in EYFS for disadvantaged pupils: lower starting points in early years (EYFS disadvantaged GLD 40%), affecting longer-term progress.
8	Attendance and access to enrichment: persistent absence and limited access to enrichment activities for some disadvantaged pupils reduces curriculum exposure and progress.
9	Writing outcomes: federation priority to improve writing — many disadvantaged pupils underperform in writing relative to peers and miss opportunities to write for purpose and pleasure (School data: KS2 Writing Pupil Premium 61% did not achieve EXS in writing (Juniors) and 39% (Infants)).

### 3. Intended Outcomes

<b>Intended Outcome</b>	<b>Success Criteria</b>
<p>Improve oral language and vocabulary for disadvantaged pupils (particularly EYFS / early KS1 and EAL pupils)</p>	<p>Measurable increase in standardised oral language / vocabulary checks and classroom observational measures: target +6 months progress equivalent across targeted group within the year. Phonics and early reading outcomes sustained or improved (phonics pass for disadvantaged at least maintained / improved from baseline). Implementation monitored termly. (Intervention impact reviewed through assessments and work scrutiny.)</p>
<p>Narrow reading and maths attainment gaps caused by mobility and gaps in prior learning</p>	<p>Targeted small-group tuition and diagnostic teaching reduces % WTS in Reading, Writing and Maths for disadvantaged pupils from current baseline (school to set cohort-specific numeric targets during forecast meetings). Evidence of catch-up in Reading Fluency Tests and number fluency in termly assessments; increased MTC outcomes for disadvantaged cohorts.</p>
<p>Raise EYFS school readiness for disadvantaged pupils</p>	<p>Increase in disadvantaged pupils achieving GLD from 40% towards federation target of 78%) through targeted early-years language and ready-to-learn provision; measured by EYFS assessment outcomes and baseline-to-term progress checks.</p>

<p>Improve writing outcomes for disadvantaged pupils</p>	<p>Increase proportion of disadvantaged pupils working at expected standard in writing by end of year; improvement in sentence-level accuracy, vocabulary use and extended composition in moderated samples and in-term writing assessments. (Writing Project)</p>
<p>Reduce SEMH-related barriers and improve social skills</p>	<p>Reduced in-school incidents related to regulation and behaviour for targeted pupils; improved SEL survey responses; evidence of improved attendance/engagement for those pupils receiving targeted SEL support. (Pastoral Team's work)</p>
<p>Improve early identification and support for SEND among mobile/disadvantaged pupils</p>	<p>Shorter referral-to-intervention times: baseline audit of SEND identification to be reduced; increased proportion of needs identified within term of joining school; timely access to SEN support and, where necessary, EHCP processes.</p>
<p>Increase attendance and punctuality</p>	<p>Reduce persistent absence and lateness for disadvantaged pupils from 93% to 96% and increase participation rates in after-school/enrichment programmes for disadvantaged pupils; monitor via registers and uptake data.</p>

<p>Raise teacher expectations and consistency of high-quality teaching for DL pupils</p>	<p>Evidence from lesson observations, work scrutiny and pupil outcomes shows consistent use of high-impact pedagogy, improved differentiation and higher expectations demonstrated in planning and practice across infant and junior sites. (Step lab evidence)</p>
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#### 4. Activity in This Academic Year

Note on evidence: All evidence cited below is taken from Education Endowment Foundation guidance and reviews. Links to each EEF resource are included in the Evidence column.

##### A. Teaching (Tier 1: High-quality teaching, CPD, recruitment and retention)

<p><b>Activity</b></p>	<p><b>Evidence that supports this approach</b></p>
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<p>1. School-wide professional development programme on high-quality teaching (explicit instruction, scaffolding, modelling, talk strategies, vocabulary instruction via Step lab) with sustained coaching cycles and in-class coaching for teachers (termly cycles). Coaching/mentoring for early career teachers; release for lesson modelling and feedback.</p>	<p>EEF guidance: Effective Professional Development — recommends sustained, content-focused PD, coaching and classroom modelling to change teacher practice and improve outcomes (<a href="#">Effective Professional Development</a>).</p>
<p>2. Implement the EEF 'Five-a-day' teaching approaches for pupils with SEND across classrooms (explicit instruction, scaffolding, cognitive/metacognitive strategies, assessment for learning, behaviour routines) to raise universal provision for SEND and DL pupils.</p>	<p>EEF guidance: Supporting high-quality teaching for pupils with SEND — 'Five-a-day' approaches are practical, evidence-aligned strategies to support inclusive teaching (<a href="#">Supporting high-quality teaching for pupils with SEND</a>).</p>
<p>3. Oracy and vocabulary-focused CPD for all staff + development of explicit vocabulary progression (EYFS → KS2) embedded into units; planned teacher questioning and dialogic talk strategies.</p>	<p>EEF Toolkit: Oral Language Interventions — high impact on vocabulary and reading when embedded and linked to curriculum (<a href="#">Oral Language Interventions</a>). ELKAN assessments and strategies</p>
<p>4. Dedicated leadership time and recruitment/retention actions (e.g., structured induction, workload management, targeted TA</p>	<p>EEF Effective PD and EEF guidance on deployment of staff — investing leader</p>

<p>training) to stabilise staffing at both Infant and Junior sites and provide consistent approaches.</p>	<p>time and targeted training supports retention and improved teaching quality (<a href="#">Effective Professional Development</a>).</p>
<p>5. Strengthen early reading and phonics progression (school-wide fidelity to chosen phonics programme Unlocking Letters and Sounds; CPD and coaching for phonics delivery).</p>	<p>EEF guidance on early literacy and phonics (see Oral Language and Early Years resources; EEF recommends high-quality phonics instruction as a central component for reading success) (<a href="#">Oral Language Interventions</a>).</p>

B. Targeted Academic Support (Tier 2: one-to-one/small group support, structured interventions)

<p><b>Activity</b></p>	<p><b>Evidence that supports this approach</b></p>
<p>6. Small-group support in Reading and Writing for disadvantaged pupils identified by diagnostic assessment (groups of 2–4; sessions 3x weekly over sustained blocks). TAs trained and linked to in-class teaching.</p>	<p>EEF Teaching &amp; Learning Toolkit: Small group tuition — average +4 months progress; greatest impact when closely linked to classroom teaching and staff are trained (<a href="#">Small Group Tuition</a>).</p>

<p>7. EYFS targeted oral language interventions (daily/sustained sessions, small groups and 1:1 where needed) to raise GLD for disadvantaged pupils; link with home language practises and parental engagement.</p>	<p>EEF: Oral Language Interventions — very high impact for very low cost, particularly effective in early years and primary (<a href="#">Oral Language Interventions</a>).</p>
<p>8. Structured writing interventions for pupils below expected in writing (explicit modelling, sentence-level work, scaffolding for composition, vocabulary banks) with 1:3 small-group delivery and in-class follow-up.</p>	<p>EEF guidance on improving writing outcomes through explicit instruction, scaffolding and targeted small-group work (links via Effective Professional Development and Small Group Tuition) (<a href="#">Effective Professional Development</a>; <a href="#">Small Group Tuition</a>).</p>
<p>9. Strategic deployment of trained TAs for targeted interventions (oral language, reading fluency, maths practice) with planned pre-brief/post-brief with class teachers; termly impact review.</p>	<p>EEF guidance: Targeted academic support; evidence shows TA-led interventions can be effective when TAs are trained, prepared and integrated into planning and assessment (<a href="#">Targeted Academic Support</a>).</p>
<p>10. Rapid diagnostic assessment on admission for mobile/service pupils and an accelerated catch-up plan</p>	<p>EEF recommendations on targeted academic support and diagnostic</p>

tailored to gaps (maths/writing/reading) so pupils receive immediate targeted support.

assessment to identify and prioritise pupils for tuition/intervention ([Targeted Academic Support](#)).

C. Wider Strategies (Tier 3: SEMH, attendance, enrichment)

<b>Activity</b>	<b>Evidence that supports this approach</b>
<p>11. Implement a whole-school Social &amp; Emotional Learning (SEL) programme (SAFE principles, explicit SEL lessons plus integration across curriculum) with training for staff and monitoring of fidelity and impact; targeted small-group SEL for pupils with higher need supported by Family Support Adviser and Service Premium Champion.</p>	<p>EEF Teaching &amp; Learning Toolkit: Social and Emotional Learning — moderate impact (+3 months) for very low cost when implemented carefully and with training (<a href="#">Social and Emotional Learning</a>).</p>
<p>12. Strengthen attendance work: build holistic understanding of families, proactive communication with parents (Parent Hub messages/calls/ supportive meetings), targeted responsive interventions for pupils with rising absence, use of Pastoral Team to provide tailored support.</p>	<p>EEF Rapid Evidence Assessment: Attendance interventions — evidence of promise for parental engagement and responsive, targeted interventions; emphasises holistic diagnosis and family partnership (<a href="#">Attendance Interventions Rapid Evidence Assessment</a>).</p>

<p>13. Breakfast club / targeted meal support for vulnerable pupils to improve readiness and attendance and remove barriers to learning for some pupils.</p>	<p>EEF attendance evidence shows meal provision/breakfast clubs have mixed but sometimes positive impacts on attendance and attainment (see attendance rapid evidence review and Magic Breakfast evaluation references in EEF review) (<a href="#">Attendance Interventions Rapid Evidence Assessment</a>).</p>
<p>14. Subsidised enrichment and extra-curricular offer (after-school clubs, holiday activities) targeted at disadvantaged pupils to widen experiences, support vocabulary and writing for purpose, and build social capital; monitor uptake and barriers (transport/cost).</p>	<p>EEF: Wider approaches and Pupil Premium guidance emphasise extra-curricular offers as a way to improve engagement; attendance evidence shows some promise for enrichment as part of a multi-component strategy (<a href="#">Supporting Attendance summary</a>).</p>
<p>15. Family and Service-family communication strategy (regular check-ins, deployment of Service Premium Champion, flexible meeting times around postings) plus parenting workshops on language-rich interactions for early years.</p>	<p>EEF attendance &amp; Pupil Premium guidance: parental engagement and communication is promising for both attendance and improving outcomes and is identified as a theme for attendance</p>

	strategies ( <a href="#">Supporting Attendance summary</a> ).
16. SEND pathway review and rapid triage system for mobile entrants: ensure first-term screening, prompt referrals to SENCo, access to testing, and clear timelines for support and EHCP processes where required.	EEF guidance: High-quality teaching for pupils with SEND emphasises diagnostic assessment, targeted scaffolding and strategic TA deployment, and timely identification as central to improved outcomes ( <a href="#">Supporting high-quality teaching for pupils with SEND</a> ).

Cross-referencing: Each Activity above corresponds to Challenge numbers as follows

- Activity 1 → Challenges 2, 4, 9
- Activity 2 → Challenges 2, 6, 9
- Activity 3 → Challenges 1, 3, 7
- Activity 4 → Challenges 4, 2
- Activity 5 → Challenges 3, 7, 9
- Activity 6 → Challenges 2, 9
- Activity 7 → Challenges 2, 9
- Activity 8 → Challenges 7, 1, 3
- Activity 9 → Challenges 3, 9
- Activity 10 → Challenges 6, 3, 2
- Activity 11 → Challenges 2, 6
- Activity 12 → Challenges 5, 3, 4

- Activity 13 → Challenges 8, 5
- Activity 14 → Challenges 8, 7
- Activity 15 → Challenges 8, 3, 5
- Activity 16 → Challenges 1, 8, 6
- Activity 17 → Challenges 6, 2

(These challenge-number links are also shown in each Activity table row above.)

#### Implementation and Monitoring (brief operational notes)

- Leadership and governance: The Executive Headteacher, Federation SENCo, Pupil Premium Lead and named governors will meet termly to review impact and finances. OFSTED context: the strategy aligns with the school's aim to secure consistent high-quality teaching across subjects and to support mobile service families via Service Premium Champion and Pastoral Team
- Data, selection and targeting: Use diagnostic assessments (standardised reading, maths checks, oral language screen in EYFS (ELKAN) and on admission for mobile pupils) to identify targets for interventions and to group pupils for small-group tuition. Record baseline and termly progress.
- Fidelity: Use Step lab lesson observation, intervention session records, and TA reviews to ensure interventions are delivered as intended.
- Measurement: Success criteria from the Intended Outcomes table will be monitored via termly attainment data, phonics checks, EYFS profiles, attendance/PAs, SEND referral timelines, SEL measures (pupil surveys and behaviour logs), and participation/uptake data for enrichment.
- Budgeting & sustainability: Pupil Premium funding will be used to cover TA training, SEL programme training and staffing for pastoral roles
- Evidence base (key resources cited)
- Effective Professional Development — Education Endowment Foundation ([Effective Professional Development](#)).

- Supporting high-quality teaching for pupils with SEND — Education Endowment Foundation ([Supporting high-quality teaching for pupils with SEND](#)).
- Small Group Tuition — Education Endowment Foundation Teaching & Learning Toolkit ([Small Group Tuition](#)).
- One-to-one Tuition — Education Endowment Foundation Teaching & Learning Toolkit ([One-to-One Tuition](#)).
- Oral Language Interventions — Education Endowment Foundation Teaching & Learning Toolkit ([Oral Language Interventions](#)).
- Social and Emotional Learning — Education Endowment Foundation Teaching & Learning Toolkit ([Social and Emotional Learning](#)).
- Attendance Interventions Rapid Evidence Assessment / Supporting Attendance summary — Education Endowment Foundation ([Attendance Interventions Rapid Evidence Assessment](#); [Supporting Attendance summary](#)).

School-specific rationale (how activities address our context)

- High mobility/service-child context: diagnostic on-entry assessment (Activity 11) plus targeted small-group tuition (Activities 6 & 7) will accelerate catch-up for pupils joining mid-year. Service Premium Champion / Pastoral Team involvement (Activities 12, 13, 16) reflects OFSTED recognition of the importance of service-family pastoral support.
- High SEND and SEND complexity: implementing EEF's 'Five-a-day' approaches (Activity 2), stronger SEND triage (Activity 17) and targeted TA training (Activity 10) will ensure inclusion and reduce delays in support.
- EYFS readiness and vocabulary: early language work (Activity 8) targeted at disadvantaged EYFS cohorts aims directly to raise GLD for disadvantaged pupils (school data baseline: disadvantaged GLD 40%).
- Writing & reading priorities: high-quality teaching (Activity 1), dedicated phonics and reading/phonics fidelity (Activity 5), and targeted writing interventions (Activity 9) address the Federation priorities to improve phonics, early reading and writing outcomes.

- Attendance & enrichment: focused attendance work (Activity 13), breakfast provision (Activity 14) and subsidised enrichment (Activity 15) will reduce barriers to access and participation.

#### Governance and accountability

- Termly report to governors including: Pupil Premium expenditure, detailed impact by cohort (service / disadvantaged / EAL / SEND), evaluation of interventions, and next steps. Governors will use the EEF Guide to the Pupil Premium and the school's termly data to challenge and support leaders.
- Annual public Pupil Premium Statement (published on school website) detailing expenditure, activities and impact in-line with DfE expectations (this strategy document will be used as the working plan for the year).

#### Appendix: How each activity fits the DfE Menu of Approaches

- Tier 1 — High-quality Teaching: Activities 1, 2, 3, 4, 5 (CPD, inclusive pedagogy, oral language, phonics, leadership).
- Tier 2 — Targeted Academic Support: Activities 6, 7, 8, 9, 10, 11 (small-group tuition, one-to-one tuition, structured EYFS language programmes, TA deployment, diagnostic on-entry catch-up).
- Tier 3 — Wider Strategies: Activities 12, 13, 14, 15, 16, 17 (SEL programme, attendance work, breakfast club/meal provision, enrichment, family support, SEND pathway).

This strategy will be reviewed and updated at least annually with termly progress reviews to ensure activity is delivering measurable impact for Clarendon Federation's disadvantaged pupils, with transparent reporting to governors and publication in the school's Pupil Premium statement.