



Clarendon School - Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the year 2025/2026 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 and Gateway Centre
Number of pupils in school	164
Proportion (%) of pupil premium eligible pupils	41.4%
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Niall Dumigan
Pupil premium lead	Angela Mason - Primary Jayne Gray - Gateway Michael Sinanan - Secondary
Governor / Trustee lead	NA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£79,550

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see some variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment (although the variance has narrowed considerably)
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering

	the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have executive functioning difficulties than non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Our assessments, observations and conversations with pupils and families indicate that economic disadvantage within our PPG cohort limits access to wider cultural capital and extra curricular experiences, as well as presenting to practical financial barriers to the costs of school e.g. Uniform
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.

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
That there will be no significant difference in attainment in literacy and maths for pupils in receipt of PPG or LAC children	Standardised assessment will show no significant difference.
Pupils will develop skills to improve executive functioning.skills of self regulation and attention.	Behaviour monitoring will show an improvement from the starting point. There will be no significant difference in the progress between the pupils who attend Attention Autism sessions. (Clarendon) Progress will be monitored using the outcome stars (Gateway)
All pupils will have access to high quality emotional support targeted to their individual needs	Behaviour monitoring and attendance will show an improvement from the starting point Progress will be monitored using the outcome star (Gateway)
No pupil will be disadvantaged by the inability to afford school Educational visits and enrichment activities, breakfast or uniform. Opportunities	All PP pupils attend educational trips (including residential). All children have their basic needs met in school e.g. food and clothing.

are provided for pupils to develop their individual talents	Opportunities will have been created to foster individual talents and remove any barriers to accessing the full curriculum on offer
To provide opportunities within school to develop life skills and independence.	All children will become more independent at everyday tasks such as cooking, crossing the road and personal care; progress will be monitored and recorded on the Life skills checklist and Clarendon Independence Award (Clarendon) or end of year report (Gateway)

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: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group support for reading, writing and maths and targeted 1-1 interventions e.g. Precision teaching, catch-up, maths and Active literacy.</i>	Improved literacy and numeracy skills to enable all PP pupils to access the curriculum. Raised progress and attainment of all PP pupils.	1
<i>Life skills sessions e.g. cooking, road safety, RSE intervention</i>	Improved skills for life outside of school. Understanding of the benefits of healthy eating and home cooking. Improved road sense.	5
<i>Homework club provision (Gateway)</i>	All pupils are able to complete homework with specialised TA support within their school day using school IT and resources.	2,4
<i>Vocational Qualifications provided inside and outside of setting (Gateway)</i>	Access to a broad and balanced curriculum for pupils requiring a more vocational pathway. Resources provided for vocational courses such as hospitality and catering ingredients	4,5

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

Budgeted cost: £ 2100.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>(Clarendon) Attention autism</i>	Improved focus and attention to adult led teaching. Improved ability to follow instructions.	1,2
<i>(Gateway) Investment in further voice recognition software</i>	Removing barriers to participation in exams and assessments	1

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA, Kick mentors, counselling, Family group, art therapy</i>	Improved mental health and emotional well being of targeted pupils. Progress in self-regulation skills, reduced behaviour incidents and exclusions.	2,3
<i>Tuition for individual talents where identified Targeted free access to after school clubs PPG pupil access to secondary outward bounds residential</i>	Improved participation of PP pupils in extra-curricular and enrichment activities.	4
<i>Breakfast and after school clubs, school educational trips/ residential, school uniform, hardship fund</i>	Pupils ready to learn and take part in all school activities.	4

Total budgeted cost: £79,550

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 2024 to 2025 academic year.

In 2024/25, academic PPG interventions aimed at closing attainment gaps in English and maths were demonstrated to have been very effective. (Although numbers are small in a setting like Clarendon, those below are statistically significant).

Secondary Centre Performance (PP vs. Whole School)

- In maths the performance of PP pupils was broadly in line with the whole school cohort (Whole School: 85% vs. PP: 87.5%).
- In reading the progress of PP pupils significantly exceeded the whole school performance. 91% of PP pupils made expected or better progress, with none assessed as working below their target.
- In writing, PP pupils underperformed compared to the whole school. The proportion of PP pupils making below-expected progress is 21% (5 out of 32), which is substantially higher than the whole school average of 14%.

Primary Centre Performance (PP vs. Whole School)

- In maths, the performance of PP pupils slightly exceeds the whole school performance (Whole School: 94% vs. PP: 95.2%).
- In reading, performance of PP pupils was broadly in line with the whole school performance (Whole School: 90% vs. PP: 90.5%).
- In writing, performance of PP pupils was broadly in line with the whole school performance (Whole School: 92% vs. PP: 90.5%).

9 pupils received school uniform or PE kit funded by PPG (Clarendon)

8 pupils at the Primary Centre attended Family Therapy during the academic year 2024/25.

Pupils at the Secondary Centre have valued the Kick Mentoring scheme, despite several changes to the mentoring team, with self referrals being made. Kick mentors complete weekly reports submitted to the Assistant Headteacher for Pastoral

All PPG pupils were offered financial support where needed to attend educational visits, and Outward bound week residential at Secondary. 4 PPG eligible pupils received free after school club places at the secondary centre

At the Gateway Centre in 2024/25 the focus was on being able to provide funded places at the Centre's homework club, and to ensure that resources were freely available for PPG pupils in order for them to access vocational courses, including access to the Clarendon Cycle Scheme. All pupils at Gateway have a practical cookery session timetabled once per week where appropriate to develop life skills and provide enrichment. In addition, the Gateway centre was able to offer Hospitality and catering WJEC in parallel with Twickenham school but using the Gateway's smaller kitchen area and 1-1 support. Cooking ingredients were planned and brought by Gateway students with support to provide opportunities for developing life skills and confidence. Seven PPG pupils attended homework club at Gateway to help facilitate and consolidate learning. In addition, additional workbooks were provided for revision for year 10 and 11 students undertaking GCSE and alternative qualifications.

Gateway students who were identified as having gaps in their attainment throughout the year after mainstream monitoring points have been withdrawn for 1-1 or small group lessons for core subjects by Gateway teachers. These are time limited, assessed, reported and reviewed regularly.

In addition, Gateway has two ELSA trained staff who work across all year groups to provide targeted interventions for pupils with social and emotional needs under the supervision of educational psychologists. Students are referred by parents, staff and where gaps are identified using the Outcome Star assessment tool.

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
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Kick mentors	Kick.org.uk

