

Clarendon School and the Gateway Centre Pupil Premium Impact Statement 2018/19

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	Clarendon Primary	Clarendon Secondary	The Gateway Centre	Overall
Senior Leader responsible for PPG	Angela Mason, Head of Centre	Rosemary Clarke, Head of Centre	Jayne Gray, Head of Centre	John Kipps, Executive Head
Total pupils on roll	50	92	19	161
Total pupils eligible for PPG	13	49	10	72 (44.7%)
Pupil Premium allocation	£18,700	£43,369	£8,258	£70,327

Barriers to success for disadvantaged pupils at Clarendon:

Outcomes and progress can be affected by delayed social communication, physical development, emotional literacy, developmental delay and cognitive deficit. Pupils in receipt of PPG are further disadvantaged as all pupils at Clarendon have complex learning needs (including ASD), and those at the Gateway Centre have ASD. The pupils can have a heightened awareness of their own disadvantages in relation to the demographics within the London Borough of Richmond more generally, and with the mainstream pupils in our co-located schools. Partnership with parents can be made more complex with many pupils travelling long distances to school. Some pupils have challenging home circumstances which can impact on their attendance and their ability/readiness to learn. Many of our pupils find transitions particularly difficult, and come to the school with an over-dependence on adult support. Some pupils enter the school from other specialist provisions with significantly smaller groups and a higher staff ratio than at Clarendon.

Strategic Aims for Disadvantaged Pupils: Academic Achievement

Centre	Aim	Success Criteria	Impact
Clarendon Primary	Pupils make at least expected progress towards their EYFS goals or in reading, writing, maths and spoken language, as appropriate	Pupils making less than expected progress swiftly identified and effective interventions put in place to close such gaps.	Pupils making less than expected progress were swiftly identified and provided with appropriate additional interventions. Data shows no gaps in progress between PPG and non-PPG pupils
Clarendon Secondary	Pupils make at least expected progress in reading, writing, maths and, for KS4, towards predicted grades	Pupils making less than expected progress swiftly identified and effective interventions put in place to close such gaps.	Pupils making less than expected progress were swiftly identified and provided with appropriate additional interventions. Data shows no gaps in progress between PPG and non-PPG pupils
Gateway Centre	Pupils make at least expected progress in reading, writing, maths and, for KS4, towards predicted grades	Pupils making less than expected progress swiftly identified and effective interventions put in place to close such gaps.	Teacher interventions put in place to support pupils for targeted interventions with English, maths and Science where gaps shown on data. SPLD sessions in place for pupil with dyslexia needs to support spelling, reading and writing. All pupils sat their core subject GCSE subjects.

Strategic Aims for Disadvantaged Pupils: Other

Centre	Aim	Success Criteria	Impact
Clarendon Primary	To reduce barriers to learning through the provision of Family Therapy and counselling	Parents, counsellors, therapists and school staff are working collaboratively together to ensure that pupils' emotional needs are met. Pupils attending these interventions are making accelerated progress. Achievement gaps are closed.	Family Group continues to provide valuable support to a small group of Primary pupils and their families. Work currently ongoing to ensure that sufficient pupils are identified for this intervention to be cost-effective. Counselling also continues to provide effective support. No achievement gaps noted for pupils attending these interventions.
	To improve team working and readiness to learn through the development of Forest School	Pupils are engaged effectively in outdoor learning, better able to work collaboratively and able to transfer skills learned into the classroom environment	All pupils in Galaxy class had opportunities for outdoor learning and to access the wider community (which PPG pupils often do not have the opportunity to do). Pupils have developed better team working and staff report better readiness to learn in the class setting. Forest School will be extended to all Junior age pupils in 2020.
	To reduce barriers to learning through provision of breakfast club and additional subsidies for uniform, school trips & visits, resources and enrichment activities	No pupil is disadvantaged in school as a result of their family's financial circumstances. All pupils are able to access the full range of school activities.	All pupils provided with breakfast in school. Disadvantaged pupils provided with subsidised uniform. No pupil excluded from any trips, visits or activities (including out-of-school hours) as a result of financial circumstances.
Clarendon Secondary	To reduce barriers to learning through the provision of additional counselling and Art therapy.	Pupils swiftly identified for additional appropriate interventions in order to ensure that their needs are effectively met	Pupils referred for these interventions have continued to attend. No attainment gaps noted. Plan to develop this further in 2019/20 with the introduction of mentoring.
	To reduce barriers to learning and promote inclusion through provision of additional subsidies for residential school journeys	All pupils have the opportunity to attend a residential school journey in KS3 and KS4.	All eligible pupils were able to attend the Performing Arts Journey (January 19) and Outward Bound (September 18).
	To reduce barriers to learning through provision of healthy snacks and additional subsidies for uniform, school trips & visits, after school clubs, resources and enrichment activities	No pupil is disadvantaged in school as a result of their family's financial circumstances. All pupils are able to access the full range of school activities within and out of school hours.	Subsidies provided enabled all pupils to be in full correct uniform and to be able to access trips, visits, after school clubs and enrichment activities regardless of parent/carers ability to pay.
Gateway Centre	To reduce barriers to learning through the provision of Music Therapy	Parents, therapists and school staff are working collaboratively together to ensure that pupils' emotional needs are met. Pupils attending these interventions are making accelerated progress socially and emotionally.	Students able to widen their social circle and learn skills to ensure they can work more collaboratively and improve their relationships with peers. Improvements in emotional needs being met led to calmer atmosphere within the centre and less exclusions in 2nd half of academic year. Evidence gathered via outcome stars to show progress.