



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 and Gateway Centre
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	John Kipps
Pupil premium lead	Angela Mason Jayne Gray Michael Sinanan
Governor / Trustee lead	Keith Tysoe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,795
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	£82,795

Part A: Pupil premium strategy plan

Statement of intent

We use the pupil premium funding to ensure that all pupils at Clarendon and Gateway, irrespective of their differing needs, make outstanding progress against their starting points. Our pupils' academic abilities and needs are highly individual. All pupils are assessed to identify needs and barriers to learning and then strategies put into place to ensure they meet their individual outcomes. We already have many interventions in place as part of our curriculum offer. We use PP funding to provide further initiatives to support pupils with their academic, personal and social development, to provide enriching opportunities and promote life skills (both academic and social).

Pupil Premium funding is based on the number of pupils eligible for free school meals, Looked After Children, adopted or those with special guardianship and pupils whose parents are in the armed forces.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and maths skills
2	Executive functioning
3	Emotional regulation
4	Economic disadvantage
5	Independence and life skills

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 star (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 are provided for pupils to develop their individual talents	All PP pupils attend educational trips (including residential). All children have their basic needs met in school e.g. food and clothing. 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: £57,795

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</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 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: £ 3000.00

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: £22,000

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; Trumpet lessons for a PP pupil at Gateway</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: £82,795

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 2021 to 2022 academic year.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

In 2021/22, 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).

- In writing (teacher assessment), there was no statistical difference between pupils in receipt of PPG and non-PPG pupils).
- In reading (standardised testing), pupils in receipt of PPG did better than their non-PPG peers (eg: 29% of non-PPG pupils achieved below target, compared to 12% of PPG pupils).
- In maths (standardised testing), pupils in receipt of PPG did better than their non-PPG peers (eg: 26% of PPG pupils achieved above targets, compared to 15% of non-PPG pupils).
- In maths (teacher assessment) pupils in receipt of PPG did marginally better than their non-PPG peers (eg: 23% of PPG pupils achieved above expected targets, compared to 18% of non-PPG pupils).

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 2021/22. Pupils at the Secondary Centre have valued the mentoring scheme, despite several changes to the mentoring team, with self referrals being made. Kick mentors complete weekly reports submitted to the Head of Centre. Of the 20 targets set in the 6-12 week sessions per pupil, 17 were met.

All PPG pupils were offered financial support to attend educational visits, and Outward bound week residential at Secondary. 8 PPG eligible pupils received free after school club places in both Clarendon settings.

At the Gateway Centre in 2021/22 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.

One Gateway pupil was provided with school uniform funding and one pupil had English course books funded.

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
Kick mentors	Kick.org.uk

