

Pupil Premium Report 2025–26

Carwarden House Community School



CARWARDEN HOUSE COMMUNITY SCHOOL

PUPIL PREMIUM REPORT 2025–26

Priorities and Strategy for Pupil Premium 2026–27

Vision

At Carwarden House Community School, we are committed to ensuring that all disadvantaged pupils can access a high-quality, inclusive education that prepares them for successful adult lives. Pupil Premium funding is used strategically to remove barriers to learning, improve attendance, strengthen wellbeing, increase engagement and ensure successful Preparation for Adulthood outcomes.

Our approach centres on ensuring every disadvantaged pupil is supported to become as independent as possible and is fully prepared for further education, employment, supported employment, training, or adult living opportunities.

Learning for Life, Independence and Employment.

Carwarden House Community School remains committed to ensuring that every disadvantaged pupil can achieve, thrive and successfully transition into adulthood through an ambitious, inclusive and aspirational curriculum.

Key Priorities Overview

During 2026-27, Carwarden House Community School will continue to use Pupil Premium funding strategically to improve educational outcomes and life chances for disadvantaged pupils. The school's approach is centred upon removing barriers to learning, promoting inclusion and preparing pupils for successful adult lives through a holistic and evidence-informed approach. Funding will be focused on six key strategic priorities:

1. Preparing Students for Future Success

Developing employability, careers education, independent living skills and Preparation for Adulthood pathways to ensure pupils are equipped with the knowledge, skills and confidence required for successful transitions into further education, employment, training and adult life.

2. Inclusion and Equity

Ensuring that all disadvantaged pupils have equitable access to curriculum opportunities, enrichment activities, resources, equipment and wider school experiences regardless of financial circumstances.

3. Reducing the Risk of NEET

Providing high-quality careers guidance, employer engagement opportunities, work-related learning experiences and transition support to ensure pupils progress into positive destinations and do not become Not in Education, Employment or Training.

4. Attendance and Engagement

Improving attendance, punctuality and engagement through targeted interventions, early help support, Family Support Worker involvement, breakfast provision and partnership working with families.

5. Strengthening Family Engagement

Developing effective partnerships between home and school through proactive communication, tailored support and collaborative planning to improve pupil outcomes and wellbeing.

6. Positive and Proactive Offer for Pupils

Providing a broad, engaging and therapeutic curriculum that develops resilience, wellbeing, confidence, independence and a strong sense of belonging within the school community.

These priorities reflect the school's vision of delivering an ambitious, inspiring and inclusive curriculum that prepares pupils for life, independence and employment. They are informed by ongoing analysis of pupil needs, attendance data, assessment outcomes, pupil voice, family feedback and wider school improvement priorities.

Impact and Outcomes of Pupil Premium Funding 2025-26

During 2025-26, Pupil Premium funding has been used to remove barriers to learning, improve wellbeing, strengthen attendance and increase opportunities for disadvantaged pupils across the school. Funding has supported a wide range of interventions and provision including Family Support Worker services, counselling provision, wellbeing support, breakfast provision, educational visits, Team Sport, digital learning platforms and practical support for families

Attendance and Engagement

Targeted intervention from the Family Support Worker, pastoral staff and wider attendance team has supported improved engagement with education, early identification of barriers to attendance and stronger links with families. Breakfast provision has helped improve readiness to learn and establish positive morning routines for some of the school's most vulnerable pupils.

Outcomes

- ✓ Improved engagement with school.
- ✓ Targeted support provided for pupils at risk of persistent absence.
- ✓ Increased early intervention and family support.
- ✓ Improved readiness to learn through breakfast provision.

Social, Emotional and Mental Health

The School Counsellor, Family Support Worker and wider pastoral team have provided significant support to pupils experiencing social, emotional and mental health challenges. Therapeutic interventions have strengthened emotional regulation, resilience, self-esteem and engagement in learning. Clinical supervision has ensured high-quality and sustainable support for vulnerable pupils.

Outcomes

- ✓ Improved emotional wellbeing.
- ✓ Increased access to therapeutic support.
- ✓ Enhanced pupil resilience and confidence.
- ✓ Improved engagement in learning activities.

Inclusion and Poverty Proofing

The school has continued to ensure that financial circumstances do not prevent pupils from accessing opportunities. Funding has supported practical provisions including breakfast items, Food Technology contributions, educational visits, enrichment

activities and essential clothing items where required. The school continues to work with families and external agencies to reduce barriers associated with disadvantage.

Outcomes

- ✓ Reduced financial barriers to participation.
- ✓ Increased pupil inclusion.
- ✓ Improved access to educational experiences.
- ✓ Greater equality of opportunity across the school.

Literacy and Numeracy Development

Investment in digital platforms including Maths for Life, Mathletics, MyMaths, TTRS and NumBots has supported pupils to develop functional literacy and numeracy skills through targeted and personalised learning programmes. These resources have enhanced opportunities for independent learning and supported the wider curriculum.

Outcomes

- ✓ Increased access to personalised learning pathways.
- ✓ Improved engagement in mathematics learning.
- ✓ Enhanced opportunities for independent practice.
- ✓ Greater support for functional skills development.

Preparation for Adulthood, Careers and Employability

The school has continued to prioritise Preparation for Adulthood through careers education, employability programmes, enrichment opportunities and community-based learning experiences. Pupils have developed confidence, independence, communication skills and greater awareness of future pathways. This work supports the school's commitment to reducing the risk of pupils becoming NEET and preparing them for successful transitions. **Outcomes**

- ✓ Increased pupil confidence regarding future aspirations.
- ✓ Improved independence and employability skills.
- ✓ Greater engagement with careers and transition planning.
- ✓ Enhanced Preparation for Adulthood outcomes.

Overall Impact

Pupil Premium funding has continued to make a significant contribution to improving outcomes for disadvantaged pupils at Carwarden House Community School. Through a combination of targeted support, therapeutic interventions, enrichment opportunities, attendance initiatives and family engagement, the school has strengthened inclusion, improved wellbeing and supported pupils to become increasingly prepared for successful adult lives.

The school will build upon these successes throughout 2026-27 by focusing on future success, inclusion, attendance, family engagement, NEET prevention and delivering a positive and proactive offer for all disadvantaged pupils.

Pupil Premium Cohort 2025–26

Carwarden House Community School has **69 pupils eligible for Pupil Premium funding** during the 2025–26 academic year. The funding is used to address identified barriers to learning and improve educational outcomes for disadvantaged pupils.

Year Group	Number of Pupils
Year 7	8
Year 8	18
Year 9	15
Year 10	15
Year 11	13
Total	69

Pupil Premium Funding Summary 2025–26

Funding Summary	Amount (£)
Total Income	70,684.00
Total Expenditure	65,827.21
Carry Forward to 2026–27	4,856.79

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Identified Barriers to Learning

Analysis of attendance, behaviour, attainment, pupil voice and family engagement data has identified the following key barriers for disadvantaged pupils:

1. Low literacy and numeracy attainment on entry.
2. Social, emotional and mental health needs.
3. Reduced attendance and persistent absence.
4. Limited access to enrichment opportunities.
5. Financial hardship impacting participation.
6. Family circumstances affecting engagement with education.
7. Need for greater Preparation for Adulthood opportunities.
8. Risk of becoming Not in Education, Employment or Training (NEET) following school.

These priorities continue to inform strategic spending decisions.

Expenditure Summary 2025–26

High-Quality Teaching

Provision	Cost (£)
Maths for Life	1,569.30
Mathletics	1,060.25
TTRS & NumBots	204.40
My Maths	674.46

Total High-Quality Teaching: £3,508.41

Wider Strategies

Provision	Cost (£)
School Counsellor	22,449.00
Family Support Worker	20,142.00
Clinical Supervision	1,687.50
Team Sport	11,735.00
Funding4Education	1,550.02
Magic Breakfast Membership	625.00
Food Technology Contributions	705.00
Trips & DofE Contributions	338.50
Breakfast Provision	2,943.33
Uniform & Essential Items	143.45

Total Wider Strategies: £62,318.80

Impact of Funding During 2025–26

Pupil Premium funding has continued to remove barriers to learning and improve participation, wellbeing and outcomes for disadvantaged pupils.

The Family Support Worker, School Counsellor and wider pastoral team have provided targeted support to pupils and families experiencing social, emotional, attendance and financial challenges.

Breakfast provision, educational visits, enrichment opportunities, Team Sport and practical support with essential items have ensured pupils remain engaged in school life and have access to a broad curriculum experience.

Investment in digital learning platforms has supported literacy and numeracy development, whilst employability, careers and Preparation for Adulthood programmes have enhanced pupils' independence and future aspirations.

Strategic Priorities for 2026–27

Priority 1: Preparing Students for Future Success

Intended Outcome

Disadvantaged pupils will develop the knowledge, skills, confidence and aspirations necessary for successful transitions into adulthood.

Actions

- Embed Gatsby Benchmarks throughout the curriculum.
- Increase employer encounters.
- Develop Preparation for Adulthood pathways.
- Strengthen employability and independence programmes.

Measurable Targets

- 100% of Pupil Premium pupils access Careers Education.
- 100% of Year 11 pupils have a transition pathway.
- 100% of Year 11 pupils receive careers guidance.
- 100% of eligible pupils participate in employer engagement opportunities.
- Increase participation in accredited employability programmes by 10%.

Success Criteria

- Positive destination outcomes maintained at 100%.
- All pupils progress to education, employment, training or appropriate adult provision.
- Student voice demonstrates increased confidence regarding future aspirations.
- Gatsby Benchmarks embedded across all pathways.

Priority 2: Inclusion and Equity

Intended Outcome

All disadvantaged pupils have equitable access to learning, enrichment and wider opportunities.

Actions

- Continue poverty-proofing initiatives.
- Support access to trips and enrichment.
- Provide practical and financial assistance where required.
- Work collaboratively with external agencies.

Measurable Targets

- 100% curriculum access for eligible pupils.
- 100% access to educational visits and enrichment opportunities.
- Increase participation in enrichment by 15%.
- Reduce identified financial barriers.

Success Criteria

- No pupil excluded from opportunities due to financial hardship.
- Increased participation in enrichment activities.

- Positive parental feedback regarding school support.
- Annual poverty-proofing review completed

Priority 3: Reducing the Risk of NEET

Intended Outcome

Pupils are fully prepared for post-16 transitions and future employment opportunities.

Actions

- Strengthen transition planning.
- Increase vocational and work-related learning opportunities.
- Expand employer engagement.
- Deliver independent careers guidance.

Measurable Targets

- Maintain NEET figure at 0%.
- 100% of Year 11 pupils receive transition support.
- 100% receive independent careers guidance.
- Increase employer engagement opportunities by 10%.

Success Criteria

- No former pupil recorded as NEET.
- Positive destination data maintained.
- Pupils identify realistic next-step goals.
- Increased participation in work-related learning.

Priority 4: Improving Attendance and Engagement

Intended Outcome

Attendance improves and barriers affecting school attendance are reduced.

Actions

- Family Support Worker intervention.
- Attendance monitoring and early intervention.
- Breakfast provision.
- Multi-agency support.

Measurable Targets

- Attendance maintained at or above 90%.
- Reduce persistent absence by 5%.
- Improve punctuality levels.
- Attendance reviews completed for all pupils below 90%.

Success Criteria

- Reduced persistent absence.
- Improved attendance outcomes.
- Increased engagement in learning.
- Improved readiness to learn.

Priority 5: Strengthening Family Engagement

Intended Outcome

Parents and carers are actively involved in supporting pupil learning and wellbeing.

Actions

- Increase communication with families.
- Deliver proactive family support.
- Strengthen engagement with meetings and reviews.
- Develop family-focused opportunities.

Measurable Targets

- Increase parental engagement by 10%.
- 100% of vulnerable families receive support when required.
- Deliver termly family engagement opportunities.
- Improve attendance at review meetings.

Success Criteria

- Increased parental participation.
- Positive family feedback.
- Improved communication between home and school.
- Increased family involvement in transition planning.

Priority 6: Positive and Proactive Offer for Pupils

Intended Outcome

Pupils experience a therapeutic, engaging and inclusive curriculum.

Actions

- Continue counselling provision.
- Maintain GASP and other external providers.
- Expand enrichment opportunities.
- Strengthen Careers, PSHE, Home Skills and Preparation for Adulthood learning.

Measurable Targets

- 100% of identified pupils access wellbeing support.
- Increase participation in wellbeing activities by 10%.
- Reduce behaviour incidents by 10%.
- Improve pupil wellbeing survey outcomes.

Success Criteria

- Improved emotional regulation.
- Reduced behaviour incidents.
- Increased participation in school activities.
- Positive pupil voice regarding confidence, belonging and wellbeing.

Whole School Success Measures 2026–27

Area	Success Measure
Attendance	Attendance maintained at or above 90%
Family Engagement	10% increase in parental engagement
Inclusion	No pupil excluded from opportunities due to financial hardship
NEET Prevention	0% NEET destination figure
Careers & Employability	100% access to careers guidance and transition planning
Wellbeing	Increased participation in counselling, Team Sport and enrichment
Preparation for Adulthood	Improved independence and employability skills
Educational Outcomes	Improved literacy, numeracy and functional skills outcomes
Destinations	100% positive progression destinations

Monitoring and Evaluation

The impact of Pupil Premium funding will be reviewed termly through:

- Attendance data.
- Behaviour data.
- Assessment outcomes.
- Destination data.
- Pupil voice.
- Parent and carer feedback.
- Provision reviews.
- Governor monitoring.

The Pupil Premium strategy will be reviewed annually to ensure that funding remains evidence-informed, targeted and aligned to the needs of disadvantaged pupils