



Carwarden House Community School Pupil Premium Strategy Statement 2024–27

(Year 2 Review and Update for 2025-26)

Date this statement was published

September 2026

Date on which it will be reviewed

September 2027

School Overview

School name	Carwarden House Community School
Number of pupils in school	159 (including KS5)
Number of pupils in KS3 & KS4	119
Number of Pupil Premium eligible pupils	69
Proportion (%) of Pupil Premium eligible pupils	58%
Academic year/years that our current Pupil Premium strategy plan covers	2024-27
Academic year covered by this review	2025-26
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Alex Ewen
Pupil Premium Lead	Maria Ramsay
Governor	Ed Venables



Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£70,684.00
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£70,684.00
Planned expenditure	£65,827.21
Predicted carry forward to 2026-27	£4,856.79

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Carwarden House Community School, Pupil Premium funding is used strategically to improve the life chances of disadvantaged pupils and remove barriers to learning. As a specialist SEND school, we recognise that educational success extends beyond academic attainment alone and includes wellbeing, attendance, independence, employability, community participation, Preparation for Adulthood and successful transitions into adulthood.

The school is now entering the final phase of its three-year Pupil Premium Strategy (2024-27). During this period, our focus is increasingly centred on the long-term outcomes that matter most for pupils with additional needs, including future readiness, independence, positive destinations, employability and sustained engagement in education and wider society.

For 2026-27, the school will prioritise six strategic areas:

- Preparing Students for Future Success
- Inclusion and Equity
- Reducing the Risk of NEET
- Improving Attendance and Engagement
- Strengthening Family Engagement
- Providing a Positive and Proactive Offer for Pupils



Whilst literacy and numeracy continue to be important aspects of curriculum development, the school is moving towards a broader and more meaningful framework for evaluating the impact of Pupil Premium funding. Success will increasingly be measured through attendance, wellbeing, independence, employability, destination outcomes, pupil voice, family engagement and Preparation for Adulthood outcomes

Challenges

Number	Challenge Detail
1	All pupils have EHCPs, and all students are SEND with learning and additional needs which impact learning and engagement.
2	Low levels of independence and Preparation for Adulthood skills compared to future destination expectations.
3	Attendance and persistent absence remain barriers for some disadvantaged pupils.
4	Limited access to enrichment, cultural capital and community participation opportunities.
5	Financial hardship and poverty-related barriers impacting participation and engagement.
6	Risk of pupils becoming NEET without intensive careers education, employability development and transition support.
7	Need to strengthen family engagement and home-school partnerships.
8	Need to develop employability, independence and future pathways for disadvantaged students.

Intended Outcomes (2024-27)

Intended Outcome	Success Criteria
Pupils are prepared for successful adult lives.	100% positive destination outcomes maintained.
Improved attendance and engagement.	PP attendance maintained at or above 90%; persistent absence reduced.
Reduced risk of NEET.	0% NEET destination figure.



Improved employability and independence skills.	Increased participation in employability and independence programmes.
Increased family engagement.	10% increase in parental participation and engagement.
Improved wellbeing and resilience.	Positive pupil wellbeing outcomes and increased engagement with support services.
Increased participation in enrichment and community learning.	Participation rates increase year on year.
Greater inclusion and equity.	No pupil excluded from opportunities because of financial hardship.
Careers and employability embedded throughout the curriculum.	100% access to careers guidance, employer encounters and transition planning.
Increased confidence and aspiration for adulthood.	Positive pupil voice regarding future goals and aspirations.

Activity in This Academic Year (2025-26)

High-Quality Teaching

Activity	Evidence Base	Challenge Addressed
Maths for Life	EEF Digital Learning Evidence	2
Mathletics	EEF Technology Guidance	2
TTRS & NumBots	EEF Digital Learning Evidence	2
MyMaths	EEF Technology Guidance	2
Gatsby Benchmark curriculum implementation	DfE Careers Guidance	6,8

Funding allocation: **£3,508.41**.



Targeted Support

Activity	Evidence Base	Challenge Addressed
Family Support Worker	Attendance and engagement research	3,5,7
Attendance interventions	DfE Attendance Guidance	3
Careers guidance and transition planning	Gatsby Benchmarks	6,8
Preparation for Adulthood pathways	PfA Framework	2,6,8

Wider Strategies

Total Wider Strategies Funding: **£62,318.80.**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
Family Support Worker	Attendance, safeguarding and family engagement data	3,5,7	£20,142.00
School Counsellor	SEMH, wellbeing and safeguarding data	1,3	£22,449.00
Clinical Supervision	Staff wellbeing and supervision records	1	£1,687.50
Funding4Education	Family support and inclusion	5,7	£1,550.02
Magic Breakfast Membership	Attendance and readiness-to-learn research	3	£625.00
Food Technology Contributions	Inclusion and life skills development	2,5	£705.00
TeamSport	Attendance and risk of NEET	3,6	£11715.00
Trips and Duke of Edinburgh Contributions	Cultural capital and participation	4,5	£338.50



Breakfast Provision	Attendance and punctuality evidence	3	£2,943.33
Essential Clothing and Resources	Poverty proofing and inclusion	5	£143.45
Fully Funded GASP Friday Pathways Programme	Preparation for Adulthood, resilience, employability and wellbeing outcomes	2,4,6,8	£0

PAGS Implementation Timeline

During Autumn Term 2026, the school will transition from SOLAR to PAGS as the school's assessment and progress monitoring framework. This change reflects the school's move towards evaluating pupil outcomes through Preparation for Adulthood, independence, employability, wellbeing, engagement and destination outcomes rather than academic progress measures alone.

Phase	Activity
Autumn 2026	Staff training, baseline assessments, SOLAR mapping, parent and governor communication, reporting systems established
Spring 2027	First PAGS assessment cycle, moderation activities, quality assurance processes, pathway reviews
Summer 2027	Whole-school evaluation, governor reporting, destination analysis and strategic review

Part B: Review of Outcomes in the Previous Academic Year

This details the impact that our Pupil Premium activity had on pupils in the 2025-26 academic year.

Attendance and Engagement

Family Support Worker intervention, breakfast provision and targeted attendance support have contributed to improved engagement with school and early identification of attendance barriers.



Impact

- Improved attendance intervention processes.
- Enhanced readiness to learn.
- Increased family support.
- Improved pupil engagement.

Social, Emotional and Mental Health

The School Counsellor and Family Support Worker have continued to provide valuable therapeutic support for disadvantaged pupils.

Impact

- Improved emotional regulation.
- Increased resilience and confidence.
- Enhanced wellbeing support.
- Improved classroom engagement.

Inclusion and Poverty Proofing

Funding has continued to remove financial barriers and ensure disadvantaged pupils can access the full range of educational opportunities available.

Impact

- Improved inclusion.
- Greater equality of opportunity.
- Increased access to trips and enrichment activities.
- Reduced barriers to participation.

Literacy and Numeracy Development

Digital platforms including Maths for Life, Mathletics, MyMaths and TTRS have supported curriculum access and functional skills development.



Impact

- Increased engagement with mathematics learning.
- Greater opportunities for independent practice.
- Improved access to personalised learning

Preparation for Adulthood, Careers and Employability

Careers education, transition planning and employability learning have supported pupils in preparing for adulthood and future destinations.

Impact

- Increased confidence regarding future pathways.
- Improved employability awareness.
- Enhanced Preparation for Adulthood outcomes.
- Improved readiness for post-school destinations.

Strategic Review and Future Direction

During 2026, Carwarden House Community School reviewed how success is measured for disadvantaged students.

Whilst literacy and numeracy remain important aspects of the curriculum, leaders concluded that attendance, Preparation for Adulthood, employability, independence, wellbeing, family engagement and positive destination outcomes provide more meaningful indicators of success for pupils attending a specialist SEND setting.

As part of this strategic review, SOLAR will be replaced by PAGS during Autumn Term 2026. Future evaluations of Pupil Premium funding will focus on:

- Attendance and engagement
- Preparation for Adulthood outcomes
- Employability development
- Independence skills
- Wellbeing and resilience
- Positive destinations

Ambitious, Inspiring and Inclusive – Learning for Life, Independence and Employment



- Family engagement
- Community participation
- Pupil voice
- Transition outcomes

Attendance 2025-26

Group	Attendance (%)
Whole School Attendance	To be updated
Pupil Premium Attendance	To be updated

The school's strategic priority for 2026-27 is to maintain Pupil Premium attendance at or above 90% whilst reducing persistent absence.

Plans for 2026-27

This strategic action plan sets out Carwarden House Community School's approach to maximising the impact of Pupil Premium funding during the final year of the 2024-27 strategy cycle.

The school will continue to focus on:

- Preparing Students for Future Success.
- Inclusion and Equity.
- Reducing the Risk of NEET.
- Attendance and Engagement.
- Strengthening Family Engagement.
- Providing a Positive and Proactive Offer for Pupils.

The strategy builds upon previous successes and aligns with the school improvement plan, DfE guidance and the school's vision of Learning for Life, Independence and Employment.



Key Objectives for 2026-27

- Maintain 100% positive destination outcomes.
- Maintain a 0% NEET figure.
- Improve attendance and reduce persistent absence.
- Strengthen family engagement and home-school partnerships.
- Develop employability and independence skills.
- Expand Preparation for Adulthood opportunities.
- Continue poverty-proofing initiatives.
- Maintain access to counselling, wellbeing and therapeutic support.
- Embed the GASP Friday Pathways Programme.
- Implement the PAGS assessment framework.
- Monitor impact through attendance, destination data, wellbeing indicators, pupil voice, family engagement and Preparation for Adulthood outcomes.