

Pupil premium strategy statement – Glenwood School

This statement details our school's use of pupil premium (and recovery premium) 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
Name of school	Glenwood School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years covered by statement	2023/2024 to 2025/2026
Date this statement was published	31/12/2025
Date on which it will be reviewed	18/12/2026
Statement written by	J Payne
Statement authorised by	FGB January 2026
Pupil Premium Link Governor	Dave Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,950
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	£85,950

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 and whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for these pupils. 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.

Our strategy will be driven by the needs and strengths of each young person, based on their learning and personal needs and formal and informal assessments. This will help us to ensure that we offer every pupil the relevant skills and experience they require to be prepared for adulthood, and [they] are ready to make a positive contribution to their community, living a healthy and well-balanced life.

At the heart of our approach is high-quality teaching focussed on areas that our pupils require it most, targeted support based on assessment of need, and supporting pupils to access a rich curriculum that will enable them to:

- Communicate effectively and advocate for themselves
- Live independently so that they can fully participate in their school life and life beyond school
- Be emotionally competent so they are able to sustain healthy relationships with others and with themselves
- Be mentally and physically healthy and know how to keep themselves safe

Challenges

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

Challenge number	Detail of challenge
1	A reading age of below 7 years old for some pupils. Communication challenges affecting social/academic development and progress
2	Social, emotional and mental health difficulties that affect self-esteem, levels of anxiety, confidence, emotional competence and capacity to learn
3	Small minority of pupils with persistent absence (PA)
4	Poverty – which can affect opportunities to participate in what we offer during the school day and extra-curricular activities

5	Aspirations and expectations for life beyond school (pupils and parents)
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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
To improve reading age scores Pupils express their needs and communicate with others	Pupils will make rapid gains in their reading age relative from their start point There are more pupils able to express themselves and self-advocate Pupils will make good progress across subjects and with their personal development
Improved pupil self-esteem, confidence and emotional competence	Pupils will be better able to cope with daily challenges that can hinder their engagement with learning Through observations and discussions with pupils and their families Through pupil's ability to self-regulate and manage relationships
Support small minority of pupils to have improved attendance	Pupils will attend in line with their peers. Pupils will make expected progress because their attendance is improved
Pupils will engage with everything the school has to offer	Pupils will have positive experiences without the anxiety over food, clothing and money Pupil sense of belonging, their confidence and self-esteem will increase
Pupils (and their families) feel better prepared for career progression and / or FE opportunities through Future You lessons, mentoring, work experience and opportunity	100% of pupils access post-16 education and remain on role, not becoming NEET Pupils and their parents have high aspirations because they understand the options available post-16 and are prepared to play a role in determining the future Pupils will make informed decisions in and beyond school

Activity in this academic year

Budgeted cost: **£36,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of a reading lead to develop and improve reading teaching across the school. The lead will implement a whole school reading programme and will monitor the quality of the teaching of reading by all staff</p> <p>External training to support the role</p>	<p>Pupils need to be able to access reading with a better level of comprehension in order to access many areas of the curriculum and to gain higher accreditations. To safeguard pupils for when they leave school and enable them to be independent</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF</p> <p>Small group tuition EEF</p>	1, 2, 5
<p>CPD for all staff in teaching pupils how to read and communicate effectively</p> <p>Coaching for all staff</p>	<p>All staff need basic training skills on how to teach pupils to read so that all pupils and especially those with a reading age of lower than 7 years old can make rapid gains and are able to access the curriculum.</p> <p>All staff use language development strategies in the classroom and provide many rehearsal opportunities</p> <p>Teaching Assistant Interventions EEF</p> <p>Small group tuition EEF</p>	1, 2, 5
<p>Appointment of a Speech and Language Assistant</p> <p>Training and awareness around Gestalt Language Processing</p>	<p>The Communication Trust worked with the Better Communication Research to develop the What Works database of evidenced interventions to support children's speech, language and communication – this has been endorsed by the Royal College of Speech and Language Therapists</p> <p>What Works database - Speech and Language UK: Changing young lives</p>	1, 2
<p>Designated mental health and wellbeing lead – to further support the mental health and</p>	<p>Good mental health underpins the ability to learn. Careful co-ordination of this supports</p>	2, 4

wellbeing of pupils and staff	<p>the school's capacity to deliver timely interventions</p> <p>The DMHL will:</p> <p>provide staff with the knowledge and confidence to understand and recognise signs of poor mental health in pupils and know where to go with any concerns</p> <p>oversee the provision the school gives to pupils with mental health difficulties</p> <p>manage how staff are supported with their own mental health</p> <p>be proactive in developing links with specialist services, referring pupils if they need to</p> <p>Social and emotional learning EEF</p> <p>Teaching Assistant Interventions EEF</p> <p>Behaviour interventions EEF</p>	
Purchase of an online learning tool which creates a personalised learning experience (covering core areas of maths and English) tailored to every pupil's needs, helping to boost their confidence and ability	<p>Automatically plugs learning gaps and consolidates knowledge</p> <p>Tracks progress</p> <p>Boosts children's confidence and resilience</p> <p>Social and emotional learning EEF</p>	1, 2, 4, 5
Appointment of a Personal Development Lead to develop and improve the school's offer	<p>A personal development lead plays a critical role in promoting pupils' growth and wellbeing. This person is responsible for overseeing programs and activities that support students' personal, social, and emotional development.</p> <p>Social and emotional learning EEF</p> <p>Behaviour interventions EEF</p>	2, 4

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

Budgeted cost: **£47,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual reading interventions for pupils who are below 7 years (approx. 50% of pupils) or who are not making rapid enough progress - Delivered by trained staff	<p>Pupils cannot access the all areas of the curriculum as well without a good grasp of reading.</p> <p>Reading is a life skill that is required in society and supports pupil's ability for employment and in keeping safe from exploitation.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p>	1, 2, 4, 5
Appointment of an outreach tutor to engage pupils in education who are not attending school regularly	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p>	1,2, 5
Appointment of music therapist	<p>Music Therapy is an established psychological clinical intervention, delivered by HCPC registered music therapists to help people whose lives have been affected by injury, illness or disability through supporting their psychological, emotional, cognitive, physical, communicative and social needs</p> <p>Music therapy for children and adolescents with behavioural and emotional problems: a randomised controlled trial - Porter - 2017 - Journal of Child Psychology and Psychiatry - Wiley Online Library</p>	2, 4

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

Budgeted cost: **£52,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing experiential opportunities during the school day so that no child misses out	<p>We have observed that activities outside of the curriculum offer can be effective at providing support for our pupils with social, emotional and mental health needs</p> <p>Raised aspirations, improved mental health and self-esteem to enable readiness for learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF</p>	2
Programme working with parents and carers to develop effective home learning environments - and increased confidence in guiding their child/children in how to be safe when using IT	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p>Supporting children with special educational needs and disabilities NSPCC</p> <p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p>Aspiration interventions EEF</p>	2, 5
<p>Appointment of attendance officer to give support to families</p> <p>Deployment of admin team in applying for additional monies to help support our most vulnerable</p>	<p>Attend school on time. Improved learning outcomes due to good attendance. Improved confidence and self-esteem. Increase in expectations for individual pupils</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	3, 5

and in need families		
For identified pupils (approx.30 pupils) to access Nurture, ELSA and art therapy	<p>Raised aspirations, improved mental health and self-esteem to enable readiness for learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 5
Buying in of external service INclude to provide additional and bespoke support to our most vulnerable families	<p>Young people with traumatic experiences often do not engage with learning, The DfE government policy identifies practice supervision as a crucial foundation for effective child and family social work. Appointment of social work supervision builds capacity to reflect on social work practice and support families</p> <p>https://whatworkscsc.org.uk/evidence/evidence-store/</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 5

Total budgeted cost: £136,100

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 2023 to 2024 academic year.

Progress

Last year's aims and outcomes show good progress across subjects and reading age progress and notable improvements in social skills and behaviour.

84% of pupil premium pupils made expected or better progress in core subjects, compared to 88% non-pupil premium pupils who made expected or better progress across core subjects.

98% of pupil premium pupils made at least 1-2 years improvement with their reading age compared to 92% non-pupil premium pupils who made at least 1-2 years improvement with their reading age.

94% of pupil premium pupils are on track to meet the majority of their EHCP objectives compared to 96% non-pupil premium pupils who are on track to meet their EHCP objectives.

Attendance

Although overall school attendance was in line with Hampshire Special Schools and National Special Schools there is work to be done on raising PP pupils' attendance to be more in line with their non-PP counterparts

Pupil Premium Girls attendance 2024/25 3% higher (86%) compared to 2023/24 (83%)

Non-Pupil Premium Girls attendance 2024/25 9% higher (96%) compared 2023/24 (87%)

Pupil Premium Boys attendance 2024/25 0.5% lower (83%) compared to 2023/24 (82.5%)

Non-Pupil Premium Boys attendance 2024/25 2% higher (91%) compared to 2023/24 (89%)

Externally provided programmes

Programme	Provider
Oak National Academy	National Academy
Reading Eggs	Reading Eggs
Sumdog	Sumdog
My Maths	Oxford University Press
Seneca Science	Seneca Learning
Doodle	Doodle Learning

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The social and emotional needs of our service family pupils were met through increased ELSA sessions and access to art and music therapy
What was the impact of that spending on service pupil premium eligible pupils?	Pupil mental health needs and milestones were supported and reached enabling participation in learning