

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Glenwood Special School
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	03/06/24
Date on which it will be reviewed	02/06/25
Statement authorised by	Liz Cornish
Pupil premium lead	Nicola Woodruff
Governor lead	Paul Westenhofer

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,985
Recovery premium funding allocation this academic year	£74,245
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£177,230</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Glenwood places an emphasis on making the world bigger in terms of experiences, opportunities and experiences. The intent and design of the wider curriculum is to make a transformational difference to the lives of young people and their families. The use of Pupil Premium funding supports us to achieve this and prevent the learner's worlds diminishing because of a double layer of challenge.

The priority areas of all of our young people's learning are Communication, Cognition and Personal, Social, Health and Emotional Development. Physical health and wellbeing are also a crucial strand of necessary development and progress for our learners. They are also the precursor to other areas of learning such as literacy. We continually strive to ensure that all learners are reaching their potential and enjoying the outcomes of their learning in these areas, in all settings and with a range of people. The whole-school strategy contains a Possibilities and Potential strand where we are watching carefully for opportunities to challenge our aspirations for each learner; extending our range of experiences and activities in order to learn more about our learners in different environments and situations. Our curricular thinking encompasses opening up each young person's 'world' of physical, environmental, expressive learning; lastly 'the world beyond Glenwood' is a necessary and purposeful focus for planning in order to ensure that a young person's progress is generalised across home and the wider community.

### *Making Learner's Worlds Bigger:*

- *Possibility and Potential*
- *Innovation and Creativity*
- *Families and Futures*
- *Ownership and Commitment*

*-To develop a strong sense of themselves, their own identity, strengths, questions, preferences and contribution.*

*-To be brave about trying new things/new experiences*

*-To communicate well*

*-To make connections/relationships*

*-To know how to learn, the way they learn best*

*-To cope with highs and lows of learning and life!*

- To be able to cope in the same environment as others*
- To develop confidence and how to use it*
- Sense of self – and to have opinions*
- Draw nearer to others. Be part of a community/family*
- Break down the walls of the school – the world beyond Glenwood*
- We have got to teach young people to know what they like in others*
- Preferences must have a depth – to make sophisticated choices and to know how they feel about them*
- Curiosity about newness*
- Managing the help and support given and uses it well according to your own preference*
- Knowing what makes them happy, to feel joy when it's on offer*
- For them to know their unique value. What difference their presence makes*
- Sense of pride, when they just know they have done really well and to sit easy with it*
- Not telling learners how to experience, helping them do that themselves. What is important to them*

Each learner follows a highly individualised curriculum which is completely necessary to achieve our 'Curriculum Whys'. Inclusivity, not only to school, but to the wider community is costly because of the financial burden of overcoming barriers to mobility, funding safe and effective approaches and highly specialist advice and support. Families and their support partners necessarily work extremely hard and creatively to achieve potential and constantly seek to discover new possibilities. Where resources are too scarce to meet the associated costs of expertise and specialist provision then hardship results in terms of a valuable life not being realised or lived to the full. Each of our learners have the potential to excel and the risk to achieving this presented by disadvantage is emphasised by disability. It is costlier for a young person with SLD or PMLD to achieve great things; additional resources available to the family are often insufficient to narrow the gap and to enable their young person to take their rightful place in the community.

## Challenges

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

Challenge Number	Detail of Challenge
1	Pupil Premium learners not having access to activities outside of school due to socio economic disadvantage of families
2	Not knowing families well enough- knowing what are the challenges at home and the support that is needed
3	Families not knowing what is available to them, not knowing how to access activities and events and learners not having those experiences due to this
4	Difficulties in accessing the community and limited opportunities due to physical and behavioural learning difficulties leading to restricted life chances.
5	Limited opportunities and access to activities due to sensory regulation difficulties, e.g., anxieties due to noisy environment.

## 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
<p>Speech and Language Therapists to support learners through input annual reviews, blocks of targeted work with learners, work with class teacher to support individuals</p> <p>OT to work with individuals, support the class teacher</p>	<ul style="list-style-type: none"> <li>- Evidence for Learning record of progress</li> <li>- Annual review targets are achieved and shared with parents/carers</li> <li>- Resources are identified and purchased to support achieving personal targets and the learning environment</li> <li>- Reports to show progress and resources purchased</li> </ul>

<p>Families are identified that are in need of specific support to access more community events and activities for their young person</p>	<ul style="list-style-type: none"> <li>- Feedback from teachers about activities their young person has taken part in as a one off, a block or weekly enrichment activity as part of the school day</li> <li>- Activities and strategies of to access it shared with parents/ carers</li> <li>- Feedback from families through conversations and questionnaires'</li> </ul>
<p>Families who are struggling with a particular area supported by the Therapy Hub</p>	<ul style="list-style-type: none"> <li>-More collaborative approach with specialists</li> <li>- Families feeling more supported in this area</li> <li>- Needs identified and additional professional involved where necessary</li> <li>- Parent/ carers voice is heard and confidence is gained. Sharing is more open and honest</li> <li>- School and home working more closely together with a parallel approach</li> </ul>
<p>With enhanced classroom support learners are better able to access their learning</p>	<ul style="list-style-type: none"> <li>- HLTAs are distributed effectively</li> <li>- HLTAs receive training and support where needed</li> <li>- Lead LSAs introduced and distributed across classes</li> <li>- Learners are receiving the right amount of support in the classroom to access learning</li> </ul>

## 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

Budgeted cost: £72,502

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
HLTA support, Lead LSAs and LSA classroom support	Providing the adult support and knowledge to enable accessing the community, therefore increasing life chances. Provide the vigilance and support required to allow learners to participate in the fun of enrichment activities safely. Broad variety of extra-curricular activities offered to understand learners' individual preferences.	4 5

### Targeted Academic Support

Budgeted cost: £75,248

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Speech and Language Therapy	The input of the Speech and Language Therapist has a significant input in targeting specific areas for learners and focus their learning for example, on specific sound work, eye gaze work, expressive communication systems and work on the sensorimotor stage. ICT aspect of the curriculum is enhanced for the learners beyond the expectations of their EHCP Assessments have informed the SaLT and teachers to focus teaching	1 2 3 4

	<p>on specific areas such as sounds or concepts</p> <p>SaLT have worked with families to provide support in the home such as accessing equipment, resources sent home and conversations about how to use them effectively. Follow up conversations were beneficial to families</p> <p>Training has included 'Expressive Communication; Skills beyond 'I want' for all staff, 'Expressive and Receptive Communication' for LSAs. Feedback from Teachers and LSAs have been very positive about the training.</p> <p>The SaLT have continued to see the impact in the classroom where staff are expanding the use of communication boards and staff showing more understanding the 'Curriculum Why' behind activities and use of resources and through tracking responses from learners.</p> <p>Additional support to allow application of communication skills in the community.</p>	
Occupational Therapy Sensory Integration	<p>-OT input across school is enabling class staff to more fully understand the needs of learners and, alongside training provided by the OT team, enabling them to implement bespoke programmes for relevant learners.</p> <p>-Resourcing and equipping parents and carers with strategies and methods to support their young person. OT expertise in sensory integration valuable to inputting at home for calming strategies and sensory needs. Feedback from parents and carers remains positive and they have continued to use the strategies and equipment.</p> <p>-Purchase of equipment for individuals in class and at home to support programmes/ sensory diets</p> <p>- OT working with individuals on a 1:1 basis for blocks of time which has been beneficial</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>

	<ul style="list-style-type: none"> <li>- support for class teacher with targets, strategies in class and training of class staff to implement.</li> <li>- Introception programme and Safe and Sound programmes introduced to relevant learners and established within class groups through training of staff.</li> </ul>	
Part Funded Music Therapy	<ul style="list-style-type: none"> <li>- This provision has a significant impact on learner's receptive and expressive communication</li> <li>- End of year reports sent to teachers and to parents/ carers from the therapist helps families to understand the progress and impact made</li> <li>- Learners working individually or as part of a small group to ensure the input is tailored to meet individual needs</li> </ul>	<p>1</p> <p>2</p>

## Wider Strategies

Budgeted cost: £18,295

Enrichment Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Weekly Massage Sessions	<p>Learners' communications have improved and they consistently return to the classroom calmer and more regulated enabling them to be 'ready' to learn.</p> <p>Massage sessions have an impact on the emotional wellbeing of some learners, as they appear to become less anxious during them.</p> <p>This intervention has a significant impact on those learners that are finding people and situations more difficult to respond to and engage with.</p> <p>Positive relationships have continued to build between massage therapist and individuals giving learners an opportunity to discuss how they may be feeling</p>	<p>1</p>



	Language used in massage sessions around feelings and requests is being transferred and applied into classrooms and home for some learners.	
Weekly Music Lessons	<p>Classes worked on skills including rhythm, responding to another instrument, responding to another learner, following instructions and playing a range of percussion instruments.</p> <p>Learners have worked within class sessions and individual/paired sessions.</p> <p>Learners have grown in confidence and musical ability. They have learnt to work as a group in orchestra, learnt to play a range of percussion instruments, played named notes and listened to others playing instruments around them.</p> <p>Learners have shown their enjoyment and demonstrated their new skills by being able to apply them the following week and perform to others.</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>
Horse Riding	<p>Benefits have included promotion and understanding of health and fitness, boosting of self- confidence and well-being, following instructions from unfamiliar adults, building relationships with and responding to the horses.</p> <p>Learners continue to grow in confidence in their ability to follow instructions, solve problems, complete tasks, wear appropriate equipment and feel comfortable riding a horse.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

<p>1:1 Music Tuition with a Music Specialist Hilary Cornell which is Part Funded by Essex Music Services</p>	<p>Learners who participate in 1:1 music sessions have shown improvement with their communication, social and musical skills. They also show increased confidence and their self-esteem appears to be greater than before. Some learners have had their tuition session together and benefitted from working together, negotiating, taking the lead and learning new skills. Reports have evidenced progress in skills, confidence, following instructions, remembering notes and melodies, performing in front of others and working collaboratively.</p>	<p>1 2</p>
<p>One Off Visits from Movement/ Dance Workshops</p>	<p>Dance/ movement workshops enable all learners to participate. They have empowered many learners to be creative and to express themselves in different ways. For example, through movement, body language, gesture and vocalisations. Learners who participate in these sessions have shown improvement with their communication, social and musical skills.</p>	<p>1 4 5</p>
<p>Sports coaching</p>	<p>Sports coaching sessions with Southend United and LTA tennis coaches have enabled learners to try new activities, work as part of a team and to improve their fine and gross motor skills. Learners taking part in these sessions have shown in increase in confidence to participate with their peers, use their communication and focus on their own physical skills.</p>	<p>1 4 5</p>

**Total Budgeted Cost: £175,440**

## 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 202~~2~~<sup>4</sup> to 202~~3~~<sup>2</sup> academic year.

Glenwood School used the Pupil Premium funding to support those with disadvantage backgrounds in accessing resources and activities. This was aimed at increasing learning opportunities and providing a range of enrichment activities for them. This included input from Speech and Language Therapists and Occupational Therapists specialising in Sensory Integration, massage, music therapy, 1:1 tuition, dance workshops and music sessions.

Evidence of progress and impact was tracked through the ePEPs, Evidence for Learning app, Learning Conversations with parents/carers, notably Annual Reviews, Team around the Child meetings including input from external services and family, and Case Studies. This evidence showed how the impact of these resources, activities and opportunities benefitted the learners. Progress and impact are analysed in a very individual way at Glenwood as each young person has a bespoke curriculum. Case Studies were used to demonstrate progress and to influence decisions about the next steps in learning.

Glenwood governors are all linked to specific learners and used this role to scrutinise the difference additional resources made to progress.