



Glenwood Pupil Premium Strategy 2019-2021

SUMMARY INFORMATION			
Type of special educational needs and disability	Moderate Learning Difficulties (MLD)	Date of most recent pupil premium review:	November 2020
		Date of next review:	November 2021
Total number of pupils:	103 (APN 100)	Total pupil premium budget:	£55,370
Number of pupils eligible for pupil premium:	49	Amount of pupil premium received per child:	FSM £935 (£39270) LAC £2300 (£16100)

STRATEGY STATEMENT
<p>At Glenwood School we are determined and relentless in our efforts to closing the attainment gap between disadvantaged children and their peers. We follow a tiered approach to address our aims:</p> <ol style="list-style-type: none">1) Quality Teaching2) Targeted Academic Support3) Wider Approaches to increase attendance, improve well-being and provide opportunities that will benefit pupils in readiness for when they leave education

GLENWOOD HAS IDENTIFIED THE FOLLOWING BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	All students have Education and Health Care Plans and have personalised SEN targets
B	Access to extra-curricular activities
C	Significant literacy and numeracy difficulties
D	Significant social, emotional and mental health difficulties

ADDITIONAL BARRIERS

External barriers:

E	Some families are unable to support their child's learning at home
F	Attendance
G	Limited experiences outside of school

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	<p>Increase the levels of progress in reading and spelling for all students eligible for PP that are not making at least the expected progress. 'Higher learners' will be monitored rigorously and appropriate interventions applied so this identified group will therefore make their individual expected levels of progress from KS2-4.</p>	<p>Students between 5-9 reading age will receive targeted support with the aim for them to achieve a higher reading age. Reading and spelling age tests to be carried out upon entry to the school and termly thereafter to identify areas of need and to closely monitor progress. Students identified as not making expected progress will be priority for intervention</p> <p>B-Squared Assessment tool will be used to monitor and track progress</p> <p>All staff to be trained in Phonics (Jan 2021) that will enable intensive support in order to close the gaps in learning.</p> <p>Whole School dedicated reading programme to be delivered daily</p> <p>Parent workshops to support learning at home and to foster a love of reading</p>
B	<p>Increase levels of progress in math's for all students eligible for PP given their starting points. 'Higher learners' will be monitored rigorously and appropriate interventions applied so this identified group will therefore make their individual expected levels of progress from KS2-4.</p>	<p>Students improve their rates of progress and show better knowledge and understanding of basic maths skills. Maths baseline tests to be carried out at the start of Year 7. Regular Assessments and the B-Squared assessment tool will be used to monitor and track progress.</p> <p>Targeted intervention will focus on gaps in learning and enable students to progress in their step/level/grade after a targeted intervention. The intervention will support and extend on the classroom based learning.</p> <p>Some students will follow Entry Level; Some students GCSE depending on their learning profile. Interventions will have a prior assessment measure so that the intervention can be quality assured and show progress</p>
C	<p>Key students to improve their achievement and behaviour across all areas of the curriculum by building upon their resilience to learn and cope with a range of internal and external challenges that can impact on learning.</p>	<p>Improved achievement and behaviour will be shown through individual lesson points, and progress tracking database.</p> <p>Half termly CPOMs reports will monitor progress in different categories of behaviour and there will be a reduction in inappropriate behaviours.</p> <p>Attendance data will show an improvement with specific students.</p> <p>The use of restorative programmes, debriefing students following physical intervention/serious incident, ELSA, PSHE lessons, art therapy and music tuition will be used to support students in building their resilience.</p>

D	To improve the emotional well-being and social skills of some of our students	<p>Review and Reflect time, Resilience Programmes, Art Therapies, 1:1 Music tuition/therapy, and Boys Club and Girls Club, Key Person time, ELSA session, and Nurture Time will support and develop students emotional well-being and social skills and this will be reflected in their behaviour points, engagement in lessons, attendance and attainment data.</p> <p>The success of the interventions will also be reflected in the number of students taking up this level of support, and an individual measure of progress will indicate success depending on the student and the type of intervention.</p>
E	To work with outside agencies, and offer support to families who have difficulties within the home that impact on students' ability to learn	<p>Support will be provided by our Well-Being Manger and her team of ELSA practitioners and family support person to ensure that there is the appropriate intervention and pathway of support to enable the student to improve aspects of attendance or social, emotional and mental health needs. This will be reflected in attendance, attainment and behaviour data. Records of contact with external agencies will evidence high level of support, e.g. Education Psychologist, CAMHS, and Social Services etc.</p> <p>Case studies of some students will reflect their progress. Hampshire Futures Service will be used for the preparation and transition to College. KS4 Careers lead will liaise closely with feeder Colleges to support with taster days and transition process to post-16.</p>

Planned expenditure

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Key/identified students improve their achievement and behaviour across all areas of the curriculum by building upon their resilience to learn and cope with learning challenges.	<p>1:1 Support</p> <p>Outreach Programme</p> <p>Alternative Provision (E.g. Staunton Stars, Music Fusion and Oarsome Chance)</p>	<p>Some pupils are identified as needing an alternative intervention to support with their SEMH needs and resilience so that they can access appropriate areas of the curriculum in a classroom environment.</p> <p>Some students will receive 1:1 support to enable them to access the curriculum and attend lessons. Support staff and Teachers will work closely to ensure that the young person is able to access the lessons.</p>	<p>Reduction in sanctions. Improved attainment in lessons. Improved attendance and engagement in appropriate provision. Increase in the number of lessons attended.</p> <p>Increased engagement in outreach provision – evidence of learning progress</p> <p>Transition programme to get pupils back into school leading to increased attendance</p> <p>Quality Assurance from external providers</p>	<p>MC</p> <p>LE</p> <p>MC/LE</p>	June 2021

<p>Every student to access learning support, over and above lessons. To include, daily reading time, additional literacy and numeracy activities.</p> <p>Identified students to receive targeted intervention in literacy and numeracy (across all year groups) and exam preparation for Years 10 & 11</p>	<p>Structured Intervention in place to support literacy and numeracy. To foster a love of reading.</p> <p>GCSE English and Math's - All students will receive 1:1 booster sessions targeted at identified areas of need to support the classroom learning as identified by the class teacher</p>	<p>Students have missed significant learning time due to the pandemic. There has been a significant increase in the number of students taking the GCSE course this year. Math's Intervention based on directed and targeted support by Class teacher.</p>	<p>Dedicated time given during tutor time.</p> <p>Monitoring progress – termly for reading and spelling.</p> <p>A timetable and plan of intervention is in place to support students in preparation for the pending exams.</p> <p>Support is quality assured, and 100% of students have made progress so far given their starting points.</p> <p>The GCSE results will provide further evidence of impact and will be reviewed. Intervention is directed by class teacher with clear targets set for each student. The learning will support the classroom practice as it is an extension of classroom learning</p>	<p>ZB/RB/RB/AMW/DG</p>	<p>Termly</p>
<p>Whole staff training in phonics teaching</p>	<p>All staff will be able to support students reading development</p>	<p>Many students have below age 5 reading score</p>	<p>Termly reading and spelling assessment will evidence impact of training and will monitor student progress in reading and spelling</p>	<p>All staff</p>	<p>Termly</p>
<p>CPD for teaching staff and support staff to ensure quality first teaching</p>	<p>All lessons will be outstanding. Pupils will make expected progress</p>	<p>Ensure all staff receive quality CPD New staff who need specialist training around different diagnoses and how best to support students</p>	<p>Robust induction programme for new staff Calendar of quality CPD to ensure all staff are up-to-date on effective teaching methodologies</p>	<p>AW/JP/External Providers including HIAS</p>	<p>Audit of training needs to completed annually</p>

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Increase levels of progress in math's for all students eligible for PP given their starting points.	1:1 intervention Small group work Weekly tutor math's challenge	Students are selected for intervention if they have identified gaps in their learning or if they have not made the expected levels of progress. The bespoke programme is written to address an individual student's area of need that needs more intensive support.	Monitoring and Learning walks Review/Tracking of progress in Subject meetings. On-going tracking and updates on B-Squared	ZB/RB/DG	Termly
Increase the levels of progress in reading and spelling for all students eligible for PP that are not making at least the expected progress given their starting points.	1:1 intervention Small group work Daily reading time Tutor reading programme	Students are baseline assessed for reading and writing on entering the school. Termly assessment will monitor and track progress Students not making expected progress will receive targeted intervention	Monitoring and Learning Walks Review/Tracking progress in Subject meetings. On-going tracking and updates on B-Squared.	AMW/RB	Termly

<p>To improve the emotional well-being and social skills of some of our students</p>	<p>Emotional Literacy Programme</p> <p>Art therapy</p> <p>Music tuition/therapy</p> <p>Boys Club</p> <p>Girls Club</p> <p>Every student to have a key person who they meet with fortnightly</p>	<p>An increasing number of students are presenting high levels of emotional distress that is a barrier with both their learning and the learning of others. Planned sessions aim to improve emotional understanding and engagement to support with an inclusive/therapeutic approach.</p> <p>Planned programmes will cover a range of support strategies focusing on SEMH needs.</p> <p>Pupils' key person will meet with their designated students to listen to what they want to say – scale their feelings on a social and academic level – offer support. This helps to promote self-esteem, positive relationships and resilience</p>	<p>Improved engagement in all aspects of school life and successful transitions where positive relationships are formed.</p> <p>Records of student questionnaires and interviews show students' voice, interventions and further actions.</p> <p>PEPs will highlight and review areas of need and support for LAC.</p> <p>Contact logs evidence contact with carers and agencies.</p>	<p>MC/SH/KH</p> <p>Tutors</p> <p>MC</p> <p>All Staff</p>	
--	---	--	---	--	--

<p>To work with outside agencies and offer support to families who have difficulties within the home that impact on students' ability to learn</p>	<p>Well-Being Manager and her team of ELSA staff and family support liaison person</p> <p>Liaise with external agencies to offer alternative provision to meet students diverse and complex needs</p> <p>Student Support/Guidance for College- Careers Lead and Hampshire Futures</p>	<p>A few of our students have previously had difficulties with attending other schools. The child and family support is in place to support families either in the transition process to school or to establish positive working relationships to enable the child to improve attendance to school through a phased approach.</p> <p>There are currently 7 LAC at Glenwood. A majority of these students require extra emotional support and guidance to enable them to succeed and make the expected progress. This is a crucial role as the students have allocated key people that are always on call to support with their needs.</p> <p>Our Well-Being Manager works closely with outside agencies and carers in order to build positive support networks. The role of the well-being team will ensure continuity and commitment to building positive relationships with all to ensure that progress is made in school and the students are feeling positive about their foster placements. To support with the application and transition to college for individual students</p>	<p>Students will be on track to make the expected progress.</p> <p>Termly PEPs will identify areas of need for LAC and monitor and track progress.</p> <p>Liaise with Hampshire Futures and transition coordinator.</p> <p>Students successfully enrolled in Post-16 Training/Employment.</p> <p>Students will have had the opportunity to attend Taster Day</p>	<p>Teachers MC MN Hampshire Futures</p>	
--	---	--	--	---	--

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
All students able to participate in extra-curricular activities	Breakfast Support for after school clubs Funding for PAT dog Support for school trips Art Therapy	School evidence and research supports the rationale that students who arrive at school without having had breakfast will be unable to access learning – it is a fundamental part of well-being that students are not left to feel hungry Therapies on offer give students opportunity to develop their emotional intelligence and resilience enabling them to better manage their emotional needs	Monitor engagement in lessons via points system and CPOMs Attendance	Tutors CP	
Improve attitudes towards learning, motivation and behaviour. Incentives and rewards for engagement and positive progress.	Rewards and Incentives. Head Teacher's Reward Lunch for attendance 100% and most improved. Trips and activities week	Proven to be effective. As part of our rewards and consequences points scoring system, the need for quality incentives for pupils to achieve greater progress is of paramount importance	Uptake of activities. Reduction in inappropriate behaviours. Opportunities provided for off-site activities and involvement.	Tutors SB	

ADDITIONAL INFORMATION

Our key aims are to:

- Continue to monitor and track the attainment of the most disadvantaged pupils to ensure that they continue to make the expected levels of progress
- To use achievement data to check whether interventions or techniques are working and make adjustments accordingly to quality assure any intervention programme

In order to close the gaps, we look at best practice and research. This leads us to conclude that the most effective ways of raising attainment for all and close the gaps for the disadvantaged are through:

- Improving quality provision across the board, in particular the quality of teaching in the classrooms – we do this by (a) ensuring that staff are well-trained and have adequate time to carry out their roles and (b) ensuring good quality support in the class to rapidly identify and address underachievement.
- Interventions and activities that target specific needs – we do this by having teaching and support staff who can put on specific interventions for specific groups, for example, Literacy, Numeracy, Boys/Girls Clubs, and Higher Learners etc.
- Increasing student well-being and enjoyment of and participation in all aspects of school life – we do this by subsidising a range of activities, trips and clubs and by providing therapeutic interventions which give students opportunities to develop and build their emotional intelligence and resilience
- Collaborative work with other schools to find best practice, quality assure and set up positive and effective teaching and learning networks.