

Pupil Premium Strategy Statement

Goldwyn 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of Pupils On Roll	204
Proportion (%) of Pupil Premium Eligible Pupils	49%
Academic Year / Years Covered By Pupil Premium Strategy Plan	2023-24 (Review) 2024-25 (Revised Strategy) 2025-26 2026-27
Published Date	December 2024
Review Date(s):	October 2025
Statement Authorised By	Kerry Green - Principal
Pupil Premium Lead	Jo Chessum - Assistant Principal for Inclusion

Funding Overview

Detail	Amount
Pupil Premium Funding Allocation This Academic Year	£118,895
Recovery Premium Funding Allocation This Academic Year	£91,632
Pupil Premium Funding Carried Forward From Previous Years	£0
Total Budget This Academic Year (2023-24)	£210,527

Part A: Pupil Premium Strategy Plan

Statement of Intent

Identified Barriers to Educational Achievement

The impact of Covid-19 on pupil attainment, wellbeing and mental health continues to be evident in the increasing needs of young people across the country, particularly for those from disadvantaged backgrounds (DfE 2021, 2022). For pupils on roll at a specialist provision for Social, Emotional & Mental Health, the impact has exacerbated their existing and already complex needs in relation to general wellbeing, social interaction, learning and engagement in the wider community. Contextually, the school has seen an increase in the prevalence of Emotional Based School Avoidance, particularly amongst those young people with a diagnosis of Autism and an increase in the number of ACEs and / or Trauma experienced by young people. Many pupils continue to be on the waiting list for specialist assessment or intervention.

Goldwyn School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- High levels of anxiety, resulting from personal experiences as well as neurodivergence.
- Increased exposure to Adverse Childhood Experiences.
- Limited self-awareness and resilience.
- Extended time out of school, both as a result of the pandemic and no identified provision.
- Low readiness to learn - limited learning confidence and minimal experience of success in school to develop growth mindset and metacognitive skills.
- Social isolation - limited opportunities to develop friendship groups or become involved in the wider community.
- Delayed development of 'age appropriate' skills due to vulnerabilities and missed experiences.
- Difficulties recognising own needs and self-regulating, resulting in distress behaviours.
- Limited access to services or external agency support.
- Parental anxiety due to lack of access to support, training and resources.

Challenges

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

Challenge Number	Detail of Challenge
1	Anxiety; increased prevalence of EBSA; extended time 'out of school'; previous negative experiences in an educational setting; differing experiences during and since the pandemic; increase in social anxiety; increased risk of burnout.
2	Trauma and increasing prevalence of ACEs, resulting in distress behaviours.
3	Limited or late access to services or external agency support, including assessment for neurodivergence; reluctance to engage due to previous experiences or inability to attend appointments resulting in case closure.
4	Limited learning resilience as a result of missed time in school and missed learning, impacting on engagement and behavioural responses to challenge.
5	Low aspirations and delayed preparation for life - limited motivation as a result of Challenges 1 to 4.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-25, 2025-26 and 2026-27)**, and how we will measure whether they have been achieved.

- **Students develop their emotional resilience; they have increased self-awareness and know what they need to regulate or recharge.**
- **Students develop their learning confidence; they can respond positively to feedback and challenge; they are increasingly independent in accessing learning.**
- **Students develop social and communication skills by being more actively involved in school and community life; they have greater confidence in social interaction and a stronger sense of self-worth.**
- **Students develop aspirations; they have the confidence and motivation to talk about and plan for their future; they are well-prepared and have the skills needed for a successful transition at the end of Year 11.**

Intended Outcome	Success Criteria
Students develop their emotional resilience; they have increased self-awareness and know what they need to regulate or recharge.	Increased access to school. Improved attendance. Fewer behaviour incidents. Increased rewards. Increased protective factors.
Students develop their learning confidence; they can respond positively to feedback and challenge; they are increasingly independent in accessing learning.	Inclusive learning environments and adaptive teaching promotes access for all. Increased access to school; Improved attendance. Improved engagement in lessons. Increased rewards. Academic progress and attainment.
Students develop social and communication skills by being more actively involved in school and community life; they have greater confidence in social interaction and a stronger sense of self-worth.	Increased participation in enrichment activities. Achievement of Short-term targets / EHCP Outcomes. Development of personal interests - clubs or activities.
Students develop aspirations; they have the confidence and motivation to talk about and plan for their future; they are well-prepared and have the skills needed for a successful transition at the end of Year 11 or beyond.	Increased engagement in PSD / Careers / Enrichment activities. Participation in Work Experience. Destinations confirmed and prolonged.

Part B: Review of the Previous Academic Year

Activity in The Previous Academic Year

This details how we spent our pupil premium (and recovery premium) funding **in the previous academic year** to address the challenges listed above.

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
<p>Targeted Emotional Wellbeing Support £137,939</p>	<p>Integrated, evidence based approaches are normal working practice throughout the school day with staff trained in:</p> <ul style="list-style-type: none"> • Childhood Trauma & Brain Development • Relational Practice. • De-escalation. • Emotion Coaching. • Supporting Students Who Self-Harm. • Restorative Practice. • Growth Mindset. <p>Identified staff are trained to provide more specialist support through evidence based interventions including:</p> <ul style="list-style-type: none"> • Youth Mental Health First Aid - Pastoral Staff. • ELSA - Targeted Staff. • Drawing & Talking - Targeted Staff. • Forest School / Outdoor Education - Outdoor Education Lead. • Circle of Adults (Student Focus) - Inclusion Team. • Restorative Justice (Facilitators) - Pastoral Team.. • Trauma Informed Practitioners - Targeted Staff. • EBSA - Specialist Engagement Officer. 	<p>Previous Challenge Numbers 1, 2 & 4</p>
<p>Counselling & Therapies £67,063</p>	<p>Students continue to have access to weekly sessions with our BACP Accredited Independent School Counsellors.</p>	<p>Previous Challenge Numbers 1, 2 & 4</p>

	<p>Specialist therapeutic intervention, through known and trusted providers, is secured for targeted students who have experienced significant trauma and / or are amongst the hardest to reach within the school population.</p>	
<p>Extended Off-Site Provision £51,795</p>	<p>Our extended, off-site provision continues to engage some of our most vulnerable and hard to reach young people, addressing long standing barriers to learning that, prior to joining the school, had often resulted in significant periods of time out of education and / or limited engagement in learning. Developing positive relationships and a sense of achievement in an area of personal interest enables these students to grow in confidence, place value in education, plan future goals and, ultimately, engage in more formal teaching and learning.</p> <p>Access to Tutors who provide tuition remotely, in the student's home or local area or through a wide range of online learning platforms (SAM Learning, Pearson, My Maths, etc), means that provision can be specifically tailored to individuals.</p>	<p>Previous Challenge Numbers 1, 2. 3 & 5</p>
<p>Outdoor Forest Education £14,500</p>	<p>The positive impact of outdoor education on engagement and mental health and wellbeing, particularly in young people who have experienced trauma, is well documented, with the added benefits of developing social / team working skills, learning to judge and manage risk and improving behaviour, all within a safe and supportive environment.</p> <p>As a result, we are embarking on developing our own facilities in order for the provision to be available to more students with a wider range of activities based onsite.</p>	<p>Previous Challenge Numbers 1, 2 & 4</p>
<p>Literacy Intervention (0.5 fte SDO & 0.25 fte Teacher) £33,270</p>	<p>A recently developed Working Party, informed by the NPQLL and work with Kent Educational Psychology Services, is supplementing and building on targeted interventions in class.</p>	<p>2, 3 & 5</p>

<p>Numeracy Intervention (0.5fte TA & 0.25 fte Teacher) £27,419</p>	<p>As a result, students who have a history of persistent poor attendance, significant barriers to learning and / or specific difficulties have increased confidence and access to learning.</p> <p>Targetted Maths intervention through subject gap analysis has enabled students to secure basic skills whilst accessing a more age-appropriate curriculum.</p>	
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Outcomes for Disadvantaged Pupils

Overview

As a school serving some of the most disadvantaged and hard to reach young people in Kent, good progress has been made towards achieving the intended outcomes of the previous Pupil Premium Strategy.

Progress Data

Progress data for the academic year 2023-24 was equitable between Pupil Premium students and Non-Pupil Premium students in both English and Maths.

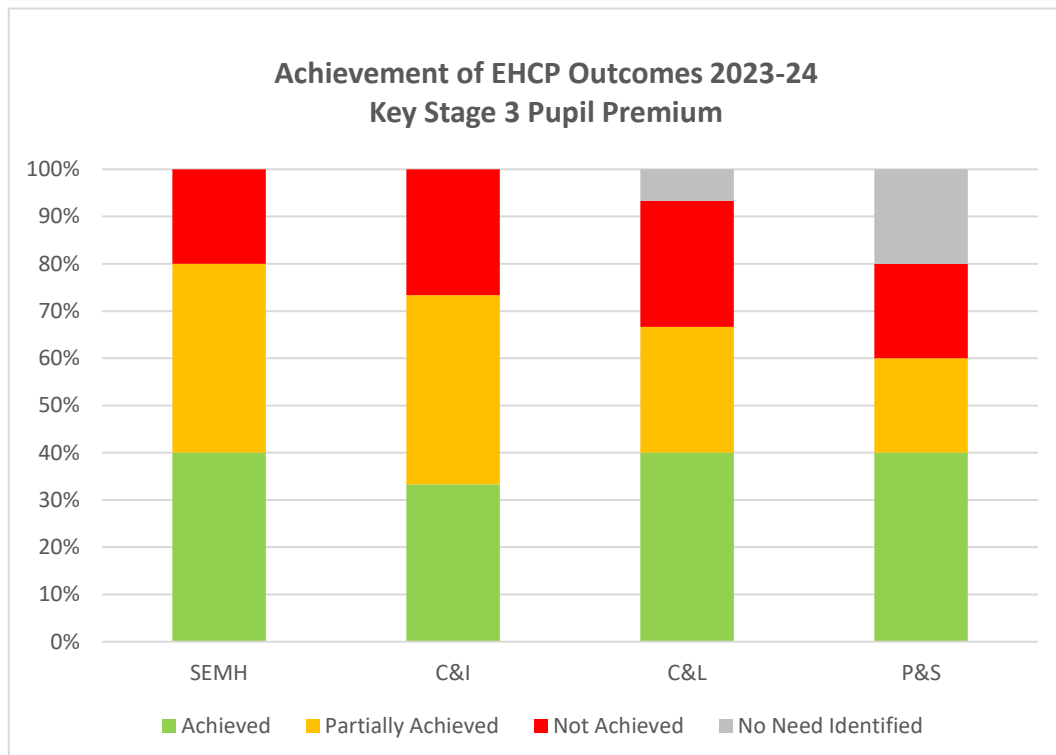
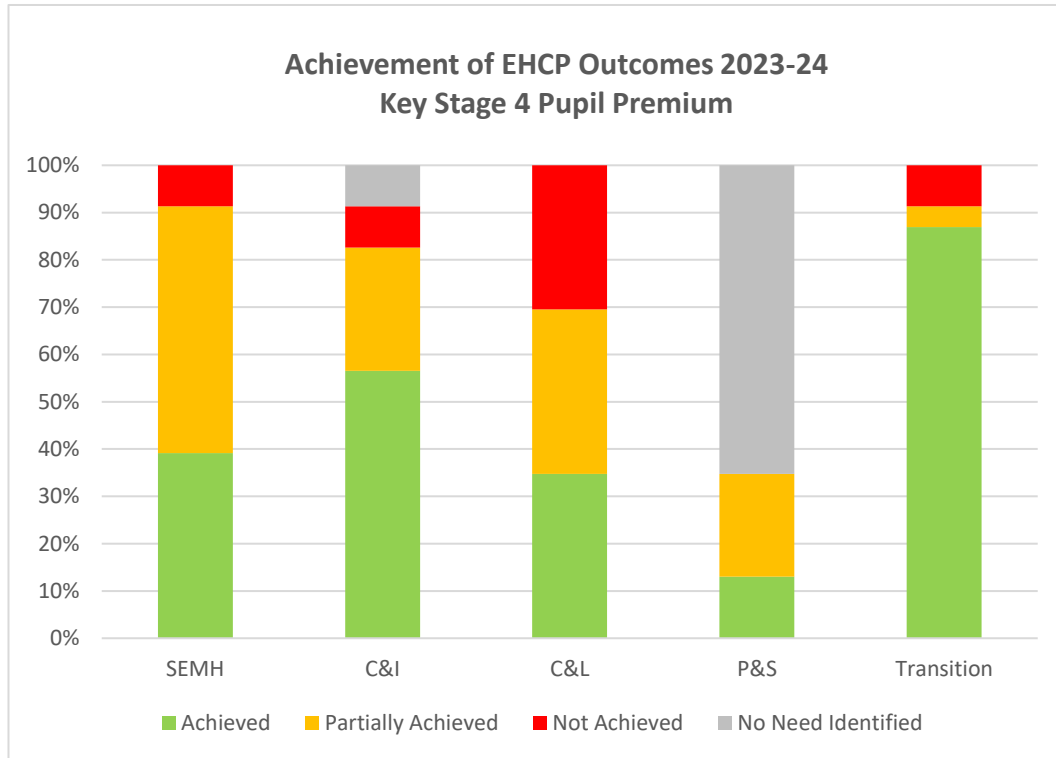
- Pupil Premium - 81% made progress in English.
- Non-Pupil Premium - 83% made progress in English.
- Pupil Premium - 82% made progress in Maths.
- Non-Pupil Premium - 83% made progress in Maths.

Attainment Data

% of Pupils Achieving 5 x 9-1 Equivalent Passes		2019	2020	2021	2022	2023	2024
Number of Pupils	Goldwyn School	38	40	37	32	24	37
% of Pupil Premium Pupils	Goldwyn School	58%	76%	69%	76%	52%	58%
% of Children In Care	Goldwyn School	100%	67%	75%	0%	100%	80%

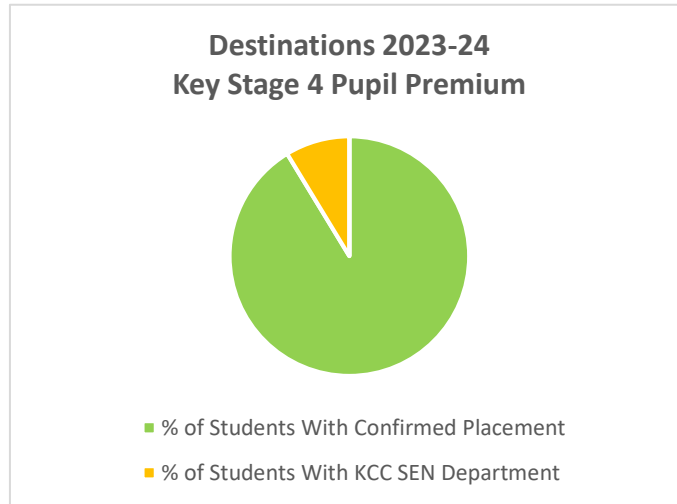
Achievement of EHCP Outcomes

83% of EHCP Outcomes were achieved or partially achieved by Pupil Premium students in Year 9 (Key Stage 3 Outcomes) and Year 11 (Key Stage 4 Outcomes) in the academic year 2023-24, despite many of the young people joining the school part-way through the respective Key Stage, equitable with their Non-Pupil Premium counterparts.

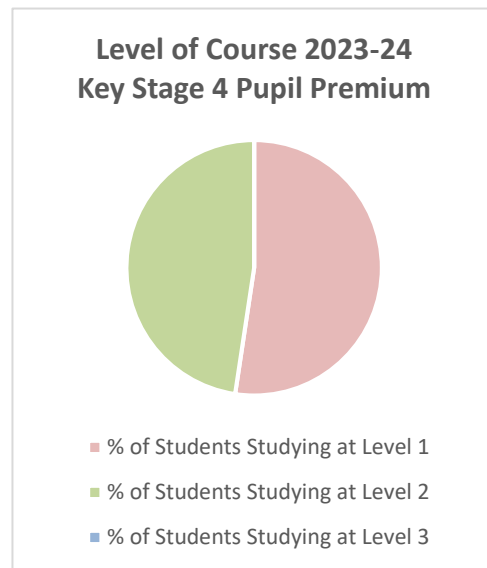
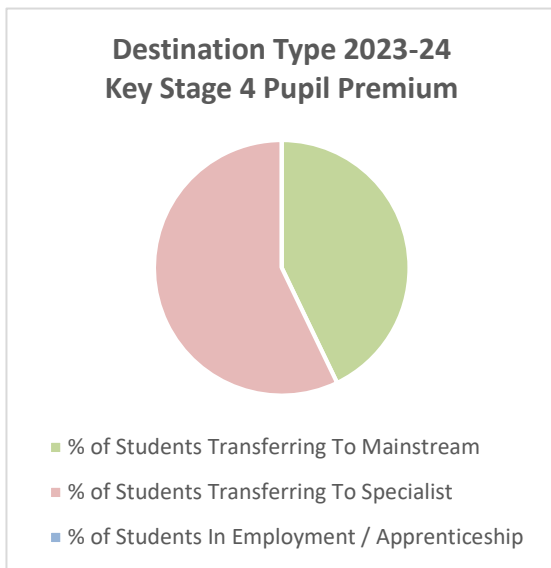


Destinations

Despite significant delays in the Post-16 Transfer Process across Kent, all Pupil Premium students had a confirmed destination and had started on their post-16 course, or had been highlighted for continuing support through liaison with the relevant Case Worker to secure appropriate placement, by October 2024.



Nearly half of Pupil Premium students transferred to mainstream college and went on to study at Level 2 or above at their chosen destination.



This Pupil Premium Strategy is now revised for the academic years 2024-2025 to 2026-2027.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Additional Information:

Planned Activity For 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.

Activity	Evidence That Supports This Approach	Challenge Number(s) Addressed
Further developing Whole School and Targeted Emotional Wellbeing and Resilience Approaches	<ul style="list-style-type: none"> • Embedding Trauma Informed School (TISUK). • Embedding Crisis Prevention Institute (CPI). • Embedding Autism Education Trust (AET). • Embedding Circle of Adults (evidence based, solution focused approach). • Embedding Restorative Justice (RJ). • Senior Mental Health Lead - Targeted SLT (to develop / monitor whole school approach). • Developing SEMH Intervention Leads (to deliver / monitor targeted, evidence based intervention). • Developing Specialist Engagement Officers (to increase outreach and facilitate reintegration). 	1, 2, 3, 4 & 5
Counselling & Therapies	<ul style="list-style-type: none"> • Addressing highest need through an established Mental Health Strategy, including: <ul style="list-style-type: none"> - Emotional Wellbeing Team. - Independent School Counsellor. - Independent Specialist Therapies. 	1, 2, 3 & 5
Extended Offer	<ul style="list-style-type: none"> • Addressing patterns of disengagement, including EBSA. 	1, 2, 4 & 5
Development of Forest School Offer	<ul style="list-style-type: none"> • Trauma Informed School (TISUK). 	1, 2, 3 & 4
Growth Mindset / Metacognition	<ul style="list-style-type: none"> • Developing emotional self-regulation in order to 'learn how to learn'. <p>EEF Metacognition and self-regulated learning.pdf</p>	4 & 5