Glenmoor and Winton Academies Pupil Premium Strategy Statement 2024-2027

The EEF Guide to the Pupil Premium | EEF (educationendowmentfoundation.org.uk)
Pupil premium - GOV.UK

This statement details our school's use of pupil 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
School name	Glenmoor and Winton Academies
Number of pupils in school	1810
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Leon Lima
Pupil premium lead	Amelia Ashby
Governor / Trustee lead	Megan Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£390,060
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	£390,060

Part A: Pupil premium strategy plan

Statement of intent

Glenmoor and Winton Academies will ensure that pupils who are entitled to Pupil Premium funding are treated equally and favourably as others and that the additional funding is used effectively to address the challenges they may face. The Academies will use the additional funding to promote the achievement and progress of entitled pupils. Through wise use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these pupils will make better progress and achieve higher standards that would have been unlikely without it.

The Academies will utilise and embed the recommendations and advice from well-established evidence-based research, including the Education Endowment Fund (EFF) and NFER. This includes a strong focus on quality teaching, raising attendance, positive wellbeing and supporting those with both SEND and who are identified as pupil premium.

The Academies have historically invested a proportion of funding into our pastoral and wellbeing teams which we have seen great impact from; we continue to make positive mental health a priority for disadvantaged students. For further information, please see our Pupil Premium policy.

Challenges

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

Challenge number	Detail of challenge
1	**Year 11 Maths & English outcomes for Pupil Premium students** – pupil premium students are consistently not achieving in line with their non-pupil premium peers. The attainment gap between these two groups still proves a challenge we need to address.
2	Teaching and support staff lack the **pedagogical and subject knowledge** to effectively raise the attainment of students who are pupil premium, highlighting the need for more effective **professional development.**
3	Students who are both **SEND and pupil premium are not achieving** in line with their non-disadvantaged peers, illustrating the need for a more aligned and collaborative approach.
4	**Students social, emotional, and mental health** (SEMH) is proving a challenge due to overstretched NHS providers and an increasing demand.
5	Pupil premium **attendance** to both school and lessons.

6	Students' **literacy and numeracy skills** are inhibiting them for accessing the full curriculum due to low reading ages that do not align with their chronological age.

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 achieve **excellent outcomes for Pupil Premium students in English** and Maths	• Students' progress data for English and Maths to be in line with those peers who are not pupil premium and above the national average. • Students to receive strong passes for English and Maths to allow them to access a plethora of post 16 opportunities. • To reduce any internal variation between PP and non-PP students.
Teaching and support staff are skilled practitioners in raising the attainment of pupil premium students.	• Learning walk data demonstrates that staff effectively plan and deliver lessons that ensures the success of PP students. • Book looks and scrutinises will illustrate excellent work completed by PP students and there will be no variation in the quality of work produced between PP and non-PP students. • Class passports will be used effectivity to prioritise PP students and internal data will reveal that PP students make strong progress within the curriculum.
Students who are both **Pupil Premium and SEND** will have improved attainment.	• Students' progress data will be in line with those who are not both pupil premium/SEND. • A range of progress data, including internal and terminal exams, reading and spelling scores will show that their disadvantage is not a barrier to their outcomes and achievements.
Students with **SEMH needs will be supported**, enabling them to access education to the fullest.	• Reduction in external CAMHS referrals and other reliance on external professionals through early identification and intervention. • Holistic data such as attendance, student voice responses and positive behavioural events will reveal an increased sense of belonging.
A reduction in persistent absence and an **increased attendance** to school and lessons.	• Attendance figures and comparison to the national average and non-pupil premium pupils highlights a decline in persistent absence from previous historical data. • Reflection and fixed term exclusion data shows no pattern that pupil premium students are over-represented; this will be improved upon previous historic data.

	• The pastoral team, SEND and safeguarding team work collaboratively to co-plan and investigate influencing triggers to challenging behaviours. • The Academies utilise the graduated/tiered approach in supporting students improve their self-regulation and understanding their emotions.
Students are **fluent readers**, enabling them to access their learning to the full extent	• Students' reading age is in line with their chronological age. There is no internal variation between reading ages of those with PP and those non-PP. • Observations during tutor time and lessons show that students are confident readers, and the enjoyment of reading is an integral part of the taught curriculum.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ *127,100*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in staffing for English, maths, ethics and science to allow for; -Class size reduction in Year 11 English, maths, science and ethics lessons -Y11 intervention lessons in English, maths and ethics -Literacy teaching groups KS3 -Specialist English/maths tutor groups at KS4	NFER – Deploying staff effectively EEF – Improving mathematics in KS2 & 3 EEF – Covid Catch up NFER – High quality teaching for all NFER- Meeting individual learning needs	1, 5
Investment in technology resources to support Teaching and Learning, e.g surface pros, subject specialist equipment, alongside the necessary staff training.	EEF – Teaching and Learning toolkit EEF – Effective Professional Development EEF- Teacher feedback to improve learning EEF – Using digital technology to improve learning NFER – High quality teaching for all	1, 2, 5, 3

Continued investment in quality professional development for all staff based on: whole class feedback, Rosenshine Principals etc. This also includes regular subject masterclasses to improve subject knowledge and professional learning communities where staff can work collaboratively on an area of their choice.	EEF – Teaching and Learning toolkit EEF – Effective Professional Development EEF – Metacognition & Self-regulated learning EEF – Putting evidence into work EEF – Covid Catch up NFER – Deploying staff effectively NFER – High quality teaching for all NFER- Meeting individual learning needs	1-5
Online homework platforms to support home learning and acquisition of knowledge	EEF – Teaching and learning toolkit NFER – High quality teaching for all NFER- Meeting individual learning needs	1, 2, 5, 7

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

Budgeted cost: £ *100,120*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths/English 1:1 tutoring programme KS4 and KS3, for those not reaching their potential based on KS2 data.	EEF – Pupil Premium guide EEF – Improving mathematics in KS2 & 3 EEF – Covid Catch up NFER – Deploying staff effectively NFER – High quality teaching for all NFER- Meeting individual learning needs	1, 2, 4
Increase the capacity for Lexonic reading through hiring 2 full time specialists	EEF – improving literacy in secondary schools EEF – Covid Catch up NFER- Meeting individual learning needs	2, 4, 7
English and numeracy tutor groups at KS3	EEF – improving literacy in secondary schools EEF – Improving mathematics in KS2 & 3 EEF – Covid Catch up NFER – Deploying staff effectively NFER – High quality teaching for all NFER- Meeting individual learning needs	1, 2, 4, 7
Appointment of a reading coordinator and a lead practitioner for literacy & oracy	EEF – improving literacy in secondary schools	1, 2, 4, 7
Laptop and google Chromebook provision	EFF – SEND in mainstream schools NFER- Meeting individual learning needs	1, 2, 4, 7

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

Budgeted cost: £ *162,840*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification and intervention through CPD investment for internal counselling services and increased capacity for ELSA and the pastoral team	EEF – Improving behaviour in schools EEF – Metacognition & Self-regulated learning EEF – Putting evidence into work EEF – Effective professional development NFER- Addressing behaviour and attendance	2, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officers, Educational Welfare and increased Pastoral support to raise attendance	EEF – Improving behaviour in schools EEF – Metacognition & Self-regulated learning NFER – Deploying staff effectively NFER- Addressing behaviour and attendance	2, 5, 6
Transition Co-ordinator role for effective work around transitions and planning	EEF – Putting evidence into work NFER – Clear responsive leadership	2, 4, 5, 6
Mentoring programmes for student- AFBC, Lotus, and work with The Outward-Bound Trust	EEF – Improving behaviour in schools NFER- Addressing behaviour and attendance	2, 4, 5, 6
Employment and mentoring of a trainee counsellor to increase capacity to support the emotional wellbeing of student	EEF – Metacognition & Self-regulated learning	5
CPD related to Anger Management and dealing with challenging behaviour	EEF – Improving behaviour in schools EEF – Metacognition & Self-regulated learning EEF – Effective professional development NFER- Addressing behaviour and attendance	5, 6
BRIAVE and BEAT programme delivery via the local Educational Psychology service	EEF – Metacognition & Self-regulated learning	2, 5, 6
SHINE project	EEF – Metacognition & Self-regulated learning NFER- Addressing behaviour and attendance	5, 6
Employment of further Senior Leaders within the team to raise standards within all key	EEF – Improving behaviour in schools EEF – Putting evidence into work NFER – Deploying staff effectively	1-6

stages, using holistic data and lead middle leaders.	NFER – Clear responsive leadership	
Employment of a careers advisor	EEF – Putting evidence into work NFER – Deploying staff effectively	1- 6
SAS and high tariff panel to collaborate pastoral and SEND interventions	EEF – SEND in mainstream schools NFER-Addressing behaviour and attendance NFER- Meeting individual learning needs	4, 5
Increased staffing capacity within inclusion (Boost) – To provide support programmes for our most vulnerable students including Cognitive Behaviour, Self Esteem, Anger management, Anxiety and Stress	EEF – Improving behaviour in schools EEF – Metacognition & Self-regulated learning NFER – Deploying staff effectively NFER-Addressing behaviour and attendance NFER- Meeting individual learning needs	2, 4, 5, 6
CPD book library and external courses for our Learning Coaches to utilise and upskill	EEF- SEND in mainstream schools MITA Report EEF – Putting evidence into work EEF – Effective professional development NFER- Meeting individual learning needs	2, 4
Collaboration with the local Specialist setting training hub (BOOST)	EEF- SEND in mainstream schools MITA Report NFER- Meeting individual learning needs	2, 5

Total budgeted cost: £ 390,060

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This section outlines the demonstrable impact of our Pupil Premium strategy during the 2024–2025 academic year. Our evaluation draws on a detailed analysis of disadvantaged pupils' performance, incorporating both national benchmarks and robust internal assessment data. Although accurate progress measures are not available due to the absence of KS2 SATs for this cohort, a direct result of the pandemic, our attainment data provides a strong and reliable indicator of pupil outcomes. The strength of this performance provides a secure foundation on which to build further growth, ensuring that disadvantaged learners continue to thrive academically and receive the support necessary to achieve long-term success.

Achieved	On Track	At Risk

Intended outcome	Evaluation
To achieve **excellent outcomes for Pupil Premium students in English** and Maths	Despite the continued existence of a national attainment gap between Pupil Premium and non-Pupil Premium students, disadvantaged learners at Glenmoor and Winton continue to achieve highly. An impressive 79% of Glenmoor pupils and 75% of Winton pupils secured standard passes in both English and maths, with 58% achieving a strong pass (grade 5 or above) in both subjects. These outcomes significantly exceed national figures for disadvantaged pupils and illustrate the sustained effectiveness of our strategic approach. However, the gap between the Academies Pupil Premium and Non-Pupil Premium students persists so we remain fully committed to reducing this attainment gap.
Teaching and support staff are skilled practitioners in raising the attainment of pupil premium students.	Staff have a clear understanding of who their disadvantaged students are and consistently target them with effective strategies in lessons. Learning walk evidence shows that most lessons demonstrate strong implementation of 'PP-first' approaches, including targeted cold calling, purposeful circulation, and personalised feedback. Book looks also indicate that the quality of work produced by disadvantaged students is in line with that of their non-disadvantaged peers. This is further reflected in outcomes, with our pupil premium students performing above the national average in the terminal 2025 exams. Strengthening the consistency and impact of our strategies continues to be a key priority and we hope that through the introduction of Steplab this year, we will be better able to track the quality of teaching systematically, ensuring more conclusive data.
Students who are both **Pupil Premium and SEND** will have improved attainment.	Over the past three years, academic outcomes have remained strong for both SEND and pupil premium students, with all groups achieving significantly above national averages. Although COVID-19 disruption means we are unable to report Progress 8 figures, we have used robust internal assessment data to track progress. This internal data indicates that both SEND and PP students continue to make positive progress.
Students with **SEMH needs will be supported**, enabling them to access education to the fullest.	Our internal tiered graduated approach continues to have a strong impact, resulting in a reduced need for external interventions and resources. Attendance data also reflects this success: pupil premium students attend school at rates higher than the national average, and in some cases their attendance exceeds that of their non-pupil premium peers. In addition, tracking of extra-curricular engagement shows that our disadvantaged students participate meaningfully in clubs, trips, and leadership opportunities, demonstrating their growing confidence, involvement, and sense of belonging within the school community.

A reduction in persistent absence and an **increased attendance** to school and lessons.	Attendance data shows a positive trend for our pupil premium students, with persistent absence declining when compared with both national averages and our own historical figures (Glenmoor PA 22.5%, Winton PA 21.6, national PP PA 33%). This improvement reflects the ongoing work and targeted initiatives designed to remove barriers and support stronger, more consistent attendance. However, current behaviour trends show that pupil premium students (especially Glenmoor) are disproportionately represented in the data, regarding time spent out of lessons due to behavioural incidents. The Academies are working hard to address this and ensure that all students' experience is fair, supportive and inclusive.
Students are **fluent readers**, enabling them to access their learning to the full extent	All pupil premium students have benefited from targeted literacy support through our whole-school reading programme. In addition to this universal provision, we have delivered a range of focused reading interventions—including Lexonic Leap, Lexonic Advance, fluency and comprehension sessions, bespoke reading tutor groups, and dyslexia-specific support. A total of 63 pupil premium students received personalised literacy interventions, and our internal data shows clear gains, with these students' reading ages improving over the last academic year. This progress has been strengthened by our teaching and learning CPD programme, which ensured all staff received high-quality training in effective reading instruction—particularly strategies designed to support pupil premium students. We remain committed to building on this success and continuing to close literacy gaps through strong, consistent practice.

Teaching

Good progress   Average Progress   Minimal Progress

Over the past academic year, we have made significant and measurable progress in ensuring that our disadvantaged students benefit consistently from high-quality first teaching. Staff are now confidently employing targeted, evidence-informed strategies designed to strengthen the attainment and engagement of pupils in receipt of the Pupil Premium. Considerable work has taken place to ensure teachers are acutely aware of who their disadvantaged learners are within each classroom, alongside a clear understanding of the strategies most likely to accelerate their academic progress.

This practice has been further enhanced by the development of a comprehensive Pupil Premium Teaching and Learning Toolkit, which prioritises high-leverage pedagogical approaches such as rigorous checking for understanding, systematic targeted questioning, and regular, responsive feedback. As a result, the principle of 'PP first' is now firmly embedded within our school culture, with teachers consistently adapting their lessons to remove barriers and meet individual needs effectively.

Looking ahead, purposeful practice and the explicit teaching of reading and vocabulary remain key areas of development, forming an integral part of our whole-school commitment to strengthening student resilience and literacy. These priorities align with our

wider strategic focus on making 2026 the 'Year of Reading', ensuring that all students—particularly the most vulnerable—are equipped with the skills required for long-term academic success.

Targeted Academic Support

==Good progress==   Average Progress   Minimal Progress

Through a carefully implemented graduated approach to intervention, we ensure that pupils who experience difficulties in core subjects receive precisely targeted support tailored to their individual needs. Our 1:1 tutoring provision in English, maths, and science has led to strong and sustained progress across both KS3 and KS4. This success is mirrored in our wider literacy offer, including Lexonik, fluency and comprehension programmes, and structured dyslexia support, all of which have demonstrably strengthened pupils' reading confidence and attainment.

In addition, we have introduced an innovative 'Engagement Programme' for selected KS3 and KS4 students (75% PP), providing small-group, specialist-led interventions in core subjects to help re-engage learners and facilitate their smooth reintegration into the classroom. The appointment of dedicated staff to lead this work has enabled us to design bespoke packages of support, responsive to each pupil's context. As a result, school attendance for these pupils has risen significantly, and many have now successfully transitioned back into mainstream lessons, reflecting the overall effectiveness of our provision.

Wider strategies

Good progress   ==Average Progress==   Minimal Progress

The schools' tiered approach to pastoral support has had a notable and positive impact on both behaviour and attendance, particularly for students presenting with social, emotional, and mental health needs. Our enhanced emotional support provision has enabled pupils to access a range of targeted interventions aligned to their level of need, while also allowing staff to monitor changes in pupils' wellbeing with greater accuracy and consistency. The increased staffing capacity within the pastoral and inclusion teams has further strengthened this work, ensuring we can respond more effectively to growing levels of need and support a wider cohort of students. This expansion will continue into the 2025–26 academic year with the addition of a Senior Head of Year, a Senior Pastoral Leader, and an additional Deputy Head of Year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
AFCB Mentoring	AFC Bournemouth
BOOST outreach	Linwood Teaching Alliance
Mental Health First Aid Training	St John's Ambulance
Lexonik Leap	Lexonik Advance
The Brilliant Club	The Young Scholar's Programme
Colour Works Foundation	Self-Belief Course