Glenmoor and Winton Academies Pupil Premium Strategy Statement 2024-2028

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)**	2024-2028
Date this statement was published	September 2025
Date on which it will be reviewed	January 2028 July 2028
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	£398,770
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	£398,770

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 – we wish to ensure any gap between non-PP is addressed and ensure PP students achieve a minimum of a strong pass to go onto their chosen post 16 destination.
2	Ensure staff have access to effective Professional Development and subject/pedagogical knowledge to support them in raising the attainment of students who are Pupil Premium.
3	Create a collaborative approach to supporting those students with SEND and who are also identified as Pupil Premium, particularly those students with an EHCP who have not achieved their potential historically. A wrap around support network is required to ensure this collaboration.
4	Supporting the increasing need for social, emotional, and mental health (SEMH) provision within the Academies, due to overstretched NHS providers and an increasing demand.
5	Continue to raise attendance to be above the national average, this including supporting those who are deemed to be persistently absent.

6	Ensure all students have the necessary literacy and numeracy skills to access the curriculum, with a particular focus on reading ages in year 7 and 8. All students are assessed twice yearly to determine their progress, this data will be used to identify spotlight students requiring further intervention and its impact.

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
Quality first teaching for all	Students' progress data to be in line with those peers who are not pupil premium and above the national average. Includes using KS3 progress data, GCSE predictions, mock results and formative assessment. A target is to reduce any internal variation between PP and non-PP students. Learning walks and work reviews will also demonstrate quality work completed by PP students. Staff can effectively plan and deliver lessons that ensure the success of PP students in line with their non-PP peers.
Students who are SEND and pupil premium progress well	Students' progress data to be in line with those peers who are not pupil premium/SEND. A range of progress data is to be compared and acted upon, such as KS3 and KS4 data, in addition to reading and spelling scores.
Reduction in persistent absence for those students who are pupil premium and an increase their overall attendance	Attendance figures and comparison to the national average and non-pupil premium pupils highlights a decline in persistent absence from previous historical data.
A tiered graduated approach to supporting students with SEMH needs	Reduction in external CAMHS referrals and other reliance on external professionals. In addition, holistic data such as attendance, student voice responses and positive behavioural events will be reviewed to show impact.
Students who are pupil premium are not disproportionately represented in our behavioural statistics	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: £ *128,810*

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: £ *101,120*

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: £ *168,840*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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

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- AFC, 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 stages, using holistic data and lead middle leaders.	EEF – Improving behaviour in schools EEF – Putting evidence into work NFER – Deploying staff effectively NFER – Clear responsive leadership	1-6
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,	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

Anxiety and Stress		
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: £ 398,770

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 2024 to 2025 academic year.

During the last academic year, the academies' CPD offer to staff continued to be reflective of the needs of students to ensure high quality teaching & feedback was available for all students. This CPD offer included access to external courses, focus on additional support e.g. supporting students' well-being, subject specific CPD, oracy, and technical support in using new technology that is being introduced to the classroom. raising standards leaders, heads of year, safeguarding team and pastoral leads at the academies continue to work tirelessly to ensure all students, including PP students, attend school daily, following robust systems. We continue our work from previous years on reviewing and removing barriers to learning by auditing those disadvantaged by a lack of access to technology by providing laptops or Chromebooks to ensure all students can access home learning and can have communication with their teachers when not at school if necessary. CPD has continued to develop for support staff, including SEND, BOOST and pastoral staff and there has been a specific programme of CPD for the pastoral team running alongside the academies' extensive offer. We continue to utilise our external links in supporting SEND and SEMH CPD to ensure our staff are upskilled and support all students' needs.

Our pupil premium attendance and GCSE outcomes were above the national average last year and we continue to strive to improve these, so our students have access to a plethora of opportunities in their future. The post 16 destinations for our pupil premium students are wide ranging, from apprenticeships to local sixth forms. We wish to raise aspirations further by pushing our students to high performing sixth forms and accessing scholarships at independent schools; the work from the careers advisor reflects this, providing workshops, individual guidance, a careers fair etc., and students can access multiple careers appointments if they need further advice/support.

Our tiered system has improved our emotional support provision, allowing students to access a range of support depending on their need and allowing staff to track any changes in need very clearly. The increased staffing capacity within the pastoral and BOOST team to accommodate students' needs and demand have been successful, allowing the teams to work with a wider group of students and this will continue into the academic year 2024-25 with the addition of another deputy head of year. We have also run some additional programmes involving outside agencies in order to ensure students are best supported and our offer of support is comprehensive. This has led to students being in school and developing wellbeing skills to independently self-regulate.

We continue to assess students' progress both formatively and summatively to identify any gaps in knowledge and skills, both at a whole school level and individually. Our teaching and learning philosophy of regular lessons addressing misconceptions and redrafting with support and scaffolding to ensure accessibility for all is integral to our whole school CPD message. We then use the graduated response to offer tutoring, subject specific tutor groups, and small group interventions for students who are still not progressing as we expect.

Overall, we remain focused on high quality lessons, staff CPD, and ensuring attendance and positive behaviour provides not only pupil premium students, but all students at the academies, the effective message that we expect them to succeed and together as a community, working alongside parents/carers, we can overcome any barriers to achievement.

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
Shine Project	