Pupil Premium Strategy Statement 2026 – 2029

This statement details our school's use of Pupil Premium for the 2026 - 2027 academic year.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year, and the impact that last year's spending had within our school. This is year 1 of this strategy.

School overview

Detail	Data
School name	Silverwood School
Number of learners in school	549
Proportion (%) of Pupil Premium eligible learners	59% 320 learners
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2026 – 2029 2026 – 2027 (1st year of new plan)
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sean McKeown
Pupil Premium lead	Nicky Caslin
Governor / Trustee lead	V Vince

Funding overview –

Detail	Amount
Pupil Premium funding allocation this academic year	£300,150.00
Recovery premium funding allocation this academic year	-
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	£300,150.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

Silverwood School is a specialist learning provision for learners aged 4 – 19 with a range of complex needs. We aim to provide an inclusive and supportive learning environment that allows everyone to achieve their best, with high self-esteem and with mutual respect for others in the community. We want our learners to take their place in society with confidence and pride.

Our fundamental aim is that all our learners reach their potential, and Pupil Premium funding helps us to achieve and sustain positive outcomes for our disadvantaged learners.

Our School Vision is *'Building Community, Inspiring Learning',* and we know and understand the importance of preparing our learners, of all ages and all phases, for adulthood.

At the heart of our approach is high-quality, adaptive teaching. Adaptive teaching methods are essential for supporting the most vulnerable learners, as they recognise individual needs, abilities, and barriers to learning. By tailoring teaching approaches, providing appropriate support, and creating inclusive learning environments, we enable every learner to access education, build confidence, develop resilience, and achieve potential. We make excellent use of our Pupil Premium funding for training, to offer a wide staff group opportunities to develop their skills and expertise.

The school has a high percentage of learners in receipt of Pupil Premium funding, and we are acutely aware of the impact that having SEND can have on a pupil's life chances. We are dedicated to ensuring our learners receive high quality interventions that focus on academic and holistic physical, social and emotional outcomes.

We aim to motivate and inspire our learners, using our resources to show them more of the world, to provide accessible life opportunities that may otherwise be beyond their reach. All learners are given access to trips, residential opportunities and cultural experiences. We know how incredibly important this is to all our learners within the setting.

Our strategy will be driven by the needs and strengths of each pupil, based on formal and informal assessments. At Silverwood we have an excellent understanding of our pupils which ensures we can offer them the relevant skills and experience they need to be prepared for life adulthood and life after school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged learners. As per guidance, we review the challenges and outcomes yearly but work with the same targets for three years.

Challenge Number	Detail of Challenge
1	**Pupil Mental Health and Well-Being** - Social and Emotional Learning is essential to our learners enabling them to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Learners are at high risk of being negatively impacted by Adverse Childhood Experiences (ACE) such as poverty, abuse, separation, substance misuse. Through our assessments, observations and discussions with learners and families, we know that our disadvantaged learners are more likely to have a high number of ACE's, which are likely to have an adverse effect on their life opportunities. We are committed to creating safe, stable, nurturing relationships and environments for all learners in order that they can reach their full potential. Through our Relational Inclusion work, all leaders and staff explicitly model positive relationships and ensure that all children and young people have a sense of belonging.
2	**Pupil Progress** – Learners at Silverwood School have a complex profile of social, emotional and educational learning needs, as evidenced through assessments, observations, and as detailed in Education Health Care Plans. We will endeavour to ensure that disadvantaged learners make at least expected levels of progress compared to their peers and that they are provided with quality materials. Staff will know and understand how to meet the complex needs of learners effectively through high quality training delivered by experts in their field. Quality assurance of teaching will ensure that learners receive high-quality education. Learners will have access to high-quality interventions that enable them to flourish in their learning.
3	**Resources** – Our assessments, observations and discussions with learners and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged learners are impacted by the cost of living crisis to a greater extent than for other learners. These findings are supported by several national studies, e.g., Trussell Trust findings note that more than half of households experiencing food insecurity, and three quarters of people referred to food banks in the Trussell Trust network say that they or a member of their household are disabled. Families with children are at a high risk of food insecurity. Nearly half (47%) of all households experiencing food insecurity include children under the age of 16. Clearly for learners at Silverwood this is a significant concern. Silverwood has aspirational targets for its learners and believes they should have access to highest quality resources. Learners require additional support and resources when emotionally dysregulated, and

	we aim to provide high-quality materials to help deliver our inclusion and emotional regulation interventions. Research detailed by the EEF clearly demonstrates that Social and Emotional Learning (SEL)*'interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged learners to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'* We are continually investing in resources to ensure that all learners receive an equitable offer on each campus.
4	**Pupil Attendance, Aspiration and Motivation** - Many of our Pupil Premium learners lack resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education. When faced with challenging tasks, many learners do not exhibit the resilience needed for extended independent practice. We also need to encourage all stakeholders to set aspirational targets for learners at Silverwood School and strive to ensure that all learners reach their full potential. Our strategic use of funding enables us to provide experiences that many learners might otherwise not have access too. We also work closely with our parents and carers, on the *Preparation for Adulthood* agenda, ensuring that families are aware of the opportunities available to learners. We are developing our 'Pupil Voice' across the school so that learners can have a greater say in their future and develop their own aspirations.
5	**Communication and Interaction** – Developing positive communication opportunities for all our learners, regardless of their needs, is at the heart of the Silverwood ethos. Through our assessments, observations and discussions with learners, parents, carers, and staff, we are aware that many of our learners are disadvantaged in their ability to engage within their communities due to social isolation or their significant and severe speech, language and communication difficulties. This continues to be a significant priority area for the school, and we will endeavour to ensure that all learners are able to have a 'voice' and to be given high-quality resources to make daily choices, understand their worlds and express themselves.

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
Learners will have a greater understanding of their own emotions and an increased knowledge of strategies they can employ when needed.	○ Teacher assessments show that Pupil Premium learners make similar rates of progress as Non-Pupil Premium peers in areas such as communication and managing their emotions.

	○ Impact reviews following interventions. ○ Pupil voice – Learners will recognise and name strategies they have learnt. ○ CAMHS or other external agency reports. ○ Annual Review paperwork and tutor comments. ○ Thrive/Nuture assessments ○ Class teacher comments at parent/carer evenings.
Improved attainment for disadvantaged learners in all subjects, relative to their starting points as identified through baseline assessments.	○ Teacher assessments show that Pupil Premium learners achieve similar attainment outcomes as Non-Pupil Premium peers in their specific areas of learning. ○ BSquared/ Phonics/Spelling and reading tests will show all students (able to carry out the tests) have made progress from their starting points. ○ All learners will talk positively about their learning and success. ○ Learners in KS4 and above, will talk positively about their futures, and make choices about their adult lives.
Staff will have improved knowledge, skills and confidence of how to meet pupil needs and will, in turn, set aspirational and challenging targets for pupil outcomes.	○ Teacher assessments show that Pupil Premium learners make similar rates of progress as Non-Pupil Premium peers. ○ Tracking of teacher engagement with the *Silverwood Way* guide to Outstanding Teaching and Learning will be conducted through lesson observations and learning walks. ○ Pupil voice evidences strong outcomes.

	○ Feedback at Annual Review from parents/carers. ○ Training opportunities, in particular the SENCO course. ○ Feedback from the induction programme. ○ Considered evaluations following staff attendance at courses.
All learners will have equal access to community events, school residentials, and trips. Learners will be supported to have equipment necessary for their learning, e.g., clothing for specific courses, books or equipment.	○ Positive feedback at Annual Reviews. ○ Family Support Worker feedback and parental views. ○ Engagement with trips and the school residential. ○ Pupil Voice will be captured.
Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.	○ Teacher assessments will show that Pupil Premium learners make similar rates of progress as Non-Pupil Premium peers in their communication skills. ○ Total Communication Co-ordinator end of year review. ○ Lesson observations. ○ Pupil voice. ○ External validations.

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: £76,673.59

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
High-Quality Training Opportunities.	*'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all learners, particularly the most disadvantaged among them.'* EEF, September 2022	2
We will continue to ensure that **'Quality First Teaching'** is happening more consistently at Silverwood School.	Articles in the *British Educational Research Journal* note the effect of schooling on the aspirations of young people designated as having SEND EEF Evidence: Learners with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between learners with SEND and their peers is twice as big as the gap between learners eligible for free school meals and their peers. However, learners with SEND are also more than twice as likely to be eligible for free school meals.(EEF)	2
Regular and targeted input will be provided through the Staff Inset, Induction and Training Programme, focusing on the Pedagogy of	EEF Evidence is clear that *'well-designed, selected, and implemented'* professional development, is key to improving outcomes for all learners.	1,2,4

Teaching. This may be delivered by external trainers/experts alongside outstanding practitioners from within Silverwood School.	The school also employs two external therapists, to provide staff with additional support and input. We employ a Speech and Language Therapist and an Occupational Therapist.	

Targeted Academic Support (for example, tutoring, one-to-one support and structured interventions)

Budgeted cost **£116,232**

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
A full range of Interventions will be enabled, overseen, monitored and assessed for effectiveness by the Progress Group and lead staff. Each campus will have an effective Progress Group working on the implementation of specific interventions. These interventions include: ➢ Thrive ➢ Re-bound Therapy ➢ Music Therapy – four days per week, ➢ On-line safety ➢ Additional OT and SALT therapists in school ➢ Additional SALT interventions. ➢ Alternative provision e.g.,	Interventions will be targeted for specific learners and take place across the school, effective monitoring in place. It must be remembered that, as stated by the EEF, *'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.'* Therefore, we will ensure that all interventions are carefully monitored, and have purchased an on line tracking service 'My Provision' to support this.	1,2,3,4, and 5

work experience placements. ➢ Sensory Integration projects		
Learners will have access to SALT interventions, including the use of Eye Gaze where appropriate. TA's will be used to deliver specific interventions e.g., one to one session, Eye Gaze sessions, AAC sessions and communication group work. Communication resources will be updated and of the highest quality Staff and learners will have greater access to SAL Therapy as the school will commission a private therapist.	Learners will have individual or small-group teaching to enable them to use technology to better engage with the curriculum. This will give all learners greater access to the curriculum and help reduce access barriers. Using the 'individualised instruction' approach, learners will be given specific training and support tailored to their needs, providing them with skills to make greater progress. The EEF notes that *'On average, individualised instruction approaches have an impact of four months' additional progress.'* ELKLAN Speech and Communication project will aim to develop Total Communication across the school. The school will receive accreditation for being a 'Communication Friendly Setting.'	1,2,3,4, and 5

Wider Strategies (for example, related to attendance, behaviour, and wellbeing)

Budgeted cost **£ 117,244.41**

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
Thrive/Nurture group/ELSA Emotional Literacy Support – Learners will have access to support that develops social and emotional aspects of learning. Sessions will happen across Silverwood.	The impact Thrive has on children and the communities around them has been evidenced in several studies. These include: ➢ Thrive helps to develop resilience in young people. (Hart and Heaver 2015)	1,2,3,4, and 5

	➢ Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance (McGuire-Snieckus et al 2015). A supplementary evaluation was conducted in early 2018 that further supported these findings. ➢ Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support more vulnerable children. (Office for Public Management 2013)	
Residential opportunities, school trips, swimming, other contributions will be part-funded through the allocation of Pupil Premium funding.	All learners will be given equality of opportunity. A culture of high aspiration and an investment in developing 'cultural capital' will be fostered.	2,3, and 4
Resources, training and provision will be updated to help embed a whole school approach to 'Relational Inclusion' at Silverwood. Sensory Integration resources will be purchased across Silverwood to enable learners to self-regulate and to support them in managing their emotional needs. This will lead to a reduction in challenging behaviours, increased pupil engagement with learning, and a reduction in lost learning time.	It is well documented that a Positive Behaviour approach is beneficial to learners, as it focuses on prevention, support, and skill development. DfE guidance notes the importance of Positive Behaviour Solutions, as does the article '*Building Bridges: A Positive Behaviour Framework for the Children and Young People Secure Estate'* April 2019. At Silverwood the approach is 'Relational Inclusion' Research has demonstrated that investing time and resources into improving relationships leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term. EEF notes that *'The average impact of behaviour interventions is four additional months' progress over the course of a year.*'	1,2, and 3

	The EEF notes also that positive relationships is important for staff and learners alike. The school invests in high quality resources to help meet individual pupil needs. This includes academic resources, such as numicon. The Maths Lead also attended a training course and ensured that this information was disseminated to all staff.	
Inclusion interventions – Learners who have a high number of concerns, or who are struggling to access learning or attend school, will be targeted for inclusion support. This may include therapy activities.	Approaches that focus on self-management, and those involving role play or rehearsal are associated with greater impact. (EEF Evidence)	1,2, and 4
All learners will have full access to all extra-curricular activities. Clubs, trips, swimming, Duke of Edinburgh, residentials etc, will be paid for in full for learners in receipt of PP.	We know that learners in receipt of Pupil Premium are more likely to lack opportunities to develop and extend their cultural capital. The *'Against all odds'* report notes that the importance of cultural and arts opportunities in supporting the wider learning of Pupil Premium learners. At Silverwood, we are dedicated to enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.	1,2,3,4, and 5
All learners will be educated in ways to keep themselves safe online.	We know that learners with SEND are at risk of manipulation due to their high levels of vulnerability. We also know that disagreements on social media can impact education. The school will continue to invest in NatterHub so that learners can receive good-quality, interactive lessons to excite, inform and engage them.	1,2,3,4, and 5

Total budgeted cost: £300,150.00

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

Data: Pupil Premium Progress 2025/2026

At Silverwood, termly Progress Group meetings provide a strategic opportunity for leaders from across the school to analyse pupil performance data, with a particular focus on pupils eligible for Pupil Premium funding. Where gaps in attainment are identified, targeted interventions, staff training and additional support are implemented to address these and ensure that all pupils have the opportunity to succeed.

Current data indicates that there is little difference in outcomes between pupils eligible for Pupil Premium and their peers across the school. Where differences exist, they are generally small, and in some cases, pupils eligible for Pupil Premium achieve outcomes that are higher than those of their non-eligible peers. This reflects the school's ongoing commitment to monitoring progress, addressing barriers to learning and ensuring equitable outcomes for all pupils.

Progress and attainment of all learners is tracked and recorded using systems designed to meet need based on school phase and pathway. For learners within Reception and Year 1, progress is measured using the Silverwood Early Years Assessment Profile. For learners following the pre-formal, semi-formal and social communication curriculum pathways, progress is measured using Silverwood Branches, and for learners following the formal curriculum pathway, progress is measured using Progression Steps.

The highest figure in each curriculum area has been coloured blue in the group comparison tables. Due to the different assessment frameworks, the figures are not directly comparable between pathways.

SEYAP Data

For learners in Reception and Year 1, those eligible for the PPG are making greater progress on average in all seven areas of learning compared to their peers not eligible. Maths is the area with the greatest difference, followed by Expressive Arts and Design.

	Comm. & Lang	PSE Dev	Phys. Dev	Literacy	Maths	Understand World	Arts & Design
All Learners	16.6%	18.7%	14.5%	14.6%	18.9%	15.8%	18.3%
Pupil Premium	18.5%	20.4%	15.8%	15.7%	22.5%	17.7%	21.5%
Non-Pupil Prem.	15.5%	17.7%	13.8%	13.9%	16.6%	14.6%	16.3%

Within the cohort of learners eligible for the PPG, those with a parent in the military are making the greatest progress. Although this is a very small cohort, the group average figure has not been swayed by an individual result as all figures are high, and therefore accurately reflects the different PPG categories.

When looking at campus specific data, learners eligible for the PPG are making similar levels of progress. For this cohort, greatest progress in three of the seven areas of learning (Communication & Language, Physical Development, Maths) has been made by learners at Chippenham. Greatest progress in the areas of Personal Social Emotional Development, Literacy, Expressive Arts & Design has been made at Rowde, and the greatest progress in Understanding the World has been made at Trowbridge. At both Chippenham and Rowde, the campus data reflects that shown above, with learners eligible for the PPG making greater progress than those not eligible, however at Trowbridge this is only correct in four of the seven areas.

When considering gender, boys eligible for the PPG are making greater progress in all seven areas of learning compared to their peers not eligible. The results when looking at girls are more variable, with those eligible for the PPG making equal progress on average in one area and greater progress in four areas. When focusing on only those eligible for the PPG and comparing boys to girls, boys are making greater progress in five of the seven areas, whereas when looking at the equivalent data for those not eligible for the PPG, girls have the greatest progress in all seven areas of learning. This indicates boys clearly not disadvantaged by their PPG eligibility.

Silverwood Branches Data

For learners following the pre-formal, semi-formal and social communication curriculum pathways, those eligible for the PPG are making greater progress on average in three out of five curriculum areas compared to their peers not eligible. As found in the Early Years data, Maths & Science is the area with the greatest difference.

	Comm. & Literacy	Maths & Science	Expressive & Creative Arts	Physical & Personal Dev	The Wider World
All Learners	7.4%	6.0%	7.3%	7.5%	8.9%
Pupil Premium	7.4%	6.5%	7.3%	7.4%	8.8%
Non-Pupil Premium	7.3%	5.4%	7.2%	7.7%	8.9%

Once again, within the cohort of learners eligible for the PPG, those with a parent in the military are making the greatest progress on average when comparing the different PPG categories. The number of learners entitled to Free School Meals is far greater than those eligible for other reasons.

When looking at campus data, learners eligible for PPG on the Rowde campus are making greater progress in all five curriculum areas compared to those at Chippenham and Trowbridge.

When considering gender, boys eligible for the PPG are making greater progress in four of the five curriculum areas compared to their peers not eligible. The results when looking at girls are more variable, with those eligible for the PPG making greater progress on average in two curriculum areas. When focusing on only those eligible for the PPG and comparing boys to girls, girls are making greater or equal progress to boys in four of the five areas.

Progression Steps Data

For learners following the formal curriculum pathway, analysis of progress relating to eligibility for the PPG has focused on the subject areas of English and Maths. Learners eligible for the PPG are making greater progress on average in both English and Maths compared to their peers not eligible.

The difference is most notable in Maths, which mirrors the results of learners monitored using SEYAP and Silverwood Branches, and therefore reflects a whole school trend.

	English	Maths
All Pupils	63%	65%
Pupil Premium	65%	71%
Non-Pupil Premium	61%	62%

When looking more closely at Key Stage results, the same pattern is repeated in both English and Maths, with learners eligible for the PPG making greater progress than their peers. The only difference is found with English in Key Stage 2, whereby those not eligible are making greater progress on average.

Within the cohort of learners eligible for the PPG, a different trend has emerged when comparing the different PPG categories. In English, CLA learners have achieved the greatest progress on average, and in Maths, learners entitled to Free School Meals have achieved greater progress. As reported previously, the number of learners within each category varies widely.

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	**Details**
How did you spend your service pupil premium allocation last academic year?	Learners in receipt of service pupil premium allocation. This was used to provide the following: ➢ Music Therapy ➢ Intensive Behaviour support ➢ Access to school trips and visits ➢ Older learners – travel training, support for Transition visits, leavers hoodies ➢ Contributions for cooking, swimming and any other additional provision.
What was the impact of that spending on service pupil premium eligible learners?	Learners received additional support to help manage social and emotional needs. The impact of this was evident in their ability to develop positive relationships with others. The data also shows that this cohort of learners are making better than expected progress. Learners were given access to trips alongside their peers, as costs were reduced for families. All learners were

	able to take part in activities in line with their friends.