

Pupil Premium Strategy Statement 2025 – 2026

This statement details our school's use of Pupil Premium for the 2024– 2025 academic year. This funding is used to help improve the attainment of our disadvantaged learners.

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.

Please note that we are continuing with the same '*Intended Outcomes*' as last academic year. This is to enable us to further develop these outcomes and ensure that new initiatives are fully embedded across the school.

School overview

Detail	Data
School name	Silverwood School
Number of learners in school	522
Proportion (%) of Pupil Premium eligible learners	47% (222)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2025 – 2026 (3rd year of plan)
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	M Loveridge
Pupil Premium lead	Nicky Caslin
Governor / Trustee lead	V Vince

Funding overview –

Detail	Amount
Pupil Premium funding allocation this academic year	£ 256,740
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	£ 256,740

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 teaching our learners to be a part of the world beyond the school gates.

At the heart of our approach is high-quality teaching. As the Code of Practice states *'High quality teaching, differentiated for individual learners, is the starting point in responding to learners who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.'*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

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 both 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. This will help us to ensure we offer them the relevant skills and experience they need to be prepared for 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	<p>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.</p> <p>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.</p>
2	<p>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 feel <i>'ready to learn'</i> and flourish in their learning.</p>
3	<p>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 https://www.trusselltrust.org/emergency/</p> <p>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) <i>'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.'</i></p>

	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 <i>Preparation for Adulthood</i> 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 is 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.	<ul style="list-style-type: none"> ○ 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.

	<ul style="list-style-type: none"> ○ CAMHS or other external agency reports. ○ Annual Review paperwork and tutor comments. ○ Thrive/Nuture assessments ○ Class teacher comments at parent/carer evenings.
<p>Improved attainment for disadvantaged learners in all subjects, relative to their starting points as identified through baseline assessments.</p>	<ul style="list-style-type: none"> ○ 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.
<p>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.</p>	<ul style="list-style-type: none"> ○ Teacher assessments show that Pupil Premium learners make similar rates of progress as Non-Pupil Premium peers. ○ Tracking of teacher engagement with the <i>Silverwood Way</i> 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.

	<ul style="list-style-type: none"> ○ Training opportunities, in particular the SENCO course. ○ Feedback from the induction programme. ○ Considered evaluations following staff attendance at courses.
<p>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.</p>	<ul style="list-style-type: none"> ○ Positive feedback at Annual Reviews. ○ Family Support Worker feedback and parental views. ○ Engagement with trips and the school residential. ○ Pupil Voice will be captured.
<p>Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<ul style="list-style-type: none"> ○ 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: 62,203.59

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
High-Quality Training Opportunities.	<i>'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.'</i> EEF, September 2022	2
We will continue to ensure that 'Quality First Teaching' is happening more consistently at Silverwood School.	Articles in the <i>British Educational Research Journal</i> 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 <i>'well-designed, selected, and implemented'</i> 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.		
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Targeted Academic Support (for example, tutoring, one-to-one support and structured interventions)

Budgeted cost **£101,762**

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
<p>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:</p> <ul style="list-style-type: none"> ➤ Thrive ➤ Re-bounce Therapy ➤ Music Therapy – four days Music Therapy per week, ➤ On-line safety ➤ Physiotherapy ➤ Additional SALT interventions. ➤ Animal Therapy ➤ Alternative provision e.g., 	<p>Interventions will be targeted for specific learners and take place across the school, effective monitoring in place.</p> <p>It must be remembered that, as stated by the EEF, <i>‘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.’</i> Therefore, we will ensure that all interventions are carefully monitored.</p>	1,2,3,4, and 5

<p>work experience placements.</p> <p>➤ Sensory Integration projects</p>		
<p>Learners will have access to SALT interventions, including the use of Eye Gaze where appropriate.</p> <p>TA's will be used to deliver specific interventions e.g., one to one session, Eye Gaze sessions, AAC sessions and communication group work.</p> <p>Communication resources will be updated and of the highest quality</p> <p>Staff and learners will have greater access to SAL Therapy as the school will commission a private therapist.</p>	<p>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 <i>'On average, individualised instruction approaches have an impact of four months' additional progress.'</i></p> <p>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.'</p>	1,2,3,4, and 5

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

Budgeted cost £ 102,774.41

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
<p>Thrive/Nurture group/ELSA Emotional Literacy Support – Learners will have access to support that develops social and emotional aspects of learning.</p> <p>Sessions will happen across Silverwood.</p>	<p>The impact Thrive has on children and the communities around them has been evidenced in several studies.</p> <p>These include:</p> <ul style="list-style-type: none"> ➤ Thrive helps to develop resilience in young people. (Hart and Heaver 2015) 	1,2,3,4, and 5

	<ul style="list-style-type: none"> ➤ 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 behaviour support 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.	<p>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 '<i>Building Bridges: A Positive Behaviour Framework for the Children and Young People Secure Estate</i>' April 2019.</p> <p>EEF notes that '<i>The average impact of behaviour interventions is four additional months' progress over the course of a year.</i>'</p>	1,2, and 3

<p>Alternative and Inclusive Provision – Where attendance is low and motivation is a key factor, short-burst interventions will be used to re-engage learners with learning e.g., farm interventions.</p>	<p>Some learners may need to have short-burst interventions to help them to re-engage with learning. This may include off-site interventions such as animal therapy to help manage specific difficulties faced by a young person. Evidence from our own interventions shows that where learners are disengaged, and attendance affected, work experience placements or college experience can have a positive impact.</p>	<p>2, and 4</p>
<p>Inclusion interventions – Learners who have a high number of concerns, or who are struggling to access learning or attend school, will be targeted for behaviour support. This may include ‘play’ therapy activities.</p>	<p>Approaches that focus on self-management, and those involving role play or rehearsal are associated with greater impact. (EEF Evidence)</p>	<p>1,2, and 4</p>
<p>All learners will have full access to all extra-curricular activities. Clubs, trips, swimming etc., will be offered to learners at a subsidised cost.</p>	<p>We know that learners in receipt of Pupil Premium are more likely to lack opportunities to develop and extend their cultural capital. The <i>‘Against all odds’</i> 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.</p>	<p>1,2,3,4, and 5</p>
<p>All learners will be educated in ways to keep themselves safe online.</p>	<p>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.</p>	<p>1,2,3,4, and 5</p>

Total budgeted cost: £256,740

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 learners in the 2024 – 2025 academic year.

Data: Early Years

Learners in receipt of Pupil Premium Progress 2024/2025 Group Data

	Comm. & Lang	PSE Dev	Phys. Dev	Literacy	Maths	Understand World	Arts & Design
All Learners	15.3%	16.9%	14.8%	12.0%	14.7%	13.2%	13.4%
Pupil Premium	17.0%	19.5%	16.4%	12.6%	15.9%	13.7%	14.2%
Non-Pupil Premium	14.1%	15.1%	13.7%	11.6%	13.9%	12.8%	12.9%

Pupil Premium learners are making more progress than Non-Pupil Premium across all areas, with the largest gains seen in:

- PSE Development (+4.4%)
- Communication & Language (+2.9%)
- Physical Development (+2.7%)

This suggests that the support strategies and interventions in place for disadvantaged learners are having a positive impact. It is particularly encouraging, given the early concerns raised about the progress of Pupil Premium learners earlier in the academic year. Staff now have a clear understanding of which learners are in receipt of Pupil Premium funding and are ensuring that interventions are appropriately targeted to meet their individual needs.

Data: Pre & Semi Formal Learners

Progress 2024/2025

Group Data

Highest progress figure in each group category is highlighted light blue in the tables.

	Communication & Literacy	Maths & Science	Expressive & Creative Arts	Physical & Personal Development	The Wider World
All Learners	6.3%	5.3%	7.1%	7.5%	9.4%
Pupil Premium	5.6%	5.0%	6.2%	6.7%	9.4%
Non-Pupil Premium	6.9%	5.7%	7.9%	8.2%	9.4%

The Wider World has the highest achievement rates (9.4%) across all groups.

Maths & Science shows the lowest outcomes, especially for Pupil Premium learners (5.0%). It is clear that targeted academic work needs to happen for learners on this pathway, starting with ensuring there is quality first teaching. Except for one curriculum area, Non-Pupil Premium learners outperform Pupil Premium learners, with gaps ranging from 0.6% to 1.7%, with the widest gap in Expressive & Creative Arts (1.7% difference).

Though these gaps are small, steps must be taken to address them. In 'The Wider World', both groups perform equally well (9.4%) – suggesting a more inclusive or accessible curriculum/content in that area.

Data: Formal Learners

Progress 2024/2025

Group Data

	English	Maths
All Learners	66%	52%
Pupil Premium	69%	58%
Non Pupil Premium	61%	49%

English Performance: Pupil Premium learners outperform Non-Pupil Premium by 8 percentage points (69% vs 61%). Overall, 66% of all learners meet the standard in English.

Maths Performance: Similarly, Pupil Premium learners score higher than Non-Pupil Premium learners by 9 percentage points (58% vs 49%). Overall, Maths achievement is lower than English, with 52% of all learners meeting the standard.

This indicates that Targeted interventions for Pupil Premium learners on the formal pathway working effectively.

Supporting the social, emotional, and mental health (SEMH) of learners who receive Pupil Premium funding is a vital and significant focus within our Pupil Premium strategy. We recognise that academic success is deeply interconnected with a child's overall well-being, and addressing SEMH needs is essential to creating an environment where every pupil can thrive. Learners often face a range of additional challenges related to socioeconomic factors that can impact their emotional resilience and mental well-being. These challenges may include financial stress at home, unstable living situations, or limited access to external support services. Without the right support, these factors can negatively affect their ability to focus, engage, and succeed in school.

Attendance for the school is higher than national average, and our Learners in receipt of Pupil Premium have good attendance. This is tracked through the Progress Groups, and where issues arise, targeted support is put in place. The range of interventions now on offer across the school supports the development of positive mental health strategies, giving learners the opportunity to reflect, address and work through strategies to help them in every day life.

The Pupil Premium Strategy has enabled all learners across the school to have a voice, and the work that has been undertaken around Total Communication, Safeguarding and the most vulnerable has been highlighted as a considerable strength. This has also been acknowledged through the external 'Challenge Partner' review.

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?	<p>Learners in receipt of service pupil premium allocation.</p> <p>This was used to provide the following:</p> <ul style="list-style-type: none"> ➤ Music Therapy ➤ Intensive Behaviour support ➤ Access to school trips and visits ➤ Older learners – travel training, support for Transition visits, leavers hoodies
What was the impact of that spending on service pupil premium eligible learners?	<p>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.</p> <p>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.</p> <p>Attendance of learners in this category is excellent.</p>