

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2023 – 2024 academic year. This funding is used 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.

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

School overview

Detail	Data
School name	Silverwood School
Number of pupils in school	425
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	M Loveridge
Pupil premium lead	Nicky Caslin
Governor / Trustee lead	Hayley Holland

Funding overview –

Detail	Amount
Pupil premium funding allocation this academic year	£230,455
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	£230,455

Part A: Pupil premium strategy plan

Statement of intent

Silverwood School is a specialist learning provision for pupils aged 4 – 19, with a range of complex needs. We aim to provide an inclusive and supportive learning environment which allows everyone to achieve their best, with high self-esteem, and with mutual respect for others in the community. We want our pupils to take their place in society with confidence and pride. Our fundamental aim is that all our pupils reach their potential, and pupil premium helps us to achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching, as the Code of Practice states *‘High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils 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 pupils in receipt of pupil premium funding, and we are acutely aware of the impact that having SEND has upon a pupil’s life chance. We are dedicated to ensuring our pupils receive high quality interventions that focus upon both academic and holistic physical, social and emotional outcomes. We aim to motivate and inspire our pupils, using our resources to show them more of the world, to give them life opportunities that may otherwise be beyond their reach. All pupils are given access to trips, residential opportunities and cultural experiences. We know how incredibly important this is to all our pupils within our 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 that we offer them the relevant skills and experience they require to be prepared for their lives after school.

Challenges

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

Challenge number	Detail of challenge
1	Pupil mental health and well-being - Social and Emotional Learning is essential to our pupils 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. Pupils are at high risk of being negatively impacted by Adverse Childhood Experiences (ACE) e.g., Poverty, Abuse, Separation, Substance Abuse. Through our assessments, observations and discussions with pupils and families we know that our disadvantaged pupils are more likely to have a high number of ACE's which are likely to have an adverse effect on their life opportunities.
2	Pupil Progress – Pupils at Silverwood School have a complex profile of social, emotional and educational learning needs, as evidenced through assessments and observations and as detailed in Education Health Care Plans. We will endeavour to ensure that disadvantaged pupils make at least expected levels of progress when compared to peers, and to ensure pupils are provided with quality materials. Staff will know and understand how to meet the complex needs of pupils effectively, through high quality training delivered by experts in their field. Quality assurance of teaching will ensure that pupils receive high quality teaching. Pupils will have access to high quality interventions that will enable them to feel 'ready to learn' and flourish in their learning.
3	Resources – Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils will be impacted by the cost of living crisis to a greater extent than for other pupils. These findings are backed up by several national studies e.g., Trussell Trust findings https://www.trusselltrust.org/emergency/ Silverwood has aspirational targets for the pupils and believe that they should have the highest quality resources. Pupils require additional support and resources when emotionally dysregulated, and we aim to provide high quality materials to help deliver our behaviour interventions. Research detailed in 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 pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i> We are continually investing to ensure that all pupils receive an equitable offer on each campus.
4	Pupil attendance, aspiration and motivation - Many of our pupil premium pupils lack resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education. When faced with challenging tasks many pupils do not exhibit the resilience needed for extended independent practice. We also need to encourage all stakeholders to ensure that they have aspirational targets for pupils at Silverwood School and strive to ensure that all pupils reach their full potential. Our strategic use of money enables us to provide experiences that many pupils may otherwise not have access too.
5	Communication and Interaction – 2023 – 2024 is the 'Year of Communication' at Silverwood. Through our assessments, observations and discussions with pupils, parents, carers, and staff, we are aware that many of our pupils are disadvantaged by 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 pupils are able to have a 'voice' and to be given high quality resources in order to make daily choices, understand their worlds and make choices.
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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
Pupils will have a greater understanding of their own emotions and will have an increased knowledge and understanding of strategies they can employ when needed.	<p>Teacher assessments show that pupil premium learners make similar rates of progress as non-pupil premium peers in areas communication and managing their emotions.</p> <p>Impact reviews following interventions.</p> <p>Pupil voice – Pupils will recognise and name strategies they have learnt.</p> <p>CAMHS or other external agency reports.</p> <p>Annual Review paperwork and tutor comments.</p> <p>Thrive/Nuture assessments</p> <p>Class teacher comments at parent/carer evenings.</p>
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	<p>Teacher assessments show that pupil premium learners make similar rates of progress as non-pupil premium peers in their specific areas of learning.</p> <p>Through achievement of improved performance, as demonstrated by our end of year assessments.</p> <p>Assessment through Assessment for Learning/ BSquared/ Phonics/Spelling testing and reading testing will show all students (able to carry out the test) will have made progress from their starting points.</p>

	All pupils will talk positively about their learning and success.
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>Teacher assessments show that pupil premium learners make similar rates of progress as non-pupil premium peers.</p> <p>Tracking of teacher engagement with the 'Silverwood Way' guide to Outstanding Teaching and Learning through lesson observations and learning walks.</p> <p>Pupil voice evidences strong outcomes. Feedback at Annual Review from parents/carers.</p> <p>Training opportunities in particular the SENCO course.</p> <p>Feedback from the Induction programme.</p> <p>Considered evaluations following staff attending courses.</p>
All pupils will have equal access to community events, school residential and trips. Pupils will be supported to have equipment necessary for their learning, e.g., clothing for specific courses, books or equipment	<p>Positive feedback at Annual Reviews.</p> <p>Family Support Worker feedback and parental views.</p> <p>Engagement with trips and the school residential.</p> <p>Pupil Voice will be captured</p>
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	<p>Teacher assessments will show that pupil premium learners make similar rates of progress as non-pupil premium peers in their communication skills.</p> <p>Total Communication co-ordinator end of year review.</p> <p>Lesson observations</p> <p>Pupil voice.</p> <p>External validations</p>

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: £38,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Training Opportunities – SENCO Course for a member of the SENCO team</p> <p>Thrive Course – to train a member of the Inclusion team to be a Thrive Practitioner.</p>	<p>‘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 pupils, particularly the most disadvantaged among them.’ EEF Sept 2022</p>	2
<p>Continue to ensure that ‘Quality First Teaching’ is happening more consistently at Silverwood School. .</p>	<p>Articles in the British Educational Research Journal note the effect of schooling on the aspirations of young people designated as having SEND</p> <p>EEF Evidence - Pupils 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 pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.(EEF)</p>	2
<p>Regular and targeted input through the Staff Inset, Induction and Training</p>	<p>EEF Evidence is clear that ‘well-designed, selected, and implemented’ Professional</p>	1,2,4

programme to focus on the Pedagogy of Teaching. This may be delivered by external trainers/experts alongside outstanding practitioners from within Silverwood School.	Development, is key to improving outcomes for all pupils.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost £94,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enable a full range of Interventions, 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> <p>ELSA/Nurture Re-bound Therapy Music Therapy – 4 days Music Therapy per week, On-line safety Physiotherapy Additional SALT interventions. Animal Therapy Alternative provision e.g., work experience placements.</p>	<p>Interventions will be targeted for specific pupils.</p> <p>Interventions will take place across the school, and there will be effective monitoring of these.</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></p> <p>Therefore, we will ensure that interventions are monitored.</p>	1,2,3,4,5,
Pupils will have access to SALT	Pupils will have individual or small group teaching to enable them to	1,2,3,4,5,

<p>interventions, including the use of Eye Gaze where appropriate.</p> <p>TA's will be used to deliver specific interventions e.g., 1 to 1 session, Eye Gaze sessions, AAC sessions, communication group work.</p> <p>We will also have one new Eye-Gaze Device in Trowbridge.</p> <p>Communication resources will be updated and be of the highest quality</p>	<p>use technology to better engage with the curriculum. This will give all pupils greater access to the curriculum and allow access barriers to be reduced. Using the 'individualised instruction' approach, pupils will be given specific training and support to meet their needs, to provide them with skills to make greater progress. EEF notes that <i>'On average, individualised instruction approaches have an impact of 4 months' additional progress.'</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost £97,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive/Nurture group/ELSA Emotional Literacy Support – Pupils will have access to support that develops social and emotional aspects of learning.</p>	<p>The impact Thrive has on children and the communities around them has been evidenced in several studies.</p> <p>These include:</p> <ol style="list-style-type: none"> 1. Thrive helps to develop resilience in young people. (Hart and Heaven 2015) 2. 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. 3. Staff using the Thrive Approach feel more equipped to manage behaviour and better able to support 	<p>1,2,3,4,5,</p>

	more vulnerable children. (Office for Public Management 20133)	
Residential opportunities, school trips, swimming, other contributions will be part funded through allocation of Pupil Premium funding.	All pupils will be given equality of opportunity. A culture of high aspiration and an investment into developing 'cultural capital' is developed.	2,3,4,
<p>Update resources, training and provision to help embed a whole school approach to behaviour support at Silverwood.</p> <p>Sensory Integration resources will be purchased across Silverwood to enable pupils to self-regulate and to support pupils to help manage their emotional needs. This will lead to a reduction in challenging behaviours. It will also lead to pupils engaging with learning more successfully, and lost learning time reduced.</p> <p>This includes an new Eye-Gaze</p>	<p>It is well documented that a Positive Behaviour approach is beneficial to pupils 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>	1,2,3,
Alternative and Inclusive Provision – where attendance is low, and motivation is a key factor, short burst interventions will re-engage pupils with learning e.g., Farm interventions	Some pupils may need to have short burst interventions to help them to re-engage with learning. This may be an intervention that takes place off site, e.g. Animal Therapy, to help manage specific difficulties faced by a young person. Evidence from our own interventions shows that where pupils are disengaged, and attendance affected, work experience placements or college experience can have a positive impact.	2,4

Inclusion interventions – pupils who have a high number of concerns, who are struggling to access learning or attend school, will be targeted for behaviour support. This may include ‘play’ therapy activities	Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact. (EEF Evidence)	1,2,4
All pupils will have full access to all extra-curricular activities. Clubs, trips, swimming etc., will be offered to pupils at a subsidised cost.	We know that pupils 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 to support the wider learning of pupil premium students. At Silverwood we are dedicated to enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.	1,2,3,4,5
All pupils will be educated in ways to keep themselves safe on line.	We know that pupils with SEND are at risk of manipulation due to their high levels of vulnerability. We know too, that when there are issues with disagreements on social media, education is impacted. The school will continue to invest in NatterHub so that pupils can receive good quality, interactive lessons to excite, inform and interest them.	1,2,3,4,5

Total budgeted cost: £ 230,455

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 2021 to 2022 academic year.

The academic year 2022 – 2023 was a pivotal year for the school, ending with us gaining an OFSTED grading of 'Good.' The school has developed and enhanced our Interventions offer, ensuring that pupils who need support are able to access this support quickly. The SENCO team across the school lead the Progress Groups for each campus. Interventions are tracked, and have a clear entry and exit criteria. This will be developed further in the next academic year.

Pupil mental health and well-being – The school has invested heavily in therapeutic support for pupils. Reviews and reports from therapist show that there has been particular success with Music Therapy. Dance Therapy has been reviewed, and after due consideration, the school has opted to offer different therapies this year. Through use of Pupil Premium funding, the school has invested in 'Chloe's Mobile Farm' allowing all pupils on all campuses, to have access to this fantastic intervention. Pupils who took part in this last year, made strides in areas such as communication, interaction and against their therapeutic goals. Therapy is now embedded across the whole school. Intervention reviews show that pupils made good or excellent progress against their therapeutic goals. Due to the success seen with some of the most complex pupils, the school continues to invest Pupil Premium money to develop and support the level of high quality therapy support for pupils.

We invested heavily in Hi-tech Communication aids, as this continues to be an area for development across the school. Last year we purchased 3 AAC devices for the school. These devices have given individuals across the school a voice and a way to communicate with both a peers and adults more independently. This has been particularly important for our pre and semi-formal learners. Having these devices has allowed us to collect evidence more easily, that in turn has helped individual students obtain their own personal devices through the NHS panel. A device for life allows them to communicate and prepares them for adulthood with more independence to communicate with the wider world. Something that has been very difficult to do previously without these trial devices. Since gaining these devices, we now have 6 more personal devices in the school from panels, but many more pupils are waiting to have the opportunity to use these trial devices to gain evidence to then access further AAC support through the NHS. In the future we would like all classes to be able to access an AAC device and the software, starting at early years where it can be modelled within our Total Communication Approach of Silverwood. This in turn would allow pupils to learn the skills earlier, gain evidence and get their own devices where needed earlier. The biggest impact of having these devices is the increased awareness of AAC hi-tec devices and what can be

achieved by using them across the school day. Young people who do not use their voices to communicate, at current, are being able to express themselves and in turn reducing the frustrations they have from where they find it difficult to communicate. We have a new Total Communication lead in place this year, and are investing heavily in this area once again as Silverwood enters 'The Year of Communication.'

Academic confidence and resilience – We continue to feel the effects of Covid in terms of the impact on confidence and resilience of pupils at Silverwood. Pupil progress data shows pupils at Silverwood make good or better progress. When progress was not in line with positive trends, this was picked up through the Progress Groups, and interventions swiftly put in place. An example of a highly effective intervention here would be the work and input into the calm zones on the Rowde Campus by the Inclusion support team. The aims of the project were:

- To increase the number of students accessing calm zones for appropriate reasons – reducing the number of students walking around the school or requiring reflection room intervention.
- To provide all students with a safe and consistent environment that allows them to self-regulate appropriately.

80% of the calm zones in the school have now been re-furbished. They have been painted and equipped with sensory toys, bean bags and weighted blankets

Behaviour Data

The calm zones were refurbished at the end of the autumn term 2022 ready for the start of the spring term 2023.

There is a 30% decline in behaviour incidents recorded across the Rowde Campus, and pupils now have a clearer plan in place, when they need support.

Pupil Voice

"Before when I couldn't use the calm zone because of the mould I was like a bull who had seen red. With the calm zones I feel a lot calmer and I like all of the toys and fidgets in them. They help me a lot!" Year 9 Pupil

"It's relaxing in there when I am angry or sad!" Year 11 Pupil

"It's useful when I am upset – I can calm down in there!" Year 11 Pupil

"It's calm and peaceful in there not like before. Now we have lots of calming activities in there!" Year 11 Pupil.

"I used to hate them because it scared me, there was nothing inside and the walls were horrible. Now I can use them to help me when I need some time away." Year 10 Pupil

Next Steps Calm Zone Project

We have been working with the staff to change their approach towards the use of calm zones and reflection rooms to encourage their use for a form of emotion regulation rather than consequence. The refurbishment of the calm zones has supported this approach as they are now are much more nurturing environment with a variety of visuals supporting communication. However during the gathering of pupil voice one pupil said, "I don't need to use the calm zone anymore because I am good now!" this suggests that there is still some element of shame in accessing these rooms. We need to continue to work on addressing this issue.

Pupil attendance – Robust monitoring of attendance has assured that Silverwood school has stayed above levels of special schools nationally. Targeted interventions for improving attendance for specific students meant that some students who would have been school refusers were given alternative and part time timetable. This was highly successful and meant that students enjoyed school and the alternative provision that they experienced. Interventions were also targeted to motivate pupils to want to be in school.

Resources – All pupils, including disadvantaged pupils were able to access a wide variety of trips and opportunities due to this funding. The pre-formal learners had access to an amazing Art Project, which provided them with incredibly enriching opportunities. All pupils are fully involved in the life of the school, and these activities allow them to participate equally. Where specific equipment is needed the school funded this, which ensured that no pupil was disadvantaged by a lack of financial resource. This has meant that pupils have actively engaged with a variety of alternative provision e.g., work experience placements, college placements. Across Silverwood, equipment has been purchased for specific pupils. For example, a pupil in EYFS needed to have equipment in order to regulate, as suggested by external agencies. Pupil Premium funding ensured that this equipment was purchased, used and the pupil was then more able to engage with learning activities. Pupil Premium Formal Pupils were able to access a Residential visit. In November 2022 parents and carers of all Year 8 Formal learners were contacted to encourage their children to attend. Students in receipt of Pupil Premium were contacted separately to inform them that their payment would be subsidised by half of the final amount. 33 students from year 8 attended the trip of whom 13 students were Pupil Premium. The residential trip included caving, canoeing, orienteering and team building.

This trip was hugely beneficial in building confidence, communication and personal development. Students were in charge of keeping their shared rooms tidy, making their own lunches and ensuring that they were prepared for the days' activities.

These opportunities were only possible for these 13 students due to the Pupil Premium funding contribution. There are plans to increase the inclusivity of this residential as we move forward, and again Pupil Premium funding will be used to ensure all pupils can attend.

Pupil progress – The progress groups ensured that data was robustly analysed and there was greater staff accountability. This has also become a feature of our work across the school this year, to ensure that all teaching staff receive high support, but also high challenge.

Progress

Progress of pupils eligible for the Pupil Premium Grant has been monitored closely during the year and the following tables compare the average progress of pupils based on specific criteria. The data below has been presented as three separate curriculum pathways – Early Years, pre and semi-formal, and formal, from across the Trowbridge, Chippenham and Rowde campuses.

Early Years – Silverwood Early Years Assessment Profile

Pupil progress and attainment within Reception and Year 1 is measured using the Silverwood Early Years Assessment Profile. The seven Areas of Learning are divided into seven stages, working towards the Early Learning Goals.

The updated Silverwood Early Years Assessment Profile was introduced in September 2022, and all pupils were baselined during term 1. Progress is recorded and monitored using Evidence for Learning. Judgements regarding ‘good’, or better, progress are based on evidence tracked during the year and reflect the curriculum pathway being followed. We consider ‘good’ progress to be 15% during an academic year for the majority of pupils following a semi-formal pathway, and at least 9% for pupils following a pre-formal pathway. These figures may be revised as part of a thorough review as the assessment system becomes more established.

The data presented in this report details progress made from the baseline to the end of the academic year for all Early Years pupils from the Chippenham and Trowbridge campuses. The first table looks at all pupils, with comparison to those in receipt of the pupil premium grant and those not entitled. The figures highlighted blue show pupils in receipt of the PPG are making greater progress in all areas than those not in receipt. This is an incredibly positive outcome as pupils considered to be disadvantaged are making better than average progress. The area of learning with the greatest difference between PPG and non-PPG pupils is Literacy, however this is not a cause for concern at this stage and will be monitored in the future.

	Comm. & Lang	PSE Dev	Phys. Dev	Literacy	Maths	Understand World	Arts & Design
All Pupils	21.0%	22.4%	21.3%	19.1%	21.9%	18.2%	20.5%
Pupil Premium	23.1%	23.3%	22.3%	22.7%	22.2%	19.0%	20.9%
Non Pupil Premium	20.0%	21.9%	20.7%	17.3%	21.7%	17.7%	20.2%

The next table looks at all pupils in receipt of the pupil premium grant, regardless of why they are eligible, and focuses in more detail on those eligible for Free School Meals and those with a parent in the armed

forces. The figures show pupils those specific categories are making slightly less progress on average than when looking at Pupil Premium as a whole, however the number of pupils in each category differs so, for example there are only three pupils in the Service group, which may sway the figures. It is positive to note all figures are high, showing good or better progress.

	Comm. & Lang	PSE Dev	Phys. Dev	Literacy	Maths	Understand World	Arts & Design
Pupil Premium	23.1%	23.3%	22.3%	22.7%	22.2%	19.0%	20.9%
FSM	21.0%	21.8%	18.8%	22.5%	22.6%	17.8%	20.1%
Service	21.9%	18.9%	24.6%	17.6%	17.7%	15.4%	11.3%

Pre & Semi Formal Learners – Silverwood Branches

Pupil progress and attainment within the pre-formal and semi-formal curriculum pathway is measured using Silverwood Branches, ranging from 1 to 10. Communication & Literacy and Maths & Science have two additional Branches to extend pupils with specific strengths in these core areas. Each Branch is sub-divided into four phases (Starting, Within, Secure, Upper), enabling progress to be identified and tracked closely.

Silverwood Branches were introduced in September 2022, and all pupils were baselined during term 1. Progress is recorded and monitored using Evidence for Learning. The progress figures report information across all Branches, to reflect a spikey learning profile, and capture information for pupils working across more than one Branch. Due to the high number of learning objectives across ten or twelve branches, progress percentages will appear lower than those reported for formal learners (Progression Steps are analysed based on a single Step and therefore fewer learning objectives). Judgements regarding 'good', or better, progress are based on evidence tracked during the year and reflect the curriculum pathway being followed. We consider 'good' progress to be 10% during an academic year for the majority of pupils following a semi-formal pathway, and at least 3% for pupils following a pre-formal pathway. These figures may be revised as part of a thorough review as the assessment system becomes more established.

The data presented in this report details progress made from the baseline to the end of the academic year for all pre and semi-formal pupils from the Chippenham and Trowbridge campuses. The table below looks at all pupils, with comparison to those in receipt of the pupil premium grant and those not entitled. The figures highlighted blue show pupils in receipt of the PPG are making equal or greater progress in all curriculum areas than those not in receipt. This an incredibly positive outcome as pupils considered to be disadvantaged are making better than average progress in almost all areas.

	Comm. & Literacy	Maths & Science	Expressive & Creative Arts	Physical & Personal Dev	The Wider World
All Pupils	12.2%	8.1%	11.8%	10.9%	11.7%
Pupil Premium	12.7%	8.1%	12.7%	11.7%	12.4%
Non Pupil Premium	11.8%	8.1%	11.0%	10.3%	11.0%

The next table looks at all pupils in receipt of the pupil premium grant, regardless of why they are eligible, and focuses in more detail on those eligible for Free School Meals, those with a parent in the armed forces, and those in care. The figures show pupils eligible for Free School Meals are making higher

progress on average than when looking at Pupil Premium as a whole. Once again, the number of pupils in each category differs, which may sway the figures, however the overall trends represent progress.

	Comm. & Literacy	Maths & Science	Expressive & Creative Arts	Physical & Personal Dev	The Wider World
Pupil Premium	12.7%	8.1%	12.7%	11.7%	12.4%
FSM	13.4%	8.5%	13.2%	11.8%	13.2%
Service	8.3%	6.4%	10.5%	11.2%	9.8%
LAC / CLA	28.6%	14.1%	13.5%	9.8%	12.8%

Formal Learners – Progression Steps

Pupil progress and attainment within the formal curriculum pathway is measured using Progression Steps, ranging from 1 to 10. Each Step is sub-divided into four phases (Starting, Within, Secure, Upper), enabling progress to be identified and tracked closely.

We consider 'good' progress to be one phase during an academic year for most pupils, which is the equivalent of 20%. 'Outstanding' progress is represented by two or more phases within an academic year, therefore 40% or above. Each Step covers a broad range of knowledge, skills and understanding, supporting a challenging, aspirational curriculum.

The data presented in this report details progress across the full academic year. The figures are very high, and discussion has taken place to consider factors that may have contributed to these results, such as low reporting during the previous year or cautious baselining at the start of this academic year. Regardless of the cause, this is representative for all pupils and therefore the comparisons between groups remain valid.

The following tables compare the average progress of all pupils following a formal curriculum pathway, from across the Trowbridge, Chippenham and Rowde campuses. The first table containing formal data looks at all pupils, and then compares those in receipt of the pupil premium grant to those not entitled. The figures highlighted in blue show progress is higher in English than Maths when looking at all pupils, and this is also true when looking at non-PPG pupils. In English, pupils in receipt of the PPG made slightly less progress than those not, however the reverse is true for Maths, where pupils in receipt of the PPG made greater progress than those not in receipt. The distribution from the average is relatively small, therefore not a cause for concern.

	English	Maths
All Pupils	66%	59%
Pupil Premium	61%	63%
Non Pupil Premium	70%	55%

The next table looks at all pupils in receipt of the pupil premium grant, regardless of why they are eligible, and focuses in more detail on those eligible for Free School Meals, those with a parent in the armed forces, and those in care. The figures show pupils eligible for Free School Meals and those in care are making equal or higher progress on average than when looking at Pupil Premium as a whole. This is particularly notable in Maths. The figures representing those with a parent in the armed forces are lower, quite notably in Maths, and therefore this will be monitored closely during the next academic year.

	English	Maths
Pupil Premium	61%	63%
FSM	61%	65%
Service	51%	45%
LAC / CLA	61%	71%

The overall pupil premium data has been broken down further into Key Stages, however as these figures only represent pupils on the formal curriculum pathway, the group sizes are very different and therefore the figures should be used to show trends rather than direct comparison.

	English		Maths	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Key Stage 2	52%	67%	68%	51%
Key Stage 3	79%	53%	78%	48%
Key Stage 4	51%	88%	53%	65%

As mentioned above, in English, pupils in receipt of the PPG make less progress on average, however this is not reflected in Key Stage 3, where the PPG figure is higher. The gap between PPG and non-PPG has increased in Key Stage 4 since the last data analysis point, and therefore closer monitoring will take place to ensure there is not a significant difference developing. In Maths, pupils in receipt of the PPG in Key Stages 2 and 3 made more progress than those not in receipt.

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>Pupils in receipt of service pupil premium allocation.</p> <p>This was used to provide the following:</p> <p>Music Therapy</p> <p>Dance Therapy</p>

	<p>Intensive Behaviour support</p> <p>Access to school trips and visits</p> <p>Older pupils – travel training</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Pupils received additional support to help manage social and emotional needs. The impact of this was to enable them to develop positive relationships with others.</p> <p>An example of a targeted intervention</p>