

Pupil premium strategy statement – Greenwood School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	28 (Sept 26)
Proportion (%) of pupil premium eligible pupils	PP - 6 students CLA – 1 Student Total: 7 students – 25%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Vicky Essex Executive Headteacher
Pupil premium lead	Carley Huxham Deputy Headteacher
Governor / Trustee lead	Elle Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2026-2027)	Dependent of transient intake over the year due to the setting providing short term placements. Estimate: £18,275
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Total budget for this academic year (2026-2027)

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Dependent of transient intake over the year due to the setting providing short term placements.

Estimate: £18,275

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all our students, irrespective of their background or the challenges they face, make good progress from their starting point on admission and receive the best possible preparation for independent adult life.

Our core purpose is to maximise the academic achievement of all our students whilst addressing their individual social and emotional needs, often with the additional support of other external agencies. The focus of our pupil premium strategy is to support disadvantaged students to achieve this goal.

At the heart of our approach is high-quality inclusive teaching for all students, together with targeted support that is based on robust assessment to identify gaps in learning and attributes alongside a genuine knowledge of our students and their needs.

Although our strategy is focused on the needs of disadvantaged students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers. We recognise that whilst some of our students may not meet threshold for pupil premium, they are disadvantaged in that they are at risk of or have been permanently excluded from school.

We also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers and further education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, including both academic and SEMH testing on admission. This will help us to ensure that we offer the relevant skills and experience required to prepare our students for independent adult life.

Challenges

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

Challenge number	Detail of challenge
1	Academic Progress: Our assessments show that disadvantaged students generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged students experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged students. This trend is most recognisable in maths outcomes.
2	Language and Reading Barriers: Our assessments, observations and discussions with students show that disadvantaged students are generally more likely to have language and reading barriers compared to non-disadvantaged students in our school.
3	Social, Emotional and Mental Health Difficulties (SEMH): Emotional wellbeing impacts on behaviour for learning, ability to attain new knowledge, rational thinking and physical health. The majority of students at Greenwood school have social, emotional and / or mental health difficulties. This impacts significantly on an ability to self-regulate, self-esteem, resilience for learning, peer and adult relationships and sense of self. This all creates low motivation to learn, and many students struggle to attend school or access lessons on a regular basis.
4	Limited Cultural Capital and Enrichment: Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. There is also a lack of opportunity for enrichment outside of school where students can develop talents, hobbies and interests.
5	Limited Personal Skills: Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	Continuing Effects of Pandemic: Our assessments, observations and discussions with pupils and families demonstrate that the education, attendance, wellbeing

	and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. Our current 26/27 Year 11 cohort would have been in Year 4 for the first lockdown and then following lock downs took place in Year 5, and so their foundational learning would have been greatly impacted. Students below Year 11 would have been between reception and year 3 during the pandemic, also meaning that key foundational learning and social development will have been greatly impacted for these students.
--	---

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
1. Improved attainment for disadvantaged students in all subjects, notably in maths, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by each of our end of year assessments between Summer 2025 and Summer 2028. Maintain, or improve, the percentage of students making progress from their baseline outcomes in English, Maths and Science, compared to non-PP peers.
2. Improved reading fluency and comprehension skills in disadvantaged students resulting in greater confidence in learning and access to a broad curriculum.	Improved performance of PP students in reading assessments and achievement of functional skills English (reading, writing, and speaking and listening) as demonstrated by their outcomes by Summer 2028.
3. Our disadvantaged students will be taught the attributes and skills that they need to manage their own needs alongside the knowledge that they need to gain appropriate qualifications.	Increased attendance for PP students. A reduction in the rate of suspension for PP students. A higher % of PP students successfully returning to a mainstream setting.

	Attributes questionnaire outcomes demonstrating improvement over time for PP students, in line with peers.
4. Our disadvantaged students will have experienced a curriculum rich in cultural capital and will have been able to access enriching and cultural opportunities, including opportunities beyond the classroom setting and to work with visitors from different backgrounds.	Through increased engagement in school evidenced through attendance and Ready, Respectful, Safe and ASK marks in lessons. All disadvantaged students will have taken part in a range of enrichment activities and opportunities aimed to develop cultural capital.
5. Disadvantaged students feel better prepared for career progression through mentoring, college placements and work experience opportunities.	All disadvantaged students at KS4 are given the opportunity to access high-quality careers mentoring, college placements and work experience. KS3 students have access to BECC careers lessons to prepare them for the world of work. By the end of the academic year 2027-2028, disadvantaged students should be progressing to further education in the same numbers as their non-PP peers.
6. The education, attendance, wellbeing and wider aspects of development of our disadvantaged students, which has been particularly impacted by the pandemic, progresses in line with their peers.	Evidenced through the Attributes questionnaire, academic outcomes, and observations, by the end of 2027-2028, our disadvantaged students will be progressing in all areas of our ASK (Attributes, Skills and Knowledge) curriculum, in line with their peers. Attendance data for PP students will be in line with that of non-PP peers. There will be a reduction in the rate of suspension for PP students.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2026-2027)** to address the challenges listed above.

Teaching

Budgeted cost: **£4212**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality inclusive teaching and positive classroom experiences. Professional training programs for all staff and regular sharing of good practice. • CPD Programme for all staff supports knowledge and application of strategies to meet a range of needs within the PP cohort • Explicitly teaching reading comprehension strategies in all classes • Curriculum enrichment through professional visitors such as artists and authors, subject area trips and experiences	Local School and Community Needs along with the combined experience, expertise and knowledge of our students and setting held by our Staff. Reading comprehension strategies EEF Aspiration interventions EEF Oral language interventions EEF One to one tuition EEF	1, 2, 3, 4, 5, 6
Tute	Rationale: Remote learning, mainly in English and Maths but does on occasions include Science. This is used for those pupils who struggle to access education on site, for a variety of reasons. This is sometimes used on a short-term basis until work is done to encourage pupils to access education onsite or can also be used on a longer-term basis. Impact: This provision has been successful in engaging pupils through remote learning when they could not manage this on site, for a variety of reasons.	English, Maths, PSHE Package- £108 per week 1 x PP student throughout the school year- £4212 1, 2, 6

Targeted academic support

Budgeted cost: **£10,764**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 interventions to support literacy, numeracy and SEMH needs	Rationale: We use assessment to identify any gaps in a student's learning or attributes (SEMH), if gaps are identified then we will refer the student for an intervention to remove barriers to curriculum access and improve independence Impact: 1:1 interventions have been successful in building confidence in and engaging disadvantaged students who have significant barriers in numeracy and literacy.	Staffing cost for interventions for PP students - £10,620 1, 2, 6
Save My Exams	Rationale: To provide students with accessible, structured and high-quality resources to support independent revision. Providing this resource removes potential financial barriers to accessing effective revision materials and supports students to become more confident, independent learners, improving their readiness for assessments and helping them to achieve their academic potential. Impact: Pupil premium students achieving the same number of GCSEs in line with non-PP students.	3 x students at £48 per student £144

Wider strategies

Budgeted cost: **£12,658**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers	Rationale: Careers Advice and support with Post 16 destinations from our partnership with Hampshire Futures and from our careers advisor.	4 sessions (1 per PP student in KS4) per year with Hampshire Futures £268

	Impact: This frequently proves very positive in focusing Year 11 pupils for post 16 destinations.	8 sessions (2 per PP student in KS4) of careers support per year with careers advisor £160 4, 5
Learning Beyond the Classroom	Rationale: Bespoke support packages for students that are not able to cope on the school site. Impact: Learning Beyond the Classroom consistently supports 2-3 students that are not able to be onto the school site, normally with an EHCP. LBC team work hard to ensure that all students leave with a set of qualifications that allow them to access post 16 destinations.	£45 per hour. Average of 2 hours per student per week. 1 x student per year = £3510 1, 3, 4, 6
College	Rationale: An alternative form of education used to engage young people in a different environment, with a view of post 16 destinations. Impact: This has engaged pupils in active learning in a different environment, at times with a view of pursuing this course of study Post 16.	1 x students- £800 per course £800 1, 2, 6
Breakfast and Lunch (Provided for all onsite students)	Rationale: Some disadvantaged students do not have consistent access to nutritious food. According to Maslow's hierarchy of needs, basic physiological needs such as food must be met before individuals are able to fully engage in higher-level learning, emotional regulation, and social development. Impact: Improve readiness to learn, concentration, and cognitive engagement. Support emotional regulation and positive behaviour. Increase attendance, punctuality, and sustained participation. Contribute to improved academic progress, wellbeing, and long-term educational outcomes.	Approximately 15 PP students per year at one time at £2.75 per day (192 teaching days in our academic year) - £7,920 1, 3, 6



Total budgeted cost: £ 27,634

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE Results Summer comparison:

	Non-PP students (2025)	PP Students (2025)	Non-PP students (2026)	PP Students (2026)	Non-PP students (2027)	PP Students (2027)
Left Greenwood with 1 or more GCSE's	85.71%	83.33% (-2.38%)	100%	94.12% (-5.88%)		
Left Greenwood with 3 or more GCSE's	50%	66.67% (+16.67)	100%	82.35% (-17.65%)		
Left Greenwood with 5 or more GCSE's	21.42%	25% (+3.58%)	33.33%	29.41% (-3.92%)		
Gained a GCSE in both English and Maths	64.28%	66.67% (+2.39%)	83.33%	76.47% (-6.86%)		
Gained a qualification in both English and Maths	71.42%	91.6% (+20.18%)	100%	100%		
Average number of qualifications students left with	5.93	6.33 (+0.4%)	8.67	8.78 (+0.11)		

The data shows that the percentage of PP students achieving qualifications is slightly lower than that of their non-PP peers. A contributing factor to this is that we had 7 PP students and 6 non-PP students.

Attendance:

Spring Term 2 Whole School Attendance	2025	2026	2027	2028
PP Students	60.77% (+6.57%)	62.59% (-4.09%)		
Non-PP Students	54.2%	66.68%		

We have compared the attendance data from Spring Term 2 of each year as this is when we still have our full year 11 cohort prior to examinations. Unfortunately, the attendance for PP students is 4.09% less than non-PP students in the academic year 25-26. We have continued to ensure our attendance procedures are robust and made changes to staff structure in schools to support to improve attendance in the academic year 26-27.

Suspensions:

Percentage of students suspended 1 or more times	Non-PP students	PP Students
Academic year 2023-2024	40%	75.7% (+35.7%)
Academic Year 2024-2025	54.2%	68.4% (+14.2%)
Academic Year 2025-2026	64.0%	62.2% (-1.8%)
Academic Year 2026-2027		
Academic Year 2027-2028		

Over time the percentage of PP students being suspended has reduced compared to non-PP students, resulting in less PP students being suspended compared to non-PP students in the academic year 25-26.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Online Tutoring	Tute