

# Pupil Premium Strategy Statement 2025 - 2026 Goldwyn School

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

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

## School overview

| Detail                                                                  | Data                                                                      |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Number of pupils in school                                              | 197                                                                       |
| Proportion (%) of pupil premium eligible pupils                         | 54%                                                                       |
| Academic year/years that our current pupil premium strategy plan covers | <b>2024-25 (Review)</b><br><b>2025-26 (Revised Strategy)</b><br>2026 – 27 |
| Date this statement was published                                       | December 2025                                                             |
| Date on which it will be reviewed                                       | October 2026                                                              |
| Statement authorised by                                                 | Kerry Greene - Principal                                                  |
| Pupil premium lead                                                      | Sarah Hopker – Assistant Principal                                        |

## Funding overview

| Detail                                                                                    | Amount             |
|-------------------------------------------------------------------------------------------|--------------------|
| Pupil premium funding allocation this academic year                                       | £129,471.25        |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | £0                 |
| <b>Total budget for this academic year</b>                                                | <b>£129,471.25</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

### Identified Barriers to Educational Achievement

The impact of Covid-19 on pupil attainment, wellbeing and mental health continues to be evident in the increasing needs of young people across the country, particularly for those from disadvantaged backgrounds (DfE 2021, 2022). For pupils on roll at a specialist provision for Social, Emotional & Mental Health, the impact has exacerbated their existing and already complex needs in relation to general wellbeing, social interaction, learning and engagement in the wider community. Contextually, the school has seen an increase in the prevalence of Emotional Based School Avoidance, particularly amongst those young people with a diagnosis of Autism and an increase in the number of ACEs and / or Trauma experienced by young people. Many pupils continue to be on the waiting list for specialist assessment or intervention.

Goldwyn School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- High levels of anxiety, resulting from personal experiences as well as neurodivergence.
- Increased exposure to Adverse Childhood Experiences.
- Limited self-awareness and resilience.
- Extended time out of school, both as a result of the pandemic and no identified provision.
- Low readiness to learn - limited learning confidence and minimal experience of success in school to develop growth mindset and metacognitive skills.
- Social isolation - limited opportunities to develop friendship groups or become involved in the wider community.
- Delayed development of 'age appropriate' skills due to vulnerabilities and missed experiences.
- Difficulties recognising own needs and self-regulating, resulting in distress behaviours.
- Limited access to services or external agency support.
- Parental anxiety due to lack of access to support, training and resources.

## Challenges

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

| Challenge Number | Detail of Challenge                                                                                                                                                                                                                        |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Anxiety; increased prevalence of EBSA; extended time 'out of school'; previous negative experiences in an educational setting; differing experiences during and since the pandemic; increase in social anxiety; increased risk of burnout. |
| 2                | Trauma and increasing prevalence of ACEs, resulting in distress behaviours.                                                                                                                                                                |
| 3                | Limited or late access to services or external agency support, including assessment for neurodivergence; reluctance to engage due to previous experiences or inability to attend appointments resulting in case closure.                   |
| 4                | Limited learning resilience as a result of missed time in school and missed learning, impacting on engagement and behavioural responses to challenge.                                                                                      |

|   |                                                                                                         |
|---|---------------------------------------------------------------------------------------------------------|
| 5 | Low aspirations and delayed preparation for life - limited motivation as a result of Challenges 1 to 4. |
|---|---------------------------------------------------------------------------------------------------------|

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-25, 2025-26 and 2026-27)**, and how we will measure whether they have been achieved.

- **Students develop their emotional resilience; they have increased self-awareness and know what they need to regulate or recharge.**
- **Students develop their learning confidence; they can respond positively to feedback and challenge; they are increasingly independent in accessing learning.**
- **Students develop social and communication skills by being more actively involved in school and community life; they have greater confidence in social interaction and a stronger sense of self-worth.**
- **Students develop aspirations; they have the confidence and motivation to talk about and plan for their future; they are well-prepared and have the skills needed for a successful transition at the end of Year 11.**

| Intended Outcome                                                                                                                                                                                                              | Success Criteria                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students develop their emotional resilience; they have increased self-awareness and know what they need to regulate or recharge.                                                                                              | Increased access to school. Improved attendance. Fewer behaviour incidents. Increased rewards. Increased protective factors.                                                                                            |
| Students develop their learning confidence; they can respond positively to feedback and challenge; they are increasingly independent in accessing learning.                                                                   | Inclusive learning environments and adaptive teaching promotes access for all.<br>Increased access to school; Improved attendance. Improved engagement in lessons. Increased rewards. Academic progress and attainment. |
| Students develop social and communication skills by being more actively involved in school and community life; they have greater confidence in social interaction and a stronger sense of self-worth.                         | Increased participation in enrichment activities. Achievement of Short-term targets / EHCP Outcomes. Development of personal interests - clubs or activities.                                                           |
| Students develop aspirations; they have the confidence and motivation to talk about and plan for their future; they are well-prepared and have the skills needed for a successful transition at the end of Year 11 or beyond. | Increased engagement in PSD / Careers / Enrichment activities. Participation in Work Experience. Destinations confirmed and prolonged.                                                                                  |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£192,945**

| Activity                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Targeted Emotional Wellbeing Support</b> | <p>Integrated, evidence-based approaches are normal working practice throughout the school day with staff trained in:</p> <ul style="list-style-type: none"> <li>• Childhood Trauma &amp; Brain Development</li> <li>• Relational Practice.</li> <li>• De-escalation.</li> <li>• Emotion Coaching.</li> <li>• Supporting Students Who Self-Harm.</li> <li>• Restorative Practice.</li> <li>• Growth Mindset.</li> </ul> <p>Identified staff are trained to provide more specialist support through evidence based interventions including:</p> <ul style="list-style-type: none"> <li>• Youth Mental Health First Aid - Pastoral Staff.</li> <li>• ELSA - Targeted Staff.</li> <li>• Drawing &amp; Talking - Targeted Staff.</li> <li>• Forest School / Outdoor Education - Outdoor Education Lead.</li> <li>• Circle of Adults (Student Focus) - Inclusion Team.</li> <li>• Restorative Justice (Facilitators) - Pastoral Team.</li> <li>• Trauma Informed Practitioners - Targeted Staff.</li> <li>• EBSA - Specialist Engagement Officers.</li> </ul> | 1, 2 & 4                      |

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27,329

| Activity                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Literacy Intervention</b><br><b>AENCO's</b><br><b>Numeracy Intervention</b><br><br>Direct and class-based interventions. | As a result of targeted Maths and Literacy intervention through, subject gap analysis, students who have a history of persistent poor attendance, significant barriers to learning and / or specific difficulties have increased confidence and access to learning. | 2, 3 & 5                      |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £147,783

| Activity                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Extended Off-Site Provision</b><br><b>£59,755</b> | <p>Our extended, off-site provision continues to engage some of our most vulnerable and hard to reach young people, addressing long standing barriers to learning that, prior to joining the school, had often resulted in significant periods of time out of education and / or limited engagement in learning. Developing positive relationships and a sense of achievement in an area of personal interest enables these students to grow in confidence, place value in education, plan future goals and, ultimately, engage in more formal teaching and learning.</p> <p>Access to Tutors who provide tuition remotely, in the student's home or local area or through a wide range of online learning platforms (SAM Learning, Pearson, My Maths, etc), means that provision can be specifically tailored to individuals.</p> | 1, 2, 3 & 5                   |
| <b>Outdoor Forest Education</b>                      | The positive impact of outdoor education on engagement and mental health and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 1, 2 & 4                      |

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>£34,320</b>                                           | <p>wellbeing, particularly in young people who have experienced trauma, is well documented, with the added benefits of developing social / team working skills, learning to judge and manage risk and improving behaviour, all within a safe and supportive environment.</p> <p>As a result, we are embarking on developing our own facilities in order for the provision to be available to more students with a wider range of activities based onsite.</p> |          |
| <b>Counselling &amp; Therapies</b><br><br><b>£59,923</b> | <p>Students continue to have access to weekly sessions with our BACP Accredited Independent School Counsellors.</p> <p>Specialist therapeutic intervention, through known and trusted providers, is secured for targeted students who have experienced significant trauma and / or are amongst the hardest to reach within the school population.</p>                                                                                                         | 1, 2 & 4 |

**Total budgeted cost: £368,057**

Goldwyn School invests more in Pupil Premium provision than it receives through the grant to ensure disadvantaged pupils receive the support they need to succeed. Given the complexity of need within our cohort, funding is strategically used alongside additional school resources to provide targeted academic, pastoral and therapeutic support. This reflects our commitment to removing barriers to learning and securing the best possible outcomes for all pupils.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Overview

The School has continued to invest and embed a comprehensive evidence-based approach to SEMH provision, focusing on early intervention, targeted support and improved engagement for pupils with the highest level of need. The school has strengthened its capacity to meet complex SEMH needs, reduce disengagement and improve pupil readiness.

As a school serving some of the most disadvantaged and hard to reach young people in Kent, good progress has been made towards achieving the intended outcomes of the previous Pupil Premium Strategy.

#### Progress Data

Progress data for the academic year 2024-25 was equitable between Pupil Premium students and Non-Pupil Premium students in both English and Maths.

- Pupil Premium – 78% made progress in English.
- Non-Pupil Premium - 84% made progress in English.
- Pupil Premium - 88% made progress in Maths.
- Non-Pupil Premium - 84% made progress in Maths.

#### Attainment Data

| <b>% of Pupils Achieving<br/>5 x 9-1 Equivalent<br/>Passes</b> | <b>2019 -<br/>2020</b> | <b>2020 -<br/>2021</b> | <b>2021 -<br/>2022</b> | <b>2022 -<br/>2023</b> | <b>2023 -<br/>2024</b> | <b>2024-<br/>2025</b> |
|----------------------------------------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-----------------------|
| <i>Number of Pupils</i>                                        | 40                     | 37                     | 32                     | 24                     | 37                     | 40                    |
| <i>% of Pupil Premium<br/>Pupils</i>                           | 76%                    | 69%                    | 76%                    | 52%                    | 58%                    | 60%                   |
| <i>% of Children In Care</i>                                   | 67%                    | 75%                    | 0%                     | 100%                   | 80%                    | 100%                  |

#### Attendance

**All pupils: 74%**

**Pupil Premium pupils: 72%**

Attendance for Pupil Premium pupils is closely aligned with the whole-school average, with only a two-percentage point difference. Given the significant social, emotional and mental health needs of many pupils eligible for Pupil Premium funding, this demonstrates the positive impact of targeted pastoral, therapeutic and attendance support strategies. The small attendance gap suggests that Pupil Premium pupils are successfully accessing education and that interventions are helping to reduce barriers to attendance. Improving attendance remains a priority, with continued investment in personalised attendance plans, family support and multi-agency working to further improve outcomes.

### ***Engagement and Positive Behaviour***

#### ***Average REACH Points Earned***

All pupils: 214

Pupil Premium pupils: 243

Pupil Premium pupils achieved an average of 243 REACH points compared with 214 for all pupils across the school. This is a particularly positive indicator of engagement and demonstrates that Pupil Premium pupils are responding well to the school's rewards and recognition systems.

REACH points are awarded for demonstrating the school's values, positive behaviour, engagement in learning and participation in wider school life. The higher average score for Pupil Premium pupils suggests that, despite facing additional barriers, these pupils are engaging positively with their education and benefiting from the targeted support and interventions funded through the Pupil Premium grant.

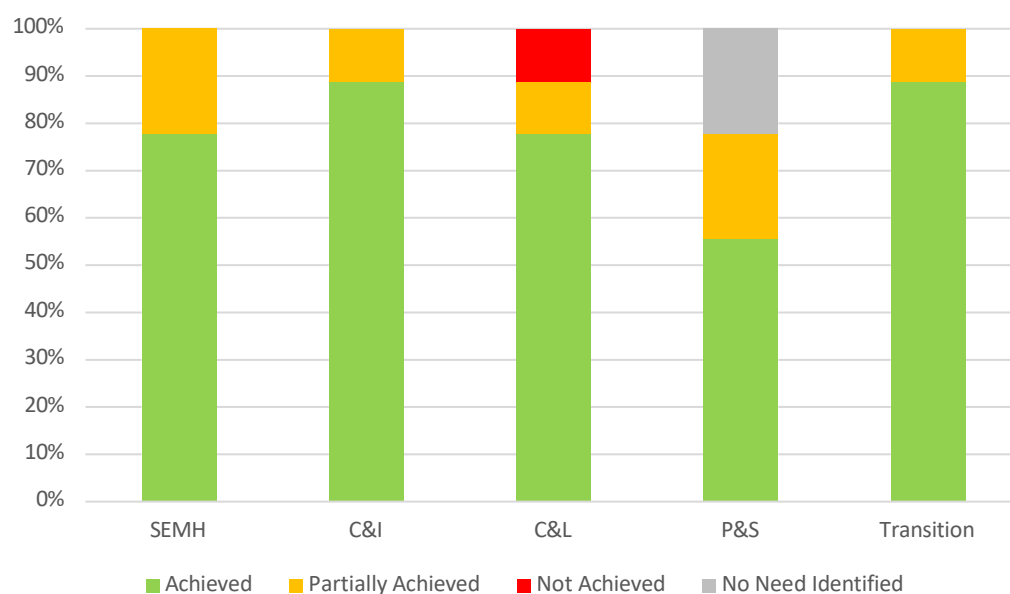
This data evidences the success of the school's whole-child approach, which recognises and celebrates progress in behaviour, relationships, engagement and personal development alongside academic achievement. It also highlights the importance of continuing to invest in pastoral and therapeutic provision that enables pupils to experience success in school.

### ***Achievement of EHCP Outcomes***

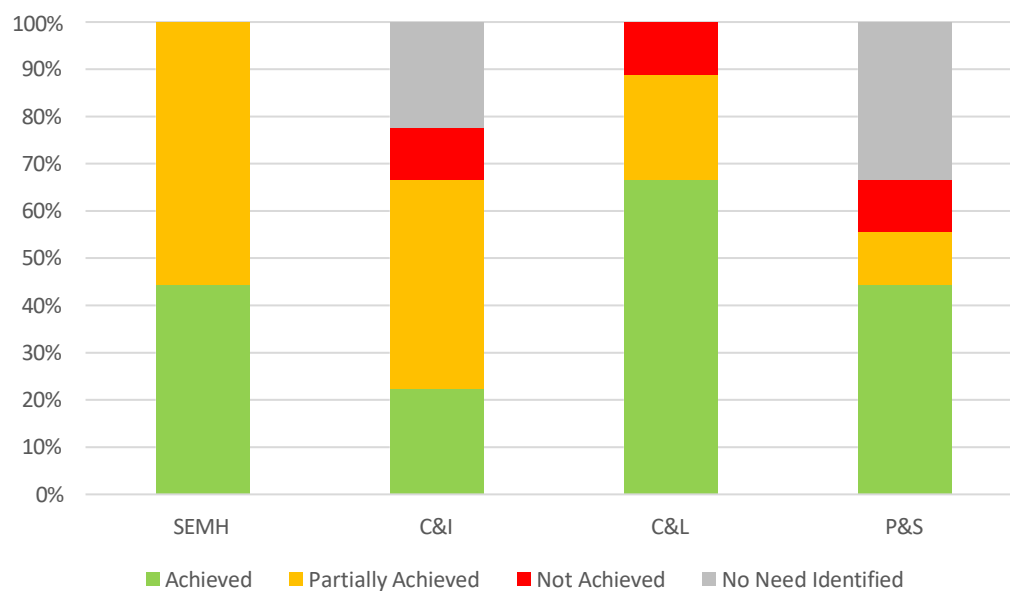
95% of EHCP outcomes were achieved or partially achieved by Pupil Premium students in Year 9 (Key Stage 3 Outcomes) and Year 11 (Key Stage 4 Outcomes) in the academic year 2024 – 25. This is an increase of 12% from the previous year.



### Achievement of EHCP Outcomes 2024 - 25 Key Stage 4 Pupil Premium

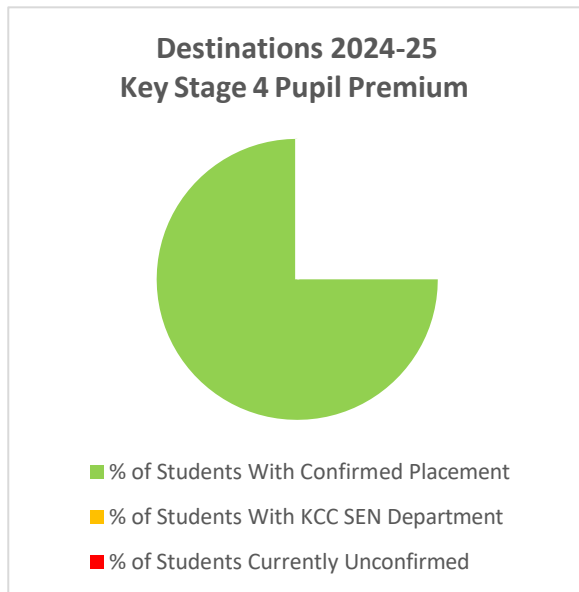


### Achievement of EHCP Outcomes 2024-25 Key Stage 3 Pupil Premium



## Destinations

95% of Pupil Premium Students had a confirmed onward destination by October 2025.



Nearly half of students (48%) transferred to a mainstream placement and 62% went on to study a level 2 programme.

