

Pupil Premium Funding at Glyne Gap School 2025-26

Introduction

The Pupil Premium is additional funding given to schools by the Government so that schools can support particular groups of pupils who could be at risk of underachieving and work to ensure that the attainment of these pupils is close to or matches that of their peers.

The Pupil Premium is allocated to schools for pupils, in Reception through to Year 11, who have free school meals (FSM rather than UFSM) or have done in the last 6 years. Pupil Premium is also allocated for children who are 'looked after' by a Local Authority (LAC) (or who were adopted from Local Authority care) and Glyne Gap works in partnership with the Virtual School to direct Pupil Premium to LAC pupils and impact on their outcomes. Children of families who serve in the Armed Forces are also eligible for Pupil Premium funding although no pupils currently attending Glyne Gap fall into this category.

Our School (as of October 2025 census)

Detail	Data
Number of pupils in school	139
Number of pupils between Reception and Year 11	101
Number of pupils eligible for FSM	34
Number of pupils 'looked after'/adopted from care.	11
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2025
Date on which it will be reviewed	By end of April 2026
Statement authorised by	Mrs Kirsty Prawanna
Pupil premium lead	Mrs Kirsty Prawanna
Governor / Trustee lead	Mrs Millie Rowland

Part A: Pupil premium strategy plan

Statement of intent

We believe that all students irrespective of their background and the challenges they face, deserve to access the very best in learning, experiences and opportunities so that they make Outstanding progress, and are prepared for their future life.

The focus of our pupil premium strategy is to support disadvantaged pupils in achieving those goals, whatever their starting point. The activities we have outlined in this plan are specifically designed with the challenges faced by our pupils in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not.

The evolution of our curriculum and quality of teaching, is at the forefront of our approach, with a focus on the essential skills for learning and life that our pupils require, in order to narrow and overtime close the attainment gap, and ultimately impact of their long-term life opportunities.

Our pupil premium strategy is strategically linked to our whole school 3-year development plan to ensure our priorities are communicated clearly and achieved effectively.

Challenges

Communication is a core area of all of our pupils' learning, it is also the pre-cursor to other areas of learning such as literacy. We continually strive to ensure that *all* pupils are reaching their potential and enjoying the outcomes of their learning in this area.

For learning to be truly transformational and impact on pupils' lives, they must be able to use their skills of communication in ALL settings. Following analysis of eligible pupils' needs following Covid19 school closures (and from long experience after significant absence due to summer holidays/ long term illness), parents expressed they found it extremely difficult to support and continue their child's learning at home, leading to gaps in learning or a regression in skills. Since Covid19 these challenges have been prioritised within the School Development Plan.

Challenge number	Detail of challenge
1	Lack of opportunity to make progress within expressive and receptive communication, particularly for pupils using AAC systems, following a period of isolation out of school (COVID19 enforced school closures)
2	Lack of knowledge and understanding among parents on how to support and continue their child's learning in the home setting.

Part B: Review of the previous academic year

Looking back - Activity in the last academic year (2024-25)

Funding overview: from April 2024 – March 2025 we received £49,980

Pupil Premium funds were directed to pupils to further extend their learning within the core area of communication by further enhancing the provision of the school's Communication team as outlined in our SDP. This included the employment of a Specialist Communication Assistant to support and extend pupils' learning in Communication at home.

In order to ensure parents of eligible pupils felt equipped to support their child's learning at home and the transferring of skills from school to home, the Specialist Communication Assistant delivered a bespoke block of input to pupils and parents, with individual training, resources and work within their home setting.

Funding for CLA was discussed at PEP meetings and used to promote outcomes of the individual pupil. Monitoring and Evaluation of this spend was completed by relevant Virtual School.

The impact of the spending on pupils for whom Pupil Premium was received

Historically there has not been a significant gap in achievement for pupils on FSM or CLA children at Glyne Gap School.

- **Pupil outcomes data collected at the end of the 2024/2025 school year showed that all pupils are making expected or above expected progress.**
- **All pupils on FSM and all 'looked after' pupils were making expected or above expected progress.**

The Communication Teacher leads a multi-disciplinary team to make a yearly judgement on each pupil's progress within communication. This contributes to whole school data.

- **In 2024/25 pupils eligible for Pupil Premium were judged to have made outstanding or at least good progress within communication.**

Pupils' communication outcomes were measured following the block of support parents received at home

- **In 2024/25 pupils who received additional input through the Specialist Communication Assistant/PECS at home initiative, were judged to have made outstanding or at least good progress within communication.**

In addition, qualitative case studies show that Pupil Premium initiatives have made a significant impact on particular pupils.

- 10 families received 1-1 bespoke communication support at home in the last academic year

- All pupils of parents receiving PECS at home support progressed at least 1 level in their PECS use within 1 term of support being implanted
- Following “follow up review” visits to families, all pupils had maintained their skills at home with the majority working on their “next steps”.
- All families in “follow up review visits” expressed they found the support at home to have been extremely beneficial to them and their child.

Pupil Premium money was also used to enhance pupils’ communication through:

- Enabling members of the Communication Team to run a regular Communication Café for infants. These group sessions have focussed on developing pupils’ use of AAC systems to make choices and initiate requests using appropriate social communication skills. The impact of this input is that these pupils are beginning to take ownership of their own AAC system in order to use in a range of contexts and with a range of communication partners.
- Enabling members of the Communication Team to run parent training workshops (6 x per year) and resource making workshops (6 x per year), where parents were offered training in specific aspects of communication, join in question and answer sessions about supporting their young person’s communication, and have the opportunity and support to create bespoke AAC resources to use with their young person at home.

Looking ahead - Activity in the next academic year (2025-2026)

Funding

- From April 2025 to March 2026, we anticipate receiving £43,835 in Pupil Premium funding.

Intended Activity

- We want to further extend the learning and outcomes for pupils eligible for Pupil Premium within our core area of Communication.
- We want to ensure that previous learning translates into enhanced life opportunities and for some pupils their funding may be used to support their communication learning at home/in the local community and/or across the curriculum.

We will do this through:

- Continuing to offer the identified provision by the Communication Team in school and at home
- Enhancing the Communication Teams’ offer through the appointment of:
 - Specialist TA to support specific pupils’ learning within the area of Switch Progression.

- Specialist TA position for PECS - supporting pupils' progress for those who use PECS as a mode of communication

(For further detailed planning please see whole school 3-year development plan)

Intended outcomes

By the end of next academic year:

- All pupils eligible for Pupil Premium will make at least good progress, with the majority making Outstanding progress in their learning, (as judged in end of year PPI meetings)
- All pupils eligible for Pupil Premium will make at least good progress, with the majority making Outstanding progress in the curriculum area of Communication (as judged within Pupil Progress and Liaison meetings)
- All parents of pupils eligible for pupil premium will have the opportunity to attend communication workshops (6)/resource making workshops (6) relevant to their child's learning
- Pupils (for whom it is relevant) will have received home learning support for their child's Communication.