

Pupil premium strategy statement – Riverside Community Special School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	149
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 Covers 2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Catherine Le Roux
Pupil premium lead	Catherine Le Roux
Governor / Trustee lead	Resources

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,060
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£95,060

Part A: Pupil premium strategy plan

Statement of intent

At the heart of our approach is ensuring that all pupils have equal access to high quality learning experiences and high-quality teaching

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school – especially in the teaching and use of English/communication skills, maths skills (including maths mastery) and supporting pupil wellbeing(which includes the support of families)

We gained the Wellbeing Award in 2024

Continuous assessment, discussion and strategic decision making ensures that pupils progress and strategies for support and engagement, are prioritized.

All pupils will be able to:

- Achieve
- Belong
- Celebrate

Challenges

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

Challenge number	Detail of challenge
1	Data analysis shows that pupils are coming into the school at much lower starting points than previous cohorts of pupils
2	Many pupils are in the early stages of developing non-verbal communication and engagement skills
3	Many pupils do not engage in reading and educational activities at home and require additional and targeted support to do this.
4	Many pupils require targeted support for developing and practicing their emotional regulation, attention and concentration skills.
5	Many pupils do not have the opportunity to practice and use their skills beyond the school environment and require additional support to do this.

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 to be able to engage in a wider range of activities in school that supports them to develop regulation, attention and concentration	Pupils attend for more sustained periods of time to adult led activities
Pupils to be able to access a communication rich environment that supports their understanding, engagement and language development	Pupils are well supported to make choices, join in interactions and make contributions.
Pupils to be able to engage in activities and positive relationships beyond the school environment	Pupils are supported in the home/on trips to engage in a wider variety of activities
Pupils to make at least expected progress in reading/communication skills.	All pupils accessing reading/communication strategies that meet needs and contribute to progress and success

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: £1230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for Makaton trainer</i>	Pupils are requiring a language rich environment that is supported with alternative communication systems to ensure engagement. Staff have requested additional training	1,2 £585
<i>ELSA training</i>	Pupils need specialise interventions to help them understand and manage their thoughts, actions and relationships	4,5 £645

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

Budgeted cost: £ 11,573

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide individualised support for literacy and reading skills in Y5&6</i>	Evidence shows that pupils in Y5/6 are able to take on board more intensive & individualised support for literacy skills. Data shows good progress and increase in word knowledge and recognition with regular support	1,3 £9073
<i>To provide individualised SALT support</i>	Pupils on NHS lists are signed off quickly, however, pupils need to continue to practice and reinforce the skills they have learned	2,3 £2400

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

Budgeted cost: £ 82,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Team Teach intermediate Instructor training</i>	Training and support for staff to ensure that strategies are being put in place to support pupils regulation. Pupils requiring specialist support get very individualised and tailored approaches that are overseen by trained staff.	1,3,4 £6186
<i>Meeting costs of FSM</i>	High number of pupils requiring access to FSM. Pupils need exposure to a wide range of foods and meals	5 £20,000
<i>Drama Therapy</i>	Pupils require highly specialised support from professionals to help them with emotional challenges	4 £9500
<i>Sensory OT</i>	Pupils require highly specialised support from professionals to help them with regulation challenges	1,2,4 £5460
<i>HSLM</i>	We have long recognised the need for supporting our pupils in the home. Our home school link worker provides excellent training and support for parents	5 £20738

	A group of family support assistants are working with the family support worker to help parents to put into practice skills they have learned on courses and become more resilient and structured in their approaches at home	
<i>ELSA support</i>	Training and support for staff to ensure that strategies are being put in place to support pupils regulation. Pupils requiring specialist support get very individualised and tailored approaches that are overseen by trained staff.	2,4 £20,373

Total budgeted cost: £ 95,060

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils have left the school with higher reading ages, better recognition of high frequency words and engagement skills that help them to express their needs, wants and feelings.

Parents expressed their view of pupils' progress through end of year reports saying that they could recognise their child's progress in reading and communication skills.

For pupils who find emotional regulation more challenging we have recorded a lower number of physical interventions. The gathering of detailed information has ensured careful planning for pupils and we hope that this goes on to show lower numbers of physical interventions.

Feedback from parents has shown that they value the skilled input from members of the school staff within their homes. It has helped them to understand their child better and accept support from other agencies.

Externally provided programmes

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

Programme	Provider

Further information (optional)

Through the coming year, we will carefully examine the implementation of strategies around behaviour, language development and the understanding and management of our most complex pupils:

Team Teach training

Makaton trainer validation

Gestalt Language Processing

Curiosity Approaches

Maths Mastery