

Pupil premium strategy statement – Riverside Community Special School 2022-2023

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.

School overview

Detail	Data
Number of pupils in school	132 (137)
Proportion (%) of pupil premium eligible pupils	51.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Catherine Le Roux

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,665
Recovery premium funding allocation this academic year	£37,120
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£10,000
Total budget for this academic year	£137,785

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 and supporting pupil wellbeing.

Through 2021-2022 our pupils benefitted from additional support through the National Tutoring Program, ensuring that gaps were addressed for pupils who were disadvantaged through their lock down experiences.

Since 2020, our focus on Wellbeing, has ensured that the school as a whole has benefitted from strategies to improve mental health and wellbeing, ensuring access to a wide range of activities and trips to broaden cultural capital, and to engage pupils with the wider community. We are working towards gaining the Wellbeing Award

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 do not have the opportunity to practice and use their skills beyond the school environment and require additional support to do this. This includes opportunities to develop cultural capital
5	Some pupils require targeted support for their emotional and mental wellbeing

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 social and emotional skills	Pupils settle easily into class and transition successfully between activities. Pupils able to show/express how they feel
Pupils to be able to access communication environment that support their understanding and language development	Pupils are well supported to contribute to class activities, make observations, comment, make choices
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 (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Communication and engagement skills observation, planning and training</i>	All teachers are being observed by SaLT, discussion and targets set. This builds on early communication training from Spring/summer 2022	All pupils (1,2,3) £10000
<i>Training for staff to understand the development of reading, phonic and communication skills</i>	We systematically teach synthetic phonics across the school. We are investing in a more dynamic and needs specific approach	All pupils (2,3) £2750
<i>Attention autism training for staff</i>	Evidence shows that Attention Autism is an effective tool for gaining pupils attention and supporting their developing attention and concentration	All pupils (2,3) £1900

<i>Support, equipment and training for staff - sensory integration/OT strategies</i>	Evidence shows that pupils require time and specific interventions to be ready for learning and engagement right across the school	All pupils (1,5) £500
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 81,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sensory integration assessment and programs and for a wider number of pupils integrated throughout the school day</i>	Evidence shows that pupils require time and specific interventions to be ready for learning and engagement right across the school	All pupils (1,5) £8515
<i>Additional opportunities for language, reading and communication practice and teaching – individual, class and tailored support</i>	Many pupils require individual support for their reading and communication skills Pupils continue to make good progress towards reading and communication targets Pupils require more bespoke teaching of reading techniques	All pupils (2,3) £1900 £57,500 £8524
<i>Individual support for pupils with mental health and emotional difficulties</i>	Pupils need specialist interventions to help them understand their own actions and thoughts (CAT Kit, personalised wellbeing plans)	Some pupils (5) £5000

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

Budgeted cost: £ 41,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Counsellor 3 sessions per week</i>	Following the pandemic many pupils clearly showed emotional deficits and require targeted support from specialist therapists to support them	Targeted support (5) £4200

<i>Play therapist (5 sessions per week)</i>	Following the pandemic many pupils clearly showed emotional deficits and require targeted support from specialist therapists to support them	Targeted support (5) £9060
<i>Supporting pupils who find lunch times challenging</i>	Many of our pupils have very restricted diets and find meal times challenging. Supporting them with favoured food items and helping them to experience a wider variety of foods, helps them to attend and feel less anxious about meal times	Targeted support (5) £1000
<i>Additional support for pupils with mental health and wellbeing challenges</i>	Following the pandemic many pupils clearly showed emotional deficits and require targeted support from supportive adults to help them regain confidence. High grade LSAs have specific responsibility for overseeing and working with pupils who need additional support	Targeted support (4,5) £6000
<i>Support in the home for parents to develop resilience and understanding of their children – leading to engagement in wider community (family support assistants)</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 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 Hire of appropriate spaces to support parents and hold workshops	Targeted support (4,5) £15,936 £3000 £500
<i>Supporting pupils with play and language development</i>	Our pupils are lacking in the skills of engagement with play materials, sharing and talking about their play	School wide support (2,5) £1500

Total budgeted cost: £ 137,785

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See report 2021-2022

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
This is funding ongoing play therapy
The impact of that spending on service pupil premium eligible pupils
Child has gained confidence and is happy in school.

Further information

We are continuing to review the additional support and training that we can provide across the school to ensure that pupils have the best opportunity to gain communication and language skills.

We are working towards the Well Being Mark. Our continuing offers of counselling, play therapy, sensory integration as well as supporting pupils to make decisions and express their opinions is essential in supporting pupils mental health and wellbeing.