

# Pupil premium strategy statement – Riverside Community Special School 2021-2022

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

## School overview

| Detail  | Data              |
|---|-------------------|
| Number of pupils in school  | 132               |
| Proportion (%) of pupil premium eligible pupils   | 51.5%             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024         |
| Date this statement was published   | December 2022     |
| 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   | £85,500     |
| Recovery premium funding allocation this academic year  | £18,197.50  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><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> | £0          |
| <b>Total budget for this academic year</b><br><br><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>  | £103,697.50 |

# 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 2020-2021 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.

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.<br>Pupils able to show/express how they feel |
| Pupils to be able to access communication aids 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 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: £ 15,800

| 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.<br>This builds on early communication training from Spring/summer 2022  | All pupils (1,2,3)<br><br>£10000 (carry forward) |
| <i>Training for staff to understand the development of very early language skills</i> | Our pupils require interventions that are varied and meets the needs of individuals. Early language development is vital so teachers and some support staff have received training on understanding very early language development, resources that can be provided and recognising small steps of progress. | All pupils (2,3)<br><br>£1500                    |
| <i>Training for staff on mental health and wellbeing.</i>                             | Supporting staff to recognise and understand mental health challenges in our young people  | All pupils (2,3)<br>£3000                        |

|  |  |                           |
|--|--|---------------------------|
| <i>Support and equipment 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)<br>£1300 |
|--|--|---------------------------|

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

Budgeted cost: £ 67,117

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| <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)<br>£8330            |
| <i>Additional opportunities for language, reading and communication practice and teaching – individual and tailored support</i> | The majority of pupils require individual support for their reading and communication skills                                       | All pupils (2,3)<br>£55787           |
| <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)                              | Some pupils (5)<br>£3000             |

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

Budgeted cost: £ 20.780.50

| <b>Activity</b>                              | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <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)<br>£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)<br>£1920        |

|   |   |                                     |
|---|---|-------------------------------------|
| <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 | Targeted support (4,5)<br>£1142     |
| <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 | Targeted support (4,5)<br>£13518.50 |

**Total budgeted cost: £ 103,697.50**

## Outcomes for disadvantaged pupils 2021-2022

Pupils continue to make good progress towards reading and communication targets

- The majority of pupils across the school met or exceeded their reading targets by June 2022
- The very small group of pupils that were not yet reading symbols or words made progress in identifying objects of reference, photos or in matching symbols.
- Nearly a third of all pupils had a reading age by June 2022.
- By the end of KS1, half of the pupils had moved from reading symbols to reading words and four out of six word readers had a reading age.

By the end of KS2, two thirds of the pupils had moved to securely reading words and ten out of fifteen word readers had a reading age.

Additional work in sensory integration helps pupils to be more settled and ready for learning.

Our Home School Link worker has supported 22 families with understanding play and relationships, systems and structures in the home. She has run 5 courses for parents (Timid to Tiger x3, Early Bird x2) and supported YR parents at transition time. Parents feedback showed that they had a better understanding of their childs needs and had developed different approaches to parenting. They also found joining with other parents really beneficial.

Specialist approaches such as play therapy has supported pupils through difficult transitions, understanding their home situation better and finding new ways to communicate their feelings.

Training for teachers in language development has helped them to provide a more balanced and closely matched curriculum for pupils. Parents feedback in the summer showed that their children really enjoyed coming to school. They were proud of the progress they had made in reading and communication skills.

## Service pupil premium funding

*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***

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 (optional)

*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.*