

Pupil premium strategy statement – Riverside Special School

This statement details Riverside Special School's use of pupil premium funding to help improve the attainment, participation, wellbeing and preparation for adulthood of disadvantaged pupils.

It outlines the school's pupil premium strategy, how funding is intended to be used in 2026–27, and the outcomes and evidence available from the previous academic year. The strategy covers 2026–2029 and will be updated and published annually in the DfE template.

School overview

Detail	Data
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	34%
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)	2026–27 to 2028–29
Date this statement was published	06/10/2026
Date on which it will be reviewed	Annual review; updated statement by 31 December each academic year
Statement authorised by	To be confirmed
Pupil premium lead	Chris Marsden
Governor / Trustee lead	Jess Horseman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£74990

Part A: Pupil premium strategy plan

Statement of intent

Riverside Special School's 2026–2029 strategy builds on learning from the 2023–2026 strategy and moves towards a tighter, evidence-informed and outcome-focused model. The ultimate objective is to ensure that disadvantaged pupils can BELIEVE, ACHIEVE and SUCCEED by reducing barriers to learning, belonging, participation, wellbeing and preparation for adulthood.

The strategy is aligned with the four Riverside School Development Plan objectives. Pupil premium is not treated as a collection of additional activities; it is used to accelerate improvement in provision and outcomes that matter most for disadvantaged pupils. The school will diagnose barriers, use evidence, implement consistently, monitor implementation and impact, and sustain, adapt, scale or stop approaches according to the evidence.

Key principles are: disadvantage is diagnosed rather than assumed; high-quality teaching is the foundation; specialist SEND expertise and EHCP/My Support Plan priorities are central; equity means removing barriers rather than providing identical provision; whole-school approaches may be funded where they are evidence-informed and relevant to disadvantaged pupils; significant activity will have a clear rationale, owner, implementation measure, pupil outcome and review point; and pupil, parent/carers and staff voice will inform evaluation alongside quantitative evidence.

The Pupil Premium Lead will coordinate cohort analysis, the pupil premium dashboard, monitoring and evaluation, and reporting to governors, working with leaders, staff, pupils and families.

Challenges

The following five challenges have been identified from Riverside's previous strategy and current diagnostic priorities.

Challenge number	Detail of challenge
1	Access, belonging and communication: Pupils have complex learning, physical and social-communication needs. Some may find it difficult to connect with the wider school community.
2	Literacy, phonics, communication and numeracy: The previous strategy identified gaps in basic skills. Riverside needs sustained progression from individual starting points and stronger application of skills.
3	Regulation, attendance, behaviour and safeguarding: Some pupils need explicit teaching of regulation, resilience and coping strategies. Attendance and readiness to learn can be affected by individual and family barriers.
4	Workforce expertise and consistency: The previous strategy identified LSA turnover and the need for specialist expertise and consistent relationships.

5	Personal development and preparation for adulthood: Disadvantaged pupils need equitable access to enrichment, sport, outdoor learning, community experiences and post-16 pathways.
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Intended outcomes

The intended outcomes below reflect the strategy's 2029 ambitions and the evidence Riverside will use to assess progress.

Intended outcome	Success criteria
Achievement	Disadvantaged pupils make sustained progress from individual starting points and in relevant EHCP/My Support Plan outcomes; the in-school gap is monitored and reduced where evidenced. Evidence: EHCP/MSP reviews; assessment data; curriculum evidence; moderation.
Literacy and communication	Improved progress in phonics, reading, writing, functional literacy and communication, with increased independent application. Evidence: Phonics/reading/writing data; communication assessments; work scrutiny; pupil evidence.
Numeracy	Improved progress in early number, number knowledge and functional application of mathematics. Evidence: Assessment; curriculum evidence; work scrutiny; moderation.
Attendance	Attendance improves year-on-year and barriers for disadvantaged pupils are identified and addressed earlier. Evidence: Attendance dashboard; persistent/severe absence; individual plans.
Behaviour and regulation	Pupils increasingly use agreed strategies to regulate and engage with learning, with reduced reliance on adult intervention where appropriate. Evidence: Behaviour data; PBSP/MSP reviews; learning walks; pupil voice.
Wellbeing and belonging	Disadvantaged pupils demonstrate stronger belonging, confidence and access to support. Evidence: Pupil/parent voice; wellbeing evidence; participation.
Participation	Disadvantaged pupils have equitable access to clubs, trips, residentials, sport, outdoor learning, community activities and appropriate post-16 opportunities.

	Evidence: Participation data; transport/access records; pupil voice.
Workforce and leadership	Staff consistently implement agreed Riverside approaches; leaders and governors can demonstrate a clear line from diagnosis and spending to implementation and pupil outcomes. Evidence: CPD records; implementation checks; QA; PP dashboard; governor reporting.

Activity in this academic year

This details how Riverside intends to spend pupil premium funding in 2026–27 to address the challenges listed above. The exact annual allocation will be confirmed from the DfE allocation and the needs of the current disadvantaged cohort.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and workforce development through the four Riverside pillars: Communication, Classroom Environment, Behaviour and Curriculum, with safeguarding overarching.	Our Intervention Team support with significant aspects of school. Current EEF guidance identifies effective professional development as a combination of building staff knowledge, motivating improvement, developing practical teaching techniques and embedding new approaches into everyday practice. The September 2026 Ofsted inspection toolkit reinforces the importance of high-quality, evidence-informed, sustained and coherent professional learning that is aligned with whole-school priorities, curriculum, teaching, assessment, behaviour, pastoral care and the adaptations required for pupils with SEND. This provides a strong rationale for organising workforce development through the four Riverside pillars of Communication, Classroom Environment, Behaviour and Curriculum, ensuring that CPD develops both specialist knowledge and consistent classroom practice. Safeguarding should remain an overarching expectation, reflecting statutory guidance that safeguarding is everyone's responsibility and that all staff require appropriate training, updates and	1, 2, 3, 4

	knowledge of the school's safeguarding procedures. Riverside pillars → identified workforce needs → evidence-informed CPD → modelling/practice → coaching and feedback → consistent implementation → improved staff expertise → stronger classroom practice → improved pupil engagement, progress, wellbeing and safety	
Define and develop the LSA role and key skills required when working with pupils with severe learning difficulties.	Current EEF guidance emphasises that teaching assistants are most effective when their role is clearly defined, aligned with high-quality teaching and focused on enabling pupils to access learning and develop independence. Effective practice includes strong teacher–TA collaboration, appropriate curriculum knowledge, targeted scaffolding, formative assessment and carefully selected interventions. DfE and Skills England guidance similarly identify the importance of adapting teaching and resources, supporting communication and learning, maintaining safe and positive environments, and using assessment information to inform provision. For pupils with severe learning difficulties, these principles should be translated into a clearly defined LSA role with an agreed core skill set, including communication and interaction, scaffolding and prompting, sensory and regulation support, assessment and recording, curriculum adaptation, positive behaviour approaches, safeguarding and safe practice, personal care where required, and promoting independence. Clear LSA role → defined core skills → targeted training/coaching → consistent adult practice → appropriate scaffolding and communication → greater pupil independence → improved engagement and access to learning → improved progress and outcomes	1, 2, 4
Continue literacy, phonics and early phonics, with consistent assessment, intervention and moderation.	DfE guidance identifies systematic phonics and regular assessment as important components of early reading development, with phonics assessment providing information about pupils who require additional support. Current guidance requires pupils who do not meet the expected standard to continue receiving appropriate phonics support, with assessment arrangements applying to special schools as well as mainstream settings. Consistent administration, scoring and moderation arrangements help	2

	ensure that assessment information is reliable and comparable, while appropriate adaptations enable pupils with SEND to access assessment without lowering expectations. Baseline/ongoing assessment → identify phonics and literacy gaps → targeted teaching/intervention → regular reassessment → moderation of judgements → responsive adaptation → improved decoding and reading fluency → improved wider literacy and curriculum access.	
Prioritise numeracy, early number, attainment and functional application of mathematical skills.	EEF evidence supports prioritising secure early number knowledge, number sense, fluency, mathematical language, problem-solving and the ability to make connections across mathematical concepts. Early numeracy approaches have a positive impact on mathematical learning, with targeted additional support particularly appropriate for pupils with lower starting points or identified gaps. Evidence also highlights the value of purposeful manipulatives and representations in helping pupils develop conceptual understanding and apply mathematical ideas. For pupils with SEND, this should include opportunities to use mathematical knowledge in meaningful, functional contexts, supporting independence as well as formal attainment. Assessment of starting points → identify gaps in early number/numeracy → targeted teaching and practice → secure number knowledge and fluency → mathematical reasoning/problem-solving → functional application in real-life contexts → greater independence → improved attainment and outcomes.	2
Strengthen adaptive teaching through SCERTS, formative assessment, sensory support and personalised communication approaches.	The EEF Guide to Inclusive Teaching emphasises that high-quality universal teaching should be supplemented by carefully selected adaptations and additional support where individual pupils require them, with the impact of adaptations monitored and reviewed. The SEND Code of Practice promotes a personalised, graduated approach in which assessment informs provision and teaching is adapted in response to identified need. DfE evidence on SEND and sensory/physical needs supports adaptations to the learning environment, resources, communication methods and sensory access to remove barriers to participation. SCERTS provides a structured framework for	1, 2, 3

	developing social communication, emotional regulation and transactional supports, with research indicating some positive effects on communication outcomes, although the wider evidence base remains developing. Formative assessment + pupil profile → identify learning, communication, regulation and sensory barriers → adaptive teaching + personalised communication → appropriate sensory/environmental support → increased engagement and independence → improved access to the curriculum → progress and outcomes.	
Refine curriculum sequencing, resources, timetables, specialist environments and moderation so curriculum intent translates into consistent classroom practice.	The current Ofsted inspection framework emphasises that curriculum planning and sequencing should enable pupils to build knowledge and skills incrementally, with classroom teaching implemented consistently with leaders' curriculum intentions. It also expects assessment to inform teaching and resources to support the intended curriculum. Research into curriculum quality has identified purposeful sequencing, curriculum mapping and progression as features of stronger curriculum practice. EEF implementation guidance further highlights the importance of translating agreed approaches into consistent day-to-day practice through appropriate resources, professional support, monitoring and adaptation. For pupils with SEND, this should be complemented by appropriate curriculum adaptations, specialist environments and resources that respond to individual needs. Curriculum intent → coherent sequencing → appropriate resources and timetables → specialist environments matched to need → consistent classroom implementation → moderation and shared expectations → responsive adaptation → improved learning, progress and outcomes.	1, 2, 4

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

Budgeted cost: £14,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessment and personalised	The SEND Code of Practice establishes a graduated, person-centred approach in which	1, 2, 3

planning using EHCP/My Support Plan outcomes alongside assessment, attendance, behaviour, safeguarding, wellbeing and pupil voice.	assessment should identify a pupil's strengths, needs and desired outcomes, with provision reviewed and adapted in response to progress and changing need. The DfE's Engagement Model further reinforces the value of using qualitative assessment alongside other assessment information to evidence progress, inform EHC plan outcomes and adapt personalised curriculum and pedagogy to maximise engagement. The wider evidence base also supports considering attendance alongside other indicators of need: current DfE guidance identifies attendance as important for learning, wellbeing and safeguarding and highlights the importance of understanding the wider factors contributing to absence. Diagnostic assessment + EHCP/My Support Plan outcomes + attendance + behaviour + safeguarding + wellbeing + pupil voice → holistic understanding of need → personalised planning → targeted provision → regular review → improved engagement, progress and outcomes.	
Structured literacy, phonics, reading, writing, language and communication interventions for identified pupils.	The Education Endowment Foundation identifies systematic phonics as an evidence-informed approach to developing early reading, with strong evidence that systematic phonics teaching supports pupils in learning to read accurately and fluently. The EEF also recommends targeted reading support for pupils who are struggling, with interventions tailored to identified gaps in decoding, fluency, comprehension and vocabulary. For pupils experiencing difficulties with language and communication, the EEF highlights the importance of explicitly developing spoken language, vocabulary, listening and communication skills, particularly through structured and interactive approaches. Evidence-informed writing approaches similarly emphasise explicit teaching, modelling, planning, drafting, revising and feedback to develop pupils' written communication. Early identification → assess specific literacy/language need → targeted intervention → secure phonics/decoding, language and comprehension → improved reading and writing fluency → increased confidence → greater access to learning.	1, 2
Targeted numeracy and early-number	The Education Endowment Foundation identifies targeted mathematics support as an evidence-informed approach for pupils who are struggling	2

support for identified pupils.	with mathematics. Its guidance recommends identifying pupils' specific areas of difficulty, using assessment to inform intervention, and providing structured, targeted support alongside high-quality classroom teaching. Research underpinning the EEF's guidance emphasises the importance of developing secure understanding of early mathematical concepts, number knowledge and mathematical language, particularly in the early years and Key Stage 1. The EEF also recommends using assessment to identify pupils who need additional support and providing targeted intervention that addresses identified gaps rather than applying a one-size-fits-all approach. Early identification → assess specific number gaps → targeted intervention → secure early-number knowledge → increased mathematical confidence → improved access to wider mathematics learning	
Targeted independence, regulation and readiness-to-learn support, including individualised PBSP/MSP provision where appropriate.	Evidence supports targeted approaches that identify individual barriers to learning and provide structured support for pupils who experience difficulties with behaviour, emotional regulation or engagement. The Education Endowment Foundation identifies social and emotional learning as an evidence-informed approach that can support pupils' self-awareness, self-management, relationships and decision-making. The EEF also highlights the importance of adapting provision to pupils' individual needs and using targeted approaches where pupils require additional support. For pupils with SEND, the SEND Code of Practice promotes a graduated, person-centred approach in which provision is planned around the individual's strengths, needs and desired outcomes. Identify individual need → targeted support → regulation and self-management → increased independence → improved readiness to learn → greater engagement and participation.	1, 3

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

Budgeted cost: £14,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance plans and early identification of individual/family barriers, coordinated with school, family and external support.	We have a wellbeing team appointed in April 2026 to support pupils through our Wellbeing Action Plan. The Department for Education's statutory guidance <i>Working together to improve school attendance</i> establishes that schools should adopt a supportive, evidence-informed approach to attendance, with a focus on understanding and addressing the barriers that prevent individual pupils from attending regularly. The guidance emphasises early identification, positive engagement with pupils and families, individualised support and regular review of agreed actions. Where barriers extend beyond the school's capacity to resolve them, coordinated working with external services and the local authority is recommended. Evidence reviewed by the Education Endowment Foundation similarly indicates that attendance interventions should be responsive to the underlying causes of absence rather than relying on a single universal approach. Early attendance concern → identify underlying barrier → listen to pupil/family → agree individual plan → coordinate school/external support → regularly review → remove barriers → improved attendance and engagement.	3
Wellbeing, regulation and safeguarding approaches, including CPOMS, Safeguarding Action Plan, PBSP/MSP implementation and	Our approach to wellbeing, regulation and safeguarding is underpinned by statutory safeguarding guidance and research evidence. <i>Keeping Children Safe in Education 2026</i> establishes that safeguarding is everyone's responsibility and emphasises timely intervention, effective information-sharing and accurate recording of concerns, actions and outcomes. This supports the use of structured safeguarding systems such as CPOMS and individual safeguarding action plans. DfE guidance also promotes a whole-school approach to mental health and wellbeing, recognising the relationship between pupils' mental health, behaviour and safeguarding. Evidence from the Education Endowment Foundation	3, 5

nurture/safe spaces.	indicates that social and emotional learning approaches can have a positive impact on pupils' emotional self-management, relationships and decision-making, supporting the rationale for nurture provision and safe spaces. Together, these approaches provide a framework for early identification → consistent intervention → emotional regulation → safeguarding, with provision adapted to individual pupil need.	
Family engagement through parent forum/FPTA links and stronger home–school partnership.	Research consistently identifies parental engagement and positive home–school relationships as important contributors to children's educational outcomes. The Education Endowment Foundation reports an average impact of approximately four months' additional progress associated with effective parental engagement and emphasises the importance of strong, mutually respectful relationships between parents and teachers. Effective approaches include personalised communication, two-way dialogue, actively listening to families and removing barriers to participation. DfE research similarly identifies school–home communication, parental involvement in school activities and participation in decision-making as important dimensions of parental engagement. Therefore, developing structured opportunities such as a Parent Forum/FPTA, alongside more consistent two-way communication, provides an evidence-informed approach to strengthening family voice, parental participation and the home–school partnership. Parent Forum/FPTA → increased parent voice and two-way communication → stronger relationships and engagement → better conditions for supporting children's learning, wellbeing and wider outcomes.	1, 3, 5
Equitable participation in enrichment, residential, educational visits, music, art, animal handling, outdoor learning, sport and community opportunities; remove practical barriers such as transport where justified.	Evidence supports the value of providing pupils with access to a broad range of enrichment and wider learning experiences, including arts, music, sport and outdoor/adventure learning. The Education Endowment Foundation identifies positive academic and wider developmental benefits associated with participation in these activities, including confidence, relationships and resilience. Outdoor adventure learning Schools should also consider the financial and practical barriers that can prevent pupils from accessing educational visits and activities. The Equality Act 2010 establishes a duty to advance equality of opportunity and to consider and address disadvantage, supporting an approach in which reasonable and proportionate barriers such as transport, accessibility or cost are identified and addressed. Identify barrier → assess individual need → remove/reduce barrier → enable participation →	5

	monitor whether pupils actually access the opportunity.	
Outdoor learning, wellbeing and sporting/community development, including Forest School links and School Sport Partnerships.	Evidence supports the use of physical activity, outdoor learning and structured sporting opportunities as part of a wider approach to pupil wellbeing and development. The Education Endowment Foundation identifies physical activity as having important benefits for pupils' health, wellbeing and physical development, with evidence from a substantial research base. Evidence relating specifically to outdoor adventure learning is less secure in relation to academic attainment, but suggests potential benefits for self-confidence, self-efficacy, motivation, teamwork and resilience. EEF evaluation of adventure-learning programmes has also identified positive changes in self-regulation and school engagement, alongside reported improvements in confidence, teamwork and relationships with staff and peers. Outdoor learning / Forest School + sport/community opportunities → physical activity and positive experiences → confidence, relationships, self-regulation and wellbeing → improved engagement and readiness to learn.	5
Preparation for adulthood and post-16 development, including life skills and Duke of Edinburgh Award where appropriate.	Preparation for adulthood is a statutory expectation within the SEND framework, with the SEND Code of Practice identifying higher education and/or employment, independent living, participation in society and maintaining good health as key areas for development. The guidance emphasises that preparation for adulthood should be planned from an early stage and become increasingly focused from Year 9 onwards. The Gatsby Benchmarks further support effective preparation for future education, employment and adult life through meaningful careers education, employer encounters, workplace experiences and support with progression decisions. Life-skills provision and appropriately matched opportunities such as the Duke of Edinburgh's Award can provide structured opportunities for pupils to develop independence, resilience, communication, teamwork, practical skills and community participation. DofE's volunteering, physical, skills and expedition components provide a framework through which pupils can practise these skills in real-life contexts. Explicit life-skills teaching → opportunities to practise independence → increased confidence and self-management → meaningful participation in the community → improved readiness for post-16 education, training, employment and adult life.	5

Total budgeted cost: To be confirmed

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2025–2026, disadvantaged pupils benefited from increasingly personalised and responsive provision, with support shaped by individual need and informed by EHCP/My Support Plan reviews, assessment information and identified barriers to learning.

Outcomes included:

- **Improved access to learning and progress**, through targeted literacy, phonics, English and mathematics support, additional leadership capacity and interventions matched to individual starting points.
- **Greater independence and engagement**, supported through TEACCH-style independent learning tasks, Play Leaders and structured opportunities to develop communication, self-regulation and independent learning skills.
- **Improved access to the curriculum and wider experiences**, including financial support for residentials, educational visits and other enrichment opportunities.
- **Improved attendance and engagement**, supported through attendance recognition and early identification of individual barriers.
- **Stronger home–school partnership**, using Class Dojo and regular parental communication to support engagement and respond to emerging needs.
- **Improved readiness to learn and wellbeing**, through practical support such as access to food and snacks and targeted approaches addressing individual social, emotional and learning needs.
- **More responsive provision**, with EHCP/My Support Plan review processes enabling provision to be adapted in response to changing need and progress.
- **Improved identification and support for specific barriers**, including targeted EAL provision and early intervention where pupils required additional support.
- **Greater consistency in provision**, with successful approaches increasingly embedded across the school and informed by ongoing assessment, review and professional dialogue.

During 2025–2026, the strategy contributed to disadvantaged pupils having improved access to learning, wider opportunities and pastoral support, with targeted provision helping to address barriers relating to attainment, attendance, engagement, independence and wellbeing. Evidence from assessment, reviews, attendance, pupil

participation and staff observations was used to identify what was working and where provision needed to be adapted.

Externally provided programmes

The draft identifies the following programmes/approaches from the previous strategy. It does not identify providers, so these should be verified before publication.

Programme	Provider
TEACCH-style independent learning tasks	TEACCH Autism Program
SCERTS / communication approaches	The SCERTS® Model
Squiggle While You Wiggle	Squiggle Whilst You Wiggle – Shonette Bason-Wood / Spread the Happiness

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year:

During 2025–2026, the school had two pupils eligible for Service Pupil Premium. Funding was allocated according to individual need, with a particular focus on wellbeing, pastoral support, inclusion and access to the wider community.

Community access: For one pupil, Service Pupil Premium funding was used to purchase a gym membership because the gym available on their parent’s military base was not suitable for their individual needs. This provided access to an appropriate community facility and supported physical wellbeing, participation and inclusion beyond the school and military base environment.

Emotional literacy and wellbeing: For the second pupil, funding was used to provide extensive emotional literacy and wellbeing support, responding to their individual emotional and pastoral needs and supporting their ability to regulate emotions, develop resilience and engage positively with school.

Whole-school provision for Service pupils: The school also participated in the East Riding Festival of Friends programme, providing opportunities to strengthen connections and positive experiences for Service pupils and their families.

Strengthening school practice: The school used the SCiP Alliance Thriving Lives Toolkit to reflect on and enhance provision for Service pupils. The toolkit is research-informed and supports schools to assess their current provision, identify areas for

development and strengthen practice across areas including wellbeing, achievement, transition, pupil voice, parental engagement and staff knowledge.

The impact of that spending on service pupil premium eligible pupils:

The Service Pupil Premium funding had a positive impact on the individual wellbeing, inclusion and access to opportunities of the two eligible pupils.

- **Improved community access and participation:** The gym membership enabled one pupil to access an appropriate community facility that better met their individual needs than the provision available on their parent's military base. This increased opportunities for physical activity, community participation and positive experiences outside school.
- **Improved emotional wellbeing and emotional literacy:** Extensive emotional literacy and wellbeing support enabled the second pupil to receive targeted provision in response to their individual emotional and pastoral needs. This supported emotional understanding, regulation, resilience and engagement in school.
- **Stronger support for Service pupils:** Participation in the East Riding Festival of Friends provided additional opportunities for positive experiences, relationships and connections for Service pupils and their families.
- **Improved whole-school provision:** Use of the SCiP Alliance Thriving Lives Toolkit strengthened the school's understanding of the specific needs of Service children and supported reflection and development of provision across wellbeing, relationships, achievement and transition.

Overall impact: The funding enabled the school to respond flexibly to the individual needs of Service Pupil Premium pupils, reducing barriers to participation and wellbeing while strengthening the wider support available to Service children and their families.

Further information (optional)

Our 2026–2029 Pupil Premium Strategy builds on the evidence, evaluation and responsive actions identified through our previous 2023–2026 strategy. As a specialist setting, our approach recognises that disadvantage can interact with pupils' individual learning, communication, sensory, social, emotional, attendance and wellbeing needs. Consequently, provision is personalised and informed by individual starting points rather than relying solely on cohort-level measures.

Our strategy is underpinned by the three areas of the EEF Pupil Premium approach: high-quality teaching, targeted academic support and wider strategies. We will use assessment, EHCP/My Support Plan outcomes, attendance, behaviour, safeguarding, wellbeing and pupil voice to identify barriers and evaluate the impact of provision.

The strategy will build on successful approaches from 2023–2026, including targeted literacy and numeracy support, EAL intervention, enhanced independence and communication provision, enrichment opportunities, family engagement and support to remove practical barriers to participation. These approaches will be reviewed regularly to ensure that resources are directed towards provision that has the greatest impact for disadvantaged pupils.

Given the small and changing nature of our disadvantaged cohort, we will evaluate impact through a combination of quantitative and qualitative evidence, including individual progress from starting points, attendance, engagement, participation, independence, wellbeing and pupil and family voice. This will enable us to identify emerging barriers early, respond flexibly to individual need and ensure that disadvantage does not limit pupils' access to learning, wider opportunities or positive outcomes.