

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding 2024-2027 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	East SILC
Number of pupils in school	373 (excluding Post 16 overall 461)
Proportion (%) of pupil premium eligible pupils	50.06% (189 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025, 2025-2026, 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governing Board
Pupil premium lead	David Bergan
Governor / Trustee lead	Caroline Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£274,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£274,940

Part A: Pupil premium strategy plan

Statement of intent

At East SILC, we are committed to ensuring that every pupil, regardless of background or starting point, experiences exceptional education. We hold high expectations and ambitions for all our learners, including those eligible for Pupil Premium funding, and we recognise that disadvantage can present in many forms beyond socio-economic status.

All our pupils have Education, Health and Care Plans (EHCPs), and many face complex barriers to learning, including communication difficulties, sensory needs, and challenges with emotional regulation. While socio-economic disadvantage is not always the primary barrier, we acknowledge that it can compound existing needs and impact access to learning and wider opportunities.

Our strategy is rooted in the belief that high-quality, inclusive teaching is the most effective way to improve outcomes for all pupils. We aim to use Pupil Premium funding to:

- Enhance access to a broad, balanced, and personalised curriculum.
- Provide targeted interventions based on robust assessment of individual needs.
- Build staff expertise through evidence-informed professional development.
- Strengthen therapeutic and pastoral support to remove barriers to engagement and wellbeing.

We will use a combination of formal assessments and quantitative data, professional judgement, and pupil voice to identify need and measure impact. Our approach avoids assumptions or labels and is instead driven by the lived experience of our pupils.

Although our strategy is focused on improving outcomes for disadvantaged pupils, many of the initiatives funded will benefit all pupils and the wider school community. This includes whole-school approaches to reading, communication, behaviour support, and curriculum enrichment.

Ultimately, our goal is to remove barriers to learning and equip every pupil with the knowledge, skills, and confidence they need to succeed and lead exceptional lives.

Challenges

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

Challenge number	Detail of challenge
1	All our pupils, including those with PP, are working significantly below age related expectations. This is compounded by complex learning needs that require highly differentiated and personalised approaches.
2	A large proportion of pupils require alternative and augmentative communication (AAC) methods. Supporting effective communication across the curriculum necessitates the use of a wide range of resources, devices, applications, and staff training to ensure consistency and accessibility.

3	Pupils often require access to a range of therapies—including speech and language, occupational, and physiotherapy—to enable them to engage meaningfully with learning. Integrating therapeutic input into the school day is essential for curriculum access and pupil wellbeing.
4	Some pupils can experience difficulties maintaining regular attendance, particularly those with the most complex SEND, including medical needs. This requires tailored responses and reasonable adjustments to support pupils to be in school as often as possible.
5	Many pupils experience difficulties with emotional regulation, which can significantly impact their ability to access learning. Removing individual barriers—through targeted interventions, safe spaces, and trusted adult relationships—is essential to support their readiness to learn.
6	Access to wider experiences and personal development opportunities outside of school can be very challenging for many of our pupils and families due to accessibility, suitability of activities and transport. To ensure equality and equity of access we place strong emphasis on an extensive and comprehensive personal development programme, carefully tailored to the needs and aspirations of our pupils.

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
<p>Embed reading across the curriculum to promote strong foundational knowledge for all pupils, including those who are disadvantaged, by building vocabulary, improving communication skills, and widening cultural experiences.</p>	<p>All learners can engage in regular reading for pleasure sessions within their class. In addition, every pupil accesses either phonics teaching four times a week or a literacy lesson based on stage appropriate and age-appropriate texts.</p> <p>Progress in reading is demonstrated through assessment data, including phonics assessments or reading age measure.</p>
<p>Ensure that all pupils, including those eligible for Pupil Premium, make sustained progress from their individual starting points through the consistent delivery of high-quality, personalised and differentiated teaching approaches and support that meet their complex learning needs.</p>	<p>Robust assessment systems (including ILPPs, curriculum-based measures, and specialist assessments) show clear evidence of progress for all learners relative to their starting points.</p> <p>Teaching and learning observations demonstrate consistent use of highly differentiated strategies, personalised resources, and adapted learning environments across all sites. Staff demonstrate increased confidence and expertise in delivering personalised learning, supported by targeted CPD linked to complex SEND needs.</p>
<p>Create a library of AAC resources/devices/training so pupils' communication needs can be effectively met.</p>	<p>All pupils have access to age- and need-appropriate resources.</p> <p>Resource audits and intervention records show timely provision.</p>

	EHCP outcomes for communication demonstrate improved access and engagement.
Ensure consistent and timely access to therapies across the SILC—such as speech and language, occupational, and physiotherapy— and ensure they are integrated seamlessly within the school day.	100% of identified pupils access at least one targeted therapeutic intervention. Progress will be measured through regular reviews of therapy provision, monitoring of pupil engagement, and assessments of individual learning and wellbeing outcomes.
Ensure that all pupils, including those with complex medical needs and/or complex SEND, are supported to achieve the highest possible levels of attendance through personalised interventions, reasonable adjustments, and collaborative working with families and external agencies.	Attendance data demonstrates improvement for pupils with complex needs, with individual attendance targets met or exceeded. Evidence of tailored support plans and reasonable adjustments is documented, and there is regular communication with families and professionals to review and adapt strategies as needed.
Enhance pupil wellbeing and pastoral care by increasing therapeutic support capacity.	Reduction in behaviour incidents linked to emotional dysregulation. Improved attendance and engagement for pupils receiving therapeutic support. Pupil and parent feedback reflects improved wellbeing.
Reduce high-level incidents of challenging behaviour and the need for physical intervention by providing early, targeted intervention from dedicated staff team.	Reduction in high-level incidents compared to previous year. Behaviour logs show earlier intervention and increased effectiveness of de-escalation strategies. Pupil and parent feedback reflects improved wellbeing.
Ensure all pupils, regardless of individual challenges or circumstances,	All pupils are offered opportunities to take part in at least one

<p>can participate in a broad range of enriching experiences and personal development opportunities beyond the classroom. This will be achieved through a well-structured programme that addresses barriers such as accessibility, activity suitability, and transport, thereby promoting equality and equity of access for every pupil.</p>	<p>extracurricular or off-site activity each term, with reasonable adjustments made for accessibility and transport.</p> <p>Personal development plans reflect a diverse range of experiences tailored to individual needs and aspirations.</p> <p>Monitoring records show a reduction in barriers to participation and improved access for pupils with complex needs.</p>
--	--

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £87,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Proportional funding (50%) of Curriculum Lead Post to provide strategic curriculum development, quality assurance and professional development – £42,131</p>	<p>Effective Professional Development EEF</p>	<p>1, 2, 3, 5, 6</p>
<p>Proportional funding (50%) Level 2 & Level 3 VI support staff to provide personalised support in classrooms – £33,323</p>		
<p>Proportional funding (50%) TEACCH Autism Programme professional development for 7 teachers to strengthen teaching of pupils with complex autism (pathway 2) across the SILC - £4400</p>		
<p>Proportional funding (50%) Steplab</p>		

<p>Professional Development platform- £4579</p>		
<p>Proportional funding (50%) Ruth Miskin phonics subscription and purchase of reading resources to ensure they are age- and stage-appropriate, supporting access for all learners Ruth Miskin Subscription + development day (£900) Oxford Owl subscription (£157) Home ebook subscription (£157) Fresh Start subscription (£380) Ruth Miskin phonics leader training course x3 (£195)</p>	<p>Phonics EEF</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>

<p>Salford Reading Assessment (£896) Texts for literacy LTP (£419) Total for Reading: £3104</p>		
---	--	--

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

Budgeted cost: £113,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Proportional funding (50%) for Speech and Language Assistants delivering 1:1 and small group interventions £34,727</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p> <p>As well as the one-to-one and group interventions provided, we have provided lots of staff training in the last academic year which contribute to supporting challenges 2, 3 and 4. Some of the one-to-one and group interventions will also help with challenge 6 where the sessions are around recognising, labelling and managing emotions.</p>	<p>1,2,3,4,5,6</p>
<p>Proportional funding (50%) for Physical Needs Coordinator posts to deliver physiotherapy programmes £29,444</p>	<p>Pupils at the East SILC have a range of physical needs due to either an underlying neurological cause or associated with global developmental delay. Nasen in the following document Physiotherapy Service.pdf demonstrate the importance of physiotherapy for independent mobility and the links with visual, language, cognitive and social development. In addition, the SEND Code of Practice highlights that arrangements must be in place to support children with SEND or disabilities and promote equality of opportunity for pupils in their care. SEND Code of Practice January 2015.pdf</p>	<p>1,2,3,4,5,6</p>

<p>Proportional funding (50%) for Occupational Therapy SLA (Juniper Tree) £16,500 and Occupational Therapy Coordinator post to deliver occupational therapy programmes £12,363</p>	<p>The SEND Code of Practice highlights that arrangements must be in place to support children with SEND or disabilities and promote equality of opportunity for pupils in their care. SEND Code of Practice January 2015.pdf</p> <p>Occupational therapy in schools RCOT</p> <p>Pupils are more ready and able to access learning. Individual EHCP targets are monitored and curriculum accessibility for PP pupils is improved.</p>	
<p>Payment for PP pupils for educational visits and residentials Estimated Cost: £3000</p>	<p>Essential life skills EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4,5,6</p>
<p>6 x laptops for exams access arrangements for individual PP pupils £3300 10x Reading pens for examinations £2880 Quick Talker 12 £618 3x iPad with TD Snap to</p>	<p>Individual resources to remove barriers to learning for PP pupils</p>	<p>1,2,4,5,6</p>

<p>support communication £1168</p> <p>4x iPads for VI pupils £1057</p> <p>Weekly 1:1 tuition including room hire to increase attendance £6601</p> <p>Weekly access to offsite play activity inc.1:1 staffing and transport £1767</p>		
--	--	--

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

Budgeted cost: £ 157,044

	Evidence that supports this approach	Challenge number(s) addressed
Use of Compass software and additional Behaviour Support to track and respond to behavioural needs – Estimated Cost: £3,200	Research shows that targeted behavioural interventions have a positive overall effects: Behaviour interventions - EEF	1,3,4,5,6
<p>Proportional funding (50%) for additional Behaviour Support to track and respond to behavioural needs, including Thrive training – Estimated Cost: (£51,173)</p> <p>Proportional funding (50%) for Behaviour Lead for the SILC to ensure consistent and effective approaches to managing behaviour £22,675</p>	<p>Targeted support to develop pupil's self-regulation: Self-regulation - EEF Toolkit Pathway - Reducing the need for physical intervention</p>	1,3,4,5,6

<p>Proportional funding (50%) Family Support Workers and Mental Health First Aiders to support attendance, wellbeing and deliver parent support workshops</p> <p><i>£78,996</i></p>	<p>The NSPCC recommends parents and carers work with their children to support to pupils with building positive relationships,</p> <p>NSPCC Positive Parenting</p> <p>NSPCC Supporting children with special needs</p> <p>Supporting school attendance EEF</p>	<p>3,4,5,6</p>
---	--	----------------

Total budgeted cost: £ 358,006

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

	Impact
Teaching	Phonics assessments indicate that Pupil Premium learners are making sustained progress in developing key reading skills, supporting improved fluency and comprehension. Across all classes, a minimum of three weekly sessions dedicated to reading for pleasure are firmly embedded, as evidenced in timetables and planning documentation. Maths for Life assessments reflect growing confidence among all learners, including those eligible for the pupil premium, in applying mathematical concepts to real-life situations, promoting functional numeracy. In addition, PP learners regularly engage in reading for pleasure activities each week, fostering positive attitudes towards reading and strengthening their overall literacy development.
Teaching academic support	Interventions and pupil outcomes during the academic year reflect a strong commitment to supporting communication development. Learners accessed a wide range of targeted interventions, including one-to-one sessions recommended by Speech and Language Therapists using evidence-based practice, as well as group and whole-class interventions delivered across multiple settings. Progress was tracked through ILPPS to ensure personalised goals were addressed, with a focus on improving communication skills and functional language. Staff confidence and expertise were strengthened through an extensive programme of training, including sessions on communication strategies, Gestalt Language Processing, AAC alternatives, intensive interaction, and Makaton at various levels. Additional CPD covered areas such as vocabulary development, attention autism, and neurodiversity, creating a communication-friendly environment across the school. The breadth of

staff training and intervention delivery demonstrates a proactive approach to meeting learners' needs and embedding best practice.

The Maths for Life programme is an integral component of our maths curriculum planning, designed to ensure pupils develop foundational and functional numeracy skills that are relevant to real-world contexts. Through planned sessions, pupils apply mathematical understanding to practical scenarios such as time, money, and measurement, supporting their ability to use maths confidently in everyday life.

Progress is monitored through established assessment methods (e.g., Maths for Life baseline and review assessments, teacher observations, or ILPP targets), ensuring pupils demonstrate increasing confidence and competence in applying mathematical skills across the curriculum and in life skills contexts. Staff delivering the intervention report increased confidence in supporting functional maths, and staff feedback indicates that learners feel more confident using maths in everyday situations.

The Thrive programme and embedded Occupational Therapy (OT) support have been implemented to address pupils' emotional regulation and sensory processing needs. These interventions are aligned with EHCP targets and are delivered through both individual and group sessions. A daily intervention timetable for Thrive is in place at the John Jamieson site. Learners are identified through the termly behaviour tracker, safeguarding and through pastoral teacher/BSW discussions. Sessions are tracked and logged through Thrive Online and individual learner action plans. OT input is referral based and is both individual and group based. Outcomes are recorded on individual learner reports and implemented into ILPPs/EHCPs. Targeted Thrive and OT support continues to support our wider behaviour and readiness for learning strategies, and learners are more regulated more often because of these interventions.

Residential experiences and educational visits have been used to enhance pupil engagement, independence, and cultural capital. These opportunities are particularly targeted at disadvantaged pupils to broaden their life experiences and support personal development. Participation data shows that 100% of eligible pupils attended

	<p>at least one enrichment visit during the academic year, most have done many more than one. These have led to increased independence for our learners out in the community over time. The visits extend in duration and variety as the learners make progress with their skills for example by paying for goods or communicating with a range of people. Staff observations and post-visit reflections highlight improvements in social interaction, resilience, and readiness to learn.</p> <p>Investment in the development of outdoor learning environments and the provision of individualised resources at the Jack Clark, John Jamieson, and Roger Cannon sites have enhanced pupil engagement, independence, and access to the curriculum. These adaptations are particularly targeted at pupils with sensory, emotional, or physical barriers to learning. Pupils accessing outdoor or adapted learning spaces demonstrate improved focus, regulation, and participation in lessons, increased readiness to learn and reduced incidents of dysregulation. Additionally, 100% of 16+ learners are now able to complete work experience at the John Jamieson site due to the provision. This provision supports the delivery of EHCP outcomes and contributes to a more inclusive and accessible learning environment across all sites.</p>
Wider strategies	<p>The use of Compass software and additional Behaviour Support staff has enabled more consistent tracking and response to behavioural needs across the school. Behavioural incidents are logged and analysed using Compass, allowing for timely and targeted interventions. Data from 2024/25 shows that pupils receiving behaviour support demonstrated improved regulation and reduced incidents over time. Staff report increased confidence in using Compass to inform behaviour planning, and pupil voice feedback indicates greater awareness of self-regulation strategies.</p> <p>The deployment of additional Behaviour Support staff has strengthened the school's capacity to respond to behavioural needs. These staff members provide in-class and targeted support, contributing to a reduction in incidents and improved pupil engagement.</p>

Monitoring data from 2024/25 indicates that pupils supported by the Behaviour Team demonstrated measurable progress towards their behaviour-related EHCP or ILPP targets. Staff feedback reports greater consistency in behaviour management and improved access to learning for these pupils. Progress was assessed through target review documentation and behaviour tracking records.

Family Support Workers and trained Mental Health First Aiders have played an important role in promoting pupil attendance, wellbeing, and readiness to learn. These staff members provide direct support to families, deliver targeted wellbeing interventions, and contribute to safeguarding and attendance strategies. Attendance data for targeted pupils indicates measurable improvement over the reporting period.

Ongoing collaboration with Occupational Therapy services has enabled the delivery of targeted sensory interventions to help pupils access learning. These include sensory circuits, regulation strategies, and environmental adaptations.

Tracking data from 2024/25 indicates that pupils receiving OT support demonstrated measurable progress towards sensory or regulation-related EHCP targets. Staff report increased confidence in applying OT strategies within the classroom, and observations highlight improved focus and engagement among supported pupils. Progress was assessed through EHCP target reviews, while engagement improvements were evidenced in classroom observation records.