

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 learners.

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	April 2026 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 learner, 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 learners 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 learners. 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 learner voice to identify need and measure impact. Our approach avoids assumptions or labels and is instead driven by the lived experience of our learners.

Although our strategy is focused on improving outcomes for disadvantaged learners, many of the initiatives funded will benefit all learners 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 learner 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 learners.

Challenge number	Detail of challenge
1	All our learners, 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 learners 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	Learners 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 learner wellbeing.
4	Some learners 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 learners to be in school as often as possible.
5	Many learners 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 particularly challenging for many of our learners 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 learners.

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 learners, 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 learner 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 learners, 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.</p> <p>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 learners' communication needs can be effectively met.</p>	<p>All learners have access to age- and need-appropriate resources.</p> <p>Resource audits and intervention records show timely provision.</p> <p>EHCP outcomes for communication demonstrate improved access and engagement.</p>
<p>Ensure consistent and timely access to therapies across the SILC—such as speech and language, occupational, and physiotherapy— and ensure they are</p>	<p>100% of identified learners access at least one targeted therapeutic intervention. Progress will be measured through regular reviews of therapy</p>

<p>integrated seamlessly within the school day.</p>	<p>provision, monitoring of learner engagement, and assessments of individual learning and wellbeing outcomes.</p>
<p>Ensure that all learners, 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.</p>	<p>Attendance data demonstrates improvement for learners with complex needs, with individual attendance targets met or exceeded.</p> <p>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.</p>
<p>Enhance learner wellbeing and pastoral care by increasing therapeutic support capacity.</p>	<p>Reduction in behaviour incidents linked to emotional dysregulation. Improved attendance and engagement for learners receiving therapeutic support. Learner and parent feedback reflects improved wellbeing.</p>
<p>Reduce high-level incidents of challenging behaviour and the need for physical intervention by providing early, targeted intervention from dedicated staff team.</p>	<p>Reduction in high-level incidents compared to previous year.</p> <p>Behaviour logs show earlier intervention and increased effectiveness of de-escalation strategies.</p> <p>Learner and parent feedback reflects improved wellbeing.</p>
<p>Ensure all learners, regardless of individual challenges or circumstances, 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 learner.</p>	<p>All learners are offered opportunities to take part in at least one 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 learners 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>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 seven teachers to strengthen teaching of learners with complex autism (pathway 2) across the SILC - £4400</p> <p>Proportional funding (50%) Steplab Professional Development platform- £4579</p>	<p>Effective Professional Development EEF</p>	<p>1, 2, 3, 5, 6</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</p> <p>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) Salford Reading Assessment (£896) Texts for literacy LTP (£419) Total for Reading: £3104</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>
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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>Evidence based interventions are used to support learners' Speech Language and Communication development.</p> <p>https://speechandlanguage.org.uk/educators-and-professionals/what-works-database/</p> <p>The Speech and Language Therapy team provided 272 one-to-one intervention sessions and 287 group interventions to Pupil Premium learners in the 2024 - 2025 academic year.</p> <p>In addition, they have provided thirty-two formal staff training sessions and seventy informal training sessions (e.g. coaching on delivering interventions and modelling communication strategies). This has equipped staff with the knowledge and skills they need to tailor their own communication and support the development of learners' communication. This supports challenges 1, 2 and 3. Some of the one-to-one and group interventions contribute to achieving challenge five as they support learners to recognise, label and manage their emotions.</p>	<p>1,2,3,5</p>
<p>Proportional funding (50%) for Physical Needs Coordinator posts to deliver physiotherapy programmes £29,444</p>	<p>Learners 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</p>	<p>1,2,3,4,5,6</p>

	<p>SEND Code of Practice highlights that arrangements must be in place to support children with SEND or disabilities and promote equality of opportunity for learners in their care.</p> <p>SEND Code of Practice January 2015.pdf</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 learners in their care.</p> <p>SEND Code of Practice January 2015.pdf</p> <p>Occupational therapy in schools RCOT</p> <p>Learners are more ready and able to access learning. Individual EHCP targets are monitored and curriculum accessibility for PP learners is improved.</p>	
<p>Payment for PP learners for educational visits and residentials Estimated Cost: £3000</p>	<p>Essential life skills EEF (educationendowmentfoundation.org.uk)</p>	1,4,5,6
<p>6 x laptops for exams access arrangements for individual PP learners £3300 10x Reading pens for examinations £2880 Quick Talker 12 £618</p>	<p>Individual resources to remove barriers to learning for PP learners</p>	1,2,4,5,6

<p>3x iPad with TD Snap to support communication £1168</p> <p>4x iPads for VI learners £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>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 157,044

	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of Compass software and additional Behaviour Support to track and respond to behavioural needs – Estimated Cost: £3,200</p>	<p>Research shows that targeted behavioural interventions have a positive overall effect: Behaviour interventions - EEF</p>	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 learner'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 £78,996</p>	<p>The NSPCC recommends parents and carers work with their children to support to learners 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>
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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 learners in the 2024 to 2025 academic year.

	Impact
Teaching	<p>Phonics assessments indicate that PP 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 PP, 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. 89% of our PP learners made good progress across English compared to 83% of our non-PP children in mathematics 95% of our PP learners made good progress compared to 96% of our non-PP learners.</p> <p>The Maths for Life programme is an integral component of our maths curriculum planning, designed to ensure learners develop foundational and functional numeracy skills that are relevant to real-world contexts. Through planned sessions, learners apply mathematical understanding to practical scenarios such as time, money, and measurement, supporting their ability to use maths confidently in everyday life.</p> <p>Maths for life was trialled at our primary site, Jack Clark, before full roll out. 95% of our PP learners accessing maths for life made good progress compared 93% of our non-PP learners. Read Write inc. phonics was also</p>

	<p>trialled at the same site with 89% of our PP learners making good progress compared to 90% of our non-PP learners.</p> <p>Progress is monitored through established assessment methods (e.g., Maths for Life baseline and review assessments, teacher observations, or ILPP targets), ensuring learners 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. A core group of teachers have had over 15 hours of development time of Maths for Life, as well as 3 days working with the SEND West Yorkshire Maths hub, collaborating with other schools to share and develop best practice.</p>
Teaching academic support	<p>Interventions and learner 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.</p> <p>We increased our SaLT team capacity in 2024/2025 from 3.6 to 4.2 members of staff. This led to a 36% increase in targeted class-based resources being created by the SaLT team specific to individual learners, alongside an</p>

	<p>increase of whole SILC resources by 40% from 30 to 50, leading to a more comprehensive offer of SaLT learning support across the SILC.</p> <p>Investment in the development of outdoor learning environments and the provision of individualised resources at the across the SILC have enhanced learner engagement, independence, and access to the curriculum. These adaptations are particularly targeted at learners with sensory, emotional, or physical barriers to learning. Learners 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 learners receiving behaviour support demonstrated improved regulation and reduced incidents over time. Staff report increased confidence in using Compass to inform behaviour planning, and learner voice feedback indicates greater awareness of self-regulation strategies.</p> <p>16 PP learners at John Jamieson identified for and receiving targeted behaviour support/interventions, 87.5% had a reduction in incidents in 2024/25</p> <p>12 PP learners at Roger Cannon identified for and receiving targeted behaviour support/interventions, 66.6% had a reduction in incidents in 2024/25</p>

16 PP learners at Jack Clark identified for and receiving targeted behaviour support/interventions, 68.8% had a reduction in incidents in 2024/25

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 learner engagement. A behaviour support lead with responsibility for the whole SILC was appointed in Summer 2025 in readiness for the 25/26 academic year.

The Thrive programme and embedded Occupational Therapy (OT) support have been implemented to address learners' 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. Five learners accessed individual Thrive interventions with 4/5 being PP. PP learners saw a 33% reduction in behaviour incidents during the first term. As a result, learners were more focused on their learning and 50% of those learners no longer required Thrive interventions.

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

Tracking data from 2024/25 indicates that learners receiving OT support demonstrated measurable progress towards sensory or regulation-related EHCP targets.

At JJ, 20 PP learners had OT input. 80% of the PP learners made expected progress and 5% made greater than expected progress on their related EHCP outcomes.

At JC, 4 of those being PP learners had OT input. All PP learners made expected progress on their EHCP related outcomes, with one learner making greater than expected progress.

At RC, 6 PP learners received OT input. 66.6% of the PP learners made expected progress on their related EHCP outcomes.

Staff report increased confidence in applying OT strategies within the classroom, and observations highlight improved focus and engagement among supported learners. 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.

Family Support Workers and trained Mental Health First Aiders have played an important role in promoting learner 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. 41% of families have been provided with direct 1:1 Family Support within the home. 11% of families have been supported to access or retain a PA package, allowing the families to access respite, reducing the likelihood of families reaching crisis. 10% of families accessed Intensive Behaviour Support Workshops, either as a group or 1:1 depending on the individual needs of the family. The use of adjustments in timetables for a group of PP learners with complex medical needs, saw an average increase in their attendance of 48% against the previous year.

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

In 24/25, out of school visits comprised of:

42 visits within the foundation stage

212 visits within KS1

330 visits within KS2

341 visits within KS3

257 visits within KS4

1152 visits within KS5