Pupil premium strategy statement - Riverside Bridge School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data		
Number of pupils in school	292	347	
Proportion (%) of pupil premium eligible pupils	36.3% (106 pupils)	41.21% (143 pupils)	
Academic years that our current pupil premium strategy plan covers	2025-2028		
Date this statement was published	September 2025		
Date on which it will be reviewed	September 2027		
Statement authorised by	Leila Amri		
Pupil Premium lead	Leila Amri		
Governor / Trustee lead	Hermann Farrington		

This Pupil Premium strategy is set within a three-year strategic framework, recognising that improvements in communication, independence and Preparing for Adulthood for pupils with complex SEND require sustained and consistent practice over time. While the strategic intent spans three years, funding allocations, activity planning and impact evaluation are reviewed annually to ensure responsiveness to pupils' needs and that funding remains appropriate, proportionate and impactful for disadvantaged pupils with complex SEND.

Funding overview

Detail	Amount		
Pupil premium funding allocation this academic year	£152,845	£155,901	
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0	£0	
Total budget for this academic year	£152,845	£155,901	

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year			

Part A: Pupil premium strategy plan

School Context

Riverside Bridge School is a special school for pupils aged 4 to 18 with complex, layered needs including autism, severe and moderate learning difficulties, communication disorders, sensory and physical needs, and social, emotional and mental health needs. All pupils have an Education, Health and Care Plan (EHCP). The majority of pupils have autism as their primary area of need, often alongside additional diagnoses.

The school serves a highly diverse community. A significant proportion of pupils experience socio economic disadvantage alongside complex SEND. For many pupils, disadvantage is cumulative: poverty, communication barriers, limited community access, reduced independence opportunities, and family capacity all intersect to impact outcomes.

Pupil Premium funding is therefore used to reduce the compounded impact of socioeconomic disadvantage and complex SEND, removing barriers to participation, strengthening access to meaningful learning opportunities and supporting sustained progress in:

- communication
- independence
- functional skills
- personal development
- Preparing for Adulthood (PfA)

Statement of intent

At Riverside Bridge School, socio-economic disadvantage rarely exists in isolation. Pupils eligible for Pupil Premium are more likely to:

- require higher levels of adult support;
- have fewer opportunities to generalise skills at home and in the community;
- experience reduced access to enrichment and cultural capital;
- face increased risk of poor post-16 outcomes without targeted intervention.

Specifically, we aim for disadvantaged pupils to:

- make strong progress from their individual starting points in communication, independence and functional learning;
- develop increasing autonomy in daily routines, self-care, decision-making and self-regulation;

- access enrichment, cultural and community experiences on an equitable basis with their peers;
- achieve meaningful accreditation linked to Preparing for Adulthood outcomes;
- transition successfully into post-16 education, training or supported employment, reducing the risk of becoming NEET.

For our pupils with complex SEND, success is defined not by traditional attainment measures, but by sustained independence, generalisation of skills across settings, and readiness for adulthood.
Our ultimate objective for disadvantaged pupils at Riverside Bridge School is that they leave us as confident, communicative and as independent as possible, equipped with the functional skills, personal resilience and experiences needed to participate meaningfully in adult life.

Our pupil premium strategy is designed to address the compounded impact of socio-economic disadvantage and complex SEND. Funding is deployed strategically to remove barriers that would otherwise limit pupils' independence, engagement and long-term outcomes.
The strategy works by:

- prioritising independence-first pedagogy and PfA outcomes across all pathways
- ensuring disadvantaged pupils can access the same breadth of enrichment, community learning and vocational experiences as their peers;
- strengthening consistency between home and school through structured parental engagement and personalised home support;
- investing early and progressively in independence, communication and employability, rather than responding late to gaps;
- Pupil Premium spending is explicitly aligned to the School Development Plan, ensuring disadvantaged pupils benefit from whole-school improvement priorities while receiving targeted support where disadvantage creates additional barriers.

Our pupil premium strategy is underpinned by the following principles:

1. **Independence before attainment**
   Increasing pupil autonomy and reducing reliance on adults is the strongest lever for improving long-term outcomes for pupils with complex SEND.
2. **Preparing for Adulthood from the earliest stages**
   PfA outcomes are embedded from EYFS to KS5 so disadvantaged pupils develop life skills progressively and coherently.
3. **Equity, not equality**
   Funding is used to provide additional support and opportunities where disadvantage creates barriers, enabling fair access for all pupils.
4. **Whole-school impact with targeted accountability**
   Strategies may benefit the wider school community, but their effectiveness for disadvantaged pupils is evaluated through existing school assessment, participation and outcome measures.
5. **Evidence-led and responsive decision-making**
   Funding decisions are informed by Development Profiles, Preparing for

Adulthood assessments, participation, attendance, behaviour and destination information. Annual evaluation informs refinements to provision and expenditure while maintaining the three-year strategic direction.

6. **Strong partnership with families**
   Improving outcomes for disadvantaged pupils requires consistency between home and school; families are supported as active partners.

Challenges

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

Challenge number	Detail of challenge
1. Reduced independence and over-reliance on adult support	Disadvantaged pupils are more likely to demonstrate lower independence baselines, with fewer opportunities to practise self-care, decision-making and functional skills beyond school. This limits progress towards PfA outcomes.
2. Limited access to cultural, community and enrichment opportunities	Financial and practical barriers restrict access to trips, transport, clubs and community experiences, reducing opportunities to generalise learning and build confidence outside school.
3. Communication and consistency between home and school	Although ClassDojo has strengthened communication between home and school, transport arrangements and differences in family circumstances can still create barriers to consistent engagement. Some families require additional support to access information and reinforce communication systems, routines and independence strategies at home.
4. Increased risk of poor post-16 outcomes	Without early and sustained opportunities to develop independence, functional skills, community participation and vocational understanding, disadvantaged pupils may face additional barriers to successful transitions into adulthood, including employment, further education and supported adult provision.

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
Improved independence for disadvantaged pupils	Development Profiles and PfA assessments demonstrate sustained progress in independence from individual starting points. Pupils increasingly initiate, complete or participate in familiar routines

	with reduced adult prompting, where appropriate to their developmental pathway.
Equitable access to enrichment and community learning	Disadvantaged pupils have equitable access to trips, enrichment and community experiences. Participation records identify and inform action to address barriers. Evidence demonstrates increased confidence, engagement and application of skills in community settings.
Stronger home–school consistency	Increased parental engagement and confidence, supported through ClassDojo, the PTA and targeted family support. Evidence of improved consistency in communication approaches, independence routines and strategies used across home and school.
Improved Preparing for Adulthood outcomes	PfA assessments demonstrate progressive development of functional, community and vocational skills. Disadvantaged pupils access appropriate work-related learning, enterprise and accreditation opportunities, with successful transitions reflecting their individual needs, aspirations and intended destinations. Transition and destination information demonstrates successful progression into appropriate education, training, employment or supported adult provision, with a focus on reducing the risk of pupils becoming NEET.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,845 (including £49,978 proportionate SaLT cost for disadvantaged pupils).

This allocation funds specific, identifiable inputs that directly improve communication, independence and Preparing for Adulthood (PfA) outcomes for disadvantaged pupils. It includes a proportionate contribution towards Speech and Language Therapy (SaLT), alongside whole-school instructional coaching, specialist communication training and curriculum development.

The increased SaLT provision reflects the school's expanding pupil population and the significant communication needs of its predominantly pre-formal cohort. SaLT input

supports staff to embed effective communication approaches across daily routines and learning opportunities, rather than relying solely on isolated interventions.

Professional development is aligned with the school's BridgeWorks framework, StepLab coaching programme and independence-first approach to teaching. This strengthens the consistency of provision across pathways and supports pupils to develop communication, participation, functional skills and increasing independence.

Activity	Evidence that supports this approach	Challenge number(s)
Whole-school CPD and instructional coaching focused on independence-first pedagogy and PfA outcomes. StepLab coaching framework, including the consistent implementation of BridgeWorks, structured teaching, effective scaffolding and approaches that reduce adult dependency.	Education Endowment Foundation (EEF) guidance on effective professional development, high-quality teaching and supporting pupils with SEND. EEF *Improving Behaviour in Schools*, including consistent routines and expectations. School learning walks, coaching observations and Development Profile evidence inform the evaluation of implementation and impact.	1 and 4
Specialist training to embed communication, independence and functional skills across daily routines. Makaton, SaLT, AAC, the Bridging Communication Framework and relevant literacy and numeracy professional development, including Ruth Miskin, Read Write Inc. and Numicon.	EEF High Quality Teaching guidance (adaptive teaching and scaffolding) Autism Education Trust (AET) Framework; SEND Code of Practice (communication as a prime area of need) Pro-rata Speech and Language Therapy (SALT) input supporting staff practice, communication strategies noting the proportional use of PP funding.	1
Curriculum development and staffing capacity to embed PfA and functional skills across all pathways (EYFS–KS5). Development Profiles, Skills for Life, functional communication, independence and meaningful application of learning within school and community contexts.	Department for Education *Preparing for Adulthood guidance*; *Ofsted Education Inspection Framework* emphasis on curriculum coherence, progression and Preparing for Adulthood EEF *Putting Evidence to Work* (implementation and curriculum design) Internal Development Profiles and PfA assessments provide evidence of progression from individual starting points.	1 and 4

Note: Speech and Language Therapy forms part of the school's wider specialist provision. The Pupil Premium contribution is calculated proportionately using the percentage of disadvantaged pupils on roll (143 of 347 pupils, equivalent to 41.21%).

For 2026-2027, the school's annual SaLT expenditure reflects increased commissioned provision to meet the communication needs of a larger and predominantly pre-formal pupil

population. The indicative Pupil Premium contribution is intended to support the additional development of communication-rich teaching, staff expertise and consistent approaches that address barriers experienced by disadvantaged pupils.

SaLT contributes to the foundations of learning and Preparing for Adulthood by developing pupils' functional communication, participation, choice-making and independence. Its impact is evaluated through existing Development Profiles, communication assessments, learning observations and curriculum evaluation processes.

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

Budgeted cost: £35,000

This allocation funds specific, pupil-facing provision that develops functional skills, independence, communication and early employability for disadvantaged pupils. Provision is structured to support Preparing for Adulthood (PfA) through meaningful, practical learning opportunities, including early vocational preparation from KS3 and KS4, with opportunities for consolidation and progression into post-16.

Building on the established Skills for Life facilities and Crave Crew enterprise programme, the 2026-2027 focus includes developing a new tuck shop to extend opportunities for pupils to apply learning in authentic contexts. Activities are differentiated across the school's pathways, ensuring pupils can participate and make progress from their individual developmental starting points.

Activity	Evidence that supports this approach	Challenge number(s)
Skills for Life and PfA curriculum resources targeted at disadvantaged pupils. Practical learning opportunities that develop functional communication, choice-making, sequencing, problem-solving, self-care and independence. Pupils access established Skills for Life facilities and resources, with teaching adapted to their developmental pathways and individual needs.	DfE Preparing for Adulthood outcomes framework. EEF evidence on explicit teaching, scaffolding and repeated practice for pupils with SEND. Internal PfA assessments and Development Profiles demonstrate progression in functional skills and independence. DfE Careers Guidance and Access for Education statutory guidance Ofsted EIF focus on Preparing for Adulthood and employability	1 and 4
Internal work-related learning and enterprise opportunities.	DfE careers guidance and Preparing for Adulthood principles.	1 and 4

Continued development of the established Crave Crew enterprise programme and café kiosk, alongside the introduction of a new school tuck shop. The tuck shop will provide an accessible, structured learning environment in which pupils can practise making choices, requesting items, communicating with others, following routines, recognising and handling money, organising resources and completing meaningful work-related tasks. Opportunities will be differentiated across pathways, from exploration and supported participation to increasingly independent vocational routines. Planned expenditure includes the establishment and equipping of the new tuck shop.	DfE Supported Internships guidance, where relevant to pupils' progression. Ofsted Education Inspection Framework emphasis on meaningful learning, independence and Preparing for Adulthood. Internal participation records, Development Profiles and PfA assessments provide evidence of progression and application of skills.	
Accreditation pathways aligned to pupil need, including OCR Life and Living Skills, AQA Unit Award Scheme (UAS) and WJEC programmes, where appropriate. Accreditation recognises individual achievement in functional, practical and work-related learning, supporting progression towards appropriate post-school destinations.	Ofqual-recognised qualifications DfE SEND Review emphasis on meaningful outcomes for pupils with SEND. Internal assessment, accreditation achievements Destination information and transition reviews provide evidence of progression and successful transitions.	

Note: The initial development of the Skills for Life facilities and Crave Crew enterprise provision, including the café kiosk, electrical works, equipment and uniforms, has been completed. These costs are not carried forward into the 2026-2027 planned expenditure. The impact of these investments will continue to be evaluated through existing assessment and curriculum review processes.

The new tuck shop represents a further development of the school's enterprise and Preparing for Adulthood provision. It is intended to provide additional opportunities for disadvantaged pupils to develop functional communication, independence, social interaction, responsibility and practical skills within a meaningful school-based enterprise environment.

The £35,000 allocation includes a provisional contribution towards accreditation and examination fees and the planned establishment of the tuck shop, including equipment and associated learning resources. The final expenditure will be determined by actual costs and the additional provision attributable to disadvantaged pupils, ensuring Pupil Premium funding is not used to replace existing curriculum or statutory SEND provision.

Impact will be evaluated through pupils' Development Profiles, PfA assessments, participation in enterprise activities, accreditation outcomes and transition information, with particular attention to the application and generalisation of skills across different contexts.

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £68,057 (including £27,998 proportionate OT cost for disadvantaged pupils)

This allocation funds direct costs associated with enrichment, community access, family support, specialist provision and additional opportunities that remove financial and practical barriers disproportionately affecting disadvantaged pupils' attendance, participation, independence and transition readiness.

It includes a proportionate contribution towards Occupational Therapy (OT) provision, alongside the Family Liaison Officer and the school's Home Support Programme. These approaches strengthen regulation, sensory processing, communication, family engagement and access to learning, while supporting pupils to develop and generalise functional skills across different environments.

At Riverside Bridge School, where the majority of pupils access pre-formal pathways, these opportunities are particularly important in ensuring disadvantaged pupils can participate meaningfully, develop independence and access experiences that may otherwise be limited.

Activity	Evidence that supports this approach	Challenge number(s)
Subsidised enrichment activities, educational visits and community access to ensure equitable participation. Trips and associated transport costs, including coaches, minibuses and public transport; entry fees and additional support arrangements required for pupils with complex SEND. Opportunities enable disadvantaged pupils to develop communication, confidence, independence, social interaction and community participation, whist applying skills beyond the classroom.	EEF *Arts Participation* and *Outdoor Adventure Learning* evidence summaries. Ofsted Education Inspection Framework emphasis on personal development and Preparing for Adulthood. School participation information, Development Profiles and curriculum evaluation evidence.	2

Personalised Home Support Programme and Family Liaison Officer. Additional family engagement and practical support, including communication packs, independence resources, parent workshops and personalised guidance. The Family Liaison Officer co-ordinates the school's Universal, Targeted and Specialist Home Support pathways, strengthening consistency between home and school and supporting families to embed communication, regulation and independence strategies. The programme also supports engagement, attendance and access to appropriate community services.	EEF *Working with Parents to Support Children's Learning*. SEND Code of Practice emphasis on co-production and partnership with families. Existing Family Support Plans, family engagement information, attendance records and Development Profiles. SEND Code of Practice (co-production with families). School engagement and attendance data.	3
Occupational Therapy (OT) provision supporting regulation, sensory processing and access to learning. Specialist input supports the development of accessible environments, regulation strategies, physical access, independence and participation. This includes professional advice, staff guidance and appropriate adapted resources or equipment to address identified barriers experienced by disadvantaged pupils. The focus is on embedding strategies consistently within everyday routines and supporting pupils to develop functional skills.	SEND Code of Practice, including physical, sensory and self-care needs. EEF guidance on supporting pupils with SEND and improving behaviour and engagement. Internal Development Profiles, behaviour information, learning observations and specialist recommendations.	2 and 3
Targeted behaviour, attendance and wellbeing support for disadvantaged pupils and families. Additional opportunities include swimming, boxing and structured physical activities that support regulation, resilience, confidence, engagement and independence. Activities are differentiated according to pupils' individual needs and developmental pathways, enabling meaningful participation and supporting positive attitudes towards learning. Attendance and family engagement support is coordinated through existing school systems and the Home Support Programme.	DfE *Working Together to Improve School Attendance* guidance. EEF *Improving Behaviour in Schools*. School attendance, behaviour, participation and wellbeing information, alongside Development Profiles and curriculum evaluation.	2 and 3

In a specialist SEND setting, Pupil Premium funding cannot be used to isolate teaching quality or professional development for a small subgroup of pupils. Instead, funding is used to create the conditions for learning that disadvantaged pupils rely on most.

Many disadvantaged pupils at Riverside Bridge School have fewer opportunities to practise independence, communication and functional skills outside school. As a result, improvements to classroom routines, staff practice, environments and pedagogy have a disproportionate and sustained impact on their outcomes.

This funding is therefore about changing the conditions for learning, not delivering a discrete intervention.

Pupil Premium funding supports additional staffing capacity, specialist independence and Preparing for Adulthood (PfA) training, family engagement, accessible enrichment and curriculum development that enables staff to redesign daily routines, environments and learning opportunities so pupils can practise independence repeatedly and consistently across the school day.

The school's BridgeWorks framework, Total Communication approach, Development Profiles and Preparing for Adulthood curriculum provide a consistent foundation for this work. Through structured environments, accessible communication, meaningful participation and intentionally developed independence, pupils are supported to make progress from their individual starting points.

While these investments may benefit the wider school community, disadvantaged pupils benefit particularly because they may depend more heavily on school-based provision to access enrichment, practise independence and generalise skills.

Impact is evidenced through existing school assessment and evaluation processes, including changes in staff practice, reduced adult prompting, increased pupil initiation, improved functional communication, participation in community and enrichment opportunities, Development Profiles, learning walks, family engagement and longer-term outcomes.

Transition and destination information is used to evaluate successful progression into appropriate education, training, employment or supported adult provision, including reducing the risk of pupils becoming NEET (not in education, employment or training).

Our strategy is informed by Education Endowment Foundation guidance on high-quality teaching and SEND, Department for Education guidance on Preparing for Adulthood, attendance and careers, and Ofsted's Education Inspection Framework.

Total budgeted cost: £155,901.90

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of the 2025-2026 academic year

The 2025-2026 academic year marked the first year of Riverside Bridge School's 2025-2028 Pupil Premium strategy. The focus shifted towards strengthening communication, developing independence, extending functional learning and embedding Preparing for Adulthood across the curriculum.

Evaluation indicates positive progress in the range and accessibility of learning opportunities available to disadvantaged pupils, although consistency of implementation and the generalisation of skills remain priorities.

Communication and engagement improved through continued Speech and Language Therapy input, Total Communication approaches and staff development. Greater emphasis was placed on accessible communication, pupil choice and meaningful participation. ClassDojo also strengthened home-school communication, particularly for families who previously experienced barriers associated with school transport, language or limited opportunities for direct contact.

Independence and Preparing for Adulthood were strengthened through Skills for Life provision, internal enterprise opportunities and the development of Crave Crew. The Emerald Mindset programme supported vocational awareness and employer engagement during 2025-2026. These opportunities provided practical contexts for developing communication, responsibility and early work-related skills. However, pupils continued to demonstrate varying levels of reliance on adult prompting, highlighting the need for more consistent independence-focused teaching.

Enrichment and community participation continued to provide disadvantaged pupils with opportunities to develop confidence, communication, regulation and functional skills beyond the classroom. Evaluation reinforced the importance of maintaining accessible visits, physical activities and community experiences, particularly for pupils whose family circumstances may restrict access to similar opportunities outside school.

Family engagement was supported through ClassDojo, the Parent-Teacher Association and existing family support arrangements. These whole-school approaches helped reduce barriers disproportionately experienced by disadvantaged families. Further development was identified in supporting families to reinforce communication, regulation and independence skills at home.

Teaching and learning evaluation identified the importance of consistent classroom structures, accessible communication and opportunities for pupils to initiate and practise skills independently. While effective practice was evident, variation in adult prompting and the generalisation of learning informed the development of BridgeWorks and the school's increased emphasis on instructional coaching.

Development Profiles, attendance, behaviour, accreditation and transition information provided supporting evidence of pupil progress and engagement. The review highlighted the importance of evaluating meaningful progress from individual starting points, including increasing independence and successful progression towards appropriate post-school destinations.

Priorities identified for 2026-2027

The first-year review confirmed that the strategic direction remains appropriate. The 2026-2027 allocation will therefore prioritise:

- embedding BridgeWorks, Total Communication and independence-first teaching consistently across the school;
- strengthening staff practice through specialist input, Makaton and StepLab coaching;
- extending functional learning and Preparing for Adulthood through accreditation, Crave Crew and the development of a new tuck shop;
- maintaining equitable access to enrichment, physical activities and community learning;
- strengthening home-school consistency through the Family Liaison Officer and Home Support Programme.

The first year strengthened the provision and opportunities available to disadvantaged pupils. The priority for 2026-2027 is to consolidate these developments and demonstrate sustained impact on communication, participation, independence and Preparing for Adulthood through the school's existing assessment and evaluation systems.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
OCR Life and Living Skills, AQA Unit Award Scheme (UAS) and WJEC accreditation - Recognised accreditation pathways that support achievement in functional skills, independence, practical learning and Preparing for Adulthood. Opportunities are matched to pupils' developmental starting points and individual learning pathways.	OCR, AQA and WJEC
Read Write Inc. Phonics - A structured, systematic phonics programme supported by specialist training and teaching resources. It strengthens consistency in early reading and functional literacy teaching for disadvantaged pupils accessing the programme.	Ruth Miskin Training / Oxford University Press
Numicon - A structured, multi-sensory approach to developing early mathematical understanding and functional numeracy, adapted to pupils' developmental needs and learning pathways.	Oxford University Press
Makaton - Specialist communication training and resources that strengthen staff knowledge and consistent use of signs and symbols alongside speech, supporting functional communication, choice-making and participation.	The Makaton Charity
StepLab Coaching Programme - A structured instructional coaching programme supporting staff development, consistent teaching practice and the implementation of independence-first pedagogy, including the school's BridgeWorks framework.	StepLab
Speech and Language Therapy commissioned training and resources - Specialist input strengthens staff practice in Total Communication, AAC and functional communication, supporting pupils to initiate interactions, express preferences and participate more independently throughout the school day.	KaraJones Communication Therapy
Occupational Therapy commissioned specialist input - Staff modelling, consultation and practical strategies support sensory regulation, physical access, engagement and independence within everyday learning environments.	Words First Ltd

These programmes contribute to the school's strategic priorities of communication, independence, functional learning and Preparing for Adulthood.

Their effectiveness is evaluated through existing Development Profiles, learning walks, coaching observations, curriculum evaluation, accreditation outcomes and pupil participation information, with particular attention to the progress and experiences of disadvantaged pupils.

Further information (optional)

Evidence used to evaluate the impact of the new Pupil Premium strategy

The impact of the 2026-2027 Pupil Premium strategy will be evaluated using triangulated evidence base appropriate to Riverside Bridge School's specialist SEND context. This ensures that judgements about impact reflect meaningful progress from pupils' individual starting points, rather than relying on national attainment measures that may not appropriately capture the achievements of pupils with complex needs.

Evaluation will draw upon the school's established assessment, monitoring and quality assurance processes, ensuring that the effectiveness of Pupil Premium expenditure is considered alongside wider school improvement priorities without creating additional recording requirements.

Development Profile data will provide the primary evidence of pupil progress. Existing assessment information will be used to evaluate disadvantaged pupils' development in communication, Skills for Life, Social and Emotional Development and other relevant areas of learning. Progress will be considered in relation to individual starting points and the school's Development Indicators: Acquiring, Developing, Mastering and Generalising. Particular attention will be given to the application of skills across activities, environments and daily routines.

Preparing for Adulthood (PfA) assessments will provide evidence of developing independence, functional communication, community participation and work-related skills. This will include participation in Skills for Life activities, Crave Crew enterprise opportunities, the planned tuck shop and appropriate accreditation pathways. Progress will be considered across the school's pathways, with increasing emphasis on successful transitions as pupils move towards adulthood.

Teaching, learning and curriculum evaluation will provide evidence of how Pupil Premium-funded professional development and specialist input influence classroom practice. Existing learning walks, StepLab coaching, subject reviews and BridgeWorks implementation evidence will be used to evaluate the consistency of accessible communication, structured teaching, appropriate scaffolding and opportunities for independence. Particular attention will be given to reduced adult prompting, increased pupil initiation and meaningful participation.

Attendance and behaviour information will provide supporting indicators of engagement, regulation and access to learning. Existing attendance records and Sleuth behaviour information will be reviewed to identify relevant patterns affecting disadvantaged pupils, including barriers to attendance, participation and emotional regulation. Findings will be considered alongside pupils' individual needs and circumstances rather than relying solely on comparisons with whole-school averages.

Family engagement and home-school consistency will be evaluated through the existing Home Support Programme, Family Support Plans and Family Liaison Officer records. This will include evidence of family engagement, access to appropriate guidance and resources, and the application of communication, regulation and independence strategies across home and school.

Enrichment and community participation will be evaluated through existing records of educational visits, swimming, physical activities and community-based learning. The focus will be on whether disadvantaged pupils have equitable access to meaningful experiences and demonstrate increased confidence, communication, independence and participation beyond familiar classroom environments.

Accreditation, transition and destination information will provide evidence of longer-term outcomes. This will include achievement through appropriate accreditation pathways, successful transitions into further education, training, employment or supported adult provision, and consideration of the risk of pupils becoming NEET. Outcomes will be evaluated in relation to individual needs, aspirations and previous school cohorts.

Together, these evidence sources will inform the school's annual Pupil Premium impact review, strategic planning and reporting to governors. Evaluation will identify the impact of funded activities, areas of continued need and any adjustments required to expenditure or provision, while maintaining the overarching direction of the 2025-2028 strategy.

This approach ensures that Pupil Premium remains focused on removing barriers to participation, strengthening communication and independence, and improving meaningful outcomes for disadvantaged pupils with complex SEND.