

# Pupil premium strategy statement

## School overview

Metric	Data
School name	<b>Riverside Bridge School</b>
Pupils in school	<b>147</b>
Proportion of disadvantaged pupils	<b>53.06% (78 pupils)</b>
Pupil premium allocation this academic year	<b>£99,451.25</b>
Academic year or years covered by statement	<b>2021/2022</b>
Publish date	<b>December 2022</b>
Statement authorised by	<b>Mrs K Cerri (Headteacher)</b>
Pupil premium lead	<b>Ms L Amri (Deputy Headteacher)</b>

## Disadvantaged pupil barriers to success

<b>Complex and challenging behaviour associated with Autism and other neurological disorders</b>
<b>Poor attendance for pupils with complex medical needs</b>
<b>Progress can be spikey due to individual barriers each pupil faces across the curriculum, and the school needs to identify those barriers to learning and address them for each individual PP pupil</b>

## Strategy aims for disadvantaged pupils

Aim	Evidence of impact	Target date
To ensure pupils are ready for learning by being regulated in their emotional state	<p>Pupils encouraged to recognise and manage their own emotions</p> <p>Communication strategies in place for pupils to communicate their emotions</p> <p>Staff to use communication strategies effectively</p> <p>Staff undertake training to support teaching of emotions</p>	July 2022

	<p>Safe spaces provided around the school to enable pupils to regulate in an appropriate environment</p> <p>Fewer behaviour incidents recorded for these students</p> <p>Robust and supportive behavioural intervention plans to be in place for these students</p> <p>To ensure each pupil's needs are assessed and appropriate equipment / experiences are provided in order to keep the child regulated</p>	
To improve attendance pupils attracting PP	<p>Overall attendance for students eligible for PP to improve to the school target of 95%</p> <p>Home support to parents/carers of pupils who have long term absences due to medical conditions/hospital admissions</p>	July 2022
To ensure personalised needs are met to overcome barriers to learning	To ensure each pupil's needs are assessed and appropriate equipment / experiences are provided in order to enable to pupils to make some progress	July 2022

### Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
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Priority 1	<b>Private Speech and Language service to provide training for all staff around communication</b>
Priority 2	<b>Zones of Regulations package delivered across the whole school as a teaching approach and management of behaviour</b>
Priority 3	<b>Maintain the robust package in place to record and analyse behaviour (Sleuth)</b>
Barriers to learning these priorities address	<b>Transferring theory into practice in the classrooms</b>

### **Strategy aims for disadvantaged pupils – Teaching priorities**

<b>Measure</b>	<b>Activity</b>
Priority 1	<b>Pupils sensory needs are met</b>
Priority 2	<b>Pupils are provided with a safe environment at times of heightened anxiety</b>
Priority 3	<b>Pupils will be able to recognise and communicate their emotional state</b>
Priority 4	<b>Pupils will be emotionally regulated and ready to learn</b>
Priority 5	<b>Pupils have access to provision / experiences when unable to attend school</b>
Barriers to learning these priorities address	<b>Lack of sensory integrated occupational therapy advice</b>