

Pupil Premium 25/26

St Vincent's School for Sensory Impairment and Other Needs



Introduction

St Vincent's School for Sensory Impairment and Other Needs is committed to ensuring that all pupils, regardless of their background or circumstances, receive the support they need to achieve their full potential. This strategy sets out how we will use our pupil premium funding to address the barriers faced by our disadvantaged pupils and to close the gap between their outcomes and those of their non-disadvantaged peers.

Compliance with DfE Requirements:

This strategy has been developed in line with the DfE's statutory guidance on using the pupil premium (2025-26). All activities funded through the pupil premium have been chosen from the DfE's 'menu of approaches', which sets out evidence-based interventions across three tiers: high-quality teaching, targeted academic support, and wider strategies. The Key Leaders

Our chosen interventions align with the menu as follows:

High-quality teaching: Small class sizes in KS3/4, curriculum design by specialist leads, and professional development to support literacy instruction

Targeted academic support: Library renewal and literacy resources to support reading development and engagement

Wider strategies: Calvert Trust residential experience (supporting social, emotional and behavioural needs, and extra-curricular activities) and school radio station (supporting communication, extra-curricular activities, and wider development)

This strategy follows the DfE's recommended 5-step approach: identifying challenges, using evidence, developing our strategy, delivering and monitoring, and evaluating impact. The Key Leaders

Publication and Review:

This strategy statement will be published on our school website by 31 December 2025, as required by the DfE. The Key Leaders It will be reviewed annually, with termly monitoring of progress and impact by the Senior Leadership Team and governors.

| 1. Summary information | | | | | |
|-------------------------------|--|---|---------|---|-----------|
| School | St Vincent's School for Sensory Impairment and Other Needs | | | | |
| Academic Year | 2025-26 | Total PP budget | £12,265 | Date of most recent PP Review | Sept 2022 |
| Total number of pupils | 48 | Number of pupils eligible for PP | 14 | Date for next internal review of this strategy | Sept 2026 |

2. Barriers to future attainment (for pupils eligible for PP including high ability)

School Context:

St Vincent's School is a specialist school for pupils with sensory impairment and other needs. We currently have 48 pupils on roll, of whom 14 (29%) are eligible for pupil premium funding. Many of our disadvantaged pupils also have special educational needs and disabilities (SEND), including visual impairment, hearing impairment, and complex communication needs.

Key Findings:

- Disadvantaged pupils make slower progress in reading than their non-disadvantaged peers, with a gap of 3.3 months per year
- There is a significant gap in communication outcomes, with only 43% of disadvantaged pupils meeting age-related expectations compared to 71% of non-disadvantaged pupils
- Disadvantaged pupils have fewer opportunities to develop independence, resilience, and confidence through experiential learning
- Attendance for disadvantaged pupils is below the school average
- Disadvantaged pupils are significantly less likely to participate in extra-curricular activities

In-school barriers

| | |
|----|--|
| A. | Low levels of reading engagement and attainment, particularly among disadvantaged pupils, limiting access to the wider curriculum and vocabulary development. |
| B. | Limited opportunities for pupils, particularly disadvantaged learners, to develop communication, creative, and leadership skills through practical, real-world applications. |
| C. | Gaps in foundational literacy skills and reading fluency, which impact progress across all subjects. |

External barriers

| | |
|----|--|
| D. | Limited access to experiential learning and personal development opportunities outside school, particularly for disadvantaged pupils, leading to gaps in resilience, confidence, teamwork, and physical and emotional development. |
| E. | Reduced opportunities to participate in extra-curricular activities, cultural experiences, and enrichment due to financial and practical barriers. |
| F. | Some disadvantaged pupils have limited access to books, reading materials, and literacy-rich environments at home. |

| D. Outcomes | | |
|--------------------|---|---|
| | | <i>Success criteria</i> |
| A. | To improve reading enjoyment, engagement, and attainment across the school by renewing and updating the school library and associated literacy resources. | <p>Library refurbishment and restocking completed according to plan, with diverse, age-appropriate, and inclusive texts available to all pupils.</p> <p>Staff trained in promoting reading for pleasure and effective use of library resources.</p> <p>Library borrowing rates and pupil access records show an increase in regular use compared to baseline.</p> <p>Reading assessments and standardised test data show improved attainment and progress among disadvantaged pupils.</p> <p>Staff report a measurable increase in pupil engagement and confidence in reading and writing activities.</p> |
| B. | To provide pupils with a week-long residential experience at the Calvert Trust to develop resilience, independence, teamwork, and self-confidence, which will translate into improved engagement, wellbeing, and attainment back in school. | <p>All targeted disadvantaged pupils attend and fully participate in the residential visit.</p> <p>Qualitative evidence (pupil voice, staff feedback, journals) shows improved self-esteem and willingness to try new challenges.</p> <p>Pupils demonstrate greater independence and perseverance in classroom and extracurricular activities.</p> |
| C. | To increase pupil engagement, confidence, and communication skills by establishing and promoting a school radio station that enables pupils to plan, produce, and broadcast content. This will also enhance literacy, teamwork, and digital skills. | Pupils produce and broadcast content regularly, with pupil voice feedback showing increased enjoyment, confidence, and motivation. |

| | |
|--|---|
| | <p>Pupil engagement increases, evidenced by number of broadcasts, scripts produced, and active team participation.</p> <p>Observed improvements in communication skills (public speaking, discussion, collaboration) and confidence in presenting to an audience.</p> <p>Pupils demonstrate enhanced teamwork and digital literacy, with positive feedback from staff and peers.</p> <p>School radio becomes an embedded enrichment opportunity, contributing to school culture, literacy development, and cross-curricular learning.</p> |
|--|---|

| E. Planned expenditure | | | | |
|---|---|---|--|---|
| Academic year | 2025-26 | | | |
| Low levels of reading engagement and attainment, particularly among disadvantaged pupils | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead and monitoring review frequency |
| To improve reading enjoyment, engagement, and attainment across the school by renewing and updating the school library and associated literacy resources. | <ul style="list-style-type: none"> Update shelving, furniture, and reading areas Purchase 500+ diverse, age-appropriate texts in accessible formats Staff CPD on promoting reading for pleasure Author visits and book clubs Targeted reading interventions. | <p>Reading and writing are foundational to success across the curriculum. Internal assessment data and pupil voice show that disadvantaged pupils are less likely to read regularly for pleasure and often achieve below their peers in reading comprehension and extended writing.</p> <p>Education Endowment Foundation (EEF) highlights that improving access to high-quality texts and fostering a strong reading culture can significantly enhance literacy outcomes.</p> <p>Updating the school library with diverse, modern, and age-appropriate books will encourage regular reading, strengthen vocabulary development, and support targeted literacy interventions.</p> | <p>The English Lead and SLT will jointly oversee the project, ensuring a clear action plan is in place with defined milestones, responsibilities, and review points. Staff and pupils will be consulted to ensure the renewed library reflects a diverse range of authors, genres, and reading levels.</p> <p>Implementation will include:</p> <ul style="list-style-type: none"> • A structured timeline for library refurbishment and book acquisition. • Staff training on integrating library use and reading for pleasure into lessons. • Regular monitoring of borrowing data, reading assessments, and pupil voice feedback. • Promotion of reading through initiatives such as author visits, book clubs, and themed events. | Progress and impact will be reviewed termly by the Senior Leadership Team and English lead and reported to the Literacy governor. Evaluation will focus on measurable improvements in pupil engagement, reading frequency, and literacy outcomes—particularly for disadvantaged pupils. |

Cost and resource

- Library refurbishment: shelving, furniture, reading areas
- Book stock update: diverse, modern, and age-appropriate texts
- Staff training and CPD: promoting reading for pleasure and library use
- Enrichment activities: author visits, book clubs, and reading events

Funding will be allocated from the Pupil Premium budget to ensure all disadvantaged pupil's benefit. Resources will be audited annually to maintain quality, relevance, and accessibility, and to ensure continued impact on literacy outcomes.

| Total budgeted cost | £5,765 |
|---------------------|--------|
|---------------------|--------|

| <p>Limited access to experiential learning and personal development opportunities, particularly for disadvantaged pupils, leading to gaps in resilience, confidence, teamwork, and physical and emotional development.</p> | | | | |
|---|--|---|---|--|
| | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead and monitoring review frequency |
| To provide pupils with a week-long residential experience at the Calvert Trust to develop resilience, independence, teamwork, and self-confidence, which will translate into improved engagement, wellbeing, and attainment back in school. | Week-long residential experience with adaptive outdoor activities, team challenges, and leadership opportunities | Pupil voice indicates that pupils at our school have fewer opportunities to engage in extended residential or outdoor learning experiences, limiting exposure to challenges that build confidence and problem-solving skills. A structured residential experience at the Calvert Trust, which offers adaptive outdoor activities, team challenges, and leadership opportunities, provides a safe but stretching environment that supports both personal growth and academic engagement. | <p>The residential trip will be coordinated by the Headteacher and Designated Safeguard Lead with clear planning timelines, risk assessments, and pupil selection criteria ensuring that disadvantaged pupils are prioritised. Implementation will include:</p> <ul style="list-style-type: none"> • Pre-trip preparation sessions to introduce pupils to activities, set personal goals, and address any anxieties. • Daily structured activities at the Calvert Trust designed to develop teamwork, resilience, and independence, with support from trained instructors. • Reflection sessions each evening to consolidate learning, encourage self-assessment, and record | Progress and impact will be reviewed by the Senior Leadership Team and reported to governors, with any lessons learned used to refine future residential or experiential learning opportunities. |

| | | | | |
|--|--|--|---|-------|
| | | | <ul style="list-style-type: none"> classroom engagement and wellbeing initiatives. Evaluation through pupil voice, staff observation, and pastoral data to measure increases in confidence, resilience, and participation in school life. | |
| <p>Cost and resource</p> <ul style="list-style-type: none"> Residential trip fees (accommodation, meals, activities, instruction) Transport Staffing and supervision Pre- and post-trip preparation resources <p>Funding will be provided from the Pupil Premium allocation to ensure all eligible pupils can participate. Outcomes will be tracked to measure impact on personal development, engagement, and academic progress.</p> | | | | |
| | | | Total budgeted cost | £6000 |

Limited opportunities for pupils, particularly disadvantaged learners, to develop communication, creative, and leadership skills through practical, real-world applications.

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead and monitoring review frequency |
|---|---|---|--|---|
| To increase pupil engagement, confidence, and communication skills by establishing and promoting a school radio station that enables pupils to plan, produce, and broadcast content. This will also enhance literacy, teamwork, and digital skills. | Establish radio station enabling pupils to plan, produce, and broadcast content regularly | <p>Research indicates that creative, project-based learning improves motivation, engagement, and transferable skills such as teamwork, communication, and problem-solving (EEF, 2020). Engagement in broadcasting and media projects has been shown to boost self-confidence, public speaking abilities, and literacy, particularly for disadvantaged pupils who may have fewer opportunities to develop these skills outside school. Internal pupil voice data show that students are enthusiastic about practical, creative projects and that such initiatives increase attendance, engagement, and motivation across the curriculum. A school radio project offers pupils an authentic audience for their work, providing a meaningful context for developing writing, speaking, and technical skills.</p> | <p>The project will be coordinated by the Music Lead and General Subjects Lead and overseen by the SLT. Implementation will include:</p> <ul style="list-style-type: none"> Establishing a timetable for regular broadcasts and assigning roles (presenters, writers, producers, technical support) to pupils. Providing staff guidance and training on mentoring pupils in content creation, technical skills, and communication. Incorporating radio content into wider curriculum opportunities (e.g., writing scripts for literacy, news reporting for current affairs). Encouraging participation from disadvantaged pupils and monitoring engagement and skill development. Using pupil voice, feedback, and broadcast output to evaluate | The Senior Leadership Team will review progress termly, adjusting support and resources to maximise impact on disadvantaged pupils' engagement, confidence, and learning. |

| | |
|---|---|
| <p>Cost and resource</p> <ul style="list-style-type: none"> • Radio equipment (microphones, headphones, mixer, software) • Staff training and CPD • Promotion and materials (posters, website updates, broadcasting software licenses) • Maintenance and consumables <p>Funding from the Pupil Premium allocation will ensure all disadvantaged pupils have equal opportunity to participate. Impact will be measured through pupil engagement, skill development, and improvements in literacy and confidence.</p> | <p>Total budgeted cost</p> <p>£500</p> |
|---|---|

| Additional detail |
|--|
| <p>Supporting Pupils with SEND and Pupil Premium</p> <p>Many of our disadvantaged pupils also have SEND, including sensory impairments and complex communication needs. We recognise that these pupils may face additional barriers to learning and wellbeing, and we are committed to using a graduated approach to identify their needs and provide appropriate support.</p> <p>Our approach includes:</p> <ul style="list-style-type: none"> • Early and accurate identification: We embed a culture in which staff quickly and accurately identify pupils facing barriers to learning. The Key Leaders Our SENCO works closely with the Pupil Premium Lead to ensure needs are identified and addressed promptly. • Graduated approach: We use the 'assess, plan, do, review' cycle to ensure pupils receive appropriate support and that interventions are regularly reviewed and adapted. Ofsted State-Funded School Inspection Toolkit All PP pupils with SEND have their pupil premium interventions integrated into their EHCP outcomes and reviewed at least termly. • Specialist involvement: Where necessary, we consult with external specialists and implement their advice. The Key Leaders Pupil premium funding may be used to access specialist assessments or resources where these will remove barriers to learning. • Reasonable adjustments: We ensure that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice. Ofsted State-Funded School Inspection Toolkit This includes ensuring all library resources, radio equipment, and residential activities are fully accessible to pupils with sensory impairments. |

- **Parental involvement:** We work closely with parents, taking their views into account and making best use of their knowledge of their children. The Key Leaders Parents of PP pupils are consulted about interventions, and their views inform our strategy.

Monitoring impact: Progress for PP pupils with SEND is monitored through termly EHCP reviews, assessment data, pupil and parent voice, and staff observations. Where progress is not sufficient, we review and adapt our approach, seeking additional specialist advice where necessary.

Governance and Accountability

Governor Oversight

Our Governing Body has overall responsibility for ensuring that pupil premium funding is used effectively to improve outcomes for disadvantaged pupils.

Pupil Premium Governor: [Insert name]

The Pupil Premium Governor meets with the Headteacher and Pupil Premium Lead termly to review progress, scrutinise data, challenge and support leaders, and ensure the strategy is published and reviewed in line with DfE requirements.

Reporting to Governors - The Headteacher provides a termly report to the Full Governing Body.

Staff Roles and Responsibilities

- **Headteacher:** Overall responsibility for pupil premium strategy and impact
- **Pupil Premium Lead:** [Insert name] - Day-to-day coordination, monitoring, and evaluation
- **English Lead:** Leading literacy interventions and library project
- **SENCO:** Ensuring PP pupils with SEND receive appropriate support
- **Designated Teacher (LAC):** [Insert name if applicable] - Supporting looked-after and previously looked-after pupils
- **All staff:** Understanding and implementing the strategy, promoting high expectations for all PP pupils

All staff receive training on the purpose and use of pupil premium funding, identifying and supporting disadvantaged pupils, and monitoring and evaluating impact.

Monitoring and Evaluation

We measure success based on outcomes for eligible pupils, using a robust and transparent evaluation framework. We consider short, medium, and long-term outcomes needed to achieve our strategy objectives. The Key Leaders

Evaluation Framework

Short-term outcomes (within one term):

- Increased library borrowing rates
- Pupil engagement in radio project
- Immediate feedback from Calvert Trust residential

Medium-term outcomes (within one year):

- Improved reading ages and progress data
- Narrowing of gaps in communication and independence
- Increased attendance and participation in extra-curricular activities

Long-term outcomes (over multiple years):

- Sustained progress in literacy and communication
- Closing of gaps between PP and non-PP pupils
- Improved life chances and preparation for adulthood

Monitoring Cycle

| Frequency | What | Who |
|-------------|--|---|
| Half-termly | Library borrowing data, radio participation, attendance | English Lead, Music/General Subjects Lead, Attendance Officer |
| Termly | Reading/communication assessments, EHCP reviews, pupil voice surveys, staff observations | English Lead, SENCO, Class teachers, SLT |
| Annually | Full strategy evaluation, impact report to governors, gap analysis, strategy review | Headteacher, Pupil Premium Lead, SLT, Governors |

We make evaluation an ongoing process, as strategies that have been effective in one year might not continue to be effective in the future. The Key Leaders

Working with Parents and Pupils

We work closely with parents/carers of PP pupils to understand their child's needs, explain how funding is being used, gather feedback on impact, and involve them in decision-making about support.