



Pupil premium strategy statement: St Vincent's School for Sensory Impairment and Other Needs.

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)	
In-school barriers	
A.	Low levels of reading engagement and attainment, particularly among disadvantaged pupils.
B.	Limited opportunities for pupils, particularly disadvantaged learners, to develop communication, creative, and leadership skills through practical, real-world applications.
External barriers	
C.	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.

3. 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.	Library refurbishment and restocking completed according to plan, with diverse, age-appropriate, and inclusive texts available to all pupils. Staff trained in promoting reading for pleasure and effective use of library resources. Library borrowing rates and pupil access records show an increase in regular use compared to baseline. Reading assessments and standardised test data show improved attainment and progress among disadvantaged pupils. Staff report a measurable increase in pupil engagement and confidence in reading and writing activities.

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.	All targeted disadvantaged pupils attend and fully participate in the residential visit. Qualitative evidence (pupil voice, staff feedback, journals) shows improved self-esteem and willingness to try new challenges. Pupils demonstrate greater independence and perseverance in classroom and extracurricular activities.
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. Pupil engagement increases, evidenced by number of broadcasts, scripts produced, and active team participation. Observed improvements in communication skills (public speaking, discussion, collaboration) and confidence in presenting to an audience. Pupils demonstrate enhanced teamwork and digital literacy, with positive feedback from staff and peers. School radio becomes an embedded enrichment opportunity, contributing to school culture, literacy development, and cross-curricular learning.

4. 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.	Class structure 2025-26 with small class sizes in KS3/4 addresses needs of attainment. Additions to the school library for leisure reading. Curriculum design by Curriculum Manager and English lead ensures PP children attain well with resources to support their development.	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. Education Endowment Foundation (EEF) highlights that improving access to high-quality texts and fostering a strong reading culture can significantly enhance literacy outcomes. Updating the school library with diverse, modern, and age-appropriate books will encourage regular reading, strengthen vocabulary development, and support targeted literacy interventions.	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. Implementation will include: • 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
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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.

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.		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.	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: • 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 personal achievements. • Post-trip follow-up in school to translate skills learned into	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.

			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.	
Cost and resource • Residential trip fees (accommodation, meals, activities, instruction) • Transport • Staffing and supervision • Pre- and post-trip preparation resources 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.				
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.		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.	The project will be coordinated by the Music Lead and General Subjects Lead and overseen by the SLT. Implementation will include: • 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.

Cost and resource

- Radio equipment (microphones, headphones, mixer, software)
- Staff training and CPD
- Promotion and materials (posters, website updates, broadcasting software licenses)
- Maintenance and consumables

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.

Total budgeted cost	£500
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1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.