

Pupil premium strategy statement – Reynalds Cross School (2026 – 2029)

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	149 pupils
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 years 2026/27, 2027/28, 2028/29
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Governing body
Pupil premium lead	Deputy headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,141
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£93,091

Part A: Pupil premium strategy plan

Statement of intent

At Reynolds Cross School, we cater for pupils aged 3–19 with a wide and diverse range of Special Educational Needs and Disabilities (SEND). As a special school, it is essential that decisions regarding Pupil Premium funding are made with full consideration of our unique context and the complex challenges our pupils face.

We recognise that, due to the severe and complex needs of our pupils, their primary barriers to achievement, progress, employability, and wider personal development are not always rooted in socio-economic disadvantage alone. Therefore, we ensure that the additional support provided to each Pupil Premium pupil is **carefully and individually tailored** to address their specific needs and barriers to learning.

Our key strategy for Pupil Premium funding is to sustain and further raise the quality of teaching, whilst improving pupil engagement through the use of appropriate, adapted resources and specialist equipment. This approach is underpinned by evidence from the Education Endowment Foundation (EEF, April 2022), which highlights the importance of high-quality teaching alongside wider strategies that address non-academic barriers to learning.

- In line with this research, our wider strategies include:
- improving attendance and engagement;
- providing targeted social and emotional support;
- offering enriching educational experiences; and
- developing cultural capital through carefully planned community-based excursions.

While our strategy is specifically focused on meeting the needs of disadvantaged pupils, we recognise that our **inclusive, whole-school approach**—particularly enrichment opportunities and cultural capital experiences—benefits all pupils across the school community.

Challenges

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

Challenge number	Detail of challenge
1	Through monitoring and observations of pupils and their families, we find that disadvantaged pupils generally have reduced access to community and social participation
2	Our shared knowledge of pupils has demonstrated that disadvantaged pupils often require additional support to develop personal skills e.g. independent travel
3	It is essential that all pupils are able to make meaningful progress across their Education, Health and Care (EHC) needs. We recognise that disadvantaged families often experience significant barriers when navigating referral processes and accessing health services. These challenges can limit opportunities for disadvantaged pupils to access timely support, which in turn affects their communication, educational progress, physical development and overall health outcomes
4	Through observation, we have identified that some disadvantaged pupils, due to the complexity of their needs, are unable to fully access the whole school environment. In order to reduce these barriers, additional support may be required, including specialist physical equipment, appropriate clothing, and individualised support.

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
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Review of EHCP/PLPs Review of PECS
To sustain progress of disadvantaged pupils in the four areas of need (Cognition and learning, communication and interaction, SEMH, Sensory/Physical), relative to their starting points as identified through baseline assessments	EHCP/PLPs termly reporting and case studies Involvement of school EP, OT or SALT Data review sheet – includes interventions and next steps
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Involvement of family support Pupil/family access to CHAMPS activities/provision
To achieve and sustain increased levels of disadvantaged pupils in extracurricular activities/enrichment opportunities	Review engagement of all enrichment opportunities Review of enrichment planning Review of extracurricular opportunities

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: £16,640.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Twilight sessions available for all staff throughout the academic year	CPD sessions throughout the year, that staff can access relevant to their role	2,3, 4
PECs mentoring	Three members of staff fully trained to carry out INSET for all staff. This will then enhance knowledge and understanding	3
Team Teach training and mentoring	Three members of staff are trainers of Team Teach, to carry out whole school training, refresher courses for all staff and work alongside teachers in supporting monitoring/managing behaviour	2, 3
SALT to provide training and support for staff	Communication and Interaction is one of the main areas of need of our pupils	2, 3
Makaton mentoring	Two members of staff fully trained to provide regular and up to date signs to all school staff, to enable them to communicate using Makaton with pupils where appropriate	3
EP to observe, advise and provide training	To provide staff with knowledge and strategies to limit challenges	3,4
OT to provide training and support for staff	To develop strategies that can be used by staff to support pupil's sensory needs and development	3,4

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

Budgeted cost: £4,300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of additional lunchtime supervisors	To be able to offer enrichment activities during recreational time	1
Employment of after-school swim spotters	To be able to offer families the opportunity for recreational activities	1
Employment of mini-bus driver & staff MIDAS training	To be able to offer pupils further access to the community	1,2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,392.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support workers to triage, signpost and organise school-based activities, as well as community-based services	Parental requests and response to activities	1
Family support workers to liaise with parents, carry out home visits, signpost	Parental requests and response to activities	1
Mental Health Training for CHAMPS staff	Mental Health first aid training allocated to CHAMPS staff	3
Educational Psychologist to offer supervision to teachers	Evaluate practice with specialist will enable practitioners to use appropriate strategies in managing behaviour	3, 4
Independent external careers adviser	The adviser will attend annual reviews and offer future planning interviews with pupils	2
TEAM Teach to liaise with class teachers to offer advice and evaluate behaviour data	The risk reduction plan for each pupil will include strategies to support behaviour	2,3

Specialist teachers to deliver music	Offering specialist subjects creates an effective opportunity for all pupils to be exposed to an enrichment opportunity	1
Specialist pupil equipment advised by school Occupational Therapist	Offering specialist advice in supporting pupils in the class regarding their occupational health	1,3
Specialist work chairs and standers as advised following OT and Physio assessments	Equipment purchased following OT and physio assessments	1, 3
Smaller equipment to aid with sensory needs and regulation	Equipment purchased to support sensory needs and regulation	1, 3

Total budgeted cost: £66,332.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our additional agency support from Occupational Therapy (OT) and Speech and Language Therapy (SALT) has continued to enhance provision for pupils with communication, sensory and physical needs. Following guidance from both services, a range of new strategies and resources have been successfully implemented to better support pupils across the school.

The Educational Psychologist (EP) has observed pupils and worked closely with staff, parents/carers and other external agencies to support pupils with more complex and challenging needs. This collaborative work has further strengthened staff practice and improved our ability to manage complex cases effectively, ensuring positive outcomes and progress for pupils.

Family Support has engaged consistently with all families who sought advice and guidance throughout the academic year. This has included regular attendance at safeguarding meetings, appointments and home visits where required, ensuring families feel well supported. In addition, Family Support has continued to offer a range of events across the year, which are well attended; the majority of these events sell out, reflecting their positive impact and strong engagement.

Pupils have continued to develop their engagement and communication skills through music sessions led by external professionals. These sessions culminate in a showcase event, where parents/carers are invited to observe pupils demonstrating their participation, progress and achievements.

The CHAMPS (Children's Mental Health and Provision Support) team has established a programme of calendar events across the academic year, supported by additional resources and activities, including initiatives such as Anti-Bullying Week. The team has also shared information about SEND-friendly places and opportunities for families via the school website and has promoted mental health support and events through ClassDojo.

Pupils have further benefited from opportunities to access the wider curriculum and develop essential life skills through ongoing future planning events.

Progress for pupils at Reynolds Cross is measured through SOLAR assessment and in-house tracking of Personal Learning Plans (PLPs), ensuring progress is monitored effectively and provision is responsive to individual needs.

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
Physio Swim	Privately commissioned
Music & Ability	CBSO/Steve Harper
Team Teach Training	Privately commissioned
EP Supervision	Privately commissioned

