

# Pupil premium strategy statement St Rose's School

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Rose's School
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	35% (17 students)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sheila Talwar
Pupil premium lead	Louise Harper
Governor / Trustee lead	Stan Waddington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16770

## Part A: Pupil premium strategy plan

### Statement of intent

- The intent of the Pupil Premium strategy at St Rose's school is to enable all students to have equal access to a broad and balanced curriculum, therapy and care, and to receive an individualised curriculum that provides stretch and challenge enabling students to progress and reach their potential, in the light of students profound education, health and care needs.
- Pupil Premium is used to purchase resources, curriculum support, equipment, therapy and care support and specialise advice required to enable eligible students to access all areas of the curriculum, therapy and care in a way that is adapted to their individual needs.
- The key principle of the Pupil Premium strategy is that all students will be supported to enable them to fully access learning, the wider community and independence in order to give them the skills they will need to prepare them for adulthood.

### Challenges

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

Challenge number	Detail of challenge
1	Global Developmental Delay
2	Cerebral palsy
3	Epilepsy
4	Visual impairment
5	Dysphagia
6	1 to 1 support required for learning, and 2 to 1 support required for personal care

## 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
All targeted students will have full support with their preferred method of expressive communication so that they make at least the same progress as the whole school cohort.	Students will be matched with high tech and low tech communication aids. Students will have full support from SLT and BCAS. Teachers will have access to communication software that enables them to model Grid 3 in class. Students will make at least as good progress in Communication compared to non PP students.
All targeted students will be fully supported in their receptive communication so that they make at least the same progress as the whole school cohort.	Students will make at least as good progress in their cognition targets compared to non PP students.
All targeted students will have resources that support equal access to a phonics programme, and to reading across all learning pathways.	All students will be supported to access phonics at the appropriate level for their cognition and ability.
All targeted students will have their sensory needs met to ensure they are ready to learn.	Students will have access to sensory resources that enable them to regulate their vestibular and proprioceptive systems and make them ready to learn.
All targeted students will receive the specialist resources they need to integrate therapies into the curriculum, so that learning is multidisciplinary.	Students will be supported in their learning by a multidisciplinary team including teacher, therapists, and teaching assistants. Three MDT meetings a year will support each student. Regular subject monitoring meetings will measure engagement, identify students of concern, implement interventions, and monitor outcomes.
Students' wellbeing will be supported, positive mental health will be treated as equally important to learning as physical health and wellbeing.	Students will have access to a Wellbeing Support team. Students of concern will be identified, MDT meetings will develop a range of wellbeing interventions, and regular monitoring will measure the impact of interventions.

## Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
VI specialist teacher in school with Masters degree in Multi Sensory Impairment	Students with Cortical Visual Impairment or Multi Sensory Impairments need very specific pedagogy, resources and teaching strategies to enable them to engage with learning.	6 PP students have CVI or MSI
Reading and Phonics resources purchased to support a formal Phonics scheme for Pathway 3 learners, and adaptation of Phonics to support Pathway 1 and 2 learners	All students are deemed to be readers, with Pathway 1 learners engaging in Phonics level 1, environmental sounds. Adapted reading resources purchased to support Pathway 1 and 2 learners.	All 17 PP students
Grid 3 in the Classroom to support communication. Training from Smartbox to SaLTs, then half termly training from SaLTs to teachers.	Grid 3 is proved to augment and support all communication for students, including supporting non verbal and verbal students	All 17 PP students
Licences and subscriptions: 10 Grid 3 licences 10 Twinkl subscriptions Insight Tapestry Clarion software TacPac subscription Picture News subscription Gridmaker Helpkidzlearn	Required for providing specialised, adapted and accessible curriculum resources.	All 17 PP students

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
AI training from an external provider to enable teachers to adapt age appropriate resources to be cognition accessible	Training delivered in a 2.5 hour INSET, plus additional teacher time invested in using new AI skills to adapt resources so that they are both cognitively accessible and age appropriate.	All 17 PP students
Curriculum resources for English, Science and Mathematics	Following advice from Ofsted, formal curriculum programmes were purchased to support teaching and learning	All 17 PP students

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

Budgeted cost: £4770

Activity	Evidence that supports this approach	Challenge number(s) addressed
V.I. advisory service	Specialist advice needed to support SLT and teaching staff to know how to engage students with visual impairment	5 PP students with V.I.
Wellbeing Support Group, internal CPD training for staff regarding supporting student wellbeing.	Poor mental health known to be significantly higher among students with additional needs.	All 17 PP students
Positive Behaviour Support	Behaviour support provided in order to remove barriers to learning and provide opportunities for students to be ready to learn.	4 PP students with Positive Behaviour Plan

**Total budgeted cost: £16770**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Of the 17 students eligible for Pupil Premium last year, 9 received a subject specific curriculum, Pathway 3, and 8 received a sensory curriculum, Pathway 1.

### TARGETS OVERALL:

All PP students met or exceeded their targets for the year and made progress that matched or exceeded non PP students.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£340
What was the impact of that spending on service pupil premium eligible pupils?	One student entitled to Services Premium in 2024 – 25 achieved targets set for Maths, English, Phonics, Speech and Language, and Independence.

## Further information (optional)

All students at St Rose's have a high level of individual learning, health and care needs. Students are supported across school almost 1 to 1 for learning, and 2 to 1 for personal care.

The high tech communication aids are supplied and maintained by the Bristol Communication Aid Service (BCAS) but a lot of the day to day support is provided by inhouse Speech and Language Therapists. Low tech communication resources are produced and supported by our in house SLT assistant. The SLT department also provides Big Mack buttons, Go4Talkers, head and foot switches and other specialist AAC.

V.I. is supported by St Rose's SLT department and the Local Authority specialist V.I. teaching advisory service. Specialist V.I. programmes are purchased by the school to support our V.I. students and high tech Eyegaze technology is needed to attach to a Communication Aid to allow VI students to work on early vision and cognition.

Specialist equipment for each student is provided through a mixture of school and charity funding. This equipment includes standing frames, walking frames, acheeva beds, and a variety of trays and mounts to ensure C.A.s and resources are accessible to students.