

Pupil Development Grant Strategy Statement 2025-26

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School Overview

Detail	Data
School name	Riverbank School
Number of pupils in school	80
Proportion (%) of PDG eligible pupils	70%
Date this statement was published	Nov 2025
Date on which it will be reviewed	Termly within internal panels
Statement authorised by	Wayne Murphy
PDG Leads	Rachel Faulkner and Amie Lucas
Governor Lead	Amanda Coffey

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£58,650
PDG funding allocation Early Years	£0
Total budget for this academic year	£58,650

Part A: Strategy Plan

Statement of Intent

- To enhance the Riverbank bespoke curriculum, ensuring all pupils make good progress in all areas of their learning. Pupils requiring specific interventions to ensure that their wellbeing needs are being met and supporting progress in all areas of their learning. Specific strategies related to the pupils pathway and identified interventions.*

- *Riverbank staff will support identified pupils in understanding their own emotions and to support them to process the events and memories that have occurred during their life.*
- *Pupils are identified through Motional assessment and referral forms from teachers or parents. EfSM pupils are prioritised when necessary. This in turn will support pupil's mental health and wellbeing and significantly improving their motional scores.*
- *Focus on wellbeing strategies within Riverbank including specific work such as Nurture and trauma informed schools practice. These sessions identifying groups of learners and individual sessions.*
- *To further develop internal provisions ensuring children are provided with support systems that cater for their individual needs.*
- *Continue to develop professional learning opportunities around 'engagement' ensuring learners receive the appropriate emotional and therapeutic support.*
- *To continue to develop provision within identified priority area in the school- Health and Wellbeing. This is identified through panels with targeted work for individual learners.*
- *Enhance the data collection systems and processes in which the school is able to measure the impact of emotional and behavioural interventions.*
- *To further develop the outdoor areas and experiences for pupils. Developing greater opportunities for acquiring cross curricular skills.*

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
To ensure effective wellbeing interventions impact pupils' quality of life.	To ensure "excellent" progress made by pupils accessing wellbeing intervention when compared to their peers.
To create an optimum learning environment for tier 1 universal provision.	To ensure that the learning environment meets the needs for all pupils accessing Tier 1 universal provision.
To continue to upskill practitioners in relation to wellbeing interventions and bespoke curriculums within the school.	Staff confidence is increased and this is demonstrated through practice and pupil outcomes.
To further embed trauma informed practices across the school.	Increased numbers of staff to be confident with Nurture and trauma informed schools'

	practice. This will include training and upskilling staff through coaching programmes. Refining internal referral processes for wellbeing interventions.
To further engage all pupils with appropriate learner experiences	All pupils have access to high quality learning experiences in particular wellbeing activities.
To further develop the outdoor/ provision areas and experiences for pupils. Developing greater opportunities for acquiring cross curricular skills.	Pupils to have access to high quality outdoor learning experiences such as forest schools, play skills interventions, lego therapy and expanded provision opportunities.

Activity in this academic year

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

<p>To build on the previous work in relation to the wellbeing needs of pupils. All pupils have access to high quality learning experiences.</p> <p>Further embedding of provision such as Nurture, TIS and interventions for pupils and enhanced staff professional development in relation to our wellbeing curriculum. There are specific roles and responsibilities within the setting that support the delivery of the PDG grant. Some of these roles are part funded. Roles within the school such as Nurture and TIS practitioners support this area within the school.</p>

Learning and Teaching

Budgeted cost:

Activity	Evidence that supports this approach
Staffing – Positive Behaviour Support Intervention support Staffing – Nurture/ TIS Provision	Pupil progress is tracked through an individual journey that records academic, social, and emotional development alongside interventions and milestones. Motional assessments provide insight into emotional well-being and resilience, while Behaviour Watch data highlights patterns, triggers, and trends in behaviour. This evidence informs the planning of provision, ensuring targeted strategies such as nurture groups, regulation activities, and trauma-informed approaches are in place. Documentation should reflect consistent, predictable routines and relationships that promote

	safety and trust, with clear links between assessment data, provision mapping, and outcomes to demonstrate a holistic, child-centred approach.
<p>Staffing – Lego Therapy</p> <p>Staffing – Forest school</p>	<p>Lego Therapy has been implemented through structured individual sessions that align closely with each pupil’s development targets, focusing on communication, problem-solving, and social interaction skills. These sessions provide opportunities for pupils to practise turn-taking, listening, and collaborative building, which are transferable to classroom learning and group work. The approach also offers emotional support by creating a safe, predictable environment where pupils can build confidence and resilience, reducing anxiety and promoting positive relationships.</p> <p>Forest School sessions provide pupils with opportunities to develop resilience, independence, and problem-solving skills in an outdoor environment. Activities are planned to link closely with individual development targets, such as improving communication, teamwork, and self-regulation. Skills gained during Forest School, including collaboration and risk assessment, are transferable to the classroom, supporting engagement and confidence in learning. The nurturing, nature-based setting also offers emotional support, reducing anxiety and promoting well-being through positive experiences in a calm, sensory-rich environment.</p>

Total budgeted cost: £58,650