

# Pupil Premium Strategy Statement

2021-22



The Bridge London

Integrated Learning Space

Pride  
Passion  
Partnership  
Professionalism  
Positivity

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Bridge Integrated Learning Space
Number of pupils in school	26
No of pupil premium eligible pupils	17
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021
Date this statement was published	20 <sup>th</sup> Sept 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Ed Ashcroft
Pupil premium lead	Ed Ashcroft
Governor / Trustee lead	Tiba Sear

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10.433
Recovery premium funding allocation this academic year	£ 6000
	£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	£1,757536

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- Focussed support for parents from a Clinical Psychologist

This work provides support to parents in understanding their son or daughters, particularly the behaviours they may present with, and help parents develop strategies which support them in the home and community. These services are available to all parents at the ILS and are provided in totally individualised ways – supporting medication considerations/therapeutic input advice and behaviour management support.

### **Therapy input**

- Contribution to SLT & OT .6WTE respectively

The school purchases provision of occupational and speech and language therapy. This provides therapy time for focussed work in relation to sensory integration, processing and developing bespoke communication systems with students. This provision is available to all pupils, but a proportion of these provisions are funded by the pupil premium grant.

The activities the school provides for pupils for whom we receive pupil premium funding are not offered exclusively to them. We choose to spend the pupil premium funding on activities which will be accessed largely by this group of children, however other children will have access to them, funded through the main part of the school budget. It can be seen from the figures above that significantly more is spent on these provisions than is received through the pupil premium funding. The table below lists the interventions/projects the pupils were involved in.

Projects/	Parent support	Therapy input
<b>Number of Pupils</b>	26	26
<b>% of PP</b>	100	100

### **The Impact of Pupil Premium Funding on achievement**

#### **The Impact of Specific Interventions partially funded by Pupil Premium Funding**

We are always considering the best use of resource for our students and families at the ILS. Using the money from Pupil premium enables us to continue to fund our parents support work that has been skilfully facilitated by our clinical psychologist.

This group has led to a number of tangible benefits including:

- Helping to continue to shape the independent living space (INLS) to best meet the needs of the cohort of young people who attend the ILS leading to opening summer and after school provisions and soon residential.
- Raising the profile of the parent voice of young people who attend the ILS in the local provision of services – relationships with local councillors and MPS
- Developing the informal parent to parent support network that evidence indicates can be one of the most effective leavers for supporting change and developing resilience.

## Challenges

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

Challenge number	Detail of challenge
1	Parent engagement and participation
2	Developing support systems into the family homes
3	Respite and short break provision
4	
5	

## 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
Increased parental efficacy of supporting their young people at home	Parent questionnaire feedback
Keeping students with their families and in the community	Students who are at risk remaining at school rather than going into 52 week care
All students with communication systems that support them to have self-agency across contexts	Review with SLT on recommendations

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: PP and Catch up £16,000: SLT and OT contrition to salaries

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Therapeutic input</i>	Continued input from Psychologist SLT and OT in relation to school wide integrated working	All

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

Budgeted cost: £NA

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil centred curriculums</i>	All input is 1-1 support and guided by multi-disciplinary team in relation to goals	3

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

Budgeted cost: £ (as above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>As above</i>		

**Total budgeted cost: £**

# 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
NA	

## 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?	Staff support from Clinical Psychologist Ongoing SLT and Occupational therapy to support families during COVID
What was the impact of that spending on service pupil premium eligible pupils?	Available universally to all students Staff work supporting wellbeing and managing anxiety during COVID leading to staff feeling confident to attend the work place – allowing the school to increase capacity during lockdowns

## Further information (optional)

NA