

Pupil Premium Strategy Statement

2022-23

Pupil Premium Strategy Statement

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 School
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2025
Statement authorised by	Julian Matthews
Pupil premium lead	Julian Matthews
Governor / Trustee lead	Chris Neal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,146
Recovery premium funding allocation this academic year	£55,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£228,996
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

1. For all disadvantaged pupils in school to make rapid and sustained progress
2. To ensure all students' additional needs are met and that staff develop knowledge, skills and understanding with neuro-diversity and this impacts on engaging with the curriculum
3. To support our children's health and wellbeing to enable them to access learning at an appropriate level
4. To ensure that disadvantaged children get the best start to their education
5. For disadvantaged children to attend school regularly

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Ensuring that all children attend school regularly
- Supporting parents to engage with their child's learning
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Pupil premium resources are to be used to target able children on Free School Meals
- Additional targeted learning support in class
- Focussed small group tutoring before and after school
- Supporting curriculum enrichment activities ensuring children have first-hand experiences to use in their learning in the classroom.
- Ensuring that support is available to parents regarding attendance, welfare and curriculum support

Challenges

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

Challenge number	Detail of challenge
1	Ability to self-regulate behaviours
2	Speech, language and communication difficulties and impact on curriculum engagement
3	Confidence, self-esteem, readiness and behaviours for learning
4	Parental understanding of SEND, strategies the school uses and confidence in using these at home
5	Unrealistic expectations or aspirations
6	Limited access to physical, social and cultural experiences in the community

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
Positive Behaviour Strategies and targeted interventions will promote behaviour for learning regulate behaviour for disadvantaged students with neuro-diverse needs	Students display regulated behaviour and are able to self-regulate where appropriate Fewer incidents of behaviours that can challenge
Teaching across the school meets the neuro-diverse needs of our students and ensures engagement and progress	Quality of teaching is consistently good or better
Parents engaged with school and effective systems for communication	Increased participation with school; parents evenings, parents groups, behaviour meetings, reviews
Parents confident at managing behaviour at home and in the local community	PBS lead and parent support worker share effective strategies which are successful at home and in the community
Students' attendance will improve	Attendance will be in line with national target of 96%

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: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly Forest School sessions	Study reveals how Forest Schools can benefit children's development Media Centre Loughborough University (lboro.ac.uk)	1, 2, 3,6

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory integration strategies embedded across the curriculum for students to be regulated and be ready to access the curriculum	Effectiveness of Sensory Integration Interventions in Children With Autism Spectrum Disorders: A Pilot Study - PMC (nih.gov)	1,3
Development of reading programme across the school	Phonics EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 204,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention using Positive Behaviour Support strategies for individual students and whole classes	https://ukdiss.com/examples/positive-behaviour-support.php	1, 2, 3,4
Senior Teacher providing behaviour intervention in the secondary school	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

Parent Support Worker to support families in crisis and with preventative strategies and to address attendance issues	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	3,4,5,6
Behaviour support for both crisis intervention and preventative strategies	 (PDF) The efficacy of positive behavioural support with the most challenging behaviour: The evidence and its implications (researchgate.net)	1,3,4
Art Therapy	Clinical effectiveness of art therapy: quantitative systematic review - Systematic review and economic modelling of the clinical effectiveness and cost-effectiveness of art therapy among people with non-psychotic mental health disorders - NCBI Bookshelf (nih.gov)	1,2,3,4
Music Therapy	Music therapy: An effective approach in improving social skills of children with autism - PMC (nih.gov)	1,2,3,4
Dance and PE	“We Dance and Find Each Other”: Effects of Dance/Movement Therapy on Negative Symptoms in Autism Spectrum Disorder - PMC (nih.gov)	1,3,6
Extra swimming sessions for sixth form	Effects of aquatic exercise on health-related physical fitness, blood fat, and immune functions of children with disabilities - PMC (nih.gov)	1,3,6
School Journey	Evidence (outdoor-learning-research.org)	1,3,6
Rebound Therapy	Rebound Therapy - Founded 1972 in the UK	6, 3, 1

Total budgeted cost: £ 229,000

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.

Aim	Outcome
Parents engaged with school – positive partnerships	<p>Increased participation with school</p> <p>Attendance at meetings</p> <p>Timetable for parents providing a range of activities</p> <p>Parents able to say what they would like to learn about</p> <p>Parents using strategies at home</p> <p>Parents taking responsibility and have confidence to be proactive</p>
Parents confident at managing behaviour	<p>Parents discuss with parent support worker, behaviour team & engage in CAMHS session</p> <p>Willingness to try strategies and feedback</p>
Quality of teaching good or better	<p>DHT, AHT and behaviour team working alongside staff in classes to ensure green layer support are in place</p> <p>Teachers engaged in joint teaching to challenge, support and take risks to improve learning</p> <p>Learning walks to assess engagement</p> <p>Understanding of high levels of engagement</p> <p>L/SNPs understanding of role</p> <p>Staff engaged in research</p>
Targeted students given additional support through therapeutic spaces and outdoor learning	<p>Art therapy, music therapy and group music sessions and Forest School</p>
Pupils are ready to learn	<p>Sensory integration strategies through equipment in classrooms</p> <p>Play equipment in playgrounds</p>
All sixth form students can go on a school journey.	<p>No students are prohibited from going on school journey due to cost</p>
All parents using online systems to communicate with school and to access online learning.	<p>Children accessing online learning</p> <p>Parents using Seesaw Families as a home/school diary</p> <p>Staff providing weekly updates on Seesaw</p> <p>Seesaw Families replaces home-school diaries</p>