

Pupil Premium Strategy Statement

2023-2024



The Bridge Trust

The Bridge Easton School

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Partnership
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Positivity

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Bridge Easton School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Jan 2023 to July 24
Date this statement was published	1/11/22 (initial review 1/1/24)
Date on which it will be reviewed	1/9/24
Statement authorised by	Heidi Philpott
Pupil premium lead	Heidi Philpott
Governor / Trustee lead	David Hawkins-Weeks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,051
Recovery premium funding allocation this academic year	unknown
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,051

Part A: Pupil premium strategy plan
Statement of intent

Our ultimate objectives are:

- For all disadvantaged pupils in school to make progress in line with their EHCP targets.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that disadvantaged children get the best outcomes from their education - engaging with opportunities beyond the curriculum.
- 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
- Buying into specialist services to provide additional provision and assessment (EP, OT, SaLT)
- 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
- Supporting parents to understand provision in school and where appropriate offer consistency at home
- Ensuring all teaching is good or better thus ensuring that all children enjoy learning, feel safe and make progress
- Additional learning support in class
- Focused small group tutoring / intervention work
- 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	Children and parents new to the school and the Trust
2	High levels of deprivation within the school community (37%)
3	High number of pupils with severe expressive and receptive language delay
4	High levels of autism within the school cohort
5	High levels of social and emotional need
6	Home – School distance (parents not easily accessible to school)
7	Parents who struggle with their own SEMH needs

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
Children transition to TBES successfully, enjoying school Transition is supportive and bespoke to meet the needs of individual families and children	Positive attendance data (90% plus)
Children’s wellbeing and mental health is supported and improving	Small number of behaviour incidents, attendance, parental voice, student voice.
Children make progress towards their EHCP targets / objectives	EHCP annual review data

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.

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Communication training for all staff. School to take a whole school approach</i>	<i>Singalong, PECS, Coreboards training – whole school consistent</i>	3, 4, 5

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SaLT provision – SNP deliver bespoke interventions</i>	<i>Improved communication skills observed in pupils, pupils achieving EHCP outcomes</i>	3, 4, 5
<i>Therapy / bespoke rooms used to support emotional regulation and engagement in learning</i>	<i>Reduction of incidents of behaviour, good attendance</i>	3, 4, 5
<i>Introduction of Zones of Regulation – home and school</i>	<i>Reduction of incidents of behaviour, good attendance, improved communication</i>	1, 2, 3, 4, 5, 7

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Support Officer</i>	<i>Improved parental engagement and engagement with school</i>	1, 2, 6, 7
<i>Attendance lead (aspect of FSO role) to have dedicated time to supporting families</i>	<i>Improved attendance</i>	1, 2, 6, 7

Total budgeted cost: £ 10,000

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

Not applicable.