

# Pupil Premium Strategy Statement

2024-25



The Bridge London  
The Bridge School

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## The Bridge School 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Steve Chatterjee, Headteacher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,960
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£196,960</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Socio-economic disadvantage is not always the primary challenge our pupils face. However, we are determining to break down all barriers to achievement.

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils have significant learning needs, typically severe and complex learning difficulties. Many pupils have comorbidity of two or more diagnoses involving health and / or learning difficulties
2	We are seeing an increase of the complexity of pupil’s social, emotional and mental health needs which makes it harder for some pupils to self-regulate and / or to process demands
3	By being eligible for pupil premium, pupils are usually experiencing family economic disadvantage which can be increased by having children with SEND
4	Supporting parents so that pupils can generalise their skills at home is made more difficult as many children are brought into school by bus (lack of daily face to face contact) and through limited resources available to pupil premium families
5	Additional stresses and strains impact our pupil premium families and our community and can cause poorer mental and physical health for our students and families.

## 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 continue to raise pupils’ social communication knowledge and skills	<ul style="list-style-type: none"> <li>• EHCP outcomes</li> <li>• Feedback via parent/carer questionnaire</li> <li>• Behaviour data</li> </ul>
To continue to raise achievement and progress with functional literacy	<ul style="list-style-type: none"> <li>• EHCP outcomes</li> <li>• Feedback via parent/carer questionnaire</li> <li>• Continue to embed the teaching of reading and writing throughout the curriculum, including Song of Sounds, evidenced by monitoring of teaching carried out by SLT</li> </ul>
To continue to increase pupil independence during structured times	<ul style="list-style-type: none"> <li>• EHCP outcomes</li> <li>• Feedback from families</li> <li>• During classroom visits and other monitoring activity, pupils are noted to be less reliant on staff and are undertaking more</li> </ul>

	<p>tasks, and tasks with greater complexity, without adult support</p> <ul style="list-style-type: none"> <li>• Sharing expertise and good practice through coffee morning and parental workshops</li> <li>• Continued implementation and embedding of our new curriculum</li> </ul>
To continue to promote high levels of mental health and wellbeing for all members of The Bridge School community	<ul style="list-style-type: none"> <li>• Continued implementation the new PSHE curriculum</li> <li>• Maintaining the school’s contextual safeguarding approach, which focusses on developing and maintaining strong relationships with external agencies who support Bridge pupils, including social care, transport, and respite.</li> <li>• Maintaining workshops, coffee mornings, and other community events for families</li> <li>• Staff absence levels reduce over time, fewer staff are on stage 2 or stage 3 of the sickness absence procedure</li> <li>• Complete and deliver the wellbeing action plan</li> </ul>

### Activity in this academic year

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

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

Budgeted cost: **£160,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff on developing pupils’ mental models, including ongoing monitoring and support to enable impact.	<p>Ensure all staff understand and can apply the key features of strong teaching (BACUP)</p> <p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Cognitive science approaches in the classroom   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
Work from the Trust’s Safeguarding and Attendance Officer. Focussed on addressing wellbeing concerns for all pupils, including PP.	It is logical to suggest that high quality early intervention will help address wellbeing concerns before they worsen.	4

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

Budgeted cost: **£36,960**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP pupils with sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	All
Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets.  <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>	4
Work experience for Key stage 4 and 5 pupils. Involves CPD and release time for staff members.	Increasing pupils' employability knowledge is likely to enhance pupils' social and employment opportunities:	4

**Total budgeted cost: £196,960**

**Part B: Review of the previous academic year**

The introduction in January 2024 of a synthetic systematic phonics scheme, Song of Sounds, has significantly helped develop pupils' functional literacy, and social communication. Pupils that were previously non-verbal have started to speak because of the scheme. Pupils are learning letter sounds through a consistent approach, and some to segment and blend. For a small number of our pupils this is aiding their writing. The books purchased through the scheme, staff training, resources, the primary library, and visits to the local library have built pupils' love of reading.

Last year the school invested in devices and software and Augmentative and Alternative Communication (AAC). This has helped strengthen disadvantaged pupils' communication skills and achieve all 4 of our intended outcomes.

Many disadvantaged pupils have accessed music therapy and forest schools' spaces. We have seen improvements in these pupils' social communication and regulation.

**Outcomes for disadvantaged pupils**

- We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal metrics. Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.