

# Pupil Premium Strategy Statement

2024-2025



Pride  
Passion  
Partnership  
Professionalism  
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	139 (September 2024)
Proportion (%) of pupil premium eligible pupils	34% (September 2024)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended - The school is a new build and is currently on a growth plan and therefore, it is difficult, at this stage, to plan for 3 years until the school is at maximum capacity).</b>	September 2024 to July 2025
Date this statement was published	31.12.24
Date on which it will be reviewed	December 2025
Statement authorised by	Natalie Does
Pupil premium lead	Natalie Does
Governor / Trustee lead	Alex Tuyá

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,940
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	£11,940

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## 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 (34%)
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 as most pupils travel to and from school by taxi) and understanding the impact long journeys have on our cohort of pupils when they arrive
7	Parents who struggle with their own SEMH/disabilities and needs
8	Due to pupils significant learning and social needs, their confidence in and understanding of social situations within the local community can be challenging for individuals and their 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
Children transition to TBES successfully and enjoy school. The school has condensed its growth plan and almost doubled in size during the academic year 2024-2025. Transition will be supportive and bespoke to meet the needs of individual families and children.	Positive attendance data (90% plus) Parent voice
Children's wellbeing and mental health continues to be supported and improved.	Small number of behaviour incidents, attendance, parental voice, student voice.
To continue to increase pupil independence during structured times.	EHCP outcomes, feedback from families, evidence from classroom visits and other monitoring activity, pupils are noted to be less reliant on staff and are undertaking more
Pupils are accessing a range of activities and experiences in the community.	Cash in the Community opportunities, pupil voice.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils in Key Stage 4 are able to access high quality work experience and careers mentoring.

## 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: £3,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Signalong Tutor training and the cascading of training to other colleagues throughout the year.	Teachers learning to sign will support children in their understanding and give pupils a form of non-verbal communication, which will decrease dysregulation and frustration.	3, 4, 5
Further development of our communication resources – PECs, Coreboards, Talk about, Attention Autism	The school is increasing significantly in size and is a new school, therefore, further development in communication resources enables choice, development and growth. It builds confidence and self-esteem, reducing dysregulation and frustration.	3, 4, 5
Staff training to further enhance knowledge and understanding, including but not limited to, PDA, and Sensory Processing.	Upskilling the staff to understand the complexity of needs within our school community is imperative to being able to implement targeted strategies and build personalized curriculum and support.	4, 5, 6
To implement work experience opportunities for KS4 pupils.	Our young people lack confidence and opportunities. As they progress through school, we need to ensure they are equipped with the transferable skills for employment and find out more about themselves – strengths, values, motivations and interests.	8

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
As the school continues to increase in pupil numbers, we will further enhance our therapy/ bespoke rooms with an enriched variety of equipment .	The regular offer of our therapy rooms helps to reduce incidents of behaviour, and improve physical wellbeing and movement. It helps to support emotional regulation and engagement in learning.	3, 4, 5, 6
Gradual implementation of play therapy.	Play therapy enhances emotional expression and understanding, improves communication skills and builds healthy relationships. It enhances problem-solving abilities, boosts self-esteem and confidence, enabling the processing of trauma and difficult experiences which leads to improvement in behaviour.	2, 3, 4, 5, 6
To purchase equipment for Lego play sessions to enhance this intervention for small groups.	Playing with Lego promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It eases anxiety, increases social confidence and independence.	2, 3, 4, 5, 6
To pay for an Occupational Health Therapist to implement sessions with children regarding their interoceptive needs, self-care and hygiene and oral-motor activities.	Many of our pupils find it difficult to identify and understand what is going on inside their own body such as sensations of hunger, thirst, bathroom needs, heart rate, breathing rate, temperature, and emotional regulation.	1, 4, 5

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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further enhance the parental coffee mornings dedicated to offering advice, peer support and signposting parents to external support.	Being able to share information and give time to parents to meet collaboratively with their peers improves parental engagement with each other and engagement with the school, supporting parent's own SEMH and disabilities.	1, 2, 6, 7
Building knowledge in staff to ensure the school implements strategies and interventions that are trauma informed.	Implementing a trauma-informed approach across the school supports affected students by creating inclusive, safe environments.	2, 5, 6
To enhance opportunities for pupils to develop the skills needed to manage life in the local community.	By implementing Cash-in-the-community, pupils will develop their social cues, manners, responsibility and empathy. These are skills and expectations that require significant support and guidance within our cohort of pupils. It will enable them to experience opportunities within a social context.	2, 3, 4, 5, 8

Total budgeted cost: £ 11,940

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

Intended Outcome	Success Criteria
<p>Children transition to TBES successfully, enjoying school. Transition is supportive and bespoke to meet the needs of individual families and children.</p>	<p>Attendance at the end of last academic year was 90.3%. There were no formal complaints from parents.</p>
<p>Children’s wellbeing and mental health is supported and improving.</p>	<p>RPI’s reduced significantly throughout the year.</p> <p>Attendance was above 90% and most absences were for medical or illness. Unauthorised absences were only 2.1%.</p> <p>Parents/carers are supportive of the school and worked collaboratively with the Family Support Officer and/or class teacher. Children are able to verbalise their thoughts, talk positively about their experience of school.</p>
<p>Children make progress towards their EHCP targets/objectives.</p>	<p>All annual reviews took place across the school, working collaboratively between parent/carer and staff. Progress was clearly evident towards targets.</p>