

## The Bridge School

### Pupil Premium 2018-19- Evaluated

<b>The Bridge School's Pupil Premium Strategy and Action Plan</b>			
<b>Headteacher name:</b>	Sarah Kelly	<b>Signature:</b>	
<b>Chair of Local Academy Council name:</b>	Joy Hardwick	<b>Signature:</b>	

<b>Pupil Premium Profile</b>			
	Pupil Premium:	Early Years:	Pupil Premium Plus:
<b>Number of eligible pupils:</b>	39		
<b>Amount per pupil:</b>	£1,320	£300	£1,900
<b>Total pupil premium budget:</b>	£63,360		

<b>Executive summary</b>
<p>Our strategy:</p> <ul style="list-style-type: none"> <li>• Our strategy is to identify barriers, however small, that impact on pupil academic progress and outcomes. For our pupils this includes fostering a readiness to learn through developing increasing levels of independence, removing or reducing behavioural barriers, encouraging our pupils to use self-help techniques where possible and most importantly developing our pupils verbal and non-verbal modes of communication to enable them to engage with others in order to learn, be safe and be part of their school and local community.</li> <li>• The overall aims of the plan are to:               <ul style="list-style-type: none"> <li>○ Reduce progress gap between the school's disadvantaged pupils and others nationally</li> <li>○ Raise the in-school attainment and progress of both disadvantaged pupils and their peers</li> </ul> </li> <li>• This plan is reviewed annually or sooner if new interventions are found which prove more beneficial to our pupils.</li> </ul>

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Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/ cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
<b>To purchase resources to support the interventions assigned in the TLR action plans for raising standards</b>	£1500	New activity	<ol style="list-style-type: none"> <li>1. Refer to Subject Action Plans to provide opportunities/resources for a range of interventions that supports learning across the curriculum and addresses gaps in skills and understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. To ensure that outcomes from disadvantaged pupils are in line with others</li> </ol>	<ol style="list-style-type: none"> <li>1. Intervention feedback</li> <li>2. Pupil evidence folders</li> <li>3. Monitored through Pupil Progress Meeting and SLT data trawls</li> </ol>	<ol style="list-style-type: none"> <li>1. Resources to support early communication skills for PMLD pupils have been bought.</li> <li>2. Maths resources to promote maths in the outdoor area have been bought.</li> <li>3. Additional phonics resources have been bought.</li> </ol>
<b>To deliver a phonics/reading intervention for specific pupils</b>	£12000	Continued	<ol style="list-style-type: none"> <li>1. AHT/Literacy coordinator to identify the focus group of pupils to be targeted for Phonics/reading support.</li> <li>2. Provide an intervention teacher 1 day per week</li> <li>3. In-house Read Write Inc (RWI) training</li> <li>4. Extended reading opportunities for readers of all</li> </ol>	<ol style="list-style-type: none"> <li>1. To accelerate progress in literacy for identified pupils</li> <li>2. Teacher knowledge of RWI and other phonic/early and progressive reading strategies is improved and there are high aspirations for pupils</li> <li>3. Pupils show improvement in their phonic knowledge and reading comprehension levels</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson observations by SMT</li> <li>2. Book/ folder trawls by SMT</li> <li>3. Report from Literacy co-ordinator to SMT and LAC</li> <li>4. Evidence from pupil progress meetings of pupils meeting and exceeding challenging targets. Monitored through Pupil Progress</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Phonics and Reading sessions for all. High impact in phonics results shown in phonics graphs and reading skills in the Salford reading tests.</li> </ol>

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			standards across all phases of the school 5. Provide necessary phonics and reading resources		meeting and SMT data trawls.	<ol style="list-style-type: none"> <li>2. Pupils' interest and enjoyment in reading is evident.</li> <li>3. Pupils are progressing well with phonics and reading and they enjoy their success.</li> </ol>
<b>To support 1:1 provision for specific pupils</b>	£35,000	Continued	<ol style="list-style-type: none"> <li>1. To increase the ratio of staff: pupils in particular classes to provide sessions for interventions.</li> </ol>	<ol style="list-style-type: none"> <li>1. To provide opportunity for learning/ targets to be achieved through specific 1:1 teaching activities.</li> <li>2. Additional support in classes to enable learning to continue during standing/changing etc</li> <li>3. Individual learning targets achieved through specific 1:1 teaching activities: <ul style="list-style-type: none"> <li>• physical,</li> <li>• behaviour</li> <li>• communication intervention</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence from pupil progress meetings of specific pupils meeting challenging targets. Monitored through Pupil Progress Meeting and SMT data trawls.</li> </ol>	<ol style="list-style-type: none"> <li>1. Behaviour for learning and self-management of behaviour has increased for specific pupils.</li> <li>2. Higher staff ratios have enabled interventions to delivered and effective learning to take place in all class groups.</li> <li>3. A calm learning environment has been established as the norm</li> </ol>

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<b>To continue to establish high levels of on task behaviour across all groups.</b>	£3500	Continued	<ol style="list-style-type: none"> <li>1. Behaviour Consultant (S. Brown) to provide advice and support relating to specific behaviour and ASD strategies</li> <li>2. Continued on the spot Team teach training for all staff</li> <li>3. To work with parents/families to develop positive behaviour in the home environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. To de-escalate challenging behaviour using a variety of techniques</li> <li>2. To use specific ASC interventions/programmes</li> <li>3. Behaviour at home improves and the pupils can engage more at school rather than being in crisis</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson observation by SMT</li> <li>2. A reduction in the number of serious incident recorded in the bound book. Monitored by SMT</li> <li>3. External Behaviour audit</li> </ol>	<ol style="list-style-type: none"> <li>1 Support provided for a number of pupils and families over a 12 month period. Success seen with regard to school and home situations. Strategies in place at school and home to support communication and self-control.</li> <li>2 Bespoke training for staff in specific groups on de-escalating conflict and support ASC needs.</li> <li>3 Incidents of inappropriate behaviour have</li> </ol>

# The Bridge School

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						reduced significantly for many with real evidence of self-control of behaviour
<b>To enhance modes of communication for most vulnerable through appropriate resources</b>	£1500	Continued	1. To provide a range of different and pupil specific materials that support pupil communication	1. To ensure all pupils have the tools to communicate with their peers, home and teachers	1. Communication audit and communication monitoring	Communication resources and switches purchased for specific pupils as recommended by the SALT or Communication Co-ordinator enabling pupils to develop their communication skills.
<b>To provide curriculum enrichment activities Diversity Days Educational Visits Thematic Weeks</b>	£1500	New activity	1. To provide opportunities for a targeted range of creative art activities and educational visits and visitors to school that supports learning across the curriculum	1. To support transport costs and admission costs to a number of specialist facilities for pupils with special educational needs, enabling pupils receiving the pupil premium grant to experience outdoor activities and wider sensory environmental experiences.  2. To support the cost of visitors to school who provide additional creative curriculum enrichment activities.	1. Curriculum enrichment folders  2. Educational visit evaluations  3. Evidence in pupil folders showing high levels of engagements.  4. Book/evidence folder trawls and observations by SMT	1. High levels of engagement of pupils accessing enrichment sessions.  2. Enrichment sessions have had a positive impact on pupils, particularly in terms of increased confidence, engagement, interaction and taking part in new activities.

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<p><b>To provide additional Speech and Language Therapy (SALT) and Occupational Therapy (OT) assessment and support interventions.</b></p>	<p>£8,360</p>	<p>New</p>	<ol style="list-style-type: none"> <li>1. Procurement of SALT support</li> <li>2. SALT assessments and programme for specific pupils to be in place</li> <li>3. Training for staff to deliver programmes (Reviewed as appropriate)</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils' sensory needs will be identified and fulfilled to enable access to learning to be maximised</li> <li>2. SALT assessments carried out/programmes in place to enable school staff to maximise communication and language achievement for pupils</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitoring of pupils' assessments and programmes in place: effectiveness measured through English assessment, behaviour/PSHE</li> <li>2. Monitoring of impact through agency reports and school monitoring of behaviour for learning and behaviour/calm ratio for pupils</li> <li>3. CPOMS</li> </ol>	<ol style="list-style-type: none"> <li>1. Training has been delivered for specific staff to support specific pupils in their class</li> <li>2. ACC group in place</li> <li>3. Sensory diets/circuits in place for specific pupils</li> <li>4. Improved handwriting for a number of pupils</li> <li>5. Pupil premium pupil progress data is good.</li> </ol>