
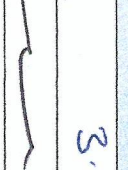


**The Bridge School's Pupil Premium Strategy and Action Plan**

<b>Headteacher name:</b>	Sarah Kelly	<b>Signature:</b>		3.10.19
<b>Chair of Local Academy Council name:</b>	Joy Hardwick	<b>Signature:</b>		3-10-19

**Pupil Premium Profile**

	Pupil Premium:	Early Years:	Pupil Premium Plus:
<b>Number of eligible pupils:</b>	41		
<b>Amount per pupil:</b>	£1,320	£300	£1,900
<b>Total pupil premium budget:</b>	£54,120		

**Executive summary**

- Our strategy:**
- 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.
  - The overall aims of the plan are to:
    - Reduce progress gap between the school's disadvantaged pupils and others nationally
    - Raise the in-school attainment and progress of both disadvantaged pupils and their peers
  - This plan is reviewed annually or sooner if new interventions are found which prove more beneficial to our pupils.

Planning and evaluation outline

<p>Pupil Premium used for:</p>	<p>Amount allocated to the intervention / action (£)</p>	<p>Is this a new or continued activity/ cost centre?</p>	<p>Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale</p>	<p>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</p>	<p>How will this activity be monitored, when and by whom? How will success be evidenced?</p>	<p>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?</p>
<p>To purchase resources to support the interventions assigned in the TLR action plans for raising standards</p>	<p>£1500</p>	<p>New activity</p>	<p>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.</p>	<p>1. To ensure that outcomes from disadvantaged pupils are in line with others</p>	<p>1. Intervention feedback 2. Pupil evidence folders 3. Monitored through Pupil Progress meeting and SLT data trawls</p>	
<p>To deliver a phonics/reading intervention for specific pupils</p>	<p>£12000</p>	<p>Continued</p>	<p>1. AHT/Literacy coordinator to identify the focus group of pupils to be targeted for Phonics/reading support. 2. Provide an intervention teacher 1 day per week 3. In-house Read Write Inc (RWI) training 4. Extended reading opportunities for readers of all standards across all phases of the school 5. Provide necessary phonics and reading resources</p>	<p>1. To accelerate progress in literacy for identified pupils 2. Teacher knowledge of RWI and other phonic/early and progressive reading strategies is improved and there are high aspirations for pupils 3. Pupils show improvement in their phonic knowledge and reading comprehension levels</p>	<p>1. Lesson observations by SMT 2. Book/ folder trawls by SMT 3. Report from Literacy co-ordinator to SMT and LAC 4. Evidence from pupil progress meetings of pupils meeting and exceeding challenging targets. Monitored through Pupil Progress meeting and SMT data trawls.</p>	

## The Bridge School

### Pupil Premium 2019-20

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To continue to establish high levels of on task behaviour across all groups.	£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 incidents recorded in the bound book. Monitored by SMT</li> <li>3. External Behaviour audit</li> </ol>	