



The Bridge School
Pupil Premium Strategy Statement
2021-22

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Kelly Headteacher
Pupil premium lead	Sarah Kelly
Governor / Trustee lead	Sam Hardman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,525
Recovery premium funding allocation this academic year	£13,050
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	n/a

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding to help improve education outcomes for disadvantaged learners in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other learners. The recovery premium provides additional funding in the 2021 to 2022 academic year to support education recovery due to the pandemic. Building on the pupil premium, the recovery premium funding will help schools to deliver evidence-based approaches for supporting disadvantaged learners. At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

At The Bridge School all members of staff and Local Academy Council are committed to providing the highest quality education for all our learners regardless of background or barriers to learning in all aspect of school life. We accept responsibility for 'socially disadvantaged' learners and are committed to meeting their pastoral, social and academic needs within the school environment. We are a special school serving learners with ASC, SLD and PMLD. It is these disabilities which are the primary barrier to progress and achievement that we must support our learners to overcome. As such, our approach is designed to ensure that we are able to provide an education that is evidence informed and tailored to the educational requirements of each individual learner.

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.

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	<p>Individual Special Educational Needs of pupils</p> <p>Each of our pupils has individual learning needs and experiences different challenges to their learning.</p>
2	<p>Our assessments show that some of our disadvantaged learners make less progress from their starting points when entering school and some gaps have widened due to Covid-19 in particular strands of the curriculum.</p>
3	<p>Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.</p>
4	<p>Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.</p>
5	<p>Our observations show difficulties with engaging families of our disadvantaged learners in comparison with their peers. As a consequence, it can be challenging for disadvantaged learners to be ready and prepared to learn, physically, practically and emotionally. Some of the home learning opportunities are not explained enough to reinforce learning happening in school.</p>
6	<p>Emotional well-being, behavioural and mental health needs of the pupils</p> <p>Through observations, records, research and conversations with staff, pupils and their families, pupils who are dysregulated are not able to access learning. We recognise that this group of learners need support, interventions and strategies to enable them to self soothe and regulate in order that high quality teaching and learning can take place. Our assessments, observations and discussions with pupils and families also demonstrate that the education, wellbeing and wider aspects of development of many of our pupils have been impacted by the pandemic. These findings are backed up by several national studies.</p>
7	<p>Opportunities to learn outside the classroom</p> <p>Through observations and conversations with pupils and their families, we find that our pupils are less likely to have opportunities to access outdoor learning.</p>

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
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments
Improved attainment in reading	Assessment of phonics and reading skills show improved performance, as demonstrated by our reading assessments.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend relevant texts.	Assessment of pupils' language comprehension through the use of the PIRA tests and Assessment Pathway shows a reduction in the disparity in outcomes between disadvantaged pupils
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Progress logged in Personal Development books.
Improved attendance for our disadvantaged pupils to maximise learning opportunities provided at school.	Attendance levels for our disadvantaged pupils are in line with the rest of their peers.
Ensure that homework and remote learning is accessible and bridges learning between school and home.	Pupils and their families are able to access training and resources to support learning at home.
Pupils will be supported, as appropriate, with their emotional wellbeing, behavioural and mental health needs.	Through observations with pupils Reduction in number of recorded behavioural incidents.

Pupils will access learning outside the classroom	Through observations and discussions with pupils.
Families will be engaged and active partners with their child's learning.	Through observations and discussions with families.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
Provision of wide range of resources for curriculum activities across the 3 curriculum pathways.	<p>The curriculum is topic based and by having appropriate resources staff will be able to develop and enhance pupil engagement with the curriculum pathway. (Formal, Semi-formal, Pre-formal).</p> <p>The Education Development Trust highlight that effective classroom based resources is vital for effective teaching 98ad6340-0ef6-4e1d-a541-db6018afce7d.pdf (educationdevelopmenttrust.com)</p>	1,2	£2000
<p>Reading Intervention Teacher to team teaching with class teacher to upskill staff across the school.</p> <p>20-minute sessions on language comprehension from a Reading Intervention Teacher</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>Learning to Read: "The Simple View of Reading" National Center on Improving Literacy</p>	1,2,3	£12,974

for disadvantaged pupils that require further support.			
Purchase of an additional ½ day per week of Speech and Language Therapist (SALT) time.	<p>The Royal College of Speech and Language Therapists state speech and language therapists (SLTs) provide life-improving treatment, support and care for children rcsltwhat-is-slt-factsheet.pdf</p> <p>The National Institute for Health and Care Excellence also provide evidence to demonstrate the effectiveness of speech and language therapist support benefits of speech and language therapy Search results page 1 Evidence search NICE</p>	2, 3	£7,700
Purchase of an additional ½ day per week of Occupational Therapy (OT) time.	<p>Research evidence to date supports the effectiveness of occupational therapy in a school setting. The World Federation of Occupational Therapists (2016) state that OTs should be included in education in order to support and promote full participation and wellbeing of diverse students by supporting their strengths and finding solutions to reduce or remove learning activity limitations and participation restrictions</p>	3,5,6	£7,650

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one	1,2,3, 5	£14, 276

whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3,6	£1,000
Outdoor learning Learning outside the classroom is an essential part of our curriculum offer, especially as we come out of lockdown and work with pupils who have been unable to access the outdoors. Outdoor spaces will be developed.	Council for Learning Outside the Classroom https://www.lotc.org.uk/	3,4,7	£6,000
Sensory needs of learners Many of our learners have a wide range of sensory needs. This funding will be used to support a range of activities and resources.	Wide range of research, including: Adventurous play as a mechanism for reducing risk for childhood anxiety: A conceptual model Helen Dodd, Kathryn Lester Mental Health of Children and Young People in England 2021 -	1,2,3	£10,145

<p>This will include refreshing the parts sensory garden, resources for classes, and updating the sensory rooms</p>	<p>wave 2 follow up to the 2017 survey - NHS Digital</p>		
<p>Continue to provide additional behaviour support provided by a behaviour consultant</p>	<p>The Education Endowment Foundation provides research on the importance of behaviour strategies in schools:</p> <p>Improving Behaviour in Schools Evidence Review.pdf (educationendowmentfoundation.org.uk)</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,6</p>	<p>£4,950</p>
<p>Maintaining the role of a part time (1.5 days) Family Support Worker</p>	<p>There is significant research, nationally and internationally, to suggest that parental involvement in children’s learning is positively related to achievement – National College for School Leadership</p> <p>How to involve hard to reach parents : encouraging meaningful parental involvement with schools (publishing.service.gov.uk)</p> <p>The Department of Education sets out the principles underpinning an effective whole school strategy for attendance</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>6</p>	<p>£10,821</p>

Total budgeted cost: £60,525

£74,801 including Covid school led tutoring

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

There is growing evidence around the impact of school closures due to Covid-19 on the learning outcomes of pupils. Within the UK learners have made less academic progress compared with previous year groups and there is a large attainment gap for disadvantaged learners, which seems to have grown (Education Endowment Foundation).

The impact of Covid-19 at our school has disrupted the teaching of all areas and had an adverse impact on most learner's development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when learners were not in school, via our remote learning strategy and our extended pastoral and therapeutic provision.

Our assessments and observations suggested that for many learners, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required ensuring all pupil premium learners were supported to:

1. Re-established positive relationships with adults
2. Manage feelings and their behaviour, whilst re-establishing routines and structures
3. Re-visit learning and then build upon their knowledge, skills and understanding

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.