

Pupil premium strategy statement – The Bridge School

This statement details our school's use of pupil premium (and recovery 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 | 89 |
| Proportion (%) of pupil premium eligible pupils | 55% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022/2023 to 2024/2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Andrew Seager |
| Pupil premium lead | Andrew Seager |
| Governor / Trustee lead | Paul Roberts |

Funding overview

| Detail | Amount |
|---|------------------|
| Pupil premium funding allocation this academic year | £59,000 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | No Carry forward |

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| <p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p> | <p>£59,000</p> |
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Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funded 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 pupil 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 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. 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 meet 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 | Individual Special Educational Needs of pupils: Each of our pupils have individual learning needs and experiences different challenges to their learning. |

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| 2 | 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 nonverbal, limited language and social interaction difficulties. |
| 3 | 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. |
| 4 | 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. |
| 5 | Emotional wellbeing, behavioural and mental health needs of the pupils: 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. |
| 6 | Opportunities to learn outside the classroom: Through observations and conversations with pupils and their families, we find that our pupils are less likely to have opportunities to access outdoor learning. |

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. |

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| 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. |
| 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. Recruitment of family support officer. | Through observations and discussions with families. Meeting minutes of family support officer. |

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: £29,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provision of wide range of resources for curriculum activities across the 3 curriculum pathways. £8000 | 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, Semiformal, Pre-formal). The Education Development Trust highlight that effective classroom-based resources are vital for effective teaching 98ad6340-0ef64e1da541db6018afce7d.pdf (educationdevelopmenttrust.com) | 1, 2, 5 |

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| <p>Train all staff on the use of PECS, Makaton and Write Dance</p> <p>Support the delivery of Reading, writing and Communication</p> <p>Ensure relevant resources are available for all 3 pathways to further support delivery of lessons</p> <p>£3,000</p> | <p>Understanding the meaning of a text requires a combination of word recognition and language comprehension: Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Learning to Read: "The Simple View of Reading" National Center on Improving Literacy</p> | <p>1, 2, 4</p> |
| <p>Purchase of Language Therapist (SALT) to deliver 19 sessions across the academic year through Soundswell.</p> <p>£8,000</p> | <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 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> | <p>1, 2, 4, 5</p> |
| <p>Purchase of an Occupational Therapy (OT) practitioner through Midlands Occupational Therapy to support pupils throughout the academic year</p> <p>£10,000</p> <p>19 sessions – 1 full day</p> | <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> | <p>1, 2, 4, 5, 6</p> |

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

Budgeted cost: £1,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Provide additional resources to further support pupils love of reading and support the delivery of phonics. (£1,000) | Understanding the meaning of a text requires a combination of word recognition and language comprehension: Phonics EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Learning to Read: "The Simple View of Reading" National Center on Improving Literacy | 1,2,3 |

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

Budgeted cost:£ 29,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training. (£2,000) | 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. These pieces of equipment have also been recommended by our Occupational Therapist. | 1,4,5 |
| 'Music of Life' live music and singing sessions (12 sessions per term). (£6,500) | Learning about music and having the opportunity to play musical instruments and make music together is a vital part of a rich and rounded education.It has also been proven that music plays a key role in brain development. This is because it helps with the nurturing of language, motor skills, emotional intelligence and collaboration skills. (Gov Education Hub). | 1,2,3,5 |

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| <p>Enhancing the use of accessible technology and communication equipment available for learners including AAC resources such as switches. (£3,000)</p> | <p>We have observed that AAC equipment such as switches, communication devices and switch accessible technology is effective in supporting not only communication and interaction, but also engagement and enjoyment so positively impacting well-being.</p> | <p>1, 2, 5</p> |
| <p>Learning outside the classroom is an essential part of our curriculum offer. Outdoor spaces will be developed including purchasing of relevant equipment (£2000)</p> | <p>Council for Learning Outside the Classroom Council for Learning Outside the Classroom (lotc.org.uk)</p> | <p>1, 5, 6</p> |
| <p>Continue to provide additional behaviour support provided by a behaviour consultant. (£5,500)</p> | <p>The Education Endowment Foundation provides research on the importance of behaviour strategies in schools: Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 5</p> |

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| <p>Maintaining the role of the full time Family Support Worker. (£15,000)</p> | <p>Here 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>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>The Department of Education sets out the principles underpinning an effective whole school strategy for attendance.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> | <p>1, 4</p> |
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Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have continued to employ a number of external professionals (SALT, OT and Behaviour Consultant) to support our pupils who work with staff to implement whole class strategies and those that are very much personalised to the needs of individual pupils. Working in this way means that more of our pupils benefit alongside our children in receipt of Pupil Premium.

The Speech and Language Therapist has supported whole classes and individual pupils. Teachers and staff met with the therapist to discuss the communication needs of their class. Assessments were completed and advice was provided and actioned by class staff to implement a wider range of communication strategies. Class teachers then shared strategies with parents. More communication aids were created, and their use increased across the curriculum and at home. Additional resources to make communication aids were purchased. A need for more AAC technology has been highlighted and more communication switches and switch adaptive technology will now be purchased to add to existing resources.

The Occupational Therapist has also supported whole classes and individual pupils. The OT completed detailed assessments for individual pupils and bespoke programmes were put in place. Additional resources for sensory circuits and programmes were purchased. Staff were trained in the use of therapeutic swings. There has been an increase in movement generally across school and also therapeutic movement opportunities for many more pupils.

The external behaviour consultant supported class staff with specific advice regarding classroom layout and strategies to support positive behaviour and engagement for specific pupils. Home visits took place to support families where pupils displayed challenging behaviour at home. We have implemented an MDT approach whereby the Behaviour Consultant, OT and SALT work together as a group with school to tailor combined support where needed the most.

The further implementation of PECS , Makaton and Write Dance will continue to enhance pupil communication skills that are vital for life long learning. In house training on phonics has taken

place in addition to bespoke CPD in the form of 1:1 coaching and modelling within the classroom. Additional RWI resources have been purchased and more books bought to add to reading challenge and home reading books. The 'Bridge Classics' initiative will now be added to include 'Bridge Poems' and the school library extended.

Additional resources for curriculum activities across the 3 curriculum pathways were purchased and we will continue to add to quality topic-based resources to develop and enhance pupil engagement.

Academically, our children who are in receipt of Pupil Premium funding continue to make equivalent or better progress than our non-pupil premium funding.