

# Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	
School name	The Bridge School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	47% (current)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	June 24
Date on which it will be reviewed	July 25
Statement authorised by	Emily Tracey Acting Co-Head Teacher
Pupil premium lead	Nicola Davis – Acting Co-Head Teacher
Governor / Trustee lead	Chair of Governors – Liz Hyner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024-25 £138,140
Recovery premium funding allocation this academic year	£17,969 Apr 24 £18,165 Jun 24
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£174,274

# Part A: Pupil premium strategy plan

## Statement of intent

We want all pupils to

- Engage in their learning
- To make progress towards achieving their annual outcomes set with parents/carers in their annual review of their EHCP
- For those pupils working towards or within subject specific learning to demonstrate progress and achievement in wider range of subjects.
- For pupils to have enhanced cultural experiences

We have adopted an approach that is guided by the EEF's Pupil Premium Guide/Conditions of Grant for a tiered approach. We will ensure there is:

- High quality teaching – ensuring that all staff are highly trained with access to a range of training programmes that respond to the needs of children with severe and profound learning difficulties. This is consistently available in class for children with teaching and learning monitored by senior leaders and individual progress tracked and moderated over time.
- Targeted support – all children within school have individual outcomes with personalised strategies that are tailored to their needs. This are worked on each day with regular reviews alongside parent/carers.
- Wider strategies – over the year we ensure children have access to wider experiences through community activities and visits. We aim to further extend the access to cultural experiences across the year 24/25 with a range of visitors onto school site.

There is a strong commitment to professional development across school – it is prioritised by senior leaders for all staff including Teachers; HLTAs and Teaching Assistants. The DfE Standard for Teachers' PD (July 2016) referenced in the DfE PP Guidance (February 2024) is incorporated into our planning and choices for courses ensuring they:

- have a focus on improving and evaluating pupil outcomes.
- are underpinned by robust evidence and expertise.
- include collaboration and expert challenge.
- are sustained over time.

This commitment to high quality PD for all staff underlies our PP strategy and is aligned with ensuring there is high quality teaching and support for personal development

which is embedded in our school development plans. Evidence over time has shown this leads to successful outcomes for our children and young people.

We have implemented a consistent approach to Professional Development of all staff; use of Teaching Assistants and access to wider experiences over time for children. The EEF article 'Putting Evidence to work – A School's Guide to Implementation' states the importance of ensuring that any approach/intervention 'manifests itself in the day to day work of people in schools'. At The Bridge this is central to our work – Senior Managers/Teachers/HLTAs oversee the work of senior TAs/TAs – including the implementation of training; personalised strategies and access to wider enrichment experiences. We have an on-going focus on review and curriculum development.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	To engage in learning due to their additional needs.
2	To make progress in learning in relation to their severe/profound learning disability
3	To access quality enrichment experiences due to their SEND

## 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
That more than 90% of pupils have made progress towards all of their short term annual targets set in their annual reviews with parents/carers	The % of pupil target set is achieved
That 100% of pupils demonstrate areas of progress in their annual report in EHCP and also in wider curriculum report.	The % of pupils target set is achieved
That 100% of pupils have engaged in high quality educational provision that has provided enriching experiences through the curriculum.	That there is evidence in school reports that the % of pupil target has been achieved

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: £ 54,000

<p><i>For Teacher to complete additional training in first year – teacher to plan and lead.</i></p>	<p>EEF is <i>currently undertaking a systematic review of teacher PD in terms of the characteristics that impact on pupil achievement.</i> At this stage the protocol (January 2021) acknowledges that meta-analyses find that teacher PD programmes tend to improve pupil academic achievement.</p> <p>There is a working definition in the EEF protocol which our training would adhere to ‘We define teacher PD as structured, facilitated activity for teachers intended to increase their teaching ability. The focus on teaching ability is intended to include a broad range of skills including classroom management, assessment, and lesson planning’.</p>	<p>1,2</p>
<p>Increased teacher/ leadership time to support curriculum development and also mentor support for new subject co-ordinators.</p>	<p>DFE guidance on the use of the funding on curriculum development.</p>	<p>1, 2</p>

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

Budgeted cost: £ 100,274

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have increased TA support in the class bases working on interventions and direction of teacher	<p>We will sustain high level of individual/small group learning appropriate to individual pupils. Additional teaching assistants' support is put into classes proportionate to the numbers of children with pupil premium/additional needs.</p> <p>The EEF Teaching and Learning Toolkit states that targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>	1,2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide some enrichment experiences bringing people into the setting to be delivered in school for each class and to fund community access activities missed through covid	The EEF Teaching and learning Toolkit states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It also states wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	3

**Total budgeted cost: £ 174,274**

### **Three Year Plan**

The plan detailed is a one year plan and will be reviewed in summer term 2025. The intention is to continue to fund across the next three years the TA support to provide interventions under the direction of the teachers has been committed for three-year plan to support recruitment.

The plan is to continue CPD and the enhanced cultural capital funding will be sustained and set in accordance with priorities and funding and also curriculum development.

## 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 2023 to 2024 academic year.

The pupils who attend the school have severe and profound learning difficulties and there is therefore no standardised test results or data. Some pupils having additional needs such as sensory impairments, physical difficulties, autism and complex health needs.

In the academic year of 2023-24 the overall pupils' attendance was 89.54% This year there were cases of C19 and also Strep A that led to pupil absence. There are a small number of pupils who higher level of absences due to very complex health needs. There was one pupil who left school to home educate. The level of attendance has been higher than local special schools 88.4% and higher than the national data on the government attendance site for special schools 87.1% .

In the academic year of 2023 - 2024 there were 106 pupils who were on the list for pupil premium inclusive of CIC and Service children.

In relation to Pupil Premium expenditure:

- Pupils accessed the additional TA support under interventions provided by the teacher in line with the plan for 23-24
- Staff training was carried out or amended training was carried out.
- Pupils have accessed a wide range of activities and professionals linked to personal wider development.
- The curriculum development and implementation was carried out.

The outcome was that the:

- 100 % made progress towards their outcomes set in their EHCP with parents/carers
- All pupils made progress/ achieved in subjects evidenced in end of year reports.
- There was clear evidence of engagement demonstrated for all pupils in their EHCP annual review reports and also in their end of year curriculum reports.

### Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	2023-24 £2680 leadership time to support attendance at Annual Reviews and CIN meetings and support training.
What was the impact of that spending on service pupil premium eligible pupils?	Progress made by all pupils tracked against outcomes and within annual review reports

## Further information

The ongoing Pupil Premium Strategy will involve close monitoring of progress to ensure that the approach is having an impact:

### **Pupil progress- sources of evidence to support judgement.**

The Bridge continues therefore to evaluate pupil progress through a wide range of measures and the outstanding progress judgement has been sustained over time:

- Annual reviews detail pupil progress. This process was refined to identify more easily pupil progress on English, Maths and PSD. PSD is a central and fundamentally essential area for our pupils including their social and learning skills which also relate to their SMSC development. The feedback from parents on the reports continues to be very positive including comments about easy read and also making progress clear.
- Parent feedback will be sought within school consultation and through each review
- Evidence will be gathered in teacher appraisals as the judgement of teaching is always about impact on pupil engagement, progress and achievement. It includes within the lesson and over time. The process also uses data on targets set at the beginning of the year. The quality of teaching and learning through appraisals supports the judgement on pupil progress.
- There is evidence from the Ofsted Inspection (September 2023) and previous inspections with four successive inspections having outstanding judgement including quality of teaching and pupil outcomes.
- There will be ongoing external monitoring from a school improvement adviser (special school Head) to meet with Co-Head Teachers and review PP and impact.

### **In year monitoring of progress**

- regular observations by SLT including sessions in all classes by the Co-Head Teachers, Deputy, senior teachers, appraisal roles, learning monitoring walks and informal/ drop in interactions/ classroom visits
- non class-based Heads of Phase who have daily time and interactions in classes (as above)
- process where teachers identify pupils who have made progress through the school assessment systems at any point in time during the year and rigorous monitoring (including in class as well as records) to moderate judgement.
- all reports throughout the year are read by Heads of Phase and quality assured by assessment co-ordinator/ Head Teacher. The PARS (Pupil Assessment Records) are read by senior leadership team and quality assured by the assessment coordinator.

An individual audit is completed through Annual Review by member of SLT to monitor if the progress for the individual pupil is judged to be good/outstanding from their starting point and need. This is to ensure that the continued planned use of the pupil premium money is evaluated carefully. The progress of each pupil is reviewed. Each review report now indicates if the pupil is in receipt of Ever 6 Pupil premium funding so link can be made.

For CIC pupil premium, each CIC coordinator liaises with the Acting Co-Head as needed for the PEP meetings. The funding is reviewed and the pupil progress to ensure that the funding is being spent in the most effective way. How the pupil premium is used is detailed on an individual basis and this filed with the PEP and any relevant reports in a central file held by the Acting Co-Head. The information above on pupil progress measures is the same on relation to pupils who receive CIC Ever 6 pupil premium entitlement. In addition, each pupil has a Personal Education Plan – this is drawn up on LA format for special schools following guidance from the LA. There are clear criteria for each CiC PEP and these are taken into consideration when writing the PEP.

Liaison is ongoing with the Virtual Head Teacher Telford and Wrekin LA.

### **Governor role**

The Governing Body has a link governor who is on the Finance and also Health and Safety committee to further monitor the impact through liaison with the Acting Co-Head. The Acting Co-Head is overseeing the process of implementing Pupil Premium expenditure and impact in school. The link governor also has linked responsibility for safeguarding.

The governing body has monitored through meeting with link staff and also have returned to visits to school.