

# Pupil premium strategy statement – The Bridge Short Stay 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	59
Proportion (%) of pupil premium eligible pupils	78%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-24 2024-25 2025-26
Date this statement was published	30 <sup>th</sup> October 2023
Date on which it will be reviewed	1 <sup>st</sup> September 2024
Statement authorised by	A Stewart
Pupil premium lead	A Stewart
Governor / Trustee lead	Full Management Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35 190
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£28 704
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£63 894

# Part A: Pupil premium strategy plan

## Statement of intent

At The Bridge Short Stay School our mission is to change young people's lives.

Due to the nature of our provision we recognise that the majority of our students will have had disrupted experiences of education prior to enrolling with us and a key aspect of our work needs to be finding individual solutions to meet the needs of each student.

Our provision is transitory in nature with students enrolling with us and leaving us at various times throughout the year. As a result, the proportion of students eligible for pupil premium can vary significantly throughout the year, as can the individual needs of those students. We therefore work hard to analyse trends and identify key issues which remain a focus for this cohort of young people.

Throughout our decision making for pupil premium spend we keep at the forefront our desire to be a 'bridge to a brighter future'. The intention therefore is to use this funding to ensure equality in access to opportunities for all students, putting in place support and interventions that enable all of our students to make good progress, academically, but also socially, emotionally and behaviourally to enable them to move on from The Bridge in a position to be successful in the next stage of their lives.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance:</b> our students, and particularly disadvantaged students, tend to arrive with us with rates of attendance significantly below the national average
2	<b>Gaps in learning:</b> as a result of poor prior attendance, exclusions and a lack of engagement in education our students typically have significant gaps in their learning when compared to their peers
3	<b>Unidentified SEN:</b> a significant number of students have SEN issues which are picked up as we start to assess and work with them, that haven't previously been picked up on in other settings
4	<b>Behavioural and Social/Emotional difficulties:</b> all of our students have been permanently excluded from their previous settings. Learning to adapt their behaviours and interactions with others remains a challenge they need to face in order to make full progress

## 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
<p>Students eligible for Pupil Premium attend as well as those who aren't eligible.</p> <p>Rates of attendance are closing between students at The Bridge and overall national averages</p>	<ul style="list-style-type: none"> <li>• No difference in rates of attendance between PP and non PP students</li> <li>• Closing of gap between average rates of attendance at The Bridge and national averages</li> <li>• Attendance at The Bridge exceeds national averages for PRU/AP</li> <li>• Majority of students show improved attendance compared to at their prior setting</li> </ul>
<p>Students eligible for Pupil Premium make progress and achieve at rates in line with their peers</p>	<ul style="list-style-type: none"> <li>• No difference in GCSE outcomes between PP and non PP students</li> <li>• No difference in NEET figures between PP and non PP students post Year 11</li> <li>• PP students make academic progress at the same rate as non PP students</li> </ul>
<p>Students are able to access a long term pathway appropriate to their needs</p>	<ul style="list-style-type: none"> <li>• An ongoing trend for increased numbers of students returning to mainstream through FAP</li> <li>• Applications for EHCP or top up funding are evidence informed and successful in securing the appropriate support for students</li> </ul>
<p>Students are increasingly able to manage their emotions and behaviours in a socially acceptable manner that allows for successful transitions</p>	<ul style="list-style-type: none"> <li>• No difference between PP and non PP student's rates of suspension</li> <li>• Rates of suspension remain below national averages for PRU/AP</li> <li>• Individual students demonstrate reduced frequency and severity of recorded behavioural incidents</li> </ul>

## 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: £5 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD making best use of psychometric assessments to inform teaching; implementing EEF 5 a day strategies	EEF teaching & learning toolkit, individualised instruction +4months; effective feedback + 6 months	2, 3
Teaching and learning CPD, including engagement with the Maths Hub	EEF teaching & learning toolkit, mastery approach +5months learning	1, 2, 3, 4

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

Budgeted cost: £18 894

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition for students with significant gaps in learning	EEF teaching & learning toolkit, 1:1 tuition +6months learning	1, 2, 3, 4
Additional specific interventions for students with particular literacy and/or numeracy gaps	EEF teaching & learning toolkit, comprehension strategies +6months learning;	1, 2, 3, 4

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

Budgeted cost: £40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for additional ELSA qualified staff and ongoing ELSA supervision	EEF teaching & learning toolkit, Social & Emotional Learning +4 months. Student feedback	1, 3, 4

Outreach coordinator time to support engagement of students & families with most entrenched attendance/behavioural issues	EEF teaching & learning toolkit, parental engagement +4months Various case studies of students with significantly improved attendance/engagement	1, 2, 4
Alternative Provision placements to secure engagement and vocational qualifications	Various case studies improved engagement, positive impact on post 16 destinations	1, 2, 4
Support for extended curriculum, including learning outside of classroom and Duke of Edinburgh programme	Case studies and student feedback, improved attendance and engagement	1, 4

**Total budgeted cost: £63 894**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcome 1

- Ongoing challenges in terms of improving attendance due to entrenched barriers to engagement, school being at capacity leading to delays to student enrolment following exclusion and being accustomed to part time offer prior to enrolment at The Bridge
- Favourable attendance data when compared to national averages for PRU/AP settings
- Majority of students demonstrate improved attendance in comparison to prior setting
- Case studies of individual students show significant impact of outreach support in securing engagement and improved attendance from very low starting points
- Attendance still below national average for all students and rates for those eligible for pupil premium below those of their peers

#### Outcome 2

- No significant difference in students achieving GCSE in line with targets between those eligible for PP and not
- Majority of students making progress in line with targets
- No significant difference in rates of NEET between pupil premium eligible students and their peers

#### Outcome 3

- Impact of COVID makes year on year comparisons difficult
- Continuing trend observed however for acceptance of students returning to mainstream via FAP
- >90% of students returning to mainstream via FAP maintaining placement
- 100% EHCP applications and Top up funding requests agreed
- Increased number of students needing EHCP and delays to their placements impacting on proportion able to return via FAP

#### Outcome 4

- Case study evidence shows students making significant progress in managing their behaviour
- Students returning to mainstream or going to post 16 destinations successfully maintained placements
- Reduction over time in number of suspensions

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
ELSA	Cheshire West and Chester Educational Psychology Service

