

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bridge Street School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	63%
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	September 2023
Date on which it will be reviewed	January 2024 & July 2024
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,715
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	£92,715

Part A: Pupil premium strategy plan

Statement of intent

The aims for our pupil premium pupils is to use the allocated funding to maintain and improve positive outcomes for our most disadvantaged pupils. Our pupils face many challenges as a result of being permanently excluded, including those resulting from socio-economic disadvantage which has been further heightened by the current cost of living crisis.

The majority of pupils are boys from a range of ethnic backgrounds. An increasing number of pupils arrive speaking English as an additional language.

Pupils arrive with a range of challenging behaviours and many students may require an EHCP or present with an undiagnosed need. A significant number of pupils arrive having being permanently excluded. Many of these have depressed levels of literacy numeracy, often a result from a turbulent education experience in previous key stages.

In school data suggests that the variance of outcomes for our disadvantaged pupils is less favourable compared to their peers in terms of:

- Social opportunities
- Academic attainment
- In year suspensions

Quality first teaching is at the heart of our approach with the aim to target the most effective support based on diagnostic assessment outcomes to allow pupils to access a broad and balanced curriculum.

Currently, approximately two thirds of our pupils are eligible for pupil premium funding. As all excluded pupils face significant disadvantage through broken schooling, this strategy will benefit all pupils in school through an inclusive approach to ensure better than expected progression for all.

We will also provide our disadvantaged pupils with opportunities beyond the classroom to enhance their cultural, sporting and academic experiences.

Our strategy intends to meet the needs of every pupil based on formal and informal assessments alongside pupil and parent voice without assumptions or labels. Therefore, we aim to ensure that we enhance skills, knowledge and experiences to prepare them for life in modern Britain.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress are significantly related to the depressed levels of literacy and numeracy, often a result from a turbulent education experience in previous key stages.
2	Disengagement from traditional learning due to permanent exclusion from school
3	Erratic attendance due to changing or challenging home circumstances
4	The majority of pupils arrive at Bridge Street School with significant gaps in their curriculum learning due to previous attendance issues and prolonged disengagement. Some will have an undiagnosed learning need and subsequent referrals made or an EHCP written.
5	Pupils arrive at Bridge Street School displaying challenging and dysregulated behaviour affecting their emotional, social and mental wellbeing including behaviour for 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
Gaps narrowing in English and Maths term by term, across the year for PP pupils.	<ul style="list-style-type: none"> Data drops show English and Maths coming in line with each other for both PP and non PP. Data drops to show both subjects moving further towards 'expected progress' for PP students.
Increase in the percentage of PP students achieving both and English and Maths functional skills L1&2 qualifications or equivalent	<ul style="list-style-type: none"> Data drops show pupils progressing in both subjects, concurrently. Summer results show success for Year 11 pupils in both English and Maths to L1 & L2 standard.
Reading ages to improve.	<ul style="list-style-type: none"> Sutton Trust EEF evidence indicates that focusing on 'Reading Comprehension Strategies' students, on average, make +6 months progress, improving student outcomes. Evidence will be access to

	<p>more complex exam questions in final exam, more extensive vocabulary and increase in reading age.</p> <ul style="list-style-type: none"> • EAL students make sufficient progress to access core curriculum groups
Pupil attendance to improve	<ul style="list-style-type: none"> • Attendance statistics to improve, with subsequent outcome of increased pupil outcomes and a fall in behaviour incidents due to greater time in class and consistent targeted work on emotional regulation.
Improved Post 16 outcomes for PP students	<ul style="list-style-type: none"> • Improved evidence of all teachers link curriculum learning with careers relevant to our cohort and more pupils achieving grade 4 Maths and English • CIAG sessions are individually tailored to pupils through a larger number of staff being trained to support pupils in all key stages.
Reduced food poverty from socio-economic disadvantage.	<ul style="list-style-type: none"> • Pupils gain knowledge of food sourcing and preparation • Pupils can cook on a budget • Levels of concentration increase whilst in school and academic attainment shows improvements.
Increase the exposure to wider activities and experiences associated with the new subjects included in the KS2 curriculum	<ul style="list-style-type: none"> • Pupils gain cultural capital from visitors or theme days around the new, more varied curriculum.

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: £39,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of dedicated reading interventionists to work with pupils to develop reading within the range of the curriculum.	Reading is the gateway to learning. It is the key to pupils' future academic achievement and well-being. Pupils who struggle to read words accurately quickly fall behind their peers. They read less and do not accumulate the necessary background knowledge and vocabulary from reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3,4,5
Funding dedicated to train staff to be CIAG qualified to L3	The reasons for doing this include: <ul style="list-style-type: none"> relating what is being taught to future career opportunities so students see their relevance exploring different careers to widen students' perceptions of the careers available challenging stereotypes within different careers enabling students to prepare for career discussions by having a better understanding of where different subjects could lead them The teacher's role in building careers into the curriculum Undergraduate UCAS	5

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

Budgeted cost £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging pupils on a 1-2-1 basis to	1-2-1 targeted support with English and Maths skills.	1,2,3,4,5

provide a high quality personalised learning programme for pupils with gaps in their learning.	At each data capture any gaps to be identified. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Purchase of bespoke English intervention package to increase confidence in reading and specific language acquisition for EAL pupils.	1-2-1 targeted support with English and literacy skills. At each data capture any gaps to be identified. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

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

Budgeted cost £40,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding dedicated to training behaviour mentors to support with SEMH interventions and support staff to engage pupils.	Increased school attendance to increase pupil attainment and decrease behaviour incidents. All evidence to come from data drops and comparison with previous year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2,3,4,5
Funding dedicated to recruit a food technician	Food poverty is the inability of individuals and households to secure an adequate and nutritious diet. It can affect those living on low incomes, with limited access to transport and poor cooking skills. There is some evidence that providing free, universal, before-	4,6

<p>to support food budgeting sessions</p>	<p>school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>Research evidence from Public Health England shows that education and health are closely linked. Promoting the health and wellbeing of pupils and students within school has the potential to improve their educational outcomes and their health and wellbeing outcomes.</p> <p>HT briefing layoutvFINALvii.pdf (publishing.service.gov.uk)</p>	
<p>Theme days to enhance experience of subjects newly added to KS2 curriculum and increase cultural capital of pupils.</p>	<p>Our 'Wider Curriculum' is an important part of the 'educational diet' pupils receive. We aim to increase engagement in learning and therefore increased outcomes, but it is important to consider the value of wider experiences for our pupils. Music, MFL and Computing are currently being incorporated into the KS2 curriculum. Theme days are hoped to give these subjects relevance and enhance experiences around the formal curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>7</p>

Total budgeted cost: £92,715

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 2022 to 2023 academic year. It combines KS2-KS4. KS2 outcomes have no quantitative data as this was recorded differently in previous years. Behaviour data and new assessments will be implemented for next year.

Aim	Evidence of impact	Actual IMPACT			
Engaging pupils on a 1-2-1 basis to provide a high quality personalised learning programme for pupils with gaps in their learning.	<ul style="list-style-type: none"> 1-2-1 targeted support with English and Maths skills. At each data capture any gaps to be identified. 	<ul style="list-style-type: none"> Reading strategy has been remodelled. Little Wandle (originally purchased for KS2 interventions) is being implemented across all key stages. All KS2 & 3 staff trained in phonics intervention 35% of PP students are receiving 2 reading sessions per week Students on 'That Reading Thing' programme on average have moved up 12 points (2+ points per week over 5 complete weeks. TRT suggests 12 weeks to get 30 points) Accelerated Reader has launched Phonics screening underway of all KS3 & 4 pupils. Target to be carried into next year. Data available in September of whole school screening. Summer progress data of end of year 10 going into year 11 next year: 			
		Y10 at Summer 2023		Summer 2023	Summer 2022
		On or above target in Maths	72.7%	27.8%	
		On or above target in English	26.7%	36.0%	
		On or above target in IT	42.9%	55.0%	
		On or above target in Science	57.0%	40.0%	
Bespoke English intervention to increase confidence in reading and specific language	<ul style="list-style-type: none"> 1-2-1 targeted support with English and literacy skills. At each data capture any 	<ul style="list-style-type: none"> EAL pupils were reluctant go into bespoke intervention therefore an alternative arrangement was sought Interventionist goes into English lessons to use Flash Academy and TRT within the lesson, pupils targeted on a rota basis. British Picture Vocabulary Scale (BPVS) results have identified that current interventions are potentially not the 			

acquisition for EAL pupils.	gaps to be identified.	<p>correct approach to teaching EAL pupils to read and increase their comprehension. The lowest age given from the test scores is 3 yrs 9 months however, 5 pupils have recorded lower scores than this age equivalence.</p> <p>Actions for September based on BPVS results:</p> <ul style="list-style-type: none"> • Year 11 nurture group established to take out those EAL pupils that are making progress • Bespoke package to be purchased to be used to support EAL pupils to acquire English as a spoken language and increase reading and comprehension.
Triple P training for all Family Support Workers to aid in driving up school attendance.	Increased school attendance to increase pupil attainment and decrease behaviour incidents.	<ul style="list-style-type: none"> • All FSW are now Triple P trained. • Number of serious incidents went down from 6 to 2 in the first half term • Persistent absenteeism has dropped by 26% since January • Numbers on roll have increased on average, by 2.5 pupils per week since January 2023. In spite of this attendance did improve marginally (1%) this is a success due to larger cohort. • In spite of larger cohort, incidents per pupils have reduced consistently, even within the summer term alone, incidents reduced by 30%. Comparisons with figures last year have been deliberately avoided as numbers of pupils coming through the gateway has resulted in a considerably higher number of pupils on roll. Comparisons would be not useful or representative with that of last year
Targeted SEMH interventions to reduce behaviour incidents and increase engagement in school.	To ensure all children have positive engagement in their learning and are positive about themselves as a learner.	<p>Headline behaviour data:</p> <ul style="list-style-type: none"> • At the end of the first half of the summer term, incidents were 3.26 per pupil, these have dramatically dropped to 1.01, a reduction of 30%. • The examination period, whether it be Year 6 SATs or GCSEs, affects the whole school cohort as it disrupts routine and puts pupils in crisis as they do not react well to changes such as, a different member of staff or change of classroom. This is also reflected in the numbers of disruptive behaviour following a downward trend, Spr 2 (268) – Sum 1 (202) – Sum2 (33). • Drug and alcohol incidents have dropped significantly from Spr 2 (16) – Sum 1 (5) – Sum 2 (0). • Across the school incidents of physical assaults against adults have reduced, Spr 2 (23) – Sum 1 (14) – Sum 2 (1).
Purchase of DfE validated systematic synthetic phonics (SSP)	Targeted phonics interventions will take place and these are proven to be more effective	<ul style="list-style-type: none"> • Little Wandle purchased • Tracking in place • Staff trained • Strategy implemented and embedded

<p>programme to include assessment and tracking system and intervention books.</p> <p>Training for staff to ensure high quality of phonics delivery with confidence and fidelity.</p>	<p>when held for regular sessions over a period of up to 12 weeks.</p>	
<p>Ensure that intervention staff have protected time for daily phonic intervention</p>		<ul style="list-style-type: none"> • HLTAs have full intervention programme in place which is timetabled. • Time is protected, 1-2-1 sessions are being delivered
<p>Engaging with a 1:1 to provide a high quality personalised learning programme for pupils with gaps in their learning.</p>		<ul style="list-style-type: none"> • Timetabled 1-2-1 intervention with HLTAs in place.
<p>Small group music tuition</p>	<p>Be able to play a musical instrument</p>	<ul style="list-style-type: none"> • Tuition from outside agency was suspended for the move, has yet to be re-established.
<p>A bespoke mentoring package providing one-to-one emotional wellbeing support for pupils, on a one-to-one basis.</p>	<p>An increase in self and co-regulation of pupils</p>	<ul style="list-style-type: none"> • Newton's walk has its own BM in place to support instances of dysregulation and support pupils through 1-2-1 SEMH sessions • A dedicated Catharsis therapist supports with pupil emotional wellbeing one day per week. After school, this therapist also supports the staff team with relevant matters arising with pupils. 4 pupils have received 1-2-1 therapy this academic year.
<p>To ensure equality and inclusion for all pupils to engage with all school activities and school visits and visitors.</p>	<p>All pupils are able to access residential trip and school visits. All children will have daily access to breakfast. All pupil have equal access to enrichment opportunities.</p>	<ul style="list-style-type: none"> • Students currently being taught on a 1-2-1 basis are still accessing PE and food tech activities. • Forest Schools sessions have been added to enrich the curriculum.

	The daily experience of PP pupils will be enhanced through the provision of uniform, taxis	
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