

## 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	104
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023 to 2024- 2025
Date this statement was published	September 2024
Date on which it will be reviewed	January 2025 & July 2025
Statement authorised by	Mike Pride
Pupil premium lead	Libby Macpherson
Governor / Trustee lead	Sandra Fletcher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,885

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,885

## 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"> <li>• Data drops show English and Maths coming in line with each other for both PP and non PP. (moving towards 0% gap)</li> <li>• Data drops to show both subjects moving further towards 'expected progress' (90% achieve TAG grades) for PP students.</li> </ul>
Increase in the percentage of PP students achieving 5+ qualifications	<ul style="list-style-type: none"> <li>• Data drops show 90% pupils progressing in all subjects, concurrently (on or above track)</li> <li>• Summer results show success for 95% of Year 11 PP pupils in achieving 5+ qualifications</li> </ul>
Reading ages or fluency to improve.	<ul style="list-style-type: none"> <li>• 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 more complex exam questions in final exam, more extensive vocabulary and increase in reading age.</li> <li>• Reading data for all year/target groups shows 100% of pupils progress from starting/initial assessment points</li> <li>• 100% EAL students achieve English Functional skills during KS4 and make progress at least as good as non-EAL students and areaccess core curriculum groups</li> </ul>
Pupil attendance to improve	<ul style="list-style-type: none"> <li>• Attendance statistics to improve – 100% pupils improve their attendance from starting point (i.e. compared to previous</li> </ul>

	<p>setting), 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.</p> <ul style="list-style-type: none"> <li>• PP pupils attend at least 80% of the time</li> <li>• Attendance of PP pupils at least in-line with non-PP cohort (0 negative gap)</li> </ul>
Improved Post 16 outcomes for PP students	<ul style="list-style-type: none"> <li>• 100% PP pupils achieve a positive P16 destination</li> <li>• Improved evidence of all teachers link curriculum learning with careers relevant to our cohort and more pupils achieving grade 4 Maths and English</li> <li>• 100% PP pupils receive individual CIAG sessions and coaching. CIAG sessions are individually tailored to pupils through a larger number of staff being trained to support pupils in all key stages.</li> </ul>
Reduced food poverty from socio-economic disadvantage.	<ul style="list-style-type: none"> <li>• 100% Pupils gain knowledge of food sourcing and preparation</li> <li>• Pupils can cook on a budget and develop associated skills</li> <li>• Levels of concentration increase whilst in school and academic attainment shows improvements.</li> </ul>
Increase the exposure to wider activities and experiences associated with the newer subjects included in the KS2 curriculum	<ul style="list-style-type: none"> <li>• Pupils gain cultural capital from visitors or theme days around the new, more varied curriculum.</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: £ 16,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of dedicated reading interventionists to work with pupils to develop reading within the range of the curriculum.</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1,2,3,4,5</p>
<p>Funding dedicated to appointment of food technician and part fund FSW to work alongside CIAG L3 qualified colleagues to support pupils with living more independently and preparing for next steps</p>	<p>The reasons for doing this include:</p> <ul style="list-style-type: none"> <li>• relating what is being taught to future career opportunities so students see their relevance</li> <li>• exploring different careers to widen students' perceptions of the careers available</li> <li>• challenging stereotypes within different careers</li> <li>• enabling students to prepare for career discussions by having a better understanding of where different subjects could lead them</li> </ul> <p><a href="#">The teacher's role in building careers into the curriculum   Undergraduate   UCAS</a></p>	<p>5</p>

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

Budgeted cost £ 16,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging pupils on a 1-2-1 basis to provide a high quality personalised learning programme for pupils with gaps in their learning.	1-2-1 targeted support with English and Maths skills. At each data capture any gaps to be identified. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5
Bespoke English/phonics intervention training to increase confidence of staff in the delivery of 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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5

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

Budgeted cost £ 16,285



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding dedicated to training behaviour mentors to support with SEMH interventions and support staff to engage pupils.</p>	<p>Increased school attendance to increase pupil attainment and decrease behaviour incidents.</p> <p>All evidence to come from data drops and comparison with previous year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1,2,3,4,5</p>
<p>Funding dedicated to recruit a food technician to support food budgeting sessions</p>	<p>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-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></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><a href="#">HT briefing layoutvFINALvii.pdf (publishing.service.gov.uk)</a></p>	<p>4,6</p>
<p>Theme days to enhance experience of subjects in the 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>7</p>

**Total budgeted cost: £ 49,885**

## 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. 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
1. Gaps narrowing in English and Maths term by term, across the year for PP pupils.	<b>Year 6 Results: September</b>					<ul style="list-style-type: none"> <li>All Year 6 pupils, bar one, successfully sat their SATs examinations.</li> <li>KS3 and KS4, all results show that English and Maths are in line</li> </ul>
		<b>Pre Keystage Standard</b>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>	
	Reading	12.5%	75%	12.5%		
	Writing	12.5%	87.5%	0		
	SPaG	12.5%	75%	12.5%		
	Maths	12.5%	75%	12.5%		
	<b>Year 6 Results: February</b>					
		<b>Pre Keystage Standard</b>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>	

Reading	10%	80%	10%	
Writing	10%	90%	0	
SPaG	10%	80%	10%	
Maths	10%	80%	10%	

Due to an increase in numbers each pupil is now 10%, previously 12.5%. 2 pupils have joined us 1 in January and 1 in February. These have been assessed as WTS during their assessment period, this may change as pupils re-engage with learning.

### KS3

Data from December grade sweep

Year 8	Subject	On or Above Track	Below Track
	English Language	85.70%	14.30%
	ICT	50.00%	50.00%
	Maths	85.70%	14.30%
	Science	37.50%	62.5%

Year 9	Subject	On or Above Track	Below Track
	English Language	75.00%	25.00%
	ICT	71.40%	28.60%
	Maths	61.50%	38.50%
	Science	58.80%	42.20%
	Sport	60.60%	39.40%

	<b>KS4</b>							
	Data from December grade sweep							
	<b>Year 10</b>	<b>Subject</b>	<b>On or Above Track</b>		<b>Below Track</b>			
		English Literature	84.60%		15.40%			
		English Language	85.70%		14.30%			
		ICT	83.00%		17.00%			
		Maths	85.70%		14.30%			
		Science	83.30%		16.70%			
		Art	100.00%		0.00%			
		Sport	66.70%		33.30%			
Increase in the percentage of PP students achieving both and English and Maths functional skills L1&2 qualifications or equivalent	<b>2023-2024 BRIDGE STREET</b>							Results show there is no significant difference in PP and non PP pupils.
		<b>Total (40)</b>			<b>PP (25)</b>			
		<b>No.</b>	<b>Percentage</b>	<b>% difference from previous year</b>	<b>No.</b>	<b>Percentage</b>	<b>% difference from previous year</b>	
	<b>% entered for 5+ Qualifications</b>	34	85.00%	85.00%	22	88.00%	88.00%	
	<b>% pass (any grade)</b>	37	92.50%	92.50%	24	96.00%	96.00%	
	<b>% pass English (any qual)</b>	38	95.00%	95.00%	24	96.00%	96.00%	
	<b>% pass Maths (any qual)</b>	37	92.50%	92.50%	23	92.00%	92.00%	
	<b>% pass both English &amp; Maths (any qual)</b>	37	92.50%	92.50%	23	92.00%	92.00%	
	<b>% pass 5 quals (any Level)</b>	28	70.00%	70.00%	17	68.00%	68.00%	
	<b>% grade 4+ pass GCSE/Level 2 Maths</b>	1	2.50%	2.50%	1	4.00%	4.00%	
<b>% grade 4+ pass GCSE/Level 2 English</b>	3	7.50%	7.50%	0	0.00%	0.00%		
<b>% grade 4+ pass GCSE/Level 2 English AND Maths</b>	1	2.50%	2.50%	0	0.00%	0.00%		

	<b>% grade 4+ (any subject GCSE)</b>	4	10.00%	10.00%	1	4.00%	4.00%	
Reading ages to improve.	<p>Since January:</p> <ul style="list-style-type: none"> <li>• 5 students have graduated out of the phonics programme and have moved to Stanine 4 in their NGRT</li> <li>• 3 of which are in our Language Acquisition group who have previously struggled to engage in the assessment of their reading</li> <li>• A student in the language acquisition group, has won our reader of the half term twice in a row for having gone from refusing to read, to reading every lesson. She was awarded 70 reading raffle tickets and has completed 5 books (some of which she read multiple times.)</li> <li>• 11 students have progressed from Amber to Green (Green is age related expectation and is stanine 4-6) and so have graduated out of our reading intervention programme</li> </ul>							<ul style="list-style-type: none"> <li>• We enter the new school year with only the pupils in Language Acquisition, the year 11 nurture group and one year 11 pupil on the phonics programme.</li> </ul>
Pupil attendance to improve	<ul style="list-style-type: none"> <li>• PRU – 50.4%, this is 4.1% higher than end of academic year 2023-24</li> <li>• PP pupils have maintained the same % as non PP</li> </ul> <p>Bridge street have seen an increase in attendance over the last 3 years with a notable increase in number of pupils this year, beginning with 70 and ending with 147. Timetable offer for pupils has increased from 2022-23 82% to 92% this year, with 73% accessing a full timetable and 88% accessing 20 or above. Over Spring/Summer term senior leaders at Bridge street have added additional auditing around attendance communication to ensure the positive and improving attendance is immediately identified and celebrated and declining attendance are followed up with a range of interventions.</p>							<ul style="list-style-type: none"> <li>• Attendance of PP pupils is in line with non PP.</li> </ul>
Improved Post 16 outcomes for PP students	<ul style="list-style-type: none"> <li>• Nine members of BSS staff have completed L3 CEIAG qualification.</li> <li>• Ten external guests from local businesses and colleges attended 'Mock Interviews' to interview pupils. Feedback received from one interviewer:            " I had a thoroughly enjoyable morning at Bridge Street School helping with the mock interviews. I must say that I was very impressed with the students that I met, and this must in part be down to the great work that you are doing there with the young people in your care. I wasn't sure as to what to expect and was to some extent slightly</li> </ul>							<ul style="list-style-type: none"> <li>• 82% of Year 11s have secured a provisional post 16 destination,</li> </ul>

	<p>apprehensive about going along, but the welcome I received along with the enthusiasm of both staff and students made me feel that I was doing something very worthwhile.”</p> <p>A support structure is in place for over the summer break, staffed by those who have 40 week contracts</p>	<p>based on examination results.</p> <ul style="list-style-type: none"> <li>• 3% are likely to remain NEET as they will be on maternity leave in September and unlikely to access any provision</li> <li>• 6% are LAC who have been moved out of area therefore do not have the immediate support of our team.</li> </ul>
<p>Reduced food poverty from socio-economic disadvantage</p>	<p>During Simon Moseley’s recent visit, in his feedback, he commented, “Personal development is very strong throughout the school. Pupils are helped to acquire positive characteristics and adopt healthy lifestyles”. This is part of the existing curriculum.</p> <p>Evening sessions and recruitment of food technician has not taken place this year, this will remain a focus for next year.</p> <p>BTEC food will also be offered to KS4 pupils as an optional subject, strengthening the subjects offered under Applied Learning.</p>	<p>All KS2, KS3 and KS4 nurture pupils attend food as an enrichment activity.</p> <p>KS4 pupils pick ASDAN as an option,</p>

		75% of PP pupils receive food as part of their curriculum offer.
Increase the exposure to wider activities and experiences associated with the new subjects included in the KS2 curriculum	<p>There is a new curriculum for Art, therefore we have incorporated this into the programme of experiences for this year.</p> <p>All pupils have visited the Art Gallery to experience grand works before they start their own work. Graffiti Art was introduced by a Baby People one-off session, all pupils apart from year 6, visited Bluebells Farm and the animals were the subjects for live drawing. KS2 pupils will be holding their own art exhibition, at the end of this term.</p> <p>All pupils have visited the zoo.</p> <p>Plans are in formation for a French café.</p> <p>For the first time, pupils are going with staff to Blackpool, to see the waxworks, and then have the experience of a sleepover in school.</p>	All pupils have access to enhanced experiences and the opportunity to increase their cultural capital.