

Bridge School Malvern



Pupil Premium Statement For the period 2023-2025

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 School Malvern
Number of pupils in school 2023-2024	34
Proportion (%) of pupil premium eligible pupils	72%
Academic years covered	2023 to 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sue Hornby Headteacher
Pupil premium lead	Sue Hornby
Governor / Trustee lead	Sarah Slater

Funding overview

Detail	Amount
Pupil premium funding allocation 2023-2024	WCC £21505.00 HCC £3105.00
Recovery premium funding allocation 2023-2024	WCC £14347.06
Pupil Premium Plus Funding allocated 2023-2024	WCC £685.00
Pupil premium funding carried forward from previous years	£0
Total budget for academic year 2023-2024	£39642.06

Part A: Pupil premium strategy plan 2024-2025

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, there can be a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges 2024-2025

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally make less progress from their starting points, than their peers. This attainment gap is already increased when pupils have SEND.
2	To identify and support the Speech, Language and Communication needs of disadvantaged pupils as they generally have greater challenges with processing information, and with communicating and expressing their needs, thoughts and emotions than their peers.
3	Many disadvantaged families struggle to provide enrichment or extra curricular activities from home, to support healthy lifestyles, and the development of talents, interests and hobbies.
4	Nationally a high proportion of disadvantaged pupils are persistently absent, as are those with SEND. Additionally, pupils who experience mental health issues are 7 times more likely to have 15 days of absence in a school year compared to those without.

Intended outcomes 2024-2025

Challenge number	Intended Outcome	Success Criteria
<p>1</p> <p>Potential lack of progress in numeracy and literacy</p>	<p>Improved attainment for disadvantaged pupils, notably in maths and English, relative to their starting points and SEN barriers.</p> <p>Improved confidence and learning resilience for disadvantaged pupils in maths and English.</p> <p>Effective use of learning aids and equipment to support SEN.</p> <p>Increased engagement in functional skills sessions.</p>	<p>Improved attainment for disadvantaged pupils, notably in maths and English, relative to their starting points and SEN barriers.</p> <p>Increased engagement levels for disadvantaged children.</p> <p>Early recognition and pastoral support for pupils with a pattern of reduced engagement or avoidance of functional skills sessions.</p>
<p>2</p> <p>Unmet speech and language needs</p>	<p>Improved language comprehension and information recall for disadvantaged pupils so that they can engage more fully in learning</p> <p>Pupils can access a range of strategies to aid their understanding and use a range of communication systems to develop expressive communication skills.</p> <p>NHS support for pupils with needs requiring ongoing support, and referral for those with needs identified in house.</p> <p>Pupils are able to communicate their needs appropriately.</p> <p>Review of new pupils' needs during the Autumn term.</p>	<p>Safe expressions of thoughts and feelings, evidenced through behaviour records.</p> <p>Greater engagement in learning and attainment.</p> <p>Work targeted at meeting the objectives identified by NHS or in house SALT.</p> <p>Feedback from parents and improvement in the home environment.</p>

<p>3 Lack of enrichment opportunities</p>	<p>Disadvantaged pupils having opportunities to go on trips, visits and develop personal interests.</p> <p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p> <p>Pupils identify places of interest to visit and with support from staff plan trips.</p>	<p>Increased number of pupils engaging in enrichment activities and developing personal interests.</p> <p>Anecdotally via case studies, observations and discussions with pupils and their families.</p>
<p>4 Reducing persistent absence due to mental health issues. Mental health and physical well being</p>	<p>Fewer mental health related causes for concern, or ongoing concerns without resolution.</p> <p>Pupils have opportunities to develop their understanding of mental health and its links to health and well being.</p> <p>Pupils have opportunities to engage with positive mental health and wellbeing activities.</p> <p>Fewer disadvantaged pupils persistently absent from school for mental health issues.</p>	<p>Cause for concern logs; observations and discussions with pupils and their families.</p> <p>Improved attendance.</p> <p>Targeted engagement of pupils with absence levels classed as persistently high in school enrichment.</p>

Planned activity 2024-2025

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Budgeted cost: £24,900

Teaching

Activity	Evidence that supports this approach	Challenges addressed
<p>CPL for teaching staff on developing pupils' mental models and recognising themselves as learners.</p>	<p>Evidence informed practice regarding Rosenshines principles of instruction.</p> <p>Rosenshine's principles have clarity and simplicity and support teachers seeking to engage with cognitive sciences and the wider world of educational research.</p> <p>The focus for the T&L CPL is to address the 10 strands and recognise strategies to ensure these permeate through teaching practice</p> <p>(eg, Daily review; check for student understanding; present new material using small steps; obtain a high success rate; ask questions; provide scaffolds for difficult tasks; provide models; independent practice; guide Student practice and Weekly and monthly review)</p> <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol.</p> <p>The Emerging Science of Teacher Expertise</p>	<p>1, 2</p>
<p>CPL for teaching staff on developing scaffolding skills, explicit instruction, and cognitive (and metacognitive strategies)</p>	<p>EEF guidance on five evidence based strategies to support high quality teaching for pupils with SEND.</p> <p>EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND</p>	<p>1, 2</p>

<p>Retention of speech and language therapist and SALT training to improve communication strategies throughout school.</p>	<p>Communication skills CPL training for all staff. Immediate input into team meetings.</p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists:</p> <p>What works database</p>	<p>1, 2</p>
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Targeted academic support

Activity	Evidence that supports this approach	Challenges addressed
Continued targeted Mindfulness training for pupils.	<p>There has been extensive research into the benefits of mindfulness for all age groups. See MiSPs research catalogue to support claims that Mindfulness in schools helps to improve mental health, concentration and cognition, helps develop social and emotional learning and improves behaviour.</p> <p>Research - Mindfulness in Schools Project</p>	2, 4
Increased provision of Drawing and Talking Therapy.	<p>Drawing and Talking Therapy is a safe short term, time-limited therapy to be used with young people who have suffered trauma or have underlying emotional difficulties. It supports those who are not realising their full potential either academically, professionally or socially.</p> <p>Drawing and Talking Therapy is based on Dr John Allan's Serial Drawing technique and work done by British Child Psychotherapist, Michael Green.</p> <p>Drawing and Talking helps teachers tackle children's mental health issues Primary Times</p>	2, 4
Pastoral team hours to support attendance.	There is a direct link between attendance and better attainment.	1, 2, 4
Trial of Lego based therapy.	<p>Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.</p> <p>Using Lego Therapy with autistic learners</p>	4

Wider strategies

Activity	Evidence that supports this approach	Challenges addressed
Improved use of sensory regulation equipment for PP pupils with enhanced sensory needs, including autism.	<p>We have observed that sensory equipment and resources such as cushions, lap pads, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>Worcestershire County Council SEND- Neurodivergence</p>	1
<p>Cultural trips and in-school arts activities, including art, music, sport and drama.</p> <p>Disadvantaged pupils having opportunities to go on trips, visits and develop personal interests.</p>	<p>As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p> <p>The power of music to change lives - A National Plan for Music Education</p> <p>In our experience trips and visits outside of the school and to the wider community benefit pupils by bringing subjects to life, increases motivation and boosts self confidence.</p> <p>Targeted tracking to ensure all pupils are able to access enrichment opportunities, especially those on local authority transport within other transport options.</p>	3, 4
Funded residential trips.	Evidence in experiencing a residential trip suggests improvements in mental well-being, behaviour and engagement. Impact - Jamie's Farm	2, 3, 4
Increased contact with parents and parental engagement in school activities including EBSA workshops for parents.	<p>The importance of parental engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills, better school attendance and closure of the achievement gap. Parental Engagement Evidence</p> <p>EEF Effective Parental Engagement for Pupils with SEND</p>	1, 2, 3, 4

Part B: Review of the previous academic year

Activity in the academic year 2023-2024

This details how we spent our pupil premium in 2023-2024 and the challenges addressed.

Budgeted cost: £39642.06

Challenge	Activities	Outcomes
Potential lack of progress in functional skills	<p>Spend on FS Resources to support implementation of EHCP recommended interventions.</p> <p>A visit to Malvern Theatres tied to a Functional Skills English text 'The Boy at the Back of the Class'.</p>	<p>Improved attainment was seen for some disadvantaged pupils relative to their starting points and SEN barriers.</p> <p>Two thirds of disadvantaged pupils leaving at year 11 achieved Level 1 English and maths qualifications.</p> <p>Disadvantaged pupils on average made 2.5 levels of progress during their time at school.</p>
Delays in speech language and communication	<p>Recruitment and part funding costs for a SLCN specialist started from September 2023.</p> <p>Direct spend on SALT resources, training and supervision.</p>	<p>One to one and paired sessions for high support need pupils working with a qualified speech and language therapist, with measurable improvements for pupils against their specified targets.</p> <p>Improvements noted for casework pupils through NHS SALT reviews.</p> <p>Training of the staff team.</p> <p>Gradual introduction of a communication friendly environment (universal benefit).</p>
Lack of enrichment opportunities	<p>Large increase in trips and visits to support learning, improve mental health and increase cultural capital for disadvantaged pupils, including two whole school trips; a cinema visit and a Malvern Hills walk.</p> <p>Purchases of consumable art materials and a skills workshop visit, and improvements to music</p>	<p>100% of disadvantaged pupils engaged in at least one enrichment opportunity during the year.</p> <p>96% engaged in two or more engagement activities throughout the year.</p> <p>87% engagement by disadvantaged pupils for both of the whole school activities.</p>

	<p>resources to promote cultural capital and individual skills.</p> <p>The purchase and installation of adjustable basketball hoops and an English theatre trip (see above).</p> <p>Individual targeted provision of activities, including climbing, hill walking and horse riding.</p>	
<p>Mental health and physical well being</p>	<p>Mindfulness training for targeted pupils throughout school.</p> <p>Cognitive Behavioural therapy (CBT) or therapeutic counselling provided for targeted pupils.</p> <p>Suicide awareness training for staff.</p> <p>Alternative provision opportunities provided for disadvantaged children.</p> <p>External coaching provided in school to promote physical health and personal interests as part of mental well being, providers included Worcester Wolves Basketball, Newtown Football Club, Sight Concern, Malvern Hills District Council, School Games, Worcester Warriors Foundation.</p> <p>Drawing and Talking Therapy training Feb and May 2024.</p>	<p>Nine out of ten pupils accessing CBT or therapeutic counselling were disadvantaged pupils.</p> <p>Five disadvantaged pupils accessed alternative provision.</p> <p>Some reduction in cause for concerns relating to disadvantaged pupils (evidenced through cause for concern records).</p> <p>Improved learning engagement for disadvantaged pupils (evidenced through engagement records)</p> <p>Key stage 4 pupils engaged in the The Blues Programme-Action for Children.</p> <p>All pupils attend daily GMBs (Good Morning Bridge) throughout the year there were 16 with a direct mental health focus.</p> <p>Drawing and Talking Therapy has been provided for 6 disadvantaged pupils.</p>