

# Bridge School Malvern



## Pupil Premium Statement For the period 2022-2024

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 2022-2023	32
Proportion (%) of pupil premium eligible pupils	62%
Academic years covered	2022 to 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sue Hornby Headteacher
Pupil premium lead	Sue Hornby
Governor / Trustee lead	Helen Attree

### Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2022-2023	WCC 14,562 HCC 985
Recovery premium funding allocation this academic year	WCC 4,500
Pupil premium funding carried forward from previous years	£0
<b>Total budget for academic year 2022-2023</b>	<b>20,047</b>

# Part A: Pupil premium strategy plan

## 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 2023-2024

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points. Whilst the types of barriers to learning that disadvantaged pupils experience vary considerably, confidence and learning resilience around maths and English are of significant concern.
2	Research, assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils. As a result, disadvantaged pupils generally have greater challenges with processing, retention and recall of instructions and information, and with communicating and expressing their needs, thoughts and emotions than their peers, including non-verbal communication, limited expressive language and social interaction difficulties.
3	Discussions with pupils and parents/carers show that in the cost of living crisis, many disadvantaged families struggle to provide enrichment or extra curricular activities from home. As a result we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. This can contribute to low disaffection and overall achievement.
4	Documented evidence, observations and conversations with pupils indicate that our disadvantaged pupils struggle with anxiety and mental health issues which can present as suicide ideation and self harming. Anxiety and mental health are significant factors in poor school attendance.

## Intended outcomes 2023-2024

Challenge number	Intended Outcome	Success Criteria
1 Potential lack of progress in functional skills	<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>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>
2 Delays in speech, language & communication skills	<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>Safe expressions of thoughts and feelings, evidenced through behaviour records.</p> <p>Greater engagement in learning and attainment.</p>
3 Lack of enrichment opportunities	<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>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>
4 Mental health and physical well being	<p>Fewer mental health related cause for concerns, or ongoing 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>Cause for concern logs; observations and discussions with pupils and their families.</p> <p>Improved attendance.</p>

## Planned activity 2023-24

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

Budgeted cost: £26,105(estimated)

### Teaching

Activity	Evidence that supports this approach	Challenges addressed
CPL for teaching staff on developing pupils' mental models.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:  <a href="#">Cognitive Load Theory and its application in the classroom : My College</a>	1, 2
CPL for teaching staff on developing scaffolding skills, explicit instruction, and cognitive (and metacognitive strategies)	EEF guidance on five evidence based strategies to support high quality teaching for pupils with SEND.  <a href="#">EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND</a>	1, 2
Recruitment of speech and language specialist.	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:  <a href="#">What works database</a>	1, 2

## Targeted academic support

Activity	Evidence that supports this approach	Challenges addressed
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, help develop social and emotional learning and improve behaviour.</p> <p><a href="#">Research - Mindfulness in Schools Project</a></p>	4
Drawing and Talking intervention	<p>Drawing and talking 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 is based on Dr John Allan's Serial Drawing technique and work done by British Child Psychotherapist, Michael Green.</p> <p><a href="#">Drawing and Talking helps teachers tackle children's mental health issues   Primary Times</a></p>	2, 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.	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.	1
<p>Cultural trips and in-school arts activities, including art, music 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><a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">The power of music to change lives - A National Plan for Music Education</a></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>Evidence in experiencing a residential trip suggests improvements in mental well-being, behaviour and engagement. <a href="#">Impact - Jamie's Farm</a></p>	3, 4

## Part B: Review of the previous academic year

### Activity in the academic year 2022-2023

This details how we spent our pupil premium in 2022-2023 and the challenges addressed.

Budgeted cost: £20,047

Challenge	Activities	Outcomes
Potential lack of progress in functional skills	Spend on FS Resources to support implementation of EHCP recommended interventions.	Improved attainment was seen for some disadvantaged pupils relative to their starting points and SEN barriers. Improved engagement for disadvantaged pupils in maths and English.
Lack of enrichment opportunities	Large increase trips and visits following whole school training and improved processes around taking children off site. Improved art and music resources and drama workshop for pupils including disadvantaged children.	Greater uptake in enrichment activities, trips and visits, by disadvantaged children (evidenced through events schedule and records).
Mental health and physical well being	Mindfulness training for pupils including disadvantaged children. Suicide awareness training for staff. Alternative provision opportunities for disadvantaged children. Worcester Wolves Basketball Club - coaching provided in school to promote physical health and personal interests as part of mental well being.	Some reduction in cause for concerns relating to disadvantaged pupils (evidenced through cause for concern records). Improved learning engagement for disadvantaged pupils (evidenced through engagement records)
Metacognition & self regulation	B2 psychosocial skills assessment introduced for all pupils to identify specific gaps in development.	Increase in safe expressions of thoughts and feelings (evidenced through behaviour records for disadvantaged children).



		Improved emotional regulation at home (discussions with pupils and their families).
Delays in speech language and communication	Unable to contract with NHS due to staff shortages. The decision was made to recruit our own SLCN specialist. Recruitment costs for SLCN specialist to start September 2023.	The school relied on previous learning for NHS contracted specialists but recognises the importance of ongoing CPL for staff and targeted specialist support for pupils. Action taken to recruit for next year.
Lack of opportunities to develop independent living skills	Cookery club and sporting equipment. Alternative provision opportunities for disadvantaged children. Sex education resources.	Pupils learning cooking skills alongside parents to cook at home (cookery club attendance; discussions with pupils and their families) Increased awareness of safe and healthy relationships. AP provision to support transitions and self organisation.