

Bridge School Malvern



Pupil Premium Statement For the period 2021-2022 to 2023-2024

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 2021-22	28
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
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 2021-2022	£15,110
Recovery premium funding allocation this academic year	WCC £660, HCC £162.06
Pupil premium funding carried forward from previous years (£0 if n/a)	£8,385
Total budget for academic year 2021-2022	£24,317.06

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

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

Challenge number	Detail of challenge
1. Mental health	<p>Our assessments, observations and discussions with pupils and families of disadvantaged children suggest that poor mental health is a significant concern. These findings are backed up by several national studies.</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by difficult school histories due to undiagnosed SEN, isolation due to the pandemic, lack of enrichment opportunities or learning support at home. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
2. Metacognition/self regulation	<p>Our observations suggest most of our PP pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their ability to accept support to face challenges, both socially and academically.</p>
3. Delays in speech, language & communication skills	<p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school. They tend to experience greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.</p>
4. Potential lack of progress in functional skills	<p>National statistics show that children from disadvantaged backgrounds are less likely to make appropriate levels of progress in maths and English than those who are not disadvantaged. Given the wide range of SEN presented at the school, particular effort will be made to ensure those from disadvantaged backgrounds are making good progress, whilst taking their specific SEN into account.</p>
5. Lack of enrichment opportunities or learning support at home	<p>Observation and discussions with children and families indicates that children from disadvantaged backgrounds are less likely to engage in enrichment or extracurricular activities, or have access to a computer at home.</p>
6. Lack of opportunities to develop independent living skills	<p>Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills such as independent travel and personal organisation.</p>

Intended outcomes

This explains the outcomes we are aiming for, our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Strategy and evidence
1. Fewer mental health related cause for concerns.	<p>Strategies: Introduce counselling and art therapy to the timetable; increase availability of mindfulness training; staff to complete mental health training through National College.</p> <p>Evidence: Cause for concern logs; observations and discussions with pupils and their families.</p>
2. Improved levels of metacognition/self regulation	<p>Strategy: Introduction of online assessment tool to assess psychosocial skills for all pupils and identify specific gaps in development such as emotional regulation; frequent review of strategies to overcome barriers to learning, via case studies; social skills interventions; and improved pastoral care facilities, for engaging pupils who are unable to engage in sessions.</p> <p>Evidence: Through online assessment; an increase in session engagement; anecdotally via case studies, observations and discussions with pupils and their families.</p>
3. Improved ability of children to process and recall instructions,	<p>Strategy: SLCN assessment and interventions; SLCN interventions; staff training and CPD.</p> <p>Evidence: SLCN re-assessment; improved engagement in sessions; anecdotally via case studies, observations and discussions with pupils and their families.</p>
4. Disadvantaged pupils making similar progress to their peers, in relation to their specific SEN.	<p>Strategy: Full implementation of EHCP recommended provision; one to one or one to two teaching; staff training and CPD</p> <p>Evidence: Ongoing tracking of all pupils' progress.</p>
5. Disadvantaged pupils having opportunities to go on trips, visits and develop personal interests.	<p>Strategy: The promotion of healthy living and good mental health across the school through PSHE, RSE and morning assemblies; relationship building with parents of disadvantaged children to ensure that permissions are provided; fund equipment and costs for disadvantaged pupils; provision of Chromebook for home use, with appropriate safety settings.</p> <p>Evidence: Increased number of pupils engaging in enrichment activities or developing personal interests.</p>
6. Disadvantaged pupils to develop independent living skills and positive progression from school.	<p>Strategy: All PP pupils are able to access high quality work experience and careers mentoring; close working with families to ensure parental engagement in the programme.</p> <p>Evidence: PP pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers.</p>

Activity in the academic year 2021-2022

This details how we spent our pupil premium in 2021-2022, to address the challenges listed above.

Budgeted cost: **£24,317.06**

Challenge	Activities
1. Mental health	Introduce counselling and art therapy to the timetable; increase availability of mindfulness training.
2. Metacognition/self regulation	Introduction of online assessment tool to assess psychosocial skills for all pupils and identify specific gaps in development.
3. Delays in speech, language & communication skills	Contracting with NHS SLCN team for one day a week: <ul style="list-style-type: none">● Initial assessment● Introducing targeted and cross school interventions● Training up existing staff in the delivery of interventions
4. Potential lack of progress in functional skills	Implementation of EHCP recommended interventions. Initial assessment and ongoing assessment of progress to identify which pupils are not making appropriate progress for their level of SEN.
5. Lack of enrichment opportunities or learning support at home	All pupils have access to personal Chromebook; funding summer school (rugby) and buying kit for children identified as needing pupil premium. Purchasing music equipment to support pupils to play instruments at home (piano and ukulele)
6. Lack of opportunities to develop independent living skills	High levels of parent engagement in the careers programme.

Planned activity in the academic years 2022-2023 to 2023-2024

This details how we plan to spend our pupil premium in future, to address the challenges listed above.

Budgeted cost for 2022-2023: **£15,550.**

Challenge	Activities
1. Mental health	<p>Staff to complete mental health training through National College.</p> <p>Maintain or increase opportunities for counselling and art therapy.</p> <p>Maintain levels of availability of mindfulness training.</p>
2. Metacognition/self regulation	<p>Review the process of case studies and assessment of psychosocial skills to see if current practice can be improved.</p> <p>Improved pastoral care facilities, for engaging pupils who are unable to engage in sessions.</p> <p>Provide internal staff CPD for handling pupils unable to cope in sessions.</p> <p>Improve recording of work done with pupils unable to cope in sessions to enable sequenced and progressive approach to support.</p> <p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We have observed that sensory equipment and resources such as beanbags, exercise balls, sensory seat pads and weighted blankets can be effective at providing support for our pupils with sensory needs.</p>
3. Delays in speech, language & communication skills	<p>Re-contracting with NHS SLCN team for one day a week, as in previous year but with emphasis on staff development.</p>
4. Potential lack of progress in functional skills	<p>Initial assessment and ongoing assessment of progress to identify which pupils are not making appropriate progress for their level of SEN; including PP pupils as agenda item on FS team meetings.</p> <p>Purchasing new equipment following an inventory of current equipment. We have observed that resources such as exercise balls and sensory seat pads can help children with ADHD type presentation stay seated for longer; and that writing slopes and large print keyboards can be effective in increasing engagement in functional skills.</p>
5. Lack of enrichment opportunities or learning support at home	<p>Opportunities given to fund extra curricular activities and support the development of personal interests for pupils with PP.</p>

	The promotion of healthy living and good mental health across the school through PSHE, RSE and morning assemblies (GMBs). These issues will be addressed with PP pupils through one to one mentoring.
6. Lack of opportunities to develop independent living skills	High levels of parent engagement in the careers programme; ensuring PP pupils have equal opportunities for college visits, work experience, interview preparation and employer visits.

Part B: Review of outcomes in 2021-2022

Budgeted cost: £24,317.06.

Challenge	Activities
5. Mental health	Introduce counselling and art therapy to the timetable; increase availability of mindfulness training.
6. Metacognition/self regulation	Introduction of online assessment tool to assess psychosocial skills for all pupils and identify specific gaps in development.
7. Delays in speech, language & communication skills	Contracting with NHS SLCN team for one day a week: <ul style="list-style-type: none"> ● Initial assessment ● Introducing targeted and cross school interventions ● Training up existing staff in the delivery of interventions
8. Potential lack of progress in functional skills	Implementation of EHCP recommended interventions. Initial assessment and ongoing assessment of progress to identify which pupils are not making appropriate progress for their level of SEN.
5. Lack of enrichment opportunities or learning support at home	All pupils have access to personal Chromebook; funding summer school (rugby) and buying kit for children identified as needing pupil premium. Purchasing music equipment to support pupils to play instruments at home (piano and ukulele)
6. Lack of opportunities to develop independent living skills	High levels of parent engagement in the careers programme.

Our internal assessments during 2021/22 indicated that out of eleven pupils eligible for PP, 64% were making appropriate progress in academic and psychosocial skills outcomes, including metacognition, and that 36% were in general below what was anticipated.

Our assessment of the reasons for these outcomes points to meticulous and rigorous recording and review of all pupils' progress across the curriculum means that those from disadvantaged backgrounds are closely monitored and suitable

interventions put in place to support their key learning needs. The 36% who were progressing below anticipated levels experience the following common factors:

Challenging personal situations that impacted on their sense of safety and wellbeing

We attempted to mitigate the impact on personal and academic learning by providing therapeutic interventions such as counselling and mindfulness, and one to one support through mentoring. Of those PP pupils making below expected progress, seven referrals were made to external agencies, including Early Help, Family Front Door, Occupational Therapy and CAMHS.

Concern for their future and challenges around access to support

Our assessments and observations suggested that uncertainty and concern over their future challenges around access to support, were detrimental to pupil's behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

Limited opportunities for face to face social interaction

This included limited opportunities to develop social and communication skills and independence and impacting on their development of new skills, interests and good mental health. There was some evidence that this was exacerbated by the Covid19 pandemic in the early part of the school year. We mitigated the impact on academic outcomes by our resolution to provide differentiated support to our pupils in the classroom, and where necessary during the pandemic, online. We also helped pupils to engage in external sports clubs and provided funding for a summer school, sports and music equipment.