

## Pupil Premium Strategy - The Bridge Short Stay School 2017/18

Summary Information		
Data Updated: 15/12/17		Strategy Reviewed by Management Committee: January 2018
Number of Students on Roll	Number of Students Eligible for PP	Pupil Premium Budget
Current: 39	Current: 28 (72%)	Sept 17 – March 18: £10 010
Year to Date: 45	Year to Date: 31 (69%)	

Key Barriers to Achievement of Students Eligible for Pupil Premium	
1	<b>Attendance:</b> Students eligible for Pupil Premium have lower rates of attendance and punctuality than those not eligible for funding and significantly lower rates than the national average
2	<b>Gaps in Learning:</b> Students eligible for Pupil Premium have typically had disrupted educational histories prior to admission at The Bridge, with low rates of attendance and frequent time missed due to fixed term exclusions leading to gaps in their learning
3	<b>Social Welfare Issues:</b> Students eligible for Pupil Premium frequently have multi-agency involvement ranging from TAF to Child Protection
4	<b>Lack of Engagement in Education:</b> Students eligible for Pupil Premium frequently have entrenched negative attitudes towards education and lack engagement

<b>Intended Outcomes</b>	
1. Attendance	Regular monitoring of attendance patterns will demonstrate that: <ul style="list-style-type: none"> <li>• Attendance and punctuality of student eligible for grant is on a par with those who are not</li> <li>• Attendance improves over time and moves towards the national average</li> <li>• Majority of students eligible for grant demonstrate improved attendance compared to their prior setting</li> </ul>
2. Gaps in Learning	<ul style="list-style-type: none"> <li>• Majority of students make academic progress in line with school target setting policy</li> <li>• Reduction in difference between chronological age and ability in markers of literacy</li> </ul>
3. Social Welfare Issues	<ul style="list-style-type: none"> <li>• Barriers to learning minimised</li> <li>• Improved attendance</li> <li>• Improved behaviour</li> </ul>
4. Lack of Engagement in Education	<ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• Improved behaviour – reduced fixed term exclusions</li> <li>• Majority if students make progress in line with school target setting policy</li> </ul>

<b>Planned Expenditure</b>		
<b>Barrier</b>	<b>Activity and Rationale</b>	<b>Spend</b>
1. Attendance	<b>Audit of attendance policy/practice:</b> Significantly reduced Education Welfare input from Local Authority from Jan 2018 will necessitate changes in approach to absence and persistent absence. Commissioning of audit from experienced Education Welfare Professionals to support the school in developing best practice approaches to ensure improved rates of attendance	<b>£1200</b>
2. Gaps in Learning	<b>Booster Literacy Sessions:</b> 1:1 and very small group booster sessions to develop literacy skills in students identified as having a differential between chronological age and markers of literacy	<b>£2637</b>
3. Social Welfare Issues	<b>Breakfast Club:</b> DfE (2017) evidences impact of breakfast clubs in improved behaviour and concentration. Anecdotal evidence that provision of breakfast supports improved attendance and punctuality	<b>£1550</b>
4. Lack of Engagement in Education	<b>Work Placements:</b> Improving attendance and engagement of students who are put off by traditional school curriculum. Supporting progress in non-academic aspects of development and readiness for Post 16 opportunities	<b>£775</b>
	<b>Learning Outside the Classroom (Including Eden Project):</b> Corf (2016) reported on the positive influence on learning of time spent in the natural environment, particularly for students with ADHD. LOTC curriculum provides additional opportunities for students to develop key emotional and social skills alongside practical opportunities to reinforce academic learning.	<b>£5941</b>

**Impact of Pupil Premium Strategy will be measured in following ways:**

- Attendance of students eligible for grant compared to those not eligible; national averages and PRU/AP averages
- Attendance of students eligible for grant compared to their attendance at previous setting
- Proportion of students making academic progress in line with school target setting policy
- GCSE results of students eligible for grant compared to those who are not
- Numbers of students fixed term excluded, number of exclusions and time lost to exclusion
- Improvement in literacy assessment scores
- Improvement in pastoral assessments including PASS & SDQ

**Strategy to be reviewed by Management Committee: January 2019**