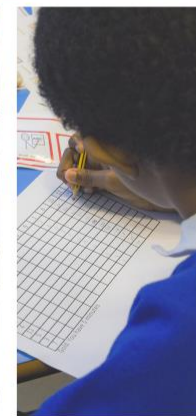


## Pupil premium strategy / Self-Evaluation (SEN schools)



1. Summary information					
School	The Bridge Primary & Secondary			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD & Autism
Academic Year	2019/20	Total PP budget	Primary - £76,686 Secondary - £58,394	Date of most recent PP Review	July 2019
Total number of pupils	Primary -110 Secondary - 95	Number of pupils eligible for PP	107	Date for next internal review of this strategy	November 2019
2. Barriers to future attainment (for pupils eligible for PP )					
In-school barriers					
A.	Ability to self-regulate behaviours				
B.	Challenges with speech and language difficulties				
C.	Lack of confidence, readiness for learning and independence				
External barriers					
D.	Parents understanding of SEN, strategies the school uses and confidence in using interventions at home.				
E.	Unrealistic expectations or aspirations				
F.	Socio-economic deprivation and English as an additional language				
G.	Limited access to physical, social and cultural experiences in the community				

3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Parents engaged with school - Relationship with parents positive	Increased participation with school Attendance at meetings Timetable for parents providing a range of activities Parents able to say what they would like to learn about Parents using strategies at home Parents taking responsibility and have confidence to be proactive
B.	Parents confident at managing behaviour	Parents discuss with behaviour team & engage in CAMHS session Willingness to try strategies and feedback
C.	Quality of teaching good or better	AHT, HoS and behaviour team working alongside staff in classes to ensure green layer support are in place. Teachers engaged in joint teaching to challenge, support and take risks to improve learning. Learning walks to assess engagement Understanding of high levels of engagement L/SNPs understanding of role Staff engaged in research
D.	Targeted students given additional support through a therapeutic space.	Art therapy
E.	Pupils are ready to learn	Sensory integration strategies through equipment in classrooms Play equipment in playgrounds
F.	All sixth form students can go on a school journey.	No students are prohibited from going on school journey due to cost.
4. Planned expenditure		
Academic year	2019-20	
The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
i. Quality of teaching for all		

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead & anticipated cost	When will you review implementation?
Behaviour support to be brought into leadership team through regular input into classes i.e. modelling, advice, class meetings.	To ensure consistency and ensure 'green layer' is in all classes.  Ricky to provide support for parents with behaviour of concern.	Quality of outcome will be improved through ensuring pupils have the correct support.  Central to PBS is the recognition that all people supporting a student should be following the same strategies.	Weekly behaviour meetings and needs of pupils discussed in leadership meetings	Lauren as AH at primary  Ricky – 4 days a week at primary  Millie as senior teacher at secondary	November 2019
PBS	All staff have a consistent approach to managing behaviour of concern and this approach shared widely with all support each pupil.	Consistency will ensure good quality of life.	PBS team meet regularly	Cost of Joke providing ongoing training + time for staff to be out of class £200 per day project time	April 2020
Sensory integration	Students ready to learn.	Occupational therapists recommend strategies to support pupils to be ready to learn.	Resources purchased following discussion with the OTs. Child centred meetings and integrated working meetings will monitor implementation of the strategies.		November 2019

Research	Staff engaged in meaningful research to consider the pedagogy and practices within the school related to relevant literature. (Learning Communities)  All teachers signed up for Chartered College of Teaching.	Previous research has facilitated change in practice and positive feedback from staff.	Monitored at leadership meetings	Contribution to Jamie  Payment for Chartered College	January 2020
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Art therapy Leah 1 day	Emotional regulation	Individual students need to develop their self-esteem and confidence.	HoS monitor and evaluate the work and its impact.	Julian	November 2019
<b>Total budgeted cost</b>					
<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Parent support – Mandy at primary, Leah at secondary Mandy full time Leah 1 day	Parents feel supported and working in partnership with the school.	Previous year showed an increase in requests for signposting and support.	HoS monitor and evaluate the parent support work.	Penny	October 2019

Fund school journey for sixth form	All students can attend	Removing barriers to attendance.	HoS & AH at secondary to talk directly to parents.	Sharon	January 2020
<b>Total budgeted cost</b>					

5. Review of expenditure					
Previous Academic Year		£98,959			
i. Quality of teaching for all					
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost	
Increased time for leadership team to be out of class	Support to improve quality of learning	Leadership team were able to increase the support to class teachers and develop the consistency across classes.	The model for supporting teachers has been adopted into the staffing structure.	N/A	
Learning communities delivered	Twilight sessions provided to engage staff in research	Staff have a greater understanding into the published research about a range of issues that impact on learning. Staff consider practical solutions to issues raised.	Discussions with staff from across the MAT developed deeper thinking and made changes to practice.	Contribution to research £7,172	
Contribution to PBS	Each site has a PBS team supporting the implementation of the PBS framework across the school.	Staff have been fully engaged in the principles of PBS and the change projects. Behaviour management is outstanding across the school.	Continue with embedding PBS .	Contribution to PBS £9,600	
ii. Targeted support					
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost	

Behaviour support team	Staff feel confident to manage students behaviour	Minimised barriers to learning from behaviour of concern. Staff feel supported	Staff to take the lead with behaviour team to facilitate universal support	£58,000
Art therapy	Specific students receive emotional support linked to their needs	Students had good attendance at sessions and enjoyed going	Share the intention with staff to ensure the appropriate students are assigned	Leah 2 days £15,000

**iii. Other approaches (including links to personal, social and emotional wellbeing)**

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Parent support	Parents have access to expertise in school	A few parents attended regularly and increased their confidence in using strategies	Increase the amount of parent support	£5,247
Secondary school journey	Students in sixth form increase self confidence and independence	All students were able to go on school journey	Continue to enable all students to attend.	£3,940

**6. Additional detail**

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