

Pupil Premium Strategy

September 2020



| 1. Summary information | | | | | |
|--|---|----------------------------------|---|--|--------------------|
| School | The Bridge Satellite Provision | | | Type of SEN (eg.PMLD/SLD/MLD etc.) | Autism, ADHD, SPLD |
| Academic Year | 2020-21 | Total PP budget | £33760.00 | Date of most recent PP Review | July 2020 |
| Total number of pupils | 32 | Number of pupils eligible for PP | 20 | Date for next internal review of this strategy | November 2020 |
| 2. Barriers to future attainment (for pupils eligible for PP) | | | | | |
| In-school barriers | | | | | |
| A. | Pupils' ability to self-regulate behaviours | | | | |
| B. | Challenges with social communication skills | | | | |
| C. | Lack of confidence, low self-esteem and readiness for learning | | | | |
| External barriers | | | | | |
| D. | Capacity for parents to implement interventions outside of the school environment | | | | |
| E. | Difficulties accessing physical, social and cultural experiences in the community | | | | |
| 3. Intended outcomes (specific outcomes and how they will be measured) | | | Success criteria | | |
| A. | Increase pupils' ability to self-regulate behaviours | | Self-regulation interventions embedded in the curriculum Staff modelling positive use of self-regulation strategies Pupils using strategies independently to support their emotional regulation throughout the school day Pupils generalising skills learnt within the wider community | | |
| B. | Support and develop social communication skills | | Social skills -interventions embedded in the curriculum Discreet sessions in place to support development of social communication skills SALT input and guidance in the teaching of the above Pupils generalising skills learnt within the wider community | | |
| C. | Increase in confidence, self-esteem and readiness for learning | | Regular scheduled times for pupils to reflect on all aspects of the school day Programmes in place to support understanding of differences/disability in a positive way Pupils have access to self-regulation activities in order to be ready for learning (see A) | | |
| D. | Support for parents to implement strategies home | | Timetabled parent support groups shared (virtual if needed) Opportunity for parents to choose topic focus for support groups Parents to have access to meetings with behaviour support team Continued attendance at meetings Good communication between teachers and parents – sharing of strategies Parents' increase of confidence to implement strategies at home | | |

| 4. Planned expenditure | | | | | |
|--|---|---|--|--------------------------------|--------------------------------------|
| Academic year | | 2020-21 | | | |
| 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? |
| Pupil progress and attainment will be accurately and consistently tracked by staff, against the relevant attainment standards. This will be shared with all relevant stakeholders at least annually. | Class teams are provided with data capture devices to ensure pupil progress and attainment is recorded and evidenced in a timely manner. | As a school, we are continuing to invest in 'Earwig' to record and track the progress of pupils following a range of assessment criteria. It was essential to support classroom staff to quickly and easily attach evidence to the system so the decision to provide each class with a device. Earwig is used efficiently used to record and support pupil progress. | Regular monitoring with SLT Top up training from ICT team | JG, RW, JP £1000 earwig | July 2021 |
| Behaviour support to provide regular input into classes i.e. modelling, advice, class meetings. | To ensure consistency and ensure 'green layer' is in all classes. Staff to provide support for parents with behaviours that challenge. | Staff will have more confidence in supporting pupils to self-regulate Pupils will be more independent in using self-regulation strategies Pupils feel regulated and are ready to learn | Regular behaviour meetings and needs of pupils discussed in leadership meetings Analysis of Bromcom behaviour events Feedback from parents | JG, GG, RD £20000 | July 2021 |

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| Implement and embed PBS. | <p>All staff have knowledge of preventative strategies to prevent behaviours that challenge</p> <p>All staff have a consistent approach to managing behaviours that challenge.</p> | <p>Creating a calm, settled and safe learning environment.</p> <p>Staff will have evidence of preventative strategies and will demonstrate a consistent approach</p> <p>Pupils feel regulated and are ready to learn</p> | <p>PBS team meet regularly</p> <p>Staff training</p> <p>Learning walks</p> | <p>£4000</p> <p>£1000</p> | July 2021 |
| Occupational therapist to model and recommend strategies to support pupils to be ready to learn. | <p>Staff to lead self-regulation interventions</p> <p>Pupils accessing regulation activities</p> <p>Pupils' ability to self-regulate increasing</p> | <p>Pupils need to be regulated in order to feel safe and calm</p> <p>Pupils need to be regulated in order to learn</p> <p>Reduction of behaviours that challenge</p> <p>Increased time spent learning</p> | <p>Analysis of Bromcom behaviour events</p> <p>Staff training</p> <p>Learning walks</p> | <p>£1000</p> <p>£6500</p> | July 2021 |
| Total budgeted cost | | | | | £33000 |
| ii. Targeted support | | | | | |
| Action | Intended outcome | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| Continuing Occupational Therapy support will empower classroom staff to develop the emotional needs of their pupils and provide individual pupils with planned periods of intervention | Pupil Premium funding will be used towards the costs of employing Occupational Therapists. | Evidence collected in Annual Review minutes, including feedback from families, and progress made by pupils towards targets on their EHCP support plans shows the importance of occupational therapy. Last year staff continued to receive zones of regulation training, increasing staff confidence at supporting all learners develop their emotional regulation skills. | Termly meetings between SLT and OT team to reflect on provision. Termly monitoring of EHCP support plans Analysis of Bromcom behaviour events Learning walks Parent feedback | Anastasia (OT) –split cost over budgets RW JG | |
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Total budgeted cost

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

| Action | Intended outcome | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Parent support – Occupational Therapist and Behaviour Support | Parents feel supported and working in partnership with the school. Promotes pupils to generalise skills across settings. | Previous year showed an increase in requests for signposting and support. Parent feedback indicated that support was useful. | HoS monitor and evaluate the parent support work. | Anastasia Ricky SLT | |

Total budgeted cost

5. Review of expenditure

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| Previous Academic Year 2019-20 | £30,605.00 |
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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 |
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| Occupational Therapist supported staff with whole interventions | Staff to become more confident in delivering interventions to support emotional regulation Pupils to have access to emotional regulation strategies | Staff more confident in delivering interventions Reduction in behaviour incidents (pupils better regulating emotions) | Positive results, to be continued. Ensure training is ongoing and revisited at the beginning of each academic year (for new staff members) | £2375 |
| Implement/Embed 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 . PBS team to facilitate staff and pupils taking more ownership of our ethos and values. | £4000 |
| 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 to be available | Staff feel confident to support students behaviour | Minimised barriers to learning from behaviours that challenge. Staff feel more confident and supported. | Positive results, to be continued. | £14000 |

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| Occupational Therapist to support staff to be able to lead interventions | Staff feel confident in implementing interventions. | Staff delivering targeted interventions including emotional regulation and sensory regulation | Positive results, to be continued. Therapist to work closely with SALT to ensure continuity across the school. Therapists to look closely at individual regulation plans needed. | £2375 |
| 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 frequency of parent support groups as well as increase engagement in more parents | £6038 £1750 £51 |
| 6. Additional detail | | | | |
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