

Pupil premium strategy / self- evaluation

1. Summary information					
School	Bridge Short Stay School				
Academic Year	2019-20	Total PP budget	£19,165	Date of most recent PP Review	June 2019
Total number of pupils	52	Number of pupils eligible for PP	24	Date for next internal review of this strategy	June 2020

2. Current attainment			
N/A for a PRU		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average			
Attainment 8 score average			

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Being Permanently Excluded from mainstream
B.	Poor Literacy
C.	Learning gaps due to poor attendance
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Underlying undiagnosed Mental Health and/or Learning issues

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Stable & appropriate educational placement	Return to mainstream or specialist placement.
B.	Improved attendance	From baseline indicators
C.	Improved Outcomes in English and Maths	From baseline indicators
D.	Narrowed learning gaps	From baseline indicators

5. Planned expenditure

Academic year 2019 - 20

The three headings enable you to demonstrate how you are using the 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 and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved teaching in Maths	Improved GCSE results	Good numeracy helps to access the curriculum Gives students the numeracy tools to be successful in and	Lesson observations, learning walks & work scrutiny	JM	June 2020
Improved teaching in English	Improved individual reading & writing outcomes	Good literacy helps to access the curriculum Gives students the literacy tools to be successful in and	Lesson observations, learning walks & work scrutiny	JM	June 2020
Key Stage 3 Hub to be up and running	Quality Character Education teaching Short term placements – diagnostic, do,	Good engagement with interesting lessons provides access to the curriculum / improves behaviour -money spent on resources	Lesson observations, learning walks & work scrutiny	JM	June 2020
Total budgeted cost					£2640

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Seek suitable alternative	Improve attendance & achievement	Mainstream school is not appropriate for all pupils	Lesson observations, learning walks & work	KWa	June 2020
Mentoring programme	Short term preventative placements are successful	Demand for these placements are high. Traditional teaching methods' have not worked for these students	Line managed by JMO. Action planning and review in lace.	JN	June 2020
Total budgeted cost					£4450
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Creative Media and Behaviour (SR)	Improved engagement and attendance	Develop skills and achieve qualifications and skills more appropriate than academic	Lesson observations, learning walks & work scrutiny	KWa	June 2020
Breakfast Club	Improved attendance	Better behaviour when had breakfast Some students do not eat in morning Social development Improved attendance	Monitoring of budget and food	JM	June 2020
Total budgeted cost					£11,535

6. Review of expenditure

Previous Academic Year – 2018/2019

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
Improved teaching in Maths	Improved GCSE results	Resources for Maths (My Maths, PixL maths) had good impact as shown in Maths outcomes	Leadership of the resources needed – quality of teaching is imperative to the success	£500
Improved teaching in English	Improved individual reading & writing outcomes	All English students studied literature and received personalised text books. 100% of students achieved 1-9 in Eng Lit	Leadership of the resources needed – quality of teaching is imperative to the success	£500

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
One to one Maths	Improved progress from baseline	RR was with us for one term. 50% of her one to one learners made progress from baseline.	Relationships are key for the success of the programme	£3230
Counselling	Support for mental health for our students	Support was very valuable and difficult to measure. 75% of all students who were seen by Counsellor more than 3 times saw their attendance improve.	We will not be paying for the counsellor from our PP money next year. We will be using our resources in a different way	£2040

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the	Lessons learned	Cost
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		success criteria? (Include impact on pupils not eligible for PP, if appropriate).	(and whether you will continue with this approach)	
Creative Media and Behaviour (SR)	Improved engagement and attendance	Reduction in behaviour incidents over time has been significant Improvement in outcomes (66% of students achieved a good pass (grade 5) or above in Creative Media	We have kept our approach the same this year due to the success of the blended approach SR has to behaviour management and academic progress PP funding for next year will pay for 1 day a week of SR time	£17,160

7. Additional detail

One of the aims of the Bridge Centre is to return pupils to mainstream as soon as they are ready. This can make the financial planning for them so difficult.

The Bridge Centre does not always receive the funding of a PP pupil, due to the nature of 6th day provision.

Not all PP pupils remain at The Bridge Centre

