

Pupil premium strategy statement – *The Bridge Academy*

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	December 21 st 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Mr Murdock Kellyman
Governor / Trustee lead	Marie George

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30550
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30550

Part A: Pupil premium strategy plan

Statement of intent

Rationale for our approach to curriculum, teaching & learning:

Last academic years Pupil Premium Strategy worked towards achieving our current intentions by aiming to raise attainment and pupil outcomes, improve attendance and support pupils social, emotional and mental health needs (SEMH). The current Pupil Premium strategy focuses on improving attendance and pupils SEMH by offering extensive enrichment activities such as widening horizons. The current strategy also intends to improve academic attainment and engagement by incorporating literacy and numeracy support through Read, Write Inc, Using a range of high-quality assessment tools such as WRAT's and Boxall profile and Educational Psychology support.

Our intended aims for academic year 2024 - 2025 at the Bridge Academy is to ensure that all students leave our school being School Ready, Work Ready and Life Ready. We are committed to giving our pupils the skills and academic outcomes to progress on to further education, training, and/or employment alongside developing their character and social and emotional skills needed to thrive within, and beyond, the classroom.

Our ultimate aims for all the pupils at the Bridge Academy is to engage them in education and reignite their love of learning and personal development. The first step to supporting our pupils is to ensure that our educational offer is relevant, adaptive, interesting, sequenced and evolving. This strategy intends to offer high quality teaching by providing bespoke CPD that will equip teachers and support staff with skills and strategies to bridge academic attainment gaps and reduce barriers to learning for pupils with SEMH and SEND.

As a school we are also aware that many of our children have been exposed to ACES and a significant number are likely to be exposed to violence, crime and CSE. This strategy aims to support pupils by providing a 'RAISE' Curriculum' which plays an integral role in supporting young people to recognise potential harm and respond appropriately. Through our 'RAISE' curriculum we will continually consider the use of external agencies, mentors, guest speakers, Physical Education and Sport experiences and engaging in youth community projects to combat SEMH barriers as well as improve pupil engagement and attendance.

Key principles of strategy 24-25 plan:

- *Provide high quality teaching and learning that allows pupils to make progress and achieve qualifications that contribute towards a pathway of further education and/or training.*
- *Improved attainment for all pupils across all subjects.*
- *Supporting pupils SEMH by offering a range of wider opportunities that broaden pupils' positive experiences and opportunities outside of the classroom.*

Challenges

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

Challenge number	Detail of challenge
1 – Disengagement in Education and	Increasingly, the profile of children that are referred into The Bridge Academy is one of disengagement and a lack of enthusiasm for education. Students do not place value in their studies or in the opportunities that education can provide. Our curriculum must therefore excite, motivate and inspire learners to engage with education, accept the purpose of regular attendance and achieve a suite of accreditations that will be their passport to their future.
2 – Low level literacy and Reading	The proportion of students who arrive at The Bridge Academy with a reading age below their chronological age is significant, and as a result many students lack the range of vocabulary held by their peers. We know that our curriculum needs to foster a love of reading first and foremost, as well as expose students to complex vocabulary and language across all subjects to narrow this gap and provide students with equal opportunity for the next phase of their education.
3 – SEMH Barriers	We are aware of the typical childhood experience of our community. For example, we know that a significant proportion of students at The Bridge Academy have had exposure to adverse childhood experiences (ACES), and a significant number are likely to be exposed to violence, crime and child sexual exploitation (CSE). Our wider 'RAISE Curriculum' plays an integral role in supporting students to recognise potential harm and respond appropriately. We use form time, discrete lessons as well as drop down days to teach children about the risks faced by young people of their age.
4 – Attendance	Attendance is a historic issue in alternative provision settings. We understand that our pupils have many barriers to accessing education and low attendance and gaps in schooling is one of those. We believe the first step to improving engagement in education is getting pupils to turn up, and we aim to do this by adding more focus on creating a harmonious school culture that helps pupils feel value and belonging.
5 - SEND	Pupils arriving at the Bridge Academy present with many SEND needs; both diagnosed and undiagnosed. A thorough SEND assessment process is needed and continual assessing, planning and reviewing of the support that we put in place to engage the young people we support.

Intended outcomes

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

Intended outcome	Success criteria
Improved engagement in education	<ul style="list-style-type: none"> Observed improvement of engagement in the classroom Pupil Voice – Pupils sharing their views on their educational offer School Improvement Feedback Learning walks
All pupils make progress in literacy and reading	<ul style="list-style-type: none"> Reading assessments (Read, write inc.) Reading Age Increased engagement in reading for pleasure
Improved SEMH for all pupils	<ul style="list-style-type: none"> Behaviour Data Analysis (Class Charts/Daily Tracker) seeing a reduction in negative behaviours and an increase in positive behaviours Positive feedback from SIP visits in relation to culture and pupil SEMH
Improved whole school attendance	<ul style="list-style-type: none"> Improved whole school attendance data Individual pupil case studies Individual improvements in attendance
Improved academic attainment for all pupils	<ul style="list-style-type: none"> End of year pupil outcomes

	<ul style="list-style-type: none"> • Improved academic offer (introduction of vocational courses alongside core subjects) • Majority of pupils have access to 5 qualifications
--	--

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD and development	<p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. To improve pupil outcomes, careful attention should be paid to how PD is designed.</i></p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.</i></p> <p><i>Leaders should Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation.</i></p> <p><i>Finally, leaders must recognise the time constraints faced by teachers and adapt professional development accordingly. Those designing and selecting PD should critically</i></p>	1, 2, 3 and 5

	<i>assess how a PD programme will fit in with the school routine.</i>	
	<i>Effective Professional Development EEF</i>	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring to be guided by subject teachers who identify areas of support. Tutors can then provide targeted support in those subject areas.</p>	<p><i>One to one tuition is very effective at improving pupil outcomes. One to one tuition may be an effective strategy for providing targeted support for pupils identified as having low prior attainment and are struggling in particular areas.</i></p> <p><i>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</i></p> <p><i>In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</i></p> <p>Reference: (Education Endowment Foundation) One to one tuition EEF</p>	1 and 2
<p>Extra-Curricular Sporting opportunities – Introduction of a school football team and staff to organise</p>	<p><i>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. There is a small positive impact of physical activity on academic attainment (+1 month).</i></p>	1, 2, 3 and 4

<p>regular fixtures and enter tournaments.</p> <p>Outdoor activity engagement: Mountain Biking, Hiking, Rock Climbing and Gorge Walking etc.</p>	<p><i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</i></p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i></p> <p><i>Reference: (Education Endowment Foundation)</i></p> <p>Physical activity EEF</p>	
<p>Reading comprehension strategies and interventions to improve reading ability and develop a love of reading for all pupils</p>	<p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p> <p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</i></p> <p><i>A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</i></p> <p><i>Reference: (Education Endowment Foundation)</i></p> <p>Reading comprehension strategies EEF</p>	<p>1 and 2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring from external organisations – One to One and small group interventions</p>	<p><i>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the</i></p>	<p>1, 2, 3 and 4</p>

	<p><i>development of trusting relationships with an adult or older peer can provide a different source of support.</i></p> <p><i>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</i></p> <p>Reference: (Education Endowment Foundation) Mentoring EEF</p>	
<p>Outdoor Adventure Learning and/or Forest School</p>	<p><i>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. There is also wider evidence indicating that Outdoor Adventure Learning improves self-efficacy, motivation and teamwork.</i></p> <p><i>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome. In summary, Outdoor Adventure Learning can play an important part in the wider school experience, regardless of any impact on academic outcomes.</i></p> <p>Reference: (Education Endowment Foundation) Outdoor adventure learning EEF</p>	<p>1,2, 3 and 4</p>
<p>Sports facilities – new Goals and roof net</p>	<p><i>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between Physical Activity and academic performance, it is crucial to ensure pupils access to high quality physical activity for the other benefits and opportunities it provides.</i></p>	<p>1, 2, 3 and 4</p>

	<p><i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</i></p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i></p> <p><i>Reference: (Education Endowment Foundation)</i></p> <p><i>Physical activity EEF</i></p>	
--	---	--

Total budgeted cost: £30500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023 – 2024 Pupil Premium Intended outcomes

- For all students to be entered for English & Maths GCSE exam in summer 2023.
- 100% students to achieve a qualification in English and in Maths by summer 2023.
- For all students to remain in education; with 100% Yr 11 gaining 5+ qualifications.
- For 100% Yr 11 students to have positive POST 16 destination in Sept 2023 with 0% NEETS in Sept 2023
- All students to have access to Lexplore reading tracker to improve reading for understanding and WRAT 5 and Boxall to support cognition and learning and social, emotional and mental health needs.
- Increase in the number of students to regularly attend/engage with mental health and wellbeing activities. Students to receive relevant and informative careers support so they have a clear goal and understanding for post 16 plans.
- Enable as many KS1, KS2 and KS3 students to return to mainstream by securing a managed move placement and facilitating relevant support to make the managed move a success so they can return to mainstream permanently.
- To enable the identification of need so appropriate support can be put into place to promote positive academic and personal progress of students. To support transition to appropriate further educational settings in line with individual student need.

Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils

The Bridge Academy is part of a group of schools that 'Compare school and college performance in England do not provide performance data for. These include:

- Schools that are not based in England.
- Schools that do not cover any of the ages at which pupils and students are assessed, for example nursery and infant schools that do not cover.
- Schools and colleges of certain types, including international schools, hospital schools, pupil referral units, special colleges and secure units.
- Schools that closed (or changed school type) more than one academic year ago.

School data and observations used to assess wider issues impacting disadvantaged pupils

All year 11 pupils had access to either Entry Level, Level 1 or GCSE qualifications in Maths and English. Assessing the performance of disadvantaged pupils, we draw from a variety of data and observations that provide insights into wider issues that may be impacting their academic achievement. These factors include attendance, behaviour and wellbeing, among others.

Academic achievements 2023 – 2024:

56% of the year 11 cohort achieved 3 or more GCSE and Vocational qualifications including English Language, Maths and Biology.

69% of the year 11 cohort achieved 2 or more GCSE and vocational qualifications including English Language and Biology.

44% of pupils entered achieved a grade 4 or above for Art and Design (Fine Art). Grades ranged between 4 and 8.

Attendance 2023 – 2024:

Secondary Attendance YTD – 68.3% compared to National average 87.1%

Behaviour Data 2023 – 2024:

Suspensions – 128 suspensions which totalled to 240.5 hours of missed school. Average suspension rate across Primary and Secondary settings were 137.63%

Intended outcomes

The Pupil Premium strategy plan did not meet the intended outcomes of year 23/24.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.