

The Bridge School Pupil Premium Spend 2017/2018

The Pupil Premium provides funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Who have been continuously looked after for the past 6 months
- For children whose parents are currently serving in the armed services

Schools are held accountable for the spending of these monies. The Bridge School is committed to providing effective resources, training and support are in place to improve outcomes for these young people.

This document outlines the implemented spending of the Pupil Premium for 2017/2018. There are 4 key areas of focus, which are consistent with the Objectives of the School Development Plan 2017- 2019.

1. Attendance and Punctuality: To improve attendance, maximising curriculum engagement and participation for FSM and CiC pupils
2. Literacy: pupils To improve attainment and accredited outcomes of FSM and CiC
3. Numeracy: To improve attainment and accredited outcomes of FSM and CiC
4. Post 16 placement and transition planning: To raise life-long aspirations, maximising the numbers of students accessing employment, education or training.

Rationale:

These objectives have remained consistent for the previous 4 years, reflecting the importance we feel these aspects of education have to our student's later lives.

Pupil Premium is spent over a cross section of areas. Arguably some of the most important influences of future life choices and chances are the embedding of literacy and numeracy. These cannot be achieved without adequate levels of attendance, punctuality and participation in learning. Attendance at The Bridge School has improved significantly over the past four years, partly as a result of the Pupil Premium resources that have been directed towards this area. From Summer Term 2014 to Summer 2017 there has been an increase in overall attendance of approximately 30%. The average attendance for the year 2016/17 was 71.5%.

Although this figure is above the national average for schools of a similar designation, we continue to strive for all of our students to have high levels of attendance so that they maximise their opportunities to progress.

There are a great many factors that influence attendance, and so the Pupil Premium money will be targeted at more than one area. Factors contributing to students wanting to attend school include quality teaching, good resourcing, relevance to future employment, personal reward, the love for learning, relationships with staff, the level of staff skill and understanding. The Pupil Premium money is targeted at these areas, and is intended to make an impact on these areas. There are wider factors that parents and carers can influence, and there are things that the student is responsible for in ensuring they value their education and make the most of their opportunity. Ultimately we are aspiring to develop motivated and independent young people who want to attend education regardless of the barriers they encounter.

This year we are additionally implementing a free to use Breakfast Club for all students who arrive at the school before 8:55am. The Breakfast Club will operate from 8:30am to 9:00 when first lesson starts. Form time begins at 8:45 and so students will have breakfast with their Form Tutors during this time. The aim of Breakfast Club is to ensure students are well fed before they start their mornings work, and to incentivise their punctuality. It is fundamentally important they attend in time for the start of their first morning lesson, which is always one of the core subjects of English, Maths, and Science. Failure to attend on time means lost learning time and most probably lower outcomes at exam time.

We believe that literacy can be both a barrier to accessing opportunities in later life, but also the skill that can enable young people to access many varied, life supporting and life affirming opportunities throughout their lives. For these reasons we feel there is an importance in enhancing the levels of resourcing directed at students who receive Pupil Premium money, so that their literacy skills are as well developed as they can be.

The current development of transport infrastructure in the Halton area is creating employment opportunities in a number of professional fields from Science and Technology, to transport logistics, to the construction, retail and service industry. Within all these areas there is a consistent need for people with embedded and able mathematical skills. In order to best prepare our young people for these opportunities we will hold maths in high regard in terms of the expectations we have for our students, the resources we invest and the quality of teaching we support.

Both Maths and English are a requirement for our young people entering College placements, aspiring to obtain a place on the course of their choice. The higher the levels of accreditation they achieve the higher the level of course they will be able to access. Again this underpins the rationale to use Pupil Premium money to enhance the resources in these subjects, targeted at designated students.

We wish to provide a supportive and effective careers guidance service prior to students leaving The Bridge School, supporting their transition into a sustainable post 16 placement. We most intensely support the careers guidance and coaching of young people in Year 11, but there is an increasingly supportive package directed at both Yr.10 students and those younger learners in Key Stage 3. We aspire to develop the motivation of our learners so they have a positive focus on the opportunities they want to experience after they leave school aged education.

The number of eligible for Pupil Premium is 20 students, for the period of 2017 – 2018. This equates to £20,500. The way this money is distributed between the focus areas is listed in the tables below.

1. Attendance and Punctuality: *To improve attendance and curriculum engagement for FSM and CiC pupils*

Action:

- Continue the maintenance of the incentive system which rewards attendance.
- Fund a tiered enrichment and reward day at the end of each term, recognising and reflecting levels of consistent attendance, participation and engagement in lessons.
- Ensure breakfast is available each day for those students who turn up punctually between 8:30am and at the latest 8:55am. Breakfast will be available to students who are late if there are appropriate or exceptional reasons.
- Enrich the curriculum, both inside and outside school hours, in order to raise levels of motivation and participation.
- Ensure students who require varied approaches to raising personal aspiration and motivation have access to resources for learning beyond the classroom. This may include residential experiences.

Cost:

- £10,000 Breakfast Club: Staff costs, utilities and consumables (tea, toast, cereal, etc.)
- £1,000 to be used to fund the provision of Love2Shop Vouchers given to students for end of half-term attendance over 90% or attendance improvements of over 10% (if already over 60%)
- £1,000 funding for enrichment rewards, for high lesson participation levels, before the summer break, Christmas break, and Easter break.
- £1,000 for bespoke individual enrichment raising aspirations and motivation.
- **TOTAL - £13,000**

Success Criteria:

1. The whole school average attendance levels of FSM and CiC rises by an average of 4% over 1 year, between April 2017 and the end of March 2018.
2. The level of Persistent Absence is reduced by 4% over the period of the year April 2017 to March 2018.
3. Punctuality is improved: Morning lateness falls by 30% from Summer 2017 levels.
4. More than half of individual students, with an attendance of below 70%, will show increased attendance of over 10%.
5. Attendance at Alternative Provision will rise by 2.5% over the period of the year

Evaluation:

- **Due to the transient cohort profile statistical interpretation is inconsistent. Due to pupil movement, PP numbers have risen, cohort names have sometimes changed, students who were originally part of the target may have moved school.*
- In line with national attendance trends at Pupil Referral Units attendance has fallen. There has been a fall in attendance of PP students between 1.5 and 5% from similar terms in the previous year.
- PP attendance is between 2 and 7% lower than non-PP students over any 1 term within the school year.
- Overall punctuality within the school has improved over the academic year by approximately 100%, ensuring a reduction in lost learning time.

2. Literacy: pupils To improve attainment of FSM and CiC

Action:

- Purchase Kindles to continue motivated and consistent Reading interaction
- Allocate budget to fund magazine subscriptions in order to widen reading participation and formats
- Allocate budget to fund wider literacy interaction strategies, including 'diaries' for all students to encourage writing
- Provide CPD opportunities for the English Teacher to develop practice at Alternative Providers, including collaboration with Teaching School staff and North West PRU's
- Continue to resource the book provision required by the reading approach replacing Accelerated Reader.

Cost:

- Kindles, Magazine subscriptions and resources to further raise engagement in reading - £1,000
- Books to support the new Reading Approach – £1,000
- Resources to promote the participation in independent writing - £500

TOTAL COSTS - £2,500

Success Criteria:

1. 10% of students entered gain a Level 5-9 at GCSE
2. 75% of students entered gain Entry Level 3
3. There is an increase in the number of KS3 FSM and CiC students making at least 1 NC level (or equivalent) of progress in English.
4. That pupils in KS3 on short term programmes readily engage with the school reading scheme programme and are seen to make projected progress at a rate relevant to their starting point and referral pattern.
5. All KS3 students continue to routinely read each week. KS4 students develop and evidence independent reading.
6. The number and accessibility of books in every classroom continues to increase.

7. Evidence of increased examples of extended writing are seen in all subject areas, and displayed throughout the school.

Evaluation:

- *Due to the transient cohort profile statistical interpretation is inconsistent. Due to pupil movement, PP numbers have risen, cohort names have sometimes changed, students who were originally part of the target may have moved school.*
- **As a cohort group, PP students achieved 41.1% better outcomes than non-PP students.**
- **5.9% achieved Grade 5-9.**
- **52.9% gained an Entry Level GCSE.**
- **Approximately 80% of KS3 students made a Level of progress or more in English during the course of their placement.**
- **All students in both KS3 and KS4 read routinely and daily as part of their placements.**
- **Accessibility to books has increased year on year, being a central part of budgetary planning. Breadth and diversity of text and genre has continued to expand.**

3. Numeracy: To improve attainment of FSM and CiC

Action:

- Purchase software and multi-sensory resources to support class based learning
- Develop and invest in staff training to support staff to further understand how to remove barriers to learning and increase engagement in numeracy.

Cost:

- £1500 for multi-sensory in class teaching resources
- £1000 for educational visits/opportunities to learn outside the classroom, in order to raise motivation and aspiration.

TOTAL COSTS - £2,500

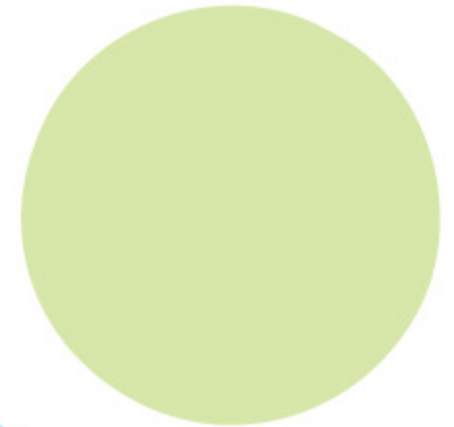
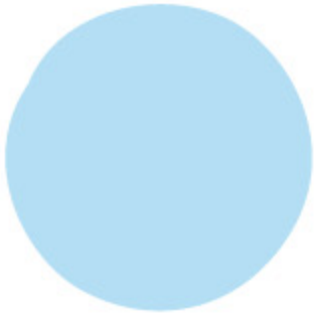
Success Criteria:

1. 10% of students entered gain a Level 5-9 at GCSE.
2. 75% of students entered gain Entry Level 3.
3. There is an increase in the number of FSM and CiC at KS3 making at least 1.5 NC level (or equivalent) of progress.
4. Pupils in KS3 on short term programmes readily engage with the subject and are seen to make progress at a rate relevant to their starting point and referral pattern.
5. Multi-sensory resources increase in breadth and number.
6. Learning is experienced outside of the classroom.

Evaluation:

- *Due to the transient cohort profile statistical interpretation is inconsistent. Due to pupil movement, PP numbers have risen, cohort names have sometimes changed, students who were originally part of the target may have moved school.*

- **As a cohort group, PP students achieved 38.2% better outcomes than non-PP students.**
- **8.8% achieved a Level 5-9 at GCSE**
- **52.9% achieved an Entry Level accreditation at GCSE.**
- **Resources are increasingly well aligned to the learning needs of both KS3 and KS4 cohorts.**
- **KS3 students are making at least [the equivalent of] one Level of progress in Maths during their placement at the school.**
- **Learning outside the classroom in a cross-curricular format is frequently used as a part of a diverse curriculum delivery.**



4. NEET Prevention/Post 16 placement in Education, Employment or Training: To ensure the number of students accessing post 16 pathways is maximised and sustained

Action:

- Continue the designation of a Key Worker to track, guide and coach Year 11 students into post 16 placements and beyond.
- Fund online 'careers package' – Uexplore
- Ensure all Yr. 11 students have Action Plans for Transition
- All Yr. 10 and 11 students visit a workplace
- Ensure all Yr. 11 have access to Work Experience

Cost:

- **£1,000** contribution to the purchase of UExplore CIEAG licence and website, and Enterprise Business Partnership Service Level Agreement.
- **£1,500** for educational workplace visits to raise aspirations and motivate participation.

TOTAL COSTS: £2,500

Success Criteria:

1. All Year 10 & 11 students have had access to workplace visits.
2. All students have by March 2018 a documented provisional college placement, apprenticeship or placement with a 'training provider'.
3. EET placements are sustained throughout the following year (80%).

Evaluation: December 2017

- *Due to the transient cohort profile statistical interpretation is inconsistent. Due to pupil movement, PP numbers have risen, cohort names have sometimes changed, students who were originally part of the target may have moved school.*

- **As a September 2018, of 37 Yr.11 that left The Bridge School, 100% were EET.**
- **Of those student that left the previous year 89% are EET.**
- **All students had access to work placements of varying lengths and profiles. Some students were reluctant to access these.**

