

Bridge Learning Campus Pupil premium strategy statement – 2022-25

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2025 academic years, helping improve the attainment and personal development of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
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| School name | Bridge Learning Campus |
| Number of pupils in school | |
| 1 | 672 (59%) |
| Academic year/years that our current pupil premium strategy plan covers | 2022 - 2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Rupert Maule, Headteacher |
| Pupil premium lead | Dan Pitt and Vourneen Carter, Deputy Headteachers |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year - Primary | £331,015 |
| Pupil premium funding allocation this academic year - Secondary | £361,495 |
| Total pupil premium funding | £692,510 |
| Recovery premium funding allocation this academic year -Primary | £29,725 |
| Recovery premium funding allocation this academic year -Secondary | £88,872 |
| Total recovery premium funding allocation this academic year | £118,597 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 811,107 |
| National tutoring funding | £97,524 |

Part A: Pupil premium strategy plan - Statement of intent

Our intention is that all pupils achieve good academic progress, good attainment and rounded personal development from early years all the way through to aged 16. Pupils will build knowledge and skills through their learning and wider experiences and are inspired and empowered for life beyond school.

The Pupil Premium and recovery funding is allocated to support disadvantaged pupils to achieve our intention. Our strategies are focused on reducing gaps for disadvantaged pupils and improving their educational outcomes and broaden their personal experiences. Our strategies are well informed by educational research and evidenced over time at a national, local and school level.

We are acutely aware of the long-term impact of the Covid-19 pandemic on potentially increasing gaps for disadvantaged pupils and bringing new vulnerability and disadvantage for other pupils. It has become clear that the effects of covid still has an observable impact on the progress of children in key phases. Data will be used to support these vulnerable transition stages in order to close any gaps and meet the needs of vulnerable groups identified.

Our strategy is an essential component to wider school plans for education recovery and is also intended to support those pupils who are newly identified as vulnerable. It is also the expectation that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is pupil centred and has the ambition to enrich and educate pupils both inside and outside of the classroom. Supporting the wider pupil needs. We are data informed and evidence based in our practice. We use a wide range of internal data and national information to allow us to intervene and support pupils when gaps are identified at the earliest possible stage. This includes triangulating progress and attainment data collected at classroom level, subject specific testing and through national standardised assessments; teacher feedback on the engagement of learning; attendance data and monitoring of pupils with persistent absence; behaviour for learning data and suspensions data; wellbeing, health and safeguarding information.

To ensure our plan is effective:

- We expect all staff to hold high expectations and aspirations and take responsibility for disadvantaged and vulnerable pupils' progress and outcomes.
- Our curriculum has been built with our children in mind, to be inspiring in the classroom and empowering for life.
- We celebrate academic success and graft.
- We encourage our pupils to try new experiences outside of the classroom, we provide enriching opportunities that will inspire and enable our pupils to dare for more.
- Our curriculum is shaped by our pupils as it responds to their needs and is underpinned by the values of Bridge Learning Campus.
- High quality teaching and learning and robust testing and assessment are at the centre of our strategies.
- We have high quality and skilful provision for pupil well-being, positive mental health and safeguarding.
- We build positive relationships and good communication with parents and carers

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Attendance |

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| | <p>Attendance and persistent absence – Securing high levels of attendance and reducing persistent absence in order to reduce gaps in learning for disadvantaged pupils. Building and sustaining strong communication between school, parents and carers.</p> <p><u>Primary</u></p> <p>Data analysis from 2021 to the present indicates individual attendance of less than 90% impacts attainment from Early Learning Goals to end of key stage two.</p> <p><u>Secondary:</u></p> <p>In 2021/22 the % attendance for disadvantaged pupils in BLC secondary school was 86.6%, compared to 91.1% for advantaged pupils. Compared to the national averages of 91% and 95.7% respectively.</p> <p>Assessment and Year 11 outcomes data indicate that this persistent absence negatively effects progress and results of our pupils with pupils who had attendance below 90% had an average P8 of -1.6, one grade per subject less than pupils with over 95% attendance.</p> |
| 2 | <p>English</p> <p><u>Primary</u></p> <p><u>Early Reading:</u> Research shows that on average disadvantaged pupils are 4.3 months are behind in the early years phase (EPI Annual Report 2018)The use of systematic phonics using Read, Write Inc addresses this gap from Nursery to end of Key stage one to ensure that this gap does not continue to widen through KS2 so that all pupils achieve the national average.</p> <p>Writing: Handwriting and the development of fine motor skills – The development of handwriting does not match our disadvantaged children’s growth in vocabulary in use and grammatical understanding, meaning their writing does not always reflect their linguistic ability.</p> <p><u>Secondary:</u></p> <p>Reading skills are below age related average for disadvantaged pupils as shown by the research above and programs need to be in place in secondary school to support closing the gap.</p> <p>English skills enhanced – closing gaps and securing skills and confidence for all pupils in reading, writing, talk and vocabulary development across the curriculum: disciplinary literacy understood and is the responsibility of all staff.</p> <p>Outcomes in English is 2022 also identified areas for required improvement. In English Language non-disadvantaged pupils scored a P8 of +0.66, whereas their disadvantaged peers scored a P8 of -1. This pattern was repeated in English Literature, with non-disadvantaged pupils scoring a P8 of +0.45 and disadvantaged pupils achieving a P8 of -1.06.</p> |
| 3 | <p>Improve outcomes for disadvantaged pupils</p> <p><u>Primary</u></p> <p>2022 summer data indicates that disadvantaged pupils are just below the national average for the Early learning goal at 61% compared to 65%, Key Stage One disadvantaged pupils achieved 52% compared to 54%.</p> <p>Key Stage Two data tells us that disadvantaged perform better than the national average in the combined subjects where the national average is 43% compared to 65%. However disadvantaged pupils within our setting were less likely to meet the combined than non-disadvantaged with a school 5% gap.</p> <p>These gaps are addressed primary through staff allocation and wave one teaching using a progressive skills-based and relevant curriculum, which responds to termly data.</p> <p><u>Secondary</u></p> |

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| | <p>2022 summer outcomes data indicate that disadvantaged pupils underperformed compared to their peers. 2022 School progress outcomes for non-disadvantaged pupils was +0.46, however, the progress 8 figure for disadvantaged pupils was -1.13. this was also evidenced in the Basics, with 12% disadvantaged pupils achieving 9-5 in English and Maths compared to 43.8% of non-disadvantaged pupils. 38.9% of disadvantaged pupils achieved 9-4 English and Maths, compared to 71.9% of non-disadvantaged pupils.</p> |
| 4 | <p>Rapid improvements in progress of skills in Maths</p> <p><u>Primary</u></p> <p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. Assessments from on entry to year six in the last year indicate that between 50% of our disadvantaged pupils arrive below age-related expectations compared to 20% of their peers. Disadvantaged pupils by the end of key stage one obtain 56%, slightly above the national average of 52% and are above national average at key stage two at 71% compared to national average of disadvantaged pupils is 56%. Subsequent internal assessments show that this gap widens from their lower starting points during pupils' time at our school between disadvantaged and non-disadvantaged until the end of key stage two.</p> <p><u>Secondary</u> KS3 progress in Maths in 2021-22 is an area for improvement and the curriculum has been designed to support this.</p> <p>In year 7, 62% of pupils made good or better progress (94), 49 (52%) of those are disadvantaged pupils and 45 (48%) of those are non-disadvantaged. Of those pupils making progress below Good, 79% were disadvantaged.</p> <p>In year 8, 52% of pupils made good or better progress (62), 35 (56%) of those are disadvantaged pupils and 27 (44%) of those are non-disadvantaged. Of those pupils making progress below Good, 68% were disadvantaged.</p> <p>In year 9, 46% of pupils made good or better progress (52), 29 (56%) of those are disadvantaged pupils and 23 (44%) of those are non-disadvantaged. Of those pupils making progress below Good, 77% were disadvantaged.</p> <p>In year 10, the end of year data estimated that summer 2023 outcomes in maths would be a P8 of -0.41 for non-disadvantaged pupils and -0.99 for disadvantaged pupils.</p> <p>Year 11, summer 2022 outcome data indicates that pupils in maths made less progress/achieved lower outcomes than both national standards and in-school residual comparisons. Pupils in maths achieved a total P8 of -0.81. non-disadvantaged pupils achieved a P8 of +0.21, whereas disadvantaged pupils had a P8 of -1.28.</p> |
| 5 | <p>SEND</p> <p>In 2022 34% of pupils at the end of key stage two had a special educational need compared to national average of 20%. At the end of key stage two 53% of SEND pupils met the expected standard compared to 18% at the national average. Whilst pupils who have SEND needs make good progress, the challenge is to accelerate this progress.</p> <p>42% of pupils with SEND meet the GLD compared to 84% of pupils without SEND. This gap narrows at the end of key stage one but widens throughout key stage two as more abstract concepts are assessed.</p> <p>Pupils with special educational needs on entry to the school have significant speech and language, communication, listening, and attention needs which is often combined with global delay. 35% on entry to school are identified as needing additional speech and language specialist provision.</p> <p>This challenge continues into secondary with 2022 summer outcomes showed a P8 of -0.39 for non-SEND pupils in comparison to -1.09 for pupils with SEND.</p> <p>Furthermore, for those pupils with SEND and are also disadvantaged, summer outcomes evidenced a P8 of -1.26, compared to non- disadvantaged SEND pupils whose P8 was -0.29. For</p> |

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| | those pupils without SEND, disadvantaged pupils scored a P8 of -1.07 compared to non-disadvantaged pupils without SEND who had a P8 of +0.64. |
| 6 | <p>Wellbeing and belonging</p> <p>Our assessments, observations, discussions with stakeholders and pupil attendance and outcomes data indicates that many pupils have social and emotional challenges. Such as anxiety, depression, and self-esteem. There is evidence to suggest that the concern of catching up lost learning post pandemic, impact on future opportunities and reduced enrichment opportunities are key factors in the manifestation of these challenges.</p> <p>Pupils need to increase their feeling of belonging in school as a hub of the community. Building good relationships in school and engaging in high quality learning. A sustained curriculum that is enabled by a skilful staff team which provides opportunity for both academic learning and personal development</p> <p>Secondary data analysis for days missed due to suspension in 2021/22 showed a majority % of suspensions were held by disadvantaged pupils.</p> <p>Depending on year group, 79 – 95% of all days’ suspension are held by disadvantaged students (when the disadvantaged pupils make up between 51 – 61% of each year group)</p> |

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 |
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| Attendance focus Give the target and write what it will become | <p>Primary</p> <p>By 2025 sustained high attendance will be achieved 27.4% of persistently absent pupils at the end of 2021/22 compared to the national average in 2020/21 of 12.1% (NA 2021/22 March 2023). 19% of disadvantaged pupils are persistently absent. 2021/22 attendance for all primary pupils was 91.4% compared to disadvantaged pupils 90.3%. This was below the national average of 94.3% National disadvantaged pupils' attendance for 2020/21 was 92.2% which is which is lower than disadvantaged pupils' attendance at 90.33%.</p> <p>By 2025 all pupils will be in line with the national average for attendance with a reduction in the gap for disadvantaged pupils.</p> <p>Secondary</p> <p>By 2025, sustained high attendance will be achieved: % of persistent absence of all pupils will be below national average and the gap between disadvantaged pupils and their peers will be within 3%. By 2025 the school will be achieving attendance figures in line with national average for attendance with reduction in gap for disadvantaged pupils.</p> |

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| <p>English skills enhanced</p> | <p>Primary</p> <p>In all phases, rapid progress secured through interventions. NGRT data shows year-on-year improvement. Vocabulary – progression is shown through online tool; vocabulary development evident in books and assessments. Reading – improvement in reading for pleasure – library use. Qualitative data on oracy standards evidenced.</p> <p>This will be seen through improved outcomes at assessment points eg GLD, PSC, key stage one, two and four.</p> <p>Secondary</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller gap between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny, delivery of vocabulary and the continued practice of daily read to build a passion for reading.</p> |
| <p>To exceed national averages in pupil outcomes at KS2.</p> <p>To raise KS4 outcomes in line with national averages for all and disadvantaged pupils.</p> | <p>At KS2 meet or exceed National disadvantaged attainment. Reading 62%, Writing 55%, Maths 56%. To close any disadvantaged gap through accelerated progress against national. National Average disadvantaged gap: Reading 18% Gap, Writing 20%, Maths 22%.</p> <p>By the end of our current plan in 2024/25, whole school progress data will be in line with national figures for both non-disadvantaged and disadvantaged pupils.</p> <p>At KS4, pupils will meet or exceed the national standard for both disadvantaged and non-disadvantaged pupils. Closing the attainment gap and empowering pupils to be able to make their own choices at Post 16 and beyond.</p> |
| <p>Rapid improvements in progress of skills in Maths</p> | <p>The gap at the end of key stage one for disadvantaged pupils is 29% for disadvantaged and non-disadvantaged pupils, this highlights the low starting points on entry for maths. Whilst this gap reduces by the end of key stage two to 4% and reflects the progress disadvantaged pupils make from their starting points, the gaps will be closed earlier for disadvantaged pupils. Data will be tracked from the Early Years Goals within key stage one to ensure that children’s gaps are closed through intervention and wave one teaching. Number sense will be used to secure basic skills in additional to the maths curriculum.</p> <p>To increase the number of disadvantaged pupils obtaining greater depth at the end of key stage two so the gap between disadvantaged and non-disadvantaged is no greater than 5%, matching English data.</p> <p>GL progress tests identify year on year improvements in KS3.</p> <p>KS3 data to evidence an increase in disadvantaged pupils making good or better progress, year on year in Maths.</p> <p>KS4 assessment evidence a year in year improvement in both knowledge and skills for disadvantaged and non-disadvantaged pupils, closing the attainment gap.</p> <p>Effective QLA analysis from summative assessments inform curriculum planning and intervention support for pupils in maths work.</p> <p>Effective CPD and QA allow leaders and teachers to make knowledgeable and informed decisions.</p> |

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| SEND | <p>Ordinarily available provision will be used within the whole school to maintain the outcomes at the end of all key stages, in line or above the national SEND average and to decrease the attainment gap between non-SEND and SEND both for those disadvantaged and non-disadvantaged.</p> |
| Wellbeing and belonging | <p>Pupils and staff alike will embody the campus values. Trauma informed practice and effective pastoral and SEMH support rapidly identifies and addresses all pupils to access and fully participate in the wider curriculum. Communication between school, parents and carers is developed to build stronger relationships.</p> <p>The school work actively to provide hardship support, removing barriers for young people.</p> <p>Class dojo will continue to be used within primary to communicate and reward. The culture and climate will reflect the Bridge Values.</p> <p>Enrichment opportunities will be built into the school year with an equitable offer for all year groups in order to develop the culture capital of all disadvantaged pupils.</p> <p>Our school as a reading community will be supported through a range of strategies to target disadvantaged pupils and their ability to access texts.</p> <p>As part of the school belonging strategy, we will develop the Charter to enable pupils to broaden their experiences, build their work through targeted projects and move out of their comfort zones.</p> <p>Developing the school values and threading them into everyday life will further support positive experiences of community and belonging for our children, including high quality teaching and external trips and events.</p> <p>We will use school data including attendance, academic progress and rewards/sanctions to monitor and evaluate the impact of the belonging strategy. As well as feedback from our stakeholders through surveys, including pupils and parent voice, and records confirm access to pupil visits; pupils have uniform and equipment; reduction in suspensions compared to previous years.</p> <p>Year on year, there will be a closing of the gap in days lost due to suspensions for disadvantaged and non-disadvantaged pupils.</p> |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 420,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------------|
| <p>All through</p> <p>CPD programme including coaching: understanding meeting needs; supporting disadvantaged learners, equality and inclusion; SEND; assessment; curriculum.</p> | <p>EEF T&L Toolkit high quality teaching and learning in all lessons.</p> <p>Effective Professional Development</p> <p>Special Educational Needs in Mainstream Schools</p> <p>DFE: Diversity, Equality and Inclusion</p> | <p>4</p> <p>2</p> <p>6</p> |
| <p>All through</p> <p>Recruitment:</p> <p>Review teacher numbers to address increasing need for capacity in Early Years, KS4, Maths and numeracy provision, Science, reading and literacy provision through teaching staff and using NTP funding the support academic mentors.</p> <p>Recruitment to grow pastoral and attendance staff to support pupil attendance, stakeholder engagement and SEMH provision.</p> | <p>EEF T&L Toolkit high quality teaching and learning sustained in all lessons regardless of staff absence.</p> <p>ATTENDANCE (North Star) : EEF Attendance Report</p> | <p>2</p> <p>4</p> <p>6</p> <p>7</p> |
| <p>KS3 Diagnostic and baseline testing programme extended to include CAT4, GL and NGRT to support early and precise identification of gaps in learning.</p> <p>Primary phase diagnostic baseline and testing. Purchase of Headstart English and Maths standardised tests.</p> <p>Training for staff to ensure that assessments are interpreted and administered correctly</p> | <p>DfE</p> <p>EEF Toolkit and Using your PP funding effectively</p> <p>Use of standardised test will support the identification of weaknesses and ensure they receive the correct additional support through interventions or teacher instruction through wave one.</p> <p>Standardised tests/Assessing and Monitoring Pupil Progress/Education Endowment Foundation/EEF</p> | <p>2</p> <p>3</p> <p>4</p> |
| <p>Maths - At KS4 the revised curriculum ensures consistency in delivery, good pace, appropriate challenge and precise assessments.</p> <p>English – KS4 curriculum adapted for highest impact and engagement</p> | <p>EEF T&L toolkit and specialist guidance Improving teaching and learning in mathematics</p> <p>KS3 curriculum has been developed, drawing on evidence-based approaches:</p> | <p>3</p> |

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| <p>Enhancement of maths teaching and curriculum in line with DFE and EEF guidance.</p> <p>Primary Maths – to ensure consistency and delivery, coverage, appropriate challenge, and progression.</p> <p>Fund middle leaders to attend TILA Hub Maths Meetings.</p> <p>Funding for support from</p> | <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively with teachers able to teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Focusing on strategies of metacognition and interleaved retrieval.</p> <p>White Rose</p> <p>Number Sense</p> <p>Number Stacks</p> <p>Complete Maths</p> <p>Impact of Covid report from EEF</p> <p>See summary of EEF guidance.</p> <p>Maths Guidance KS1 and 2</p> <p>Improving Mathematics in Early Years</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | |
| <p>Reading, vocabulary and comprehension</p> <p>Reading - investment in books for daily read and tutor programme to develop pleasure for reading</p> <p>Training and CPD for RWI and Fresh Start programmes.</p> <p>Resources and training for systematic phonics KS1,2 3.</p> <p>Oracy – Voice 21 programme whole school development.</p> <p>Development of vocabulary within the curriculum and the use of sentence stems to structure answers.</p> <p>Further development of talk partner and discussion guidelines which allows the oral rehearsal before written work completed</p> <p>Opportunities for oracy outcomes to use the skills within context</p> | <p>EEF Secondary Literacy</p> <p>Word Aware</p> <p>Impact of COVID report from EEF</p> <p>Read, Write Inc: see EEF Phonics Efficacy Research Findings</p> <p>Ruth Miskin Summary of Research Findings</p> <p>There is a strong evidence base that suggests oral language interventions, including diagnostic activities such as high-quality classroom discussion, combined with the impact on reading will improve outcomes.</p> <p>Voice 21 Impact</p> <p>Oral Language Interventions/Toolkit strand/EEF</p> | <p>2</p> <p>4</p> |
| <p>SEND</p> <p>CPD and resources to support wave one and interventions</p> <ul style="list-style-type: none"> • Rapid Reading • SALT Teaching Assistant • Bridge Class | <p>EEF Toolkit</p> <p>Special educational needs and disabilities (March 2020) (SEND) EEF (educationendowmentfoundation.org.uk)</p> | <p>6</p> |

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| <ul style="list-style-type: none"> Dual Class <p>CPD planned across the Trust and threaded into whole year CPD.</p> | | |
| <p>Wellbeing, belonging and enrichment, to raise aspirations and exposure to experiences beyond the classroom.</p> <ul style="list-style-type: none"> Funding to support transport with trips Funding to develop the Charter programme Access to a wider range of opportunities | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes and in later life,.</p> <p>The need to build status and esteem in pupils is a necessity and an opportunity for the school to support the personal development of young people.</p> <p>The world is getting darker bringing light to those who need it most Dan Nicholls (dannicholls1.com)</p> <p>EEF Life Skills & Enrichment</p> | 7 |

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

Budgeted cost: £ 190,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>English skills interventions across primary and secondary phases for underachieving disadvantaged pupils.</p> <ul style="list-style-type: none"> Early identification within Early Years Strong start within Reception Weekly coaching for all staff RWI development days Robust assessment cycle with immediate intervention identified and timetable Rapid Reading and Bug Club programmes Handwriting catch up and focus | <p>EEF toolkit and summaries EEF Literacy</p> <p>EEF Efficacy of Phonics Impact Report</p> <p>EEF Impact of Covid Report</p> | 2 |
| <p>Maths interventions in primary and secondary phases for underachieving disadvantaged pupils.</p> <ul style="list-style-type: none"> Number Stacks and Number Sense TT Rock Stars Maths Champion Club | <p>EEF toolkit and summaries Improving the teaching and learning of mathematics</p> | 4 |
| <p>Targeted tutoring team of 2 staff and a co-ordinator deliver 15 hour recovery tutoring entitlement. Plus support in after-school HL club.</p> | <p>EEF toolkit and guidance including extending the school day</p> | 2 3 4 |

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| Targeted Prep for end of key stage pupils identifies and closes gaps in learning: Subject specialist LSAs provide 1:1 and small group tutoring. | EEF Toolkit and extending the school day | 3 |
| Ensure Y10 & 11 pupils have access to all revision resources to support in-class and home learning. Study skills curriculum delivered through tutor time. | EEF toolkit and – Using your PP funding effectively Providing tutoring opportunities for pupils via school staff that know them best as extended school time. | 2 3 4 7 |
| Additional RWI one to one phonics targeted at disadvantaged pupils who require further phonic support. SEND RWI daily small group Fresh Start small group and 1:1 sessions | RWI has a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of six weeks. Ruth Miskin Summary of RWI Research Findings EEF Efficacy Of Phonics Research EEF Impact of COVID report | 2 4 6 |
| Engaging with the National tutoring programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Primary academic tutor for Y6 and Y5: <ul style="list-style-type: none"> • One to one daily reading • Reading intervention small group • One to one writing conferencing • Greater depth maths target provision KS4 tutoring: <ul style="list-style-type: none"> • Brilliant club tutoring in Maths, English and Science • Academic tutoring in Maths • Academic tutor in reading and literacy | EEF toolkit and – Using your PP funding effectively Small Group tuition/Toolkit Strand/EEF One to One tuition/EEF | 2 3 4 |
| Catch up tutor <ul style="list-style-type: none"> • RWI small group • One to one daily reading • Writing Conferencing • Fresh start small groups | EEF toolkit and – Using your PP funding effectively | 2 3 4 |

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| <ul style="list-style-type: none"> Library management/pleasure for reading | | |
| <p>Attendance</p> <ul style="list-style-type: none"> Targeted staff allocation to track and raise same-day attendance Same-day home visits Increased investment in attendance recognition Improved communication to all stakeholders around attendance Early identification of need for disadvantaged families at risk of pa Breakfast club and after school provision Increase staff capacity with addition attendance staff (EWO) | <p>EEF Attendance Report</p> <p>NET pilot project – a systematic approach to improving attendance</p> <ol style="list-style-type: none"> Pastoral Structure Early response to absence Immediate absence response – home visits 3 stage approach to attendance support Tracking and monitoring attendance – daily process Tracking and monitoring attendance – SLT meetings Trust oversight of attendance Supporting the most vulnerable Student ownership Rewards <p>Working together to improve school attendance</p> | 1 |

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

Budgeted cost: £ 190,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Attendance – pastoral team - additional home visits, full time attendance officer.</p> <p>Strategic planning with clear communication systems across all levels</p> <p>CPD for all staff to create culture and raise awareness.</p> | <p>DFE: Improving school attendance</p> <p>EEF: Working with parents to support children's learning</p> | 1 3 4 6 7 |
| <p>Read Write Inc programme used from EYFS to KS4</p> <p>Transitional approach of accelerated reading</p> <p>Consistency with Daily Reading linked diversity and representation in text</p> | <p>EEF Secondary Literacy RWI Efficacy Reports</p> <p>Improving Literacy In Secondary Schools</p> <p>Bridging literacy transition with fluency</p> | 2 3 4 6 |

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| Strategy also supports EAL pupils across the school. | | |
| TILA Hubs Centralised practice Budget allocation Core Visits Coaching Programme Moderation | MAT Growth Research: Centralisation as a "Strategic and Cultural" Philosophy Leeds Beckett Research - Sustaining A Vital Profession | 2 3 4 6 |
| TILA Inclusion Hub Outside agencies Pastoral Leadership | EEF SEND Evidence Review | 6 |
| Crea8ion support with SLT to create new website with underlying values and aims | Importance of Values – Support in building school values, helping to provide status, belonging and esteem in staff and pupils. Strengthening the school culture. | 7 |
| Build skills and capacity in trauma informed practice in school. Building capacity in pastoral teams with the recruitment of additional deputy pastoral leads x 3 | EEF – PP guide and summaries Using your PP funding effectively EEF: Social and Emotional Learning DFE: Supporting mental health in schools and colleges | 1 5 6 7 |
| Leadership – values programme including values workshops and leadership groups. | DFE: Supporting mental health in schools and colleges DFE: Developing character skills in schools | |
| Breakfast Club re-launched post-Covid. | EEF toolkit and guidance including extending the school day DFE: Breakfast Clubs Programme | |
| Hardship fund – to close gaps in provision of uniform, equipment and access to trips and visits. Personalised approach to PP spending for high-need pupils in each year group. | EEF – PP guide and summaries Using your PP funding effectively EEF: Working with parents to support children's learning | 1 2 3 6 7 |
| Pathway and Careers IAG with targeted pupils secure on appropriate WEX and appropriately ambitious Post-16 pathways.? | TASO - Transforming access and pupil outcomes in higher education DfE: Work experience and related activities in schools and colleges GATSBY Benchmarks and guidance | |

Total budgeted cost: £ 811,107

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have seen evidence of the impact of Covid-19 in our assessment of attendance, behaviour and outcomes during 2021-22. This was more significant in KS3 and 4. In KS1 and KS2 progress outcomes were in line with or above national standards.

Primary

| Aim | Outcome | | | |
|--|---------------------|-----------------|--------------|------------------|
| To accelerate progress and close gap in attainment at the end of Key Stage One | KS1 Progress | | | |
| | Measure | Score PP | | Score NPP |
| | Reading | +0.5 | | +0.7 |
| | Writing | +0.2 | | +0.1 |
| | Maths | +0.3 | | +0.1 |
| To accelerate the progress of disadvantaged pupils from Key Stage One to the end of Key Stage Two. | Ks1 – Ks2 | | | |
| | Measure | Score PP | | Score NPP |
| | Reading | +0.2 | | +0.1 |
| | Writing | +0.1 | | +0.1 |
| | Maths | -0.5 | | -0.3 |
| To close disadvantaged gap in attainment at the end of Key Stage Two and meet or exceed national average disadvantaged percentage. | Measure | % PP | % NPP | NA % PP |
| | Reading | 77 (106) | 85 (105) | 62 |
| | Writing | 74 | 81 | 55 |
| | Maths | 66 (102) | 73 (104) | 56 |
| To close the disadvantaged gap in phonics check in Year One | % | GAP | PP | NPP |
| | 2020-21 | 18 | 68 | 86 |
| | 2021-22 | 5.6 | 86.1 | 91.7 |

Secondary

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous years and also lower than that of their non-disadvantaged peers in all areas of academic progress, attendance and behaviour for learning.

The contextual impact of Covid-19 cannot be overstated with Bridge Learning Campus serving wards of above average levels of deprivation. As evidenced in schools across the country, partial closure and lost learning was most detrimental to our disadvantaged pupils whereas non-disadvantaged pupils made progress above the national average.

The impact was mitigated by our rapid adaptations to maintain a high-quality curriculum, but the year group most impacted from Covid-19 and long term lost learning was the 2021/22 Year 11 cohort.

Overall attendance in 2021/22 for disadvantaged pupils was below that of their non-disadvantaged peers and was also below the national averages, this is an essential area of focus moving into this new PP strategy as these gaps are larger than in previous years.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted in the last few years, with a huge impact carried over from COVID-19-related issues, increased SEMH need and more recently the growing cost of living crisis. The impact is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan and further devoting financial, staffing and time resources to support our pupil status, belonging and esteem.