

Pupil premium strategy statement

School overview

Metric	Data
School name	New Bridge School
Pupils in school	255 (11-16)
Proportion of disadvantaged pupils	57%
Pupil premium allocation this academic year	£137,756
Academic year or years covered by statement	2018 - 2021
Publish date	October 2019
Review date	September 2020
Statement authorised by	G Howard
Pupil premium lead	G/Lyons/D Hall
Governor lead	M Ramsbottom

Disadvantaged pupil barriers to success

Emotional, physical, social and communication difficulties caused by the children's various needs present the greatest barriers to learning at New Bridge and impact on all areas of school life

Safeguarding and welfare issues which may lead to Social Services involvement

Broken family structures causing family stress and low resilience

Socio-economic disadvantage such as poverty

Trauma and other mental health issues in the family and/or child

Tracking progress and achievement (to ensure no children and young people are disadvantaged) has proved very difficult as the system moves through 'life without levels' and the principles highlighted within the Rochford Review appear to be yet agreed. The New Bridge Group has invested a huge amount of time and effort developing a Dashboard that measures both academic and learning for life levels, for an holistic view of assessing the young person

The 'Oldham Education & Skill Commission Report 2016: A Self-Improving Education System' shows that in contrast to the rest of the country, statements/EHCPs in Oldham are increasing with a particular growth in the numbers of pupils with Social, Emotional and Behavioural Difficulties coupled with recognised delay in early diagnosis. The report states that there is 'a projected future pressure on places'.

New Bridge School numbers (11-19) are well over 400 pupils and students. This continuous growth leads to constant curriculum/organisational reforms.

Our present employer partners are reaching capacity with learners who access our Employment Matrix, Bridging the Gap and Future Finders.

Oldham has a high level of permanent exclusions in the secondary phase and it is clear that current arrangements are not working as well as they should. The Commission Report also holds anecdotal evidence that mental health issues in children and young people are increasingly prevalent and that the availability of appropriate support needs to be improved.

This is a national issue but one which also needs to be addressed locally in Oldham. This is very prevalent within New Bridge.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Purchase of equipment to enhance learning experiences Bespoke curriculum offer Resources, specialist teaching Pastoral support	Evidence shows equipment and technologies support learning and improve attainment. This is also effective with younger or less motivated learners. Specialist teaching and pastoral support also allows progression and attainment.	July 2020
Having a positive outlook, keeping safe and behaving appropriately Academic success		July 2020
		July 2020

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
Priority 1	<p>i. Quality of teaching for all</p> <p>The New Bridge Trust has developed a new system that aims to measure progress in 7 key areas. If young people are able to make progress in relation to these 7 key areas we have unequivocal evidence that they will reach expected levels at the end of Key Stages 2, 3, 5 and then have every chance of moving on to their desired destination as they leave school.</p> <p>These 7 areas are as follows:</p> <ul style="list-style-type: none"> • being an independent learner • attending school on a regular basis • academic success • being engaged with a curriculum that meets your interests • being involved in the wider life of the school • having a positive outlook, keeping safe and behaving appropriately • getting support when you need it
Priority 2	Being involved in the wider life of the school

<p>Barriers to learning these priorities address</p>	<p>Extended access to before school and after school clubs ensures our 'staying safe' strategy is enhanced. Holiday clubs are offered throughout the year apart from Christmas and 2 weeks in August.</p> <p>A calendar of sporting events is scheduled throughout the year.</p> <p>There is a named Director for Extended schools to ensure success. There are clear processes in place to direct residential organisation and planning.</p> <p>DofE is embedded within the curriculum offer.</p> <p>HOS oversee the whole offer</p> <p>Pastoral CEO, HOS and school pastoral support mechanism monitor the impact of desired outcome.</p> <p>Director of Extended School monitors success of the Buddy system and recruits appropriate pupils to fulfil this.</p>
<p>Projected spending</p>	<p>£39,000</p>

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
<p>A bespoke programme for our communication groups</p>	<p>These groups were introduced in 2017 in response to the needs of lower level learners with associated communication difficulties. The groups have slightly smaller numbers of pupils than the main body to a higher ratio of staff. They follow a more static model of delivery where the majority of core subjects are taught by their class teacher. These pupils</p>	<p>July 2020</p>

	<p>still enjoy a breadth of Curriculum by accessing additional subjects taught by subject specialists in bespoke environments. This enables staff to use intensive communication strategies consistently to improve progress and promote the development of skills which can be generalized across a range of contexts.</p> <p>Staff collaborate closely with HI, VI and SALT professionals to support pupils with personalized intervention programmes. They follow a thematic Curriculum where the EHCP targets are woven throughout the subjects taught.</p>	
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Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 To implement the iPad 1:1 project across the school.</p>	<p>Planning essentials meeting facilitated by Jigsaw24 in which we:</p> <ul style="list-style-type: none"> Established a strategic team to lead on the project consisting of SLT from the school and central team Finalised our vision for the project Established a timeline detailing key actions to support the initial roll out of the iPads including staff training and development
<p>Priority 2 To review all therapeutic input (including SALT, HI, VI, SI) in partnership with relevant therapists and establish a systematic process for referral, intervention, monitoring and staff training to support sustainable impact on meetings pupils'</p>	<p>HOS held individual meetings with SALT, HI, VI and SI teams to develop a shared vision around collaborative working and begin to explore current opportunities for and barriers to achieving this. Agreed to begin by focusing on static groups (Communication Groups, AB, IB) where need is most prevalent to ensure advice and support is in place and staff can implement guidelines. SALT team and an ELKLAN trained member of our</p>

therapeutic needs.	<p>staff delivered training to staff teaching these groups focusing on Total Communication Environments, PECS and Intensive Interaction.</p> <p>Established that a current barrier to maintaining up to date SALT advice and generating sufficient evidence to prompt wider staff training is that the teaching team are not re-referring to the SALT team to prompt reassessment of need and provision of further advice.</p>
Barriers to learning these priorities address	<p>New Bridge School benefits from a range of therapeutic teams working in school. These teams provide and advice and support to our teaching team to enable them to meet the needs of pupils that present with:</p> <ul style="list-style-type: none"> • Speech and language difficulties • Hearing impairment • Visual impairment • Sensory integration dysfunction
Projected spending	£48,000

Wider strategies for current academic year

Measure	Activity		
<p>Priority 1</p> <table border="1"> <tr> <td>Being involved in the wider life of the school</td> <td>Access to after school clubs, holiday clubs and residential visits, Arts participation, sports events, Duke of Edinburgh's Awards (DofE)</td> </tr> </table>	Being involved in the wider life of the school	Access to after school clubs, holiday clubs and residential visits, Arts participation, sports events, Duke of Edinburgh's Awards (DofE)	<p>Extended access to before school and after school clubs ensures our 'staying safe' strategy is enhanced. Holiday clubs are offered throughout the year apart from Christmas and 2 weeks in August.</p> <p>A calendar of sporting events is scheduled throughout the year.</p>
Being involved in the wider life of the school	Access to after school clubs, holiday clubs and residential visits, Arts participation, sports events, Duke of Edinburgh's Awards (DofE)		
<p>Priority 2</p> <p>To establish clear processes and practices that ensure the outcomes identified in each pupil's EHCP are translated into Annual Review targets and interventions take place to provide opportunities for these targets to be met.</p>	<ul style="list-style-type: none"> • Review the EHCP to ensure the description of the child's education, health and care needs are current and the outcomes identified to support continued progress in these areas pertinent. • Review the progress towards the outcomes within education, health and care settings. • Identify steps to be taken prior to the next Annual Review to support the continuing progress of the child towards the intended outcomes 		

Barriers to learning these priorities address	As a school, there should be a clear 'golden thread' that links the educational outcomes identified in the EHCP to intervention within the child's curriculum. It should be clear how we are taking action to ensure each child makes progress towards these outcomes. We should be able to report back on the impact of these actions on the child's progress and contribute to a review of the child's current needs and intended outcomes.
Projected spending	£57,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of Weekly training days and INSET days supported by Senior Leaders
Targeted support	Ensuring all the staff are trained with EHCP outcomes and inserting into the assessment system	Use of Weekly training days and INSET days supported by Senior Leaders
Wider strategies	The appropriate staffing of the clubs and ensuring training is in place for all teams	T&D team to work with Director of Extended schools o put training plan into place

Review: last year's aims and outcomes

Aim	Outcome
Access to after school clubs, holiday clubs and residential visits, Scouts, Arts participation, sports events, Duke of Edinburgh's Awards (DofE).	<p><u>After School Club / Holiday Club</u></p> <p>Success criteria met; no. of pupils accessing the ASC and Holiday Club offer increased. Holiday club offer streamlined and adapted to allow pupils from the Autism Base to access holiday and ASC provision with appropriate specialised staff.</p> <p>Aside the benefits the YP receive from accessing the club, our families also receive some respite and allows us to continue building strong relationships</p> <p><u>Residential Visits</u></p> <p>Last year there were 2 residential visits that were attended by YR8 and YR 11 pupils, to Eurodisney and Haven Wales</p> <p>The Yr 8 saw 54 pupils attend, of which 32</p>

Aim	Outcome
	<p>were PP pupils 60%</p> <p>The Yr 11 saw 28 pupils attend, of which 15 were PP pupils 53%</p> <p>Our evaluation findings make it clear that involving children and young people in brilliant residential experiences can lead to:</p> <ul style="list-style-type: none"> • improved achievement, attainment and progress • new and developing skills and understanding • improved learner engagement and motivation • greater enjoyment of learning • improved behaviour and attendance • significantly enhanced relationships with both staff and peers • enhanced resilience, confidence and wellbeing • more successful transition experiences • meaningful opportunities to develop and practise leadership and independent skills • raised aspirations • greater cohesion and a sense of belonging. <p><u>Scout Group</u></p> <p>Our Scouts group continued to expand. It has been highlighted by the Scouts Movement as exemplary good practice. Our Scouts take part in regular trips, attend residentials, camping expeditions and have gained more badges and awards. 55% of pupils attending Scouts received pupil premium.</p>

Aim	Outcome
	<p data-bbox="786 208 943 237"><u>Karate Club</u></p> <p data-bbox="786 280 1385 472">Funding enabled the club to run for its second year and is unique in being one of the few SEN clubs. Karate students gained national Silver award and are part of the national squad competing in national competitions.</p> <p data-bbox="786 512 1046 542"><u>Arts / Sports Events</u></p> <p data-bbox="786 584 1382 748">The opportunities for shared cultural visits have impacted positively on engagement and motivation. The whole school was able to share their experiences via video footage and live presentations.</p> <p data-bbox="786 788 1350 952">Pupils involved in collaborative cultural arts projects have shown an increase in participation and motivation. This in turn impacts and provides a vision for the whole school that promotes aspirations.</p> <p data-bbox="786 992 1337 1120">Performances at local prestigious theatres provide our children with enhanced experiences which boost self-esteem and pride.</p> <p data-bbox="786 1196 943 1225"><u>DofE Award</u></p> <p data-bbox="786 1267 1390 1601">The continued development of the Duke of Edinburgh's Award has resulted in the offer being extended to some of our more challenging and complex young people. The offer has been further developed to offer Gold Awards. This gives our young people opportunities to participate in their local communities and they are able to contribute in a meaningful way, for example becoming sports leaders.</p> <p data-bbox="786 1641 1378 1702">A recent letter from the operations lead at the DofE said,</p> <p data-bbox="786 1756 1350 1883">"Again, thank you to you and the staff team that deliver DofE to your students, it really does make a difference to their lives.</p>

Aim	Outcome
<p>Being an independent learner</p> <p>Being an independent learner</p> <p>Allocation of a dedicated Pastoral Lead in the form of attendance / safeguarding / family and multi-disciplinary liaison</p> <p>“Buddy” system</p> <p>Behaviour Support Counsellor half day per week</p> <p>Assistant DSLs</p>	<p>Behaviour interventions and close relationships with families seek to improve attainment.</p> <p>School buddy system ensures pupils are able to move around school using a safe, managed approach.</p> <p>Collaborative learning or small group work ensures working together using structured approaches and well-designed tasks.</p> <p>A wider pastoral team knowledge and support for the young people in having a deputy and assistant DSL</p>