

| | |
|----------------------------|--------------------------|
| Department / Site / School | New Bridge School |
|----------------------------|--------------------------|

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--------------------|
| School name | New Bridge School |
| Number of pupils in school (Yr7-11) | 417 |
| Proportion (%) of pupil premium eligible pupils | 65% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Alison Tootill |
| Pupil premium lead | Deborah Birch-Hall |
| Governor / Trustee lead | Catherine Williams |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £236,605 |
| Recovery premium funding allocation this academic year | £210,036 |
| 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 | £446,641.00 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim at New Bridge School is to use pupil premium to provide our students with the opportunity to achieve their full potential in a safe, all-encompassing environment.

We strive to provide an ever-evolving, bespoke, highly personalised curriculum tailored to our young people's individual needs. A curriculum which links to their desired outcomes which is designed to support our young people to develop a core foundation of knowledge and skills that will enable them to attain the highest level of recognised qualification appropriate to them and prepare them for further study, training, volunteering and employment.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood

Our key objectives are:

- To ensure that all disadvantaged children at New Bridge School should reach their full potential
- To raise the aspirations of all disadvantaged children
- To ensure that all children reach their highest individual attainment levels and destination potential.
- To develop the life chances of all disadvantaged children
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences.
- To provide funds for children suffering hardship to meet the cost of trips, activities, Duke of Edinburgh Award scheme or resources that allow students to participate in a wider curriculum and access opportunities to experience new and challenging activities

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Emotional, physical, social and communication difficulties caused by the pupil's various needs present the greatest barriers to learning at New Bridge and impact on all areas of school life. |
| 2 | Safeguarding and welfare issues which may lead to Social Services involvement |
| 3 | Broken family structures causing family stress and low resilience |
| 4 | Socio-economic disadvantage such as poverty |
| 5 | Trauma and other mental health issues in the family and/or child |
| 6 | 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. |
| 7 | <p>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'.</p> <p>New Bridge School continues to expand (4-19) to well over 185 pupils and students. This continuous growth leads to constant curriculum and organisational reforms.</p> <p>Our present employer partners are reaching capacity with learners who access our Employment Matrix, Bridging the Gap and Future Finders.</p> <p>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.</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 |
|---|--|
| Pupils being independent learners. | Independence is a sliding scale for our pupils but successful independent learners at any level of ability will be those who take an active interest in their own learning. They will understand what they are learning and be engaged in measuring their progress. They will be taught active solutions to regulate their emotions and seek to control aspects of their learning. Learners will also know how to support their mental health to engage successfully in learning. They will know what Destination they are working towards and the skills required to achieve this. They will receive quality first teaching which provides skillfully scaffolded support to allow them to fully develop their independence. |
| Pupils attending school on a regular basis. | Attendance data for each child is individually scrutinised and where pupils have fallen below the expected threshold, support mechanisms from the form tutor, Pastoral Team and Authority ensure that these families and pupils attend more regularly. This will be through planned re-integration activities, phased returns and part-time timetables. Expected thresholds may differ according to the needs of our pupils and absence will be judged against their possible sessions. |
| Academic Success. | All pupils assessed using the Academic 'I can' statements will be making expected or exceeded progress. Where pupils are making developing or emerging progress investigations will identify the reasons for this and interventions, teaching strategies and additional support will be introduced to improve academic success. |
| Being engaged with a curriculum that meets the pupil's interests. | Teaching and Learning Models for every subject and provision reflect the diverse needs and interests of all our pupils. Curriculum Leads annually review Schemes of Work to ensure that these are continually updated where required to maximise the engagement of all pupils. Progress data will inform the engagement of pupils and identify any areas for improvement. |
| Pupils getting support when they need it. | Form tutors will use progress reviews and detailed knowledge of the pupils EHCP to signpost pupils to any additional support required; SALT, Sensory, Physical, Mental, Social, Communication, Cognition and Learning. Monitoring of both internal and external systems will ensure that pupils receive this in a timely manner and that strategic plans are put in place to address any areas where this is not the case. |

| | |
|---|---|
| Having a positive outlook, keeping safe and behaving appropriately. | Form tutors will monitor pupil mental health and well-being with support from the Pastoral team, including our in-school counsellor and behaviour specialist. School Council will be used to support the measurement of well-being of pupils and address areas which support keeping pupils having a positive outlook and keeping safe. Pupils will follow the school's 3B's policy to maintain appropriate behaviour and our positive behaviour approach will be used to support any pupils who are not adhering to this. Pupils will also have opportunity to take part in extra curricular activities. |
| Being involved in the wider life of school. | Pupils will have access to after school clubs, holiday clubs and residential visits, Arts participation, sports events, Outdoor education sessions and Curriculum trips. All pupils will take part in whole school one day events such as Pride, Super Learning Days, Christmas Markets, Red Nose Day etc. Pupils will also link with their 'twinning' group in the school regularly to learn more about each other and celebrate the diversity of our school community. |

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: £362,000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| To provide a robust continuous curriculum and holistic offer for pupils either on or off site whilst continuing to meet the needs of the pupils. Using iPads and school specific learning/communication apps for flexible learning. | Evidence shows equipment and technologies support learning and improve attainment. This is also effective with younger or less motivated learners. Curriculum Leads will purchase resources that will support the bespoke curriculum. | 1, 4, 6 & 7 |
| Establish clear processes to ensure outcomes identified in pupils EHCP's are translated into Annual Review targets. | Review the EHCP to ensure it is current. Review progress towards the outcomes within the education, health and care settings. Identify steps to be taken the next annual review. Develop and implement a training plan for whole school. | 7 |
| Enhance the leadership structure to incorporate Assistant Heads of Key Stages. | Assistant Heads will be key leaders over each key stage, this will improve communication channels and support | 2, 6 & 7 |
| The enhancement of the 1:1 iPad initiative supports academic progress for all pupils. | Ensure all pupils have iPads and all iPads have the necessary apps installed. Invest in additional IT support, by employing an additional IT technician | 1, 3 & 4 |
| Bespoke curriculum offer, resources, specialist teaching, Pastoral support and the Remote Learning Offer | Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parent/carers | 1, 2, 3, 4, 6 & 7 |

| | | |
|--|--|--|
| | Carry out welfare calls with pupils/parents/carers online through the apps or by phone call. | |
|--|--|--|

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

Budgeted cost: £80932.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Speech and Language Contribution to the employment of a full time TTO Speech and Language Therapist. | Improvement in the ability for young people to understand and express thoughts, ideas and feelings. Use intelligible speech and as result can be understood by others. Increased ability to problem-solve in an independent environment. Improved swallowing function and safety | 1 |
| Signalong Training for all class-based employees | Improve communication between staff and pupils. Improve pupil and staff self-esteem. | 1 |
| Being an independent learner | The Pastoral Team build great working relationships with families. Behaviour interventions and close relationships with families/agencies to improve/engagement and attainment. | 1, 2, 3 & 5 |
| Access to Mental Health First Aiders | Key staff support groups and individuals with interventions where they access the community around the school. Groups work with staff and learn how to use public transport, pay for groceries and even do some community service at local businesses. | 1, 2, 3 & 5 |
| Access to therapeutic input | Access to professional therapeutic input to further support the mental health and wellbeing needs of individual pupils. | 1, 2, 3 & 5 |

| | | |
|--|---|--|
| | Improve access to SALT, HI, VI and SI to develop a shared vision and work collaboratively | |
|--|---|--|

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

Budgeted cost: £5000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Having a positive outlook, keeping safe and behaving appropriately | Provided opportunities to participate in extra-curricular, community opportunities ensure appropriate behaviours and development are nurtured. The offers of a residential experience at certain key stages enrich lifelong opportunities. This promotes inclusion within the community. | 1, 3, 4, 5, 6 & 7 |
| 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), Outdoor education sessions and trips | 1, 3, 4, 5, 6 & 7 |

Total budgeted cost: £447,932.00

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 2021 to 2022 academic year.

Being an independent learner

The provision of a dedicated Pastoral Team has enabled us to respond to the pastoral needs of all pupils, including PP pupils. The team worked closely with teachers and families and a range of external agencies and multi-disciplinary professionals to holistically manage a range of pastoral issues including attendance, conduct, contact, intervention sessions and reflection periods. They also worked with Social Care to support early intervention, Child in Need and Child Protection processes. The intervention and support coordinated by this team ensures pupils are present and able to engage in learning.

Pupils have had access to professional input from SALT, HI, VI and SI to support mental health and wellbeing.

Having a positive outlook, keeping safe and behaving appropriately

Primary model classes were piloted to gauge the engagement of pupils with specific challenging SEMH needs. The curriculum offer was designed to provide the level of consistency, structure, routine, and total communication to ensure the engagement of these pupils.

Pupils have had access to professional input from SALT, HI, VI and SI to support mental health and wellbeing.

The Annual Review process was reviewed and all staff have been trained in the new procedure which clearly links the DEHCP outcomes to targets within the Annual Review.

The curriculum was based around the three key areas of Living Skills and designed to enable English and Maths teaching and learning to be embedded within functional and meaningful activities both within school and in the local community.
Showbie and Seesaw Apps purchased.

Sports Events

Funding has sustained opportunities for pupils across the school to participate in a range of local, regional and national competitive sporting activities both in school and out of school through collaboration with a variety of sporting partners. During 2020-21 competitive opportunities have included sports such as:

- Cricket
- Table cricket
- Wheelchair basketball
- Rowing
- Football
- Tag rugby
- Power chair football
- Basketball
- Athletics

Our engagement with the MCFC City in the Community project has further increased opportunities for our young people by enabling us to take part in regular tournaments and events.

Being involved in the wider life of the school

Extended access to before school and after school clubs ensures our 'staying safe' strategy is enhanced. Holiday clubs were offered for four weeks in August, the offer would usually include all holiday periods with the exception of Christmas but due to Covid this wasn't possible. Before and After School clubs ran at a highly subsidised rate when restrictions allowed. The Extended schools programme has clear structures and strong links to the curriculum and clearly generates academic benefits.

A calendar of sporting events took place throughout the year.

The extended Pastoral team helped to support families to work alongside the school in ensuring that the needs of the pupils were met.

Pupil achievements and becoming independent were enhanced through the support our pupils receive when they attended various trips throughout the year.

Our evaluation findings make it clear that involving children and young people in brilliant residential experiences can lead to:

- 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.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
| | |