



BRIDGE AP ACADEMY PUPIL PREMIUM EVIDENCE 2017-2018

How much pupil premium funding you received for this academic year?

For the year 2016-17 the pupil premium figure for the Bridge AP Academy was £77,138. For the year 2017-2018 the pupil premium figure for The Bridge AP Academy is £67,164.

Details of the main barriers to educational achievement that the disadvantaged children in your school face

The majority of our learners at The Bridge AP Academy are disadvantaged to varying degrees and face a range of social, emotional, mental health and behavioral challenges. Learners face challenges such as complex family situations, social and emotional difficulties, experiences of failure and rejection. Pupil premium funding is used in order to close the gap, inspire, raise aspirations and self belief and to improve young peoples' life chances. The learners at The Bridge Academy tell us that they feel happy and secure. Learners have been given opportunities which allow them to believe that they can be successful and achieve their potential. The impact of pupil premium is currently measured through, Progress 5 measures (attendance, behaviour, curriculum progress, literacy, therapy) and learner voice. The performance and progress of pupil premium groups is tracked and regularly reviewed against other groups, along with reading age progress. Currently 82% of our learners have pupil premium entitlement. Pupil premium funding is used in a variety of ways which supports the progress and development of the whole school community.

How you will spend your pupil premium funding to address these barriers and the reasons for the approach you've chosen

Many of our learners have to face significant barriers to educational achievement including challenging family circumstances, previous negative experiences of school, literacy and numeracy deficits and at times, involvement in antisocial behaviour. This is what leads most of our learners to be referred to us.

Therefore we adopt a wrap-around approach to our learners which starts with the provision of hot breakfast from 8.30am, fruit at break time and a hot meal at lunch time. It would be counterproductive to charge those pupils who are not entitled to free school meals. Instead, we aim to create a cohesive climate of support for all to support their needs. ICM learners and staff eat all food around the nurture table in the nurture room, this creates a sense of community and harmony within the whole school community.

Our approach to determining who benefits from our range of interventions cannot be based upon who is entitled to pupil premium; it is based on need.

Our range of interventions includes:-

- Jamie's Farm - annual farm residential for up to nine learners.
- Therapeutic interventions - the mental health and wellbeing of all our learners is monitored closely. All of our learners meet with a therapist upon induction and are introduced to the therapies on offer (Art therapy, Music therapy, psychotherapy and complementary therapy). An induction therapy group continues for a period of five weeks to ease transition into school and identify any possible needs. Staff can refer learners and learners can also self-refer. Attendance to therapy stands at 87%. Our therapeutic offer, again, is based on need, not entitlement to pupil premium. The impact of these is monitored through our 5 progress measure and through the TEI-Que ASF therapeutic outcome measure.
- Our KS3 model offers a holistic approach to academic and social development. We work on a 5 tier model with a differentiated approach. Provision ranges from Nurture groups to a 'Getting ready to reintegrate' group.
- Literacy interventions - we monitor closely the progress of all learners entitled to pupil premium and this will be reported on as we collect Sound Training progress data. A literacy coordinator has been appointed on site and will liaise and administrate all literacy interventions. Reading data for all learners has been collected and is used as a baseline measure against which progress can be evaluated throughout the year.
- Bespoke learning opportunities - where learners struggle with the curriculum we offer interventions outside of school for limited period of time, including creative projects to build relationships between learners and staff to ensure long term progress in a school context for all learners at The Bridge AP Academy.
- Provision of equipment- we have a policy of providing learners with the equipment they need in order to be successful in their learning from the get-go.
- Enrichment activities take place weekly as part of a core curriculum offer, trips broaden learners' horizons, raise aspirations and encourage social relationships with adults and peers and develop team work and independent learning skills.
- Circus skills, the Loophole music project, chess and dodgeball workshops weekly engage learners in a rich curriculum which develop holistic skills to support academic progress at school.
- Workshops are run by The Young Women's Advocates and Boys to Men groups to develop a healthy understanding of gender roles, risks and healthy living.
- A team highly skilled LSPs are employed and dedicated to support learners, delivering mentoring sessions, emotion management, Restorative Justice, SRE and literacy interventions.
- All Year 10's and 11's receive guidance to establish Post 16 pathways; either at TBAP 16-19 Academic Academy, local colleges, apprenticeships or work

placements. Our dedicated careers officer provides support throughout the year.

How you will measure the impact of the pupil premium?

A range of measures to help us monitor the progress of our learners have been developed in response to the Commission on Assessment Without Levels: final report which promotes the view that approaches to assessment:

are based on needs of the pupils

follow the school's curriculum

support effective teaching

Using a programme called Pupil Asset, we have developed an approach which allows us to measure the impact of our new approach to assessment on all groups, including of course learners entitled to PP.

We will also use the report to monitor the progress in the following areas:

- Attendance
- Curriculum Progress
- Literacy
- Behaviour
- Enrichment and Therapy

The date of the next pupil premium strategy review - September 2019 (following GCSE and other examination analysis)

What impact has pupil premium had on pupils?

Attendance, particularly at KS3, has increased this year with 95% of learners attending both punctually and regularly. Relationships are being built between the school, parents and wider progression bodies with professionals' meetings being held at The Bridge to ensure school representation and holistic thinking around the learners we educate. Achievement data continues to outweigh behaviour data suggesting a positive environment with progress for all in all 5 progress measures. Enrichment trips have provided many opportunities for learners to build their self-esteem work collaboratively and develop a range of skills, whilst gaining access to otherwise out-of-reach experiences.