

## **BRIDGE AP ACADEMY PUPIL PREMIUM EVIDENCE 2018-2019**

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

For the year 2018-19 the pupil premium figure for The Bridge AP Academy was £62,022. For the year 2019-2020 the pupil premium figure for The Bridge AP Academy is £154,704.

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

The majority of the learners at The Bridge AP Academy are disadvantaged and, as a consequence, face a range of social, emotional, mental health and behavioural challenges. Learners face: complex family situations, social and emotional difficulties, experiences of failure and rejection and challenges to learning, previous negative experiences of school, literacy and numeracy deficits, and at times, involvement in antisocial behaviour.

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 measured through, attendance, behaviour, curriculum progress, literacy, enrichment, reintegration and learner voice. The performance and progress of pupil premium groups is tracked and reviewed against other groups termly.

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

. We adopt a wrap-around approach to the learners which starts with the provision of hot breakfast from 8.30am, fruit at break time and a hot meal at lunchtime. We aim to create a cohesive climate of support for all therefore ICM learners and staff eat all food around the nurture table in the nurture room to create a sense of community and harmony within the whole school community.

Our approach to determining who benefits from our range of interventions is based on need and is planned in advance for academic and mentoring sessions wherever possible. Dynamic intervention also takes place daily as and when the need arises and this is a crucial to maintaining a calm and harmonious atmosphere consistently in ICM.

### **Costing for this academic year breaks down as below:**

<b>Pupil Premium cost Area</b>	<b>Activity</b>	<b>Resources</b>	<b>Cost</b>
School Canteen	Breakfast club and providing hot lunch	Cook salary Ancillary Partial funding for food	£23,300 £14,800 £14,500
Literacy Project	Lexonic Sound training	Additional staff delivery time (2 LSPs Total 0.2 FTE delivery 36 weeks)	£3,500 in addition to SSIF funding)
Enrichment	Travel to off-site activities		£1,600
Trips	BMXing, Football		£5,000

	leadership programmes, horse-riding, ice skating, trampolining.		
Uniform			£2,300
Independent living preparation resources	Shopping, home cooking, washing		£2,000
Bike rides and resources for the bikes			£800
Enrichment in house	Play station Nintendo switch Large games Sports equipment		£1,600
Football Beyond Borders			£7,000
Student Reward Trips to places such as the cinema			(£200 per term) £1,200
1 additional support staff			£23,300
Sulgrave building T2			£11,000
Sulgrave building T3			£11,000
Sulgrave lsp			£23,300
Pupil Premium Allocation 2019-20			£ currently at 135,200
		Total	£146,200

**Further information is as follows:**

External or enrichment interventions or opportunities

- Football Beyond Borders
- QPR Prevent and Prosper
- St Giles Trust workshops
- Horse-riding – Wormwood Scrub Pony Centre
- Bike rides
- Swimming
- Fulham Reach Boat Club
- Circus skills
- Loophole music
- PSHE dynamic interventions
- Lexonic Leap – Literacy programme
- Sound Training phonics programme
- bike riding enrichment to develop relationships self-esteem and confidence

Academic Interventions

- Guided Reading
- LSP in class support
- LSP 1-1 outside of class

- Mentoring
- Teacher Led intervention
- Reintegration support

#### Other

- Conflict resolutions and restorative justice
- Home visits
- Attending professionals meetings both in site and off site
- Liaising with parents to ensure joined up working

#### **Further ways/explanation in which PP funding supports the learners:**

Our KS3 model offers a holistic approach to academic and social development.

We work with a 3-tier model with a differentiated approach to each learner. Provision ranges from a Nurture group to a 'Ready to Reintegrate' group. Learners move within the tier system depending upon their needs and circumstances at any given time.

Developing core skills is key to ensuring the progress of our learners, a literacy coordinator is responsible for training other staff, delivering interventions and evaluating progress of all groups including those entitled to pupil premium funding. Reading data for all learners at KS3 has been collected and is used as a baseline measure against which progress can be evaluated throughout the year.

Bespoke learning opportunities are offered to those in need, should a learner be struggling to engage in the school community we are able to offer off site educational activities or one to one in core skills either side of the school day. This ensures that all learners who are on the ICM roll are offered an education provision daily.

Provision of equipment- we have a policy of providing learners with the equipment they need in order to be successful in their learning. This includes ensuring all learners have the correct uniform, equipment and home learning tools needed to feel ready for learning and therefore to make progress academically.

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. As learners often struggle to find their place within the community these trips are also designed in order to encourage our young people to be successful within the wider community.

Enrichment activities in school, in ICM we also run a program of activities from within school. These help develop relationships within the staff and peer team and lower anxiety within the school community. Through in school enrichment we provide learners with opportunities to play and learn as part of a team thereby developing self confident and social skills. These days include uni hockey, dance activities, fitness activities, archery, group games and chess.

Circus skills, the Loophole music project, rugby works, dodgeball workshops, football beyond borders, QPR, Nuffield Gym and Wormwood Scrubs Pony Centre run weekly sessions throughout the year to engage learners in a rich curriculum which develop holistic skills to support academic progress at school.

Workshops are run by The Women and Girls' network and The St Giles Trust to develop a healthy understanding of gender roles, risks such as knife crime, join enterprise and county lines and healthy living.

A team of highly skilled LSPs are employed and dedicated to support learners, delivering mentoring sessions, emotion management, Restorative Justice, SRE and literacy and other academic interventions.

All Year 9 learners receive guidance to establish Post 14 pathways and preparation for KS4.

### **How you will measure the impact of the pupil premium?**

A range of measures to monitor the progress of our learners have been developed in response to the Commission on Assessment Without Levels, the final report promotes the view that approaches to assessment should be holistic.

In ICM we have developed an approach which allows us to measure the impact of our work in ICM on all groups, including learners entitled to PP in the following ways:

- Attendance
- Curriculum Progress
- Literacy
- Behaviour for learning
- Enrichment
- Reintegration
- Exclusion

### **The date of the next pupil premium strategy review**

September 2020

### **What impact has pupil premium had on pupils?**

Attendance at KS3, has increased and has remained sustained this year as a result of attendance interventions and the strong curriculum offer ( 66%-75%, last year we had one PNA and this year we have four). Relationships are being built between the school, parents and outside professionals working with the learners' families to ensure holistic thinking around the learners we educate. Achievement data continues to outweigh behaviour data suggesting a positive environment with progress for all, in all 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, learners attendance and feedback on these days suggests that learners feel positive about their enrichment experiences.

### **Outcomes/Impact**

- 21% reduction in exclusions at KS3
- 9% increase in attendance at KS3
- 72% increase in positive behaviours at KS3
- 20% of learners reintegrated into mainstream schools at KS3
- 1year or above increase in all reading ages at KS3
- Progress of PP learners in line with non PP learners