

## Pupil premium strategy statement

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. Our strategy is however organised to cover a 3 year period.

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	Alt Bridge School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	64.9%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	
Date on which it will be reviewed	10.09.23
Statement authorised by	N Menagh
Pupil premium lead	S Farrimond
Governor / Trustee lead	S Gannon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,925
Recovery premium funding allocation this academic year	£125,856
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,683
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£297,464

## Part A: Pupil premium strategy plan

### Statement of intent

Our overall key aim is to use pupil premium funding in order to help us to achieve and sustain positive outcomes for disadvantaged children. Our students face a variety of challenges and socio-economic disadvantage is one such challenge for a large proportion of our student population. When looking at data associated with pupils who are eligible for pupil premium, there can be indicators of variance in outcomes for academic attainment, progression, attendance and engagement.

Our approach is focused on enabling access to high-quality teaching whilst also meeting the needs of learners in terms of their social and emotional vulnerabilities as these vulnerabilities can significantly reduce access to the curriculum and the academic support available.

Whilst our strategy is to target disadvantaged students, the use of funding can support other students across school where money is allocated to the development of high quality teaching and learning, the provision of external expertise through structured programs and through working to maintain consistent social relationships.

We provide disadvantaged pupils with support to develop independent life and living skills, access to high quality work experience, careers guidance and a wide variety of enrichment options. A lot of work is done to ensure positive destinations whether students leave us in year 11 or from post-16. Preparation for a successful adult life is central not only to this strategy but to our whole school ethos.

Education recovery is a key area of focus for us and is at the heart of our strategy for recovery premium which has directed support through a school-led National Tutoring Programme model and additional interventions.

Our strategy is driven by our knowledge of the needs and strengths of each student which informs our programs, approaches and aims.

## Challenges

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

Challenge number	Detail of challenge
1	Our attendance data from 2020-2021 tells us that pupil premium pupils have poorer attendance than their non-pupil premium peers. Pupil Premium pupils are performing 6.2% below Non-Pupil Premium pupils. In all classes across the school Pupil Premium pupils are performing below Non-Pupil Premium pupils.
2	Our assessments show that pupil premium students are less likely to achieve the same as their non-pupil premium peers in computing and also demonstrate lower engagement with ICT related activities. This may be due to less exposure at home to equipment pre-pandemic.
3	Our assessments show that lower numbers of pupil premium students obtain qualifications in the Arts and PE. This is due to them being less likely to select these subjects as options in KS4. The Arts subjects and PE enable key health outcomes to be met and also build on students' cultural capital, both of which are essential outcomes to focus on for PP students.
4	Our data, observations and conversations with students show that more disadvantaged students have difficulties with mental health and wellbeing, social relationships, communication and emotional resilience than their non-pupil premium peers.
5	Our observations show that our disadvantaged students struggle more with lower self-esteem and confidence than their non-pupil premium peers. Students need support to develop their confidence in order to communicate their thoughts, wishes and feelings. By providing opportunities to develop these skills, the school will support positive outcomes for students in terms of preparation for adulthood.
6	Our observations, assessments and conversations with students and their families, demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged students have been affected by the pandemic to a greater extent than for our other students. These findings are supported by national studies also.

## 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
Improved attendance for disadvantaged students and a reduction in the PA rate for disadvantaged students	The gap between attendance for PP and non-PP students will decrease and less PP students will be classed as persistent absentees. The percentage of persistent absenteeism will fall 2% for disadvantaged students following significant levels of intervention and support by 2024/25
Improved attainment for disadvantaged students in core subjects and in ICT in particular, relative to their starting points and as identified through	Through achievement of improved performance for students as captured in end of year assessments at the end of this planned strategy period in 2024/25. Internal monitoring cycles will find improved standards in the quality of teaching and learning within classrooms, thereby demonstrating a positive impact on learner outcomes.
Increased uptake of pupil premium students for other available qualifications available within the Arts and physical development curriculums.	An increase in disadvantaged students gaining foundation subject qualifications such as Arts Awards or PE qualifications. PP students will be observed to be engaging in healthier lifestyles.
Improved mental health and wellbeing of disadvantaged students, thus providing improved access to the curriculum.	Case studies of PP students alongside observations and conversations with students and their families will demonstrate improved outcomes in terms of mental health and wellbeing. These outcomes will show improvement following on from additional provisions and therapeutic interventions.
Improve confidence and self-esteem of disadvantaged students enabling improved engagement, participation and independence.	Impact will be noted through observations and discussions with students, their families and staff. PP students will present with improved levels of self-esteem and will increase their participation and engagement with school activities, particularly those involving oracy. PP students will demonstrate increasing levels of independence in relation to learning and be aware of how they learn in order to retain the most knowledge.
To ensure that disadvantaged students are not more significantly disadvantaged in the longer term due to the impact of the pandemic	Performance in relation to COVID recovery activities demonstrates that the gap between disadvantaged students and their peers is being narrowed or at least, prevented from expanding following intervention and additional support.

<p>Greater access and skills in using technology for disadvantaged students</p>	<p>Through noted achievements in ICT, technology-based learning platforms and computing outcomes.</p> <p>Through the demonstration that disadvantaged students will be competent at accessing technology for appropriately differentiated learning tasks and activities within school.</p> <p>Through demonstrating greater equity between pupil groups in the access of virtual learning provisions at home following on from the direct support provided within school to develop competence.</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: £38,145**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TLR 3 payment for parent partnership</p>	<p>A member of teaching staff has been identified to lead on Parent Partnership which will seek to enhance our engagement with parents and carers and help school to achieve best practice in relation to parent partnership, thereby resulting in the achievement of the parent partnership award. The EEF research has cited a moderate impact from parental engagement with learning;</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Collaborative coaching HLTA cover – six days per term to enable teachers to engage in collaborative coaching cycles</p>	<p>Collaborative coaching enables teachers to develop their own practice through focused work in particular skills for teaching and learning to the benefit of all learners. To enable collaborative coaching to take place, HLTA cover will be used across three terms so that teaching staff to engage in these cycles.</p>	<p>6</p>
<p>Lexonic Leap training and resources</p>	<p>There is extensive research, outlining the significant impact of teaching a systematic phonics programme to readers who are developing early reading skills.</p>	<p>5, 6</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Metacognition INSET	<p>Evidence collected by the EEF has demonstrated that the use of metacognition strategies with learners, enhance retention of learning, thereby achieving greater learning outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	5, 6
SIL literacy consultant for school in relation to the whole school reading strategy	<p>School have commissioned a SIL literacy consultant to provide ongoing support and consultancy, enabling school to develop the English curriculum, reading interventions and support to a level of high quality and successful impact. This support will enable school to also meet the planned outcomes within the reading strategy plan.</p> <p>Reading TLR to drive forward initiatives in relation to reading for pleasure and ensure the establishment of the library</p>	5, 6
Philosophy for children training for more teachers	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children</a></p> <p>P4C has been found to develop children's higher order thinking skills. Being able to apply reasoning improves not only academic attainment but also social and emotional problem solving. Alt Bridge have been working to embed P4C more widely across the curriculum by training curriculum cluster leaders.</p>	4, 5, 6
Attendance officer for the school	The appointment of a school attendance officer will enable further work to be undertaken to tackle poor attendance and ensure the school fully understands and can seek to address the issues affecting PP students which in turn impact on attendance.	1, 2, 3, 4, 5, 6
SIL SRE consultancy training for staff	INSET training Sep 2022 to enable all staff to support the SRE curriculum in their day-to-day conversations with students. This will support all students to develop their knowledge and confidence in relation to SRE and equip staff with the knowledge and skills to drive forward equalities objectives.	4
Arts training	Training for teachers delivering the arts awards qualification to students. Three teachers will complete Arts Awards training this academic year. The impact for this will be seen in the quality of the arts education at Alt Bridge.	3

Safeguarding training in Prevent	All staff to receive training in Prevent provided by a home office consultant with specialism in Autism and the risk associated with extremism/radicalisation.	4, 5, 6
PSHCE training	PSHCE teachers will access a programme of CPD to develop knowledge and skills in relation to the deliver of our PSCHE curriculum. The impact will be seen in the quality of education provided by the Thriving Curriculum and the progress of students in relation to key concepts.	4, 5, 6
External supervision of staff	School to commission external supervision sessions half-termly through Jo Whalley associates. This provides those staff working with the most vulnerable students, the opportunity to speak with an external consultant. By supporting the mental health and wellbeing of staff working with the most vulnerable students our students will receive a high-quality offer of support.	4, 5, 6

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

**Budgeted costs: £87,811**

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme 40% remaining cost contribution	<p>1:1 SpLD teacher to provide tuition for learners with a profile or diagnosis of dyslexia.</p> <p>Tutoring in Maths, English and Science delivered by qualified teachers through the school-led tutoring arrangements.</p> <p>Continued provision of an after school Science GCSE group to enable four students to access a science GCSE. Examinations due to be taken in summer term 2023.</p> <p>1:1 and small group tuition has been found to be very effective in improving learning outcomes by the EEF:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	6
Speech and language therapy/Social communication support	Alt Bridge School have entered into an SLA with Merseycare beginning in October 2022 to provide a three-day per week speech and language therapist who can provide direct work with students. Developing communication skills has been shown to have a positive impact on access to the curriculum and positive outcomes in adulthood.	2, 4, 5

	<a href="https://ican.org.uk/media/1926/ican_talkseries10.pdf">https://ican.org.uk/media/1926/ican_talkseries10.pdf</a>	
ICT	<p>The school has purchased licences to use the Century learning platform which provides students with an online resource to access learning activities to support learning across the curriculum.</p> <p>Observations of student engagement and internal engagement tracking show that KS4 students in particular, have engaged well with Century learning to boost learning opportunities at home and in school.</p> <p>The school also uses SeeSaw to track progress against SEND outcomes, set activities for home learning and provide evidence of learning taking place within school for parents and teachers across school to access.</p>	2, 6
Computing	School commission ongoing input from the CLC for Knowsley, thereby providing students in KS4 with additional sessions focused on developing their knowledge and skills. Sessions will also be commissioned for KS3 students focused on improving their ICT skills and overall engagement with computing activities.	2, 6

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

**Budgeted cost: £171,508**

Activity	Evidence that supports this approach	Challenge number(s) addressed
OSSME SLA	Our OSSME SLA provides a one-hour weekly session for students with an Autism diagnosis in order to understand their diagnosis and make progress with personal, social and emotional development. OSSME can coach students and advise staff around removing barriers to learning.	1, 2, 3, 4, 5
Safeguarding Gangs awareness workshops	Selected students will access the Get Away Safe Programme in autumn term. The programme supports students to develop their awareness of the dangers associated with gangs and how to remove themselves safely from situations which place them at high-risk within their local communities.	1, 4, 5, 6
Military school SLA	This program offers students a chance to engage in resilience and team building to support	1, 3, 4, 5

	<p>engagement and social/emotional learning. There is evidence that social and emotional learning</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf</a></p>	
Shakespeare North Playhouse partnership	<p>Students will access workshops in vocalisation techniques and visit the new theatre for activities, plays and workshops over the course of the academic year. The school will work in partnership with the playhouse to ensure that disadvantaged students build cultural capital through the variety of experiences and gain confidence in communication. The SNP will also support school on it's journey to achieve the Arts Mark and to enhance our citizenship curriculum.</p>	3, 4, 5, 6
Appointed learning mentors	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Our learning mentor team manage and respond to pupil absence, implement the Knowsley LA strategy and offer EHATs to overcome ongoing attendance issues.</p>	1, 3, 4, 5
Team Teach training	<p>Six members of staff will access year 2 trainer training to enable our school staff to access ongoing, regular Team Teach training which focuses on de-escalation strategies and how to conduct physical interventions. These approaches enable staff to manage more challenging behaviour effectively which affects the learning of all students and also to re-focus students on their learning.</p>	3
Music therapy	<p>Music therapy is a non-talk form of therapy which tends to be more engaging to students with ASD or trauma. The ongoing support offers students a chance to express themselves safely, overcome some of the challenges they face around social and emotional needs and accessing the curriculum.</p>	3, 4,
ADHD foundation SLA	<p>We have a number of students with diagnosed and undiagnosed ADHD. The foundation provides 1:1 involvement with students, providing coaching, developing their knowledge of their condition and providing strategies to school staff.</p>	1, 2, 3, 4

Attendance Officer SLA with Knowsley CC	We have allocated funding to provide further support and involvement with attendance issues through the local authority attendance team offer. This supports the workload of the learning mentors and allows for a larger proportion of home visits and escalation strategies when attendance is not improving.	1
Shine therapy SLA which will provide occupational therapy and sensory assessments as well as consultation for the establishment of sensory spaces for self-regulation.	Pupil engaging may often be affected by sensory needs which is a shared profile amongst our student population. Sensory integration supports students to increase engagement and access more learning. It enables them to self-regulate and develop learning behaviours.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4
Access to school trips	Subsidies for school trips to enable all students to access off-site visits and prevent non-attendance due to financial barriers. School trips continue to build student's cultural capital by enabling their access to high-quality	1, 2, 4
Daily free breakfast club	Provision of a free breakfast club available to all students to access health choices to avoid hunger affecting learning and engagement. Daily morning snacks are also provided for students who may miss breakfast or become hungry during the morning.	5

**Total budgeted cost: £297,464**

**Total Funding: £297,464**

## 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.

Attendance has been in line with or above local and national secondary mainstream schools as well as special settings in the past academic year. The ongoing work of the learning mentor team has proved very beneficial. Our PA rate was very high in 2021-2022, however this was a national picture. The wellbeing team have worked within a clearer structure and process for addressing attendance issues.

The investment in CPD for teachers and support staff has led to improved outcomes for students. The quality of education has been found to have improved through internal monitoring cycles. The CPD costed within the plan directly contributed to the improvements noted and teachers had the opportunity to engage in collaborative coaching cycles to develop their reflective practice.

Investments in Maths enabled more students to make individual levels of progress. Progress was occasionally hampered by absences due to COVID.

Analysis of our KS4 outcomes demonstrates that a higher percentage of PP students (78%) than non-PP students (77%) accessed a PE entry level qualification and our PP students achieved over than of our non-PP group with 55% of PP students who entered achieving an entry level 3 as opposed to 10% of non-PP students achieving an entry level 3. The rest of the students entered achieved entry level 2. This shows an improvement in the level of engagement in PE qualifications compared to the start of this strategy. We found the same trend in 2022 outcomes for learners in the arts. 57% of PP students selected arts subjects as options and out of this, 85% achieved the award. The remaining 15% did not achieve due to significant low attendance. 87% of non-PP students achieved the award which was not significantly different.

Improvements were also noted in ICT. Whilst the achievements for PP students (78% achieved an entry level qualification) in KS4 for ICT were lower than non-PP (100% achieved an entry level qualification), the main reason for this is known to be attendance issues. The students who did not achieve a level were all students for whom attendance was below 20%. By discounting these students from the data, 100% of the PP group also achieved an entry level qualification in ICT. Our PP student group also achieved well in our Imedia KS4 option group, with a 66% pass for PP and a 58%

pass for non-PP students entered. Imedia proved a popular option for PP students with 26% of PP students accessed it.

In the 2020-2021 academic year, Alt Bridge concluded the whole school communication review and the following year, provided all staff with training in meeting social communication needs but also selected staff, in providing specialist programmes of support. Staffing challenges meant this was hard to provide for all students who required the support so a concentrated effort was made on assessing pupil needs and working with Merseycare to develop a business case for a designated speech and language therapist for the school. Students benefitted from bought-in therapy in the meantime and individuals made progress in relation to their complex speech and language needs.

Philosophy sessions for students have been well received and staff report improvements in the abilities of students to hold structured discussions and to consider big questions, thereby deepening their engagement with and understanding of more complex concepts.

## Externally provided programmes

Programme	Provider
That Reading Thing	Tricia Miller – That Reading Thing Consultant
Lexia intervention computer licences to provide phonics intervention	Lexia
CLC specialist sessions in computing	Knowsley City Learning Centre

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Individual therapeutic sessions to support social and emotional wellbeing through
What was the impact of that spending on service pupil premium eligible pupils?	The student accessed therapeutic support which supported confidence-building and self-esteem. The impact was observed to be improved outcomes, particularly in relation to mental health and wellbeing.