

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	253
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	
Date on which it will be reviewed	October 24
Statement authorised by	N Menagh
Pupil premium lead	N Menagh
Governor / Trustee lead	Mr. S. Dixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,710
Recovery premium funding allocation this academic year	£134,274 Actual
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	£306,984

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 were performing 6.2% below Non-Pupil Premium pupils in 2021-2022. 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>
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Activity in this academic year 2023-2024

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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. We know from research, that coaching and development of coaching in teacher learning committees, is a strong method of professional development:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2, 3, 5, 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>5, 6</p>
<p>SIL literacy consultant for school in relation to the whole school reading</p>	<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>5, 6</p>

strategy and curriculum	<p>Reading TLR to drive forward initiatives in relation to reading for pleasure and ensure the establishment of the library. The importance of reading is highlighted in research;</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
Philosophy for children training for more teachers	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/philosophy-for-children</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.	<p>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.</p>	1, 2, 3, 4, 5, 6
PSHCE training for non-specialist teachers	<p>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. We know from research that supporting social and emotional learning has a positive impact on curriculum outcomes;</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5, 6
External supervision of staff	<p>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.</p> <p>The DfE charter on mental health outlines the importance of staff mental health and wellbeing:</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p>	4, 5, 6
National Autistic Society	<p>School commissioned the NAS to assess our provision and also provide bespoke support in working towards the next level of the award.</p>	All

accreditation process	TLRs are primarily designated to support high-quality teaching, which we know, has a significant impact on all children, particularly the most vulnerable; https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	
The appointment of a permanent SEND strategy leader 2023-onwards to oversee SEND approaches	The school created a new post of SEND strategy leader to ensure work in regards to SEND strategy and inclusion is driven forward. TLRs are primarily designated to support high-quality teaching, which we know, has a significant impact on all children, particularly the most vulnerable; https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	All

Budgeted cost: £37,508

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapy/Social communication support 2022 onwards	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. https://ican.org.uk/media/1926/ican_talkseries10.pdf	2, 4, 5
ICT	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. 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. 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.	2, 6

	https://www.century.tech/news/how-the-school-of-research-science-is-using-century-to-improve-their-results/	
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
Our diversity team	We have a team of level 3 Teaching Assistants who provide 1:1 support as and when required and according to the individual needs of children with the most complex needs. The centralised team is led by an expert HLTA and our inclusion leader and staff are deployed according to meet the needs of students.	1, 2, 3, 4, 5, 6
We have appointed job coaches to provide 1:1 support to students preparing for and partaking in work experience and supported internships	Our job coaches work within a team who support preparation for adulthood and engage with students to provide 1:1 support. They have accessed training in systematic instruction and take direction from our careers leader.	5, 6

Budgeted cost: £115,786

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

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
Shakespeare North Playhouse partnership	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.	3, 4, 5, 6
Appointed learning mentors	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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> <p>Teaching children self-regulation approaches leads to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	3
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	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
542Daily 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

Budgeted cost: £153,690

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 2022 to 2023 academic year.

Attendance has improved for PP students and the gap has closed significantly from a 6.2% difference at the end of the 2021-2022 academic year to a 0.4% gap currently (October 2023). This demonstrates that our approach for pupil premium students is working and effective.

The investment in CPD for teachers and support staff has led to improved outcomes for students by increasing the quality of our offer and the way in which our curriculum is implemented. Providing students with a high-quality learning experience through excellent teaching is what we continue to strive for.

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.

Our speech therapy service have continued to provide 1:1 and small group interventions and targeted supported for students who required it. They have also

delivered staff training sessions and provide advice and guidance to individual teachers and support staff in order to support the needs of students in class. They have contributed to the work undertaken to achieved the National Autistic Society Award which has enhanced our SEND provision.

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

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
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
Century Learning	Century Tech
SeeSaw	Criterion Media Group

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

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.