



Pupil Premium Strategy Statement Three Bridges Education Limited

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged learners.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged learners last academic year.

School Overview

Detail	Data
Number of pupils in school	15
Proportion (%) of pupil premium eligible pupils	26.6%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 - 2025
Date this statement was published	1 March 2024
Date on which it will be reviewed	31 December 2024
Statement authorised by	Lisa Smith, Principal

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,175
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£5,175



Pupil Premium Strategy Plan

Statement of Intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged learners. Whilst socio-economic disadvantage is not always the primary challenge our learners face, we do see a variance in outcomes for disadvantaged learners across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged learners require it most, targeted support based on robust diagnostic assessment of need, and helping learners to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged learners, it will benefit all learners 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 learners will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged learners with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

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.

Challenges

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

Challenge Number	Detail of Challenge
1	Disadvantaged learners generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged learners experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged learners.
2	Disadvantaged learners are generally more likely to have language comprehension difficulties than non-disadvantaged learners in our school.
3	Disadvantaged learners generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Disadvantaged learners generally have fewer opportunities to develop cultural capital outside of school.
5	Disadvantaged learners often require additional support to develop personal skills.

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 reading skills for disadvantaged learners so that they can independently comprehend subject-specific texts with read, where achievable, and embrace a love of reading.	An increase in the percentage of disadvantaged learners increase in reading frequency and demonstrated progress in reading ability.
learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan outcomes.
Disadvantaged learners have greater confidence and independence to help	Through observations and discussions with learners and their families.

them engage more with the wider community and prepare for adulthood.	
Disadvantaged learners feel better prepared for career progression and / or college opportunities through mentoring, work experience and opportunity.	<p>All disadvantaged learners can access suitable work experience opportunities and careers mentoring.</p> <p>By the end of 2024/25, disadvantaged learners are progressing to college, or mainstream education, in accordance with individual SENs.</p>

Activity in this Academic Year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Activity	Evidence	Challenge Number(s) Addressed	Budget
Enhanced sensory regulation equipment for PP learners with enhanced sensory needs, including autism.	Sensory equipment and resources are effective at providing support for our learners with sensory needs.	3, 4	£400
Provide tools to support mental health and wellbeing, including keeping learners safe from bullying.	<p>Continue to provide a confidential reporting app for learners, which also tracks and monitors mental health and wellbeing for learners, creating informative chronologies. https://tootoot.co.uk/</p> <p>Ensure that bullying of any type is tackled effectively, should it occur in school. https://anti-bullyingalliance.org.uk/</p>	3, 4, 5	£500

<p>Cultural trips and in-school arts activities, including drama, dance, and music.</p>	<p>Arts participation can have a positive impact on education performance when interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	<p>3, 4, 5</p>	<p>£375</p>
<p>Phonics teaching programme.</p>	<p>Systematic synthetic phonics is the approach which we use to teach word reading.</p> <p>The DfE is clear that the best phonics outcomes for the highest number of learners are achieved when schools follow a high-quality systematic synthetic phonics (SSP) programme with fidelity.</p> <p>Schools are required to put in phonics support to ensure that older and struggling readers make rapid progress, with a focus on the importance of fidelity to a systematic synthetic phonics programme in relation to how support and intervention groups are run and organised in school.</p> <p>Read, Write Inc. is Three Bridges chosen phonics teaching programme.</p>	<p>1, 2</p>	<p>£3,200</p>
<p>Outdoor Learning.</p>	<p>National Curriculum Outdoors Learning. Seven themes are identified to make outdoor learning a success:</p> <ul style="list-style-type: none"> • Community involvement • Partnerships (external agencies) • School improvement planning • Leadership of teaching and learning (curriculum, progression) • Use of research • Continuing professional development (training to support staff) • Leadership for vision and culture 	<p>3, 4, 5</p>	<p>£700</p>



	https://assets.publishing.service.gov.uk/media/5a7dceff40f0b65d8863489c/leadership-for-embedding-outdoor-learning-within-the-primary-curriculum.pdf		
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Total Budgeted Cost: £5,175



Review of the Previous Academic Year. Outcomes for Disadvantaged Pupils.

The approaches delivered last academic year indicates that:

Online Safety - learners have an improved understanding of how to keep themselves safe online. Parents and carers are informed regarding online safety.

Pathway for Adulthood (PfA) and improve future opportunities - learners have developed skills to improve independence and have higher aspirations. Destinations records indicate destinations to mainstream provision. Transitions are improved and effective.

The implementation of Tootoot has given learners a greater voice. <https://tootoot.co.uk/>.

The reading curriculum is improved, the Reading Policy was reviewed and implemented and will continue to develop.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Further Information

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium. This will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables learners to have first-hand experience of work.

Planning, Implementation, and Evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

Reports and research explore effective use of pupil premium and the intersection between socio-economic disadvantage and SEND.

We have put in place strong expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers and tutors to develop their professional practice, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for learners over time.