

## 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 pupils.

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

### School overview

Detail	Data
Number of pupils in school	28
Proportion of pupil premium eligible pupils	4
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Lisa Smith Principal

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5175
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£5175</b>

### 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 pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils 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 pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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

We will also provide disadvantaged pupils 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 pupils.

Challenge number	Detail of challenge
1	Disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.
3	Disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Disadvantaged pupils 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 pupils 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 pupils increase in reading frequency and demonstrated progress in reading ability.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan outcomes.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and / or college opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils can access suitable work experience opportunities and careers mentoring.  By the end of 2025/26, disadvantaged pupils are progressing to college or mainstream education, in accordance with individual SEN's.

## 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 pupils with enhanced sensory needs, including autism.	Sensory equipment and resources are effective at providing support for our pupils with sensory needs.	3, 4	£400
Provide tools to support mental	Ensure that bullying of any type is tackled effectively, should it occur in school. <a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a>	3, 4, 5	£200

health and wellbeing, including keeping pupils safe from bullying.			
Cultural trips and in-school arts activities, including drama, dance and music.	Arts participation can have a positive impact on education performance when interventions are linked to academic targets. <a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a>	3, 4, 5	£375
Phonics teaching programme.	Systematic synthetic phonics is the approach which we use to teach word reading. The DfE is clear that the best phonics outcomes for the highest number of pupils are achieved when schools follow a high-quality systematic synthetic phonics (SSP) programme with fidelity. 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. Read, Write Inc. is Three Bridges chosen phonics teaching programme.	1, 2	£3500
Outdoor Learning	National Curriculum Outdoors Learning. Seven themes are identified to make outdoor learning a success: <ul style="list-style-type: none"> <li>• Community involvement</li> <li>• Partnerships (external agencies)</li> <li>• School improvement planning</li> <li>• Leadership of teaching and learning (curriculum, progression)</li> <li>• Use of research</li> <li>• Continuing professional development (training to support staff)</li> <li>• Leadership for vision and culture</li> </ul>	3, 4, 5	£700

	<a href="https://assets.publishing.service.gov.uk/media/5a7dceff40f0b65d8863489c/leadership-for-embedding-outdoor-learning-within-the-primary-curriculum.pdf">https://assets.publishing.service.gov.uk/media/5a7dceff40f0b65d8863489c/leadership-for-embedding-outdoor-learning-within-the-primary-curriculum.pdf</a>		
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**Total budgeted cost: £5175**

Review of the previous academic year. Outcomes for disadvantaged pupils

The approaches delivered last academic year indicates that:

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

Pathway for adulthood (PfA) and improve future opportunities - Pupils 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 student council and the PSHE curriculum and 1:1 sessions with the wellbeing lead has given pupils a greater voice.

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. That 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 pupils 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 explores 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 pupils over time.