



Newbridge School
Pupil Premium Strategy Statement
July 2023

Newbridge School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	38
Proportion (%) of pupil premium eligible pupils	68.40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2025/26
Date this statement was published	July 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Ian Enwright
Pupil premium lead	Ian Enwright
Governor / Trustee lead	Dee Milbery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,910.00
Recovery premium funding allocation this academic year	£16,008.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	N/A
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£42,918.00

Part A: Pupil premium strategy plan

Statement of intent

Pupils arrive at Newbridge School having been referred by their home school or referred by the local authority due to permanent exclusion. Pupils are referred throughout the year primarily to improve behaviour, wellbeing and often at a point of crisis. When pupils arrive, we baseline assess them and ascertain key information from them, to align with referral information from referring schools and to identify gaps in learning.

At Newbridge School we strongly believe that all our students should have an equal entitlement and opportunity to a wealth of experiences that develops their education, skills and experiences. This helps to build their confidence and resilience, support their mental health and wellbeing and also prepare them for a successful life post 16.

It is our aim to ensure that all students, irrespective of their social or economic background, should thrive and have access to opportunities that allow them to excel. The government allocates additional funding to our school referred to as 'Pupil Premium' to help us improve the outcomes for students who:

- Are currently eligible for free school meals
- Have been eligible for free school meals in the last 6 years
- 'Children Looked After', or those who previously have been
- Have a parent serving in the armed forces

The purpose of the grant is to provide additional support to eligible students in order to reduce inequalities and narrow the gap in attainment between those students and their peers. Schools themselves can determine how they spend the funding, which best meets the needs of their students. Our vision goes beyond just narrowing this gap and we are determined to ensure that all students, irrelevant of background or prior attainment, have the qualifications and attributes necessary to succeed and reach their full potential post 16.

Examples of how the funding is used would include: additional maths and English interventions to support attainment, support with curriculum-based trips that will help develop self-esteem and life skills and to support mental health and overall wellbeing.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in English and Maths. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who are looked after, have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessments and monitoring, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment, particularly in literacy and numeracy, often due to gaps in schooling. All of our students are affected by social, emotional and behavioural difficulties. The students have been either permanently excluded from a mainstream school or are at high risk of permanent exclusion.
2	Many of our learners struggle to engage with learning and have done so for a number of years. This can be due to several factors including undiagnosed neurodevelopment conditions such as ADHD or Autism, suffering from effects of trauma, missing large portions of prior education and difficulties at home and or in the community. This has left many working at below age expected levels across the curriculum as well as leaving learners with low self-esteem.
3	History of poor engagement and behaviour difficulties, resulting in exclusions, Historical poor attendance.
4	Our learners lack the basic skills and awareness of social norms and etiquettes and have poor social skills. They struggle to form and maintain appropriate peer relations and to build trusting adult relations.
5	Many of our students have poor attention and concentration skills and are easily distracted and can become disruptive to the immediate and wider learning environment.
6	Constant changes to the school cohort with frequent additions of new students joining throughout the year and some students exiting for various reasons.

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 attainment among disadvantaged pupils across the curriculum by the end of KS4, particularly in Maths and English	Incremental increases in termly assessment results and improved overall GCSE outcomes year on year
Improved reading & comprehension among disadvantaged pupils across the school.	Reading age tests conducted at start and end of year. These will demonstrate above normal increase in reading ability for students who are below age appropriate levels
Improved behaviour and self-regulatory skills among disadvantaged pupils across all subjects.	Behaviour and learning points improve, Time out of class and Arbor incidents will reduce, this will show pupils are more able to regulate their own learning and behaviour.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils as well as a reduction in incidents and time out. Students will also demonstrate an increase in attendance where applicable.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Term on term and year on year improvement in overall school attendance.

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: £448,420.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small class groups, with a teacher and TA in each class, with learning differentiated and aimed at an appropriate level for students to engage, learn and build confidence.	The students in our cohort struggle with large class groups and lengthy lessons. Keeping class sizes small will ensure students have closer support and more targeted learning approaches to meet individual needs (68% of Teachers & TA's annual salaries minus intervention salaries £442,719.79)	1,2,3,4
Staff CPD around the various challenges faced by our cohort, including around learning difficulties, trauma and safeguarding.	This will better equip our staff with skills, knowledge and awareness of factors affecting our learners and how to address these more effectively (£5700 of £6000 CPD budget)	1,2,3,4,5

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

Budgeted cost: £85,644.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to the IST (intervention Support Team) to help take time out, reframe and help re-engage with learning	When students are unable to manage their behaviour and emotions, they need time away from peers and an audience to reframe and refocus on learning. The IST team provide this opportunity away from the class room. (68% of IST Salaries £69,635.40)	1,2,3,4

<p>1:1 Phonics and Rapid Reading intervention (3x45 minute sessions per week)</p> <p>1:1 Numeracy Intervention (4x45 minute sessions per week)</p> <p>1:1 Literacy intervention (3x45minute sessions per week)</p> <p>1:1 Intervention covering racism, misogynistic language, Bullying, homophobic. (1x45 minute session per week)</p> <p>(Staff salaries £13,979.00)</p> <p>Exam Access Arrangements (£780.00)</p> <p>Seneca (£1250)</p>	<p>For student who have been identified, as per the school literacy policy, as have reading significantly below age appropriate levels, they will be provided with a 1:1 weekly intervention around reading.</p>	<p>1,2,3,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5060.00

Activity	Reasons that support this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's <u>Improving</u>	The DfE guidance has been informed by engagement with	1, 2

<p><u>School Attendance</u> advice.</p> <p>Staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>schools that have significantly reduced persistent absence levels.</p> <p>(£300 of CPD Budget)</p>	
<p>Post 16 destinations support</p>	<p>Extensive support with careers guidance and support in selecting and applying for post 16 colleges and training providers to ensure student do not become NEET (Not in Education, Employment or Training)</p> <p>(68% of Contribution to Central careers team £4760)</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £539,124.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

Year	Average number of Qualifications
2021/22	
2022/23	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
1:1 Sports Mentoring	Redgate Sports

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The school offered small class groups, averaging around 4 students a class with a teacher and teaching assistant in every lesson

Students were provided with weekly rewards activities as an incentive and short-term achievable target linked with Learning and behaviour.

We set up after-school 1:1 teaching provision to those students who were unable to manage their behaviour around peers.

The impact of that spending on service pupil premium eligible pupils

School attendance has been improving as well as Year 11 GCSE results.

Further information (optional)

When reading this report, please keep in mind the nature of Newbridge School and the cohort of students that we support.

Newbridge School is a short stay pupil referral unit which takes on students who have been permanently excluded from mainstream schools, largely due to challenging behaviour and disengaging from comprehensive education.

The close support offered mainly by a small staff to student ratio is only made possible by utilising Pupil Premium funding to support all of our student collectively.