

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Forest Bridge School
Number of pupils in school	103 (PAN 96)
Proportion (%) of pupil premium eligible pupils	10% 11 pupils (1 primary, 10 sec, 2 post-lac)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	20-21, 21-22, 22-23
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Elizabeth Farnden
Pupil premium lead	Elizabeth Farnden
Governor / Trustee lead	Quality of Education Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9850
Recovery premium funding allocation this academic year	£40154
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£49,734

# Part A: Pupil premium strategy plan

## Statement of intent

We have a very small number of pupils who receive PPG and our focus is to further develop their personalised pathways within our curriculum and outside so that these pupils can engage in opportunities that further their journeys to independence and achievement.

The Pupil Premium has a priority on ensuring the best support is in place to ensuring progress for the most vulnerable pupils. As a school, we have responsibility for using this funding to 'narrow the gap' for this specific cohort of learner. We recognise that the biggest barrier all our pupils face is their special educational needs. We provide highly personalised use of the PPG to support:

- Low attainment on entry to school due to their ASD and other learning difficulties or extended periods of time out of school
- Lack of resilience and social, emotional and mental health issues
- Reduced opportunities to access enriching and out of school learning experiences

The desired outcomes are:

- Higher rates of progress across the school for PP children
- Development of resilience and increased mental health
- Equal access to enrichment and education visits as their peers

The strategic plan, allocation of funding, action plan, and impact are monitored by the Quality of Education Committee

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to school due to their ASD and other learning difficulties or extended periods of time out of school
2	Lack of resilience and social, emotional and mental health issues
3	Reduced opportunities to access enriching and out of school learning experiences

4	Early learners struggled in most cases to access learning opportunities during lockdown.
5	All of our pupils had reduced social and community inclusion opportunities throughout the lockdowns and restrictive activities between 2020 – spring 22

## 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
<i>Higher rates of progress across the school for PP pupils</i>	The same or higher rates of progress across the school PP pupils across all curriculum domains
Development of resilience and increased mental health	Improve emotional well-being and support for identified pupils
Equal access to enrichment and educational visits as their peers	100% of pupils have equal access to activities.
To improve EHCP outcomes and progress for pupils in communication	To improve pupil outcomes across communication and social skills areas of the FBSC and EHCP outcomes in the area of communication.
Increased time working on learning and generalizing new skills.	To improve the outcomes of early learners in the school by increasing the time spent on learning.
Increased time on social skills and community inclusion activities.	To improve the outcomes of all of our learners by increasing the time spent on learning social skills and community inclusion outcomes

## 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: £ *N/a*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 49,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide inclusion and access to school trips, enrichment activities and extended school clubs.</i>	Physical activity; arts participation	3
<i>To provide highly preferred reinforcers</i>	<b>ABA – positive reinforcement; Behaviour interventions;</b> Positive Reinforcement in Schools: Logic and Application <a href="#">Terrance M. Scott</a> , PhD, <a href="#">Timothy J. Landrum</a> , PhD	1

	<p>First Published July 11, 2020 Editorial</p> <p><a href="https://doi.org/10.1177/1074295620934702">https://doi.org/10.1177/1074295620934702</a></p>	
<p><i>To provide a range of bespoke resources, access to enhanced curriculum experiences as required and planned for.</i></p>	<p>Physical activity; learning styles; individualised instruction</p>	1
<p><i>To increase access to the art therapies for identified pupils</i></p>	<p>Targeted Social Emotional Learning (SEL)  <a href="#">Children (Basel)</a>. 2022 Jun; 9(6): 890.  Published online 2022 Jun  15. doi: <a href="https://doi.org/10.3390/children9060890">10.3390/children9060890</a></p> <p>PMCID: PMC9221561</p> <p>PMID: <a href="https://pubmed.ncbi.nlm.nih.gov/35740827/">35740827</a></p> <p>Qualitative and Arts-Based Evidence from Children Participating in a Pilot Randomised Controlled Study of School-Based Arts Therapies †</p> <p><a href="#">Zoe Moula</a>,<sup>1,*</sup> <a href="#">Joanne Powell</a>,<sup>2</sup> and <a href="#">Vicky Karkou</a><sup>2</sup></p> <p>Dafna Regev, Academic Editor</p> <p><i>The Effectiveness of Art Therapy for Teaching Social Skills to Children with Autism Spectrum Disorder</i>  D'Amico, Miranda; Lalonde, Corinne</p> <p><i>Art Therapy: Journal of the American Art Therapy Association</i>, v34 n4 p176-182  2017</p> <p>Routledge. Available from: Taylor &amp; Francis, Ltd.  530 Walnut Street Suite 850, Philadelphia, PA 19106. Tel: 800-354-1420; Tel: 215-625-8900;  Fax: 215-207-0050; Web site:  <a href="http://www.tandf.co.uk/journals">http://www.tandf.co.uk/journals</a></p>	2
<p><i>To increase the opportunities for learning through the</i></p>	<p>EEF – summer schools <a href="#">Summer schools   EEF (educationendowmentfoundation.org.uk)</a></p>	4 and 5

<i>addition of a Easter and Summer school.</i>		
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**Total budgeted cost: £ 49,734**

## 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.

Pupil premium pupils continue to perform as well if not better than the rest of our pupil population across the Forest Bridge School Curriculum (FBSC).

100% of pupils had equal access to activities such as school trips and enrichment activities.

Improved emotional well-being was achieved for targeted pupils through access to art therapies (which continued remotely when required due to lockdown).

**Saturday Morning Club** - Across 4 weeks in June, we offered a Saturday morning club for students who are classified as early learners. We had 15 primary students and 2 secondary students that spent 2 hours at school. The parents of the pupil involved were very appreciative of the program and asked if we could run it all the time. The pupils who participated are those that have a difficult time accessing the community with their parents regularly due to their challenging behaviour so the club gave them a chance to get out of the house on the weekend and gave the families a chance to go for a coffee or do their food shopping in a more leisurely fashion. The club focused on group activities that the pupils rotated through that included attention autism, sensory circuits, food tech and art. There was also a focus on manding throughout the morning sessions. All parents were given a booklet that was full of pictures from across the weeks outlining their experiences.

**Social Communication Project** - One independent Speech and language therapist from the OWL centre came into school twice a week to administer social communication and interaction skills therapy. In total 22 students were seen from 5 of the intermediate and advanced cohorts. 15 of these students had no specified EHCP hours and 7 had some hours specified. Students were seen weekly for a block of therapy. Students were seen in pairs, groups of threes, fours and some were seen individually.

Students were measured on various skills such as the following; waiting to take a turn, follow 4 key word instructions, give detailed instructions, making friendships, initiate with peers, maintain a conversation with peers, problem solve, handle winning and losing, handle not having a turn, assertiveness. Some sessions involved structured groups such as LEGO Therapy and Alex Kelly Talk About for Teenagers.

The project started in May 2021 with only a few sessions being held in that last summer term. The therapist spent that first term pairing with students and setting up groups to officially start in September 2021. The groups ran from September 2021 to January 2022.

The therapist liaised with the social skills lead in school to ensure that work was relevant and could be carried over for generalisation.

Overall students made huge progress in their ability to tolerate winning and losing, waiting a turn, conflict resolution, following 4 key word instructions, giving instructions and handling not having a turn.

## Externally provided programmes

Programme	Provider
N/A	N/A