

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	123
Proportion (%) of pupil premium eligible pupils	13% (16 pupils – 9 primary and 7 secondary)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	23-24, 24-25, 25-26
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Elizabeth Farnden
Pupil premium lead	Dale Parsons
Governor / Trustee lead	Staffing and Quality of Education Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,450
Recovery premium funding allocation this academic year	£0
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	£12,450

# 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

## 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.

## 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: £12,450

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

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<i>To provide a range of bespoke resources, access to enhanced curriculum experiences as required and planned for.</i>	Physical activity; learning styles; individualised instruction.	1
<i>To increase access to the art therapies for identified pupils</i>	<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

**Total budgeted cost:** £12,450

## 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 2023 to 2024 academic year.

#### **Easter and Summer School in 2023-24**

46 pupils during the Easter period and 58 pupils during the summer session. During these two weeks the pupils were grouped with appropriate peers and familiar staff. The focus was on communication, social skills and community inclusion – the three areas of core deficit for our pupils.

Pupil outcomes across communications, social skills and community inclusion were enhanced by the increased opportunities and were an extension of their personalised learning objectives.

An added benefit to our families was respite over the longer holidays – which was commented on by many of our parents as being significantly beneficial.

#### Higher rates of progress across the school for PP pupils

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).

#### Development of resilience and increased mental health

Improved emotional well-being was achieved for targeted pupils through access to art therapies

#### Equal access to enrichment and educational visits as their peers

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

#### To improve EHCP outcomes and progress for pupils in communication

Access to total communication classrooms, high levels of SALT input and support have enabled all children to make progress towards their individualized goals.

#### Increased time working on learning and generalizing new skills.

FBSC curriculum is designed so that children have the maximum amount of time on skill acquisition with dedicated sessions in every lesson for skill development. Lessons

are practical in nature and allow for real to life learning which supports generalizing of skills.

Increased time on social skills and community inclusion activities.

All children had access to the local community, visits included: trips to the local swimming pool, cafes, supermarkets. As part of a varied curriculum the children has opportunity to put into practice life and social skills that had been taught in the classroom with the chance to generalize these skills and make progress towards developing independence for adulthood. Not only have the children accessed learning in the community and classroom but all children had access to reinforcement trips that although fun enabled them to put into practice what had been learnt previously. Reinforcement trips included: Ice cream parlor. Fast food restaurants, Go karting, trampoline park, water parks, theme parks, Museums and the zoo.

## Externally provided programmes

Programme	Provider
N/A	N/A