



Bouncing Statistics

Overcoming the misunderstood conception



Introduction

The BRIDGE model is an outcomes-led framework developed by Bouncing Statistics to support pupils who are disengaged from education, at risk of exclusion, or already accessing Alternative Provision.

Designed to operate across Alternative Provision, Inclusion Hubs, and targeted school-based settings, BRIDGE provides a structured approach to re-engagement, personal development, and progression.

The model brings together applied learning, employability skills, and personal growth within a consistent delivery framework, while remaining flexible to context, cohort, and individual need. This document outlines the BRIDGE model, its core components, and how it supports pupils to move towards positive and appropriate pathways.

What Is the BRIDGE Model?

BRIDGE is a structured framework designed to support pupils to rebuild engagement with education while developing the skills, confidence, and awareness needed to progress.

Rather than operating as a single programme or fixed curriculum, BRIDGE provides a consistent structure that can be adapted to different settings and pupil needs, including Alternative Provision, Inclusion Hubs, and targeted interventions within schools.

The model is built around six interconnected components that focus on personal development, applied learning, and future readiness. Together, these elements support pupils to develop a clearer sense of purpose, stronger self-regulation, and increased readiness for next steps. BRIDGE is intended to complement existing educational provision, adding structure, coherence, and progression planning to support more sustainable outcomes for pupils.



The BRIDGE model is structured around six interconnected pillars, each designed to support a key aspect of pupil development and progression.

Together, these pillars form a cohesive framework that supports pupils to re-engage with learning, build confidence, and develop the skills required for positive next steps.

BRIDGE stands for:

B – Business Readiness

Developing practical life and employability skills that support independence, responsibility, and future planning.

R – Real-World Skills

Encouraging problem-solving, creativity, and applied learning through real-life contexts and challenges.

I – Industry Understanding

Supporting awareness of different sectors, workplace expectations, and professional environments.

D – Digital Proficiency

Building digital confidence, responsible online behaviour, and practical digital skills.

G – Growth Mindset Development

Strengthening resilience, self-awareness, emotional regulation, and confidence.

E – Employment Excellence

Supporting pupils to understand pathways, set goals, and prepare for appropriate next steps. Each pillar contributes to a broader aim: to support pupils not only to re-engage with education, but to move forward with greater clarity, confidence, and purpose.



B - Business Readiness

Business Readiness focuses on developing the practical skills, habits, and awareness pupils need to function effectively in everyday life and future pathways.

Within the BRIDGE model, Business Readiness supports pupils to understand responsibility, decision-making, and the connection between actions and outcomes. This is particularly important for pupils who have experienced disengagement, disruption, or exclusion from education.

Through this pillar, pupils are supported to develop:

- basic financial awareness and money management
- organisation, planning, and time management skills
- communication and interpersonal skills
- goal-setting and personal accountability

Business Readiness is not about preparing pupils for business ownership, but about equipping them with transferable life and employability skills that support independence, confidence, and readiness for future learning or work-based pathways.

In Alternative Provision and Inclusion Hub settings, this pillar helps pupils rebuild routine, develop self-awareness, and begin to see education and progression as relevant to their own lives.

R - Real-World Skills

Real-World Skills focuses on engaging pupils through applied learning that connects education to real-life situations, challenges, and problem-solving.

Many pupils within Alternative Provision or Inclusion Hub settings struggle with abstract or traditional classroom learning. This pillar supports re-engagement by grounding learning in contexts that feel relevant, practical, and purposeful.

Through Real-World Skills, pupils are supported to:

- explore real-life challenges and scenarios
- develop problem-solving and critical thinking skills
- work collaboratively with others
- generate ideas, test solutions, and reflect on outcomes

Activities within this pillar encourage curiosity, creativity, and ownership of learning, helping pupils to experience success outside of conventional academic tasks.

By focusing on real-world application, this pillar supports pupils to rebuild confidence in their ability to learn, contribute, and make progress, while developing skills that are transferable across education, training, and future pathways.



I - Industry Understanding

Industry Understanding focuses on increasing pupils' awareness of the world beyond school by introducing them to different industries, roles, and workplace expectations.

For many pupils who are disengaged or accessing Alternative Provision, exposure to future pathways can be limited. This pillar helps pupils to broaden their understanding of opportunities and begin to connect learning with real-world outcomes.

Through Industry Understanding, pupils are supported to:

- explore a range of employment sectors and career routes
- understand basic workplace expectations and behaviours
- develop awareness of roles, responsibilities, and progression pathways
- engage with real-world examples and experiences where appropriate

Industry Understanding is designed to be age-appropriate and aspirational without being unrealistic. It supports pupils to develop motivation, curiosity, and a clearer sense of direction, while remaining grounded in their current context and abilities.

Within Alternative Provision and Inclusion Hub settings, this pillar helps pupils to reframe their relationship with education by linking present engagement to future possibilities.

D - Digital Proficiency

Digital Proficiency focuses on developing pupils' confidence, responsibility, and practical skills in using digital tools and online platforms.

Many pupils are confident users of technology in social contexts but lack the skills or awareness needed to use digital tools effectively for learning, communication, and future pathways. This pillar supports pupils to develop a more purposeful and responsible relationship with technology.

Through Digital Proficiency, pupils are supported to:

- develop basic digital skills relevant to learning and everyday tasks
- understand online safety, boundaries, and responsible digital behaviour
- build confidence in using technology for communication and problem-solving
- recognise how digital skills support education, employment, and progression

This pillar supports pupils to move beyond passive or unstructured use of technology, helping them to develop skills that are transferable across educational settings, training, and future work-based environments.

Within Alternative Provision and Inclusion Hub contexts, Digital Proficiency supports engagement, independence, and readiness for next steps in an increasingly digital world.



G - Growth Mindset Development

Growth Mindset Development focuses on strengthening pupils' self-awareness, resilience, emotional regulation, and confidence.

Pupils who have experienced repeated disengagement or exclusion often develop fixed beliefs about their ability, behaviour, or future. This pillar supports pupils to reflect on their experiences, recognise patterns, and develop healthier responses to challenge and change.

Through Growth Mindset Development, pupils are supported to:

- build emotional awareness and self-regulation skills
- develop resilience and perseverance
- reflect on behaviour, choices, and consequences
- increase confidence and belief in their ability to improve and progress

This pillar does not promote unrealistic positivity. Instead, it supports pupils to develop practical strategies for managing setbacks, regulating emotions, and engaging more effectively with learning and relationships.

Within Alternative Provision and Inclusion Hub settings, Growth Mindset Development plays a key role in supporting stabilisation, re-engagement, and readiness for progression.

E - Employment Excellence

Employment Excellence focuses on supporting pupils to understand their next steps and prepare for appropriate pathways beyond their current setting.

For pupils who are disengaged or accessing Alternative Provision, progression planning is often unclear or fragmented. This pillar helps pupils to develop a clearer sense of direction, while remaining realistic, age-appropriate, and aligned with their individual circumstances.

Through Employment Excellence, pupils are supported to:

- explore a range of progression routes, including education, training, and employment
- understand the skills, behaviours, and expectations linked to different pathways
- set short- and medium-term goals linked to their interests and strengths
- prepare for transitions into next placements or settings

This pillar supports pupils to move forward with greater confidence and clarity, reinforcing the connection between current engagement and future outcomes.

Within Alternative Provision and Inclusion Hub contexts, Employment Excellence supports smoother transitions, clearer planning, and more sustainable next steps.



Outcomes of the BRIDGE model

The BRIDGE model is designed to deliver clear, measurable outcomes that support pupils to progress academically, personally, and professionally. Outcomes are aligned to Alternative Provision and Inclusion Hub contexts, with flexibility to reflect individual starting points and pathways.

Through engagement with the BRIDGE framework, pupils may achieve the following outcomes:

1. Achieved Business Readiness

Pupils develop practical life and employability skills, including financial awareness, planning, professional communication, and decision-making. These skills support increased independence, responsibility, and readiness for future learning or work-based pathways.

2. Mastered Real-World Innovation and Problem-Solving

Pupils demonstrate the ability to identify real-world challenges, research potential solutions, and apply structured problem-solving approaches. This supports confidence, critical thinking, and engagement through applied learning.

3. Secured Industry Awareness and Professional Networks

Pupils gain exposure to a range of industries and professional environments, developing an understanding of workplace expectations and progression routes. Where appropriate, pupils establish professional connections and complete work-related learning experiences that support future opportunities.

4. Developed Digital Proficiency

Pupils build confidence and competence in using digital tools responsibly and purposefully. This includes digital communication, content creation, and online safety, supporting engagement, independence, and readiness for modern education and employment contexts.

5. Cultivated Growth Mindset and Leadership Skills

Pupils demonstrate increased resilience, self-awareness, emotional regulation, and confidence. Through reflection and leadership opportunities, pupils develop healthier responses to challenge and improved engagement with learning and relationships.



6. Employment and Career Readiness

Where appropriate, pupils progress towards positive destinations, including further education, training, apprenticeships, or employment. This outcome focuses on preparedness, clarity of pathway, and readiness for transition rather than guaranteed destinations.

7. Built a Comprehensive Professional Portfolio

Pupils compile a portfolio evidencing achievement across the BRIDGE domains. This includes reflections, project work, and documented progress, supporting review, transition planning, and future applications.

8. Demonstrated Community Contribution and Leadership

Pupils contribute positively to their community through structured projects or initiatives, developing a sense of responsibility, leadership, and social impact. This supports re-engagement and reinforces positive identity and belonging.

9. Secured a Nationally Recognised Qualification (Where Applicable)

Pupils may achieve nationally recognised qualifications, including Functional Skills and ASDAN awards, supporting progression into education, training, or employment pathways.

10. Developed Cultural Competence and Professional Identity

Pupils develop confidence in their identity while learning to navigate professional and educational environments effectively. This outcome supports self-belief, aspiration, and positive representation across different contexts.



Measuring Impact & Reporting

Impact within the BRIDGE model is measured through a structured and transparent approach that supports accountability, review, and progression planning. Measurement is proportionate, appropriate to context, and aligned with Alternative Provision and Inclusion Hub expectations.

Baseline and Review Process

Each pupil begins BRIDGE with an initial baseline assessment covering engagement, behaviour, personal development, and progression readiness.

Progress is then reviewed at agreed checkpoints, allowing staff and partners to monitor development, adapt support, and plan next steps.

Evidence of Progress

Evidence is gathered through a combination of qualitative and quantitative measures, including:

- engagement and participation indicators
- behaviour and self-regulation observations
- pupil reflections and goal reviews
- completion of structured tasks and projects
- portfolio evidence aligned to BRIDGE outcomes

Reporting and Accountability

Clear summary reports are produced at agreed points, outlining:

- progress against BRIDGE outcomes
- strengths and areas for development
- recommendations for next steps or transitions

Reporting supports communication with schools, local authorities, and other relevant partners, and can be used to inform placement reviews, reintegration planning, or progression decisions.

Use of Data

Data collected through the BRIDGE model is used to:

- evidence impact and outcomes
- inform continuous improvement of delivery
- support quality assurance and review processes
- contribute to wider evaluation and accountability requirements

This approach ensures that BRIDGE delivery remains focused on meaningful progress, rather than participation alone.



Where the BRIDGE model fits within Alternative Provision and Inclusion Pathways

Within Alternative Provision

Within Alternative Provision settings, BRIDGE supports pupils who have experienced exclusion or placement breakdown by providing a structured focus on re-engagement, personal development, and progression planning.

The model complements academic or core provision by addressing wider factors that influence engagement and readiness, including confidence, behaviour, self-regulation, and future awareness.

In this context, BRIDGE supports:

- stabilisation following exclusion
- re-establishment of routine and positive engagement
- preparation for next steps, including reintegration, continued AP, or alternative pathways

Within Inclusion Hubs and Transitional Provision

Within Inclusion Hub models and transitional settings, BRIDGE provides a coherent framework for early intervention and reset, supporting pupils who are at risk of exclusion or experiencing increasing disengagement.

The model supports short- to medium-term placements by:

- addressing underlying barriers to engagement
- supporting behaviour regulation and self-awareness
- maintaining focus on progression rather than containment

This enables Inclusion Hubs to operate as purposeful interventions with clear direction and outcomes.

Supporting Continuity and Progression

A key strength of the BRIDGE model is its ability to support continuity across placements and transitions.

Because the framework remains consistent, BRIDGE can support pupils as they move between settings, helping to reduce fragmentation and maintain momentum.

The model supports:

- reintegration planning
- transition between AP placements
- progression into further education, training, or specialist provision where appropriate

In all contexts, BRIDGE is designed to strengthen existing systems by adding structure, clarity, and progression planning, rather than creating additional complexity.



The BRIDGE Model: Summary and Key Takeaways

The BRIDGE model is an outcomes-led framework designed to support pupils who are disengaged from education, at risk of exclusion, or already accessing Alternative Provision. Delivered across Alternative Provision, Inclusion Hubs, and targeted school-based settings, BRIDGE provides a structured yet flexible approach to re-engagement, personal development, and progression.

The model is built around six interconnected pillars: Business Readiness, Real-World Skills, Industry Understanding, Digital Proficiency, Growth Mindset Development, and Employment Excellence, which together support pupils to rebuild confidence, develop transferable skills, and move forward with greater clarity and purpose.

BRIDGE is not a standalone programme or replacement provision. It is designed to complement existing systems, adding structure, coherence, and progression planning within established educational pathways.

Impact is measured through baseline assessment, structured review points, and clear reporting aligned to agreed outcomes, supporting accountability for schools and local authorities. At its core, the BRIDGE model supports pupils not only to re-engage with education, but to progress towards positive and appropriate pathways, wherever they are on their journey.

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Please do not hesitate to ask any specific questions

