

Bridge Learning Campus Pupil premium strategy statement – 2024-27

This statement details our school's use of pupil premium and recovery premium funding for the 2024 to 2027 academic years, helping improve the attainment and personal development 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	Bridge Learning Campus
Number of pupils in school	1235
Number of pupils in receipt of Pupil Premium1	685 (55%)
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rupert Maule, Headteacher
Pupil premium lead	Dan Pitt and Vourneen Carter, Deputy Headteachers
Governor / Trustee lead	

Funding overview

Detail	Amount 2023-24	Amount 2024-25
Pupil premium funding allocation this academic year - Primary	£369,570	£374,440
Pupil premium funding allocation this academic year - Secondary	£405,720	£452,025
Total pupil premium funding	£775,920	£826,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£923,164	

Part A: Pupil premium strategy plan - Statement of intent

Bridge Learning Campus is committed to removing academic and social disadvantage. At Bridge Learning Campus we have a majority disadvantage cohort and therefore a large proportion of our strategies have been considered as whole school strategies that will best support all pupils, but aim to benefit disadvantaged pupils disproportionately.

At Bridge Learning Campus our culture is embedded around our school values; Build, Respect, Inspire, Dare, Graft and Empower. These values are at the heart of everything we do to support the togetherness of our community, and we expect them to be enacted in all interactions by staff and pupils alike.

Our intention is that all pupils achieve good or better academic progress, attainment and well-rounded personal development from early years all the way through to aged 16. Pupils will build knowledge and skills through their learning and wider experiences and are inspired and empowered for life beyond school.

We are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. We believe this starts with setting ambitious targets, aimed to achieve 'no gap' in our school. Our strategies are focused on reducing gaps for disadvantaged pupils and improving their educational outcomes and broaden their personal experiences. Our strategies are well informed by educational research and evidenced over time at a national, local and school level.

We aim to remove barriers to education, and we use Pupil Premium to do this. This will help us ensure all pupils regardless of their background, can be fully included in all parts of school life, despite the challenges they may be facing, including challenges within their community.

We believe that the disadvantaged gap in education can be closed by high quality teaching, ensuring that lessons, curriculum, the structure of knowledge and attendance to lessons is high so that progress is maximised. We will work to ensure that barriers to access these lessons are removed. Data will be used to support these vulnerable transition stages in order to close any gaps and meet the needs of vulnerable groups identified.

Our strategy is an essential component to wider school plans for education recovery and is also intended to support those pupils who are newly identified as vulnerable. It is also the expectation that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is pupil centred and has the ambition to enrich and educate pupils both inside and outside of the classroom. Supporting the wider pupil needs. We are data informed and evidence based in our practice. We use a wide range of internal data and national information to allow us to intervene and support pupils when gaps are identified at the earliest possible stage. This includes triangulating progress and attainment data collected at classroom level, subject specific testing and through national standardised assessments; teacher feedback on the engagement of learning; attendance data and monitoring of pupils with persistent absence; behaviour for learning data and suspensions data; wellbeing, health and safeguarding information.

To ensure our plan is effective:

- We expect all staff to hold high expectations and aspirations and take responsibility for disadvantaged and vulnerable pupils' progress and outcomes.
- Our curriculum has been built with our children in mind, to be inspiring in the classroom and empowering for life.
- We celebrate academic success and graft.
- We encourage our pupils to try new experiences outside of the classroom, we provide enriching opportunities that will inspire and enable our pupils to dare for more.
- Our curriculum is shaped by our pupils as it responds to their needs and is underpinned by the values of Bridge Learning Campus.
- High quality teaching and learning and robust testing and assessment are at the centre of our strategies.
- We have high quality and skilful provision for pupil well-being, positive mental health and safeguarding.
- We build positive relationships and good communication with parents and carers

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Persistent Absence</p> <p>Our attendance/ punctuality data indicates that attendance among disadvantaged pupils has been lower than those of non-disadvantaged pupils and the gap in widens significantly as pupils become older.</p> <p>Gap in attendance between disadvantaged pupils and non-disadvantaged pupils in 2023-24 was 8.68% across the whole campus. With the gap in 2023-24 being 3.22% in Primary and 11.39% in Secondary. Highlighting the increasing impact of disadvantage on attendance over time. The largest gaps in attendance are found in KS4 (yr 10/11) with disadvantaged pupils' attendance at 75% (2023-24) with a gap of 12.8%.</p>
2	<p>Reading</p> <p>Research shows that on average disadvantaged pupils have a lower attainment than non-disadvantaged pupils and are 4.6 months behind in the early years phase <u>EPI Annual Report 2024</u> and this will only continue to widen as pupils move up the key stages.</p> <p>Disadvantage pupils join the school with lower levels of reading, knowledge and skills. Examples of this are the in the reading levels at point of entry in both Primary and Secondary school. For example, at the point of entry, at Reception age, 64% of disadvantaged pupils are not on track in reading, within this 40% of Disadvantaged pupils have a standardised score below 90. Furthermore, 55% of Year 7 pupils joining the school in September 2024 have a reading age below their chronological age, with disadvantaged pupils averaging a reading age 2 years below their non-disadvantaged peers.</p>
3	<p>Attainment - Improve outcomes for disadvantaged pupils</p> <p>There is a gap in attainment and academic progress between disadvantaged pupils and non-disadvantaged pupils.</p> <p><u>Primary</u></p> <p>The end of KS2 combined results show a gap of 11%, however, the emerging picture in years 3-5 are identifying a 25% gap between disadvantaged and non-disadvantaged. From Early years the impact of speech and language is clearly seen with 41% of disadvantaged Reception children requiring support because of this the vocabulary gap broadens which leads to a 40% on average disadvantaged gap at the start of key stage one.</p> <p><u>Secondary</u></p> <p>There is a significant gap in Basics outcomes at KS4, disadvantaged pupils achieving 4+ Eng and Ma in 2024 was 16%, this was 27% below non-disadvantaged peers who achieved a 43% pass rate.</p> <p>Furthermore, KS3 data indicates that there is a gap in progress between disadvantaged and non-disadvantaged pupils of between 15-20% as an average across all subjects.</p>
4	<p>SEND</p> <p>Academic progress and attendance is further impacted by the intersection of disadvantaged SEND with 75% of our pupils on the SEND register are disadvantaged, requiring targeted or specialist provision.</p>
5	<p>Belonging – engagement in school and learning</p> <p>Disadvantaged pupils receive lower numbers of positive ClassChart and Dojo points than their non-disadvantaged peers.</p> <p>They also receive a disproportionately high number of negative classchart referrals - there are more than twice as many referrals from lesson per pupil for disadvantaged pupils to non-disadvantaged.</p>

	These data suggest that disadvantaged pupils do not build a secure sense of belonging and engagement in their learning as their non-disadvantaged classmates.
6	<p>Belonging – Culture and pupil development</p> <p>Many pupils from disadvantaged backgrounds have a lower cultural capital than their peers. Feedback from pupils and staff has highlighted a lack of pupil understanding of real-world experiences and cultural capital amongst disadvantaged cohort. This has resulted in lower levels of appreciation of many of the topics studied, as well as reduced motivation, aspiration and self-esteem.</p>

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
<p>Attendance and Persistent Absence</p> <p>Attendance of Disadvantaged pupils is in line with the attendance of non-disadvantaged pupils</p>	<p>Attendance figures show that the gap between disadvantaged and non-disadvantaged pupils is diminishing over time.</p> <p>Disadvantaged pupils' attendance is in line with non-disadvantaged peers.</p> <p>How will we know?</p> <p>Closely track and monitor disadvantaged attendance through school inclusion meetings and attendance stage analysis.</p> <p>Parent communication is timely, supportive and consistent.</p> <p>Response to pupil and parent voice is effective and supportive toward attendance challenges</p> <p>Representation of disadvantaged pupils in line or above non-disadvantaged peers at reward and celebration events</p>
<p>Reading</p> <p>Reading outcome for disadvantaged pupils are inline with, or better than, those that are not disadvantaged.</p>	<p>Reading figures show that the gap between disadvantaged and non-disadvantaged pupils is diminishing over time.</p> <p>Disadvantaged pupils reading data is in line with non-disadvantaged peers.</p> <p>How will we know?</p> <p>The following data comparisons show no difference between Disadvantaged and non-disadvantaged pupils:</p> <p>Reading age (NGRTs and FFT aspire -reading fluency)</p> <p>Standardised reading score (Headstart assessments)</p> <p>Accelerated reader data</p> <p>Thinking reading data</p> <p>PSC data</p> <p>Read-write Inc data</p> <p>Fresh start data</p>
<p>Attainment – improving outcomes for</p>	<p>Outcomes at KS2 and KS4 show that the gap between disadvantaged and non-disadvantaged pupils is diminishing over time.</p>

<p>disadvantaged pupils.</p> <p>Outcome for disadvantaged pupils are inline with, or better than, those that are not disadvantaged.</p>	<p>Disadvantaged outcomes in Basics data (KS4) and combined attainment (KS2) is in line with non-disadvantaged peers.</p> <p>Progress data, when available in KS4, will show a close in the gap between disadvantaged and non-disadvantaged pupils in all subject areas.</p> <p>How will we know?</p> <p>GCSE results SATs results Lesson attendance Rewards and celebration involvement Attitude to learning</p>
<p>SEND</p> <p>All pupils access a high quality, academically rigorous curriculum</p>	<p>Ordinarily available curriculum supports all pupils and is adapted and differentiated when required for learners with SEND.</p> <p>How will we know?</p> <p>Consistent and standardised lesson format, adapting Rosenshine’s principles is evident in all classrooms. Disadvantaged pupils consistently adopt BLC’s Core Habits of Excellence, accessing learning and make effective progress. Evidence based interventions in place and regular tracking and monitoring Disadvantaged SEND pupils make progress in line with non-disadvantaged pupils Effective tracking and monitor the level of need, working closely with pastoral team, parents and teaching staff SEMH provision supports pupil engagement in both school and lesson attendance</p>
<p>Belonging – engagement in school</p> <p>Positive and negative rewards and sanctions for disadvantaged pupils are in line with non-disadvantaged pupils.</p>	<p>Disadvantaged pupils receive positive reinforcement in line with non-disadvantaged pupils and the number of behaviour challenges of disadvantaged pupils are reduced over time</p> <p>How will we know?</p> <p>ClassCharts data Dojo Rewards and celebration activities (daily, weekly, termly, annually) Attendance data Pupil voice data Teacher observations</p>
<p>Belonging – Culture and pupil development</p> <p>Pupils from disadvantaged backgrounds have the same opportunities and experiences as those from non-disadvantaged</p>	<p>Disadvantaged pupils have the opportunity to experience real world experiences to develop culture, aspiration and self esteem.</p> <p>How will we know?</p> <p>Participation in extra-curricular activities Opportunities in lesson to link learning to real world experiences Opportunity to select from a diverse range of reading resources Attitude to learning data Homework completion data PASS survey Personal development pupil journey incorporate opportunities beyond the school environment Pupils make informed and long lasting decisions on their Post 16 choices</p>

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: £ 500,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All-staff CPD focused on all lessons are taught with a consistency of approach using the, Rosenshine informed.</p> <p>BLC Core Habits. Consistent start to lesson improves behaviour for learning and maximises lesson time. Testing of the core knowledge supports spaced learning and the testing effect to improve knowledge.</p> <p>Ensure high quality teaching at Wave 1, providing the single biggest impact to progress of disadvantaged pupils.</p>	<p>EEF T&L Toolkit high quality teaching and learning in all lessons.</p> <p>Effective Professional Development</p> <p>Special Educational Needs in Mainstream Schools</p> <p>DFE: Diversity, Equality and Inclusion</p> <p>Sutton Trust - What Makes Great Teaching</p>	2, 3, 4
<p>Adaptive practices embedded in the classroom to support Wave 1 delivery, supporting adaptive learning practices.</p> <p>There is a strong evidence base that suggests oral language interventions, including diagnostic activities such as high-quality classroom discussion, combined with the impact on reading will improve outcomes. Wave 1 focus on the importance of pupil talk during lessons to allow pupils quality time to think and formulate ideas and thoughts.</p> <p>Daily reading for all pupils takes place to ensure opportunities to experience a wide range of age appropriate, engaging texts.</p> <p>RWI to ensure a strong start to phonics from Early years and key stage one</p>	<p>EEF Secondary Literacy</p> <p>Voice 21 Impact</p> <p>Oral Language Interventions/Toolkit strand/EEF</p> <p>Read, Write Inc: see EEF Phonics Efficacy Research Findings</p> <p>Ruth Miskin Summary of Research Findings</p>	2,3
<p>Recruit and retain the best teachers</p> <p>Developing early career teachers through supportive training and CPD to build highly impactful skills for disadvantaged learners.</p> <p>Continue to develop proactive and mutually beneficial partnerships with Teach First and National Institute of Teaching</p>	<p>EEF T&L Toolkit high quality teaching and learning sustained in all lessons regardless of staff absence.</p> <p>Sutton Trust - What Makes Great Teaching</p> <p>Making Every Lesson Count (Shaun Allison)</p> <p>Teacher Toolkit: Cognitive Load Theory</p>	1,3,4,5,6
<p>Mini whiteboards used for low quizzing, including Daily Review as part of the start of lesson routine. Ensuring 100% participation in all lessons and encouraging pupils to actively think hard.</p> <p>Daily check in with pupils to support with equipment each and every day.</p>	<p>DfE</p> <p>EEF Toolkit and Using your PP funding effectively</p> <p>Sutton Trust - What Makes Great Teaching</p>	2,3,4, 5

<p>Belonging and attendance</p> <p>Embedding a culture of community through our belonging strategy of building, listening and connecting with all BLC stakeholders.</p> <p>Pastoral teams work closely with parents and pupils</p> <p>Teaching know their pupils, adapt their learning and provide support to catch up missed learning.</p> <p>Tutors provide support and guidance for pupils on attitude to learning and the importance of daily attendance</p>	<p>EEF Attendance Report</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p>	
<p>Provision of revision packs for Year 6 and 11 pupils to support out of class learning and homework.</p> <p>Knowledge organisers designed in line with the curriculum to then be used for Homework to aid progress in learning.</p>	<p>Sutton Trust - What Makes Great Teaching</p> <p>EEF - Homework</p>	2,3,4,5

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

Budgeted cost: £ 230,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adapted provision for pupils that are not able to access the curriculum due to pre-key stage attainment. A curriculum that focuses on key skills is in place to enable the academic and social and emotional development of all pupils in line with prior attainment.</p> <p>SEMH and EBSA intervention</p> <p>ELSA/MELSA</p> <p>Precision teaching (Primary)</p> <p>Dual and Bridge curriculum (Secondary)</p>	<p>EEF toolkit and Using your PP funding effectively</p> <p>EEF T&L Toolkit high quality teaching and learning in all lessons.</p>	1,2,3,4
<p>Reading interventions: English and literacy skills interventions across primary and secondary phases for underachieving disadvantaged pupils.</p> <ul style="list-style-type: none"> • Whole school reading strategy to cover Wave 1-3 across the whole campus • RWI/Fresh start interventions (Primary) • HTL reading fluency strategy (Primary) • Early morning/after school reading club (Primary) • Thinking reading programme to support rapid improvements in reading ages (Secondary) 	<p>EEF toolkit and summaries EEF Literacy</p> <p>EEF Efficacy of Phonics Impact Report</p> <p>HTL Reading Fluency Project</p> <p>EEF Secondary Literacy</p> <p>RWI Efficacy Reports</p> <p>Improving Literacy In Secondary Schools</p> <p>Bridging literacy transition with fluency</p>	2,3,4
<p>Tutoring</p> <p>1-1 academic tutoring in KS4, focusing on Maths.</p> <p>Academic tutor recruited in Maths (Secondary)</p> <p>Academic tutor for reading and maths (Year 6) Phonic tutoring (Year 1)</p>	<p>EEF Efficacy of Phonics Impact Report</p> <p>EEF toolkit and Using your PP funding effectively</p> <p>Small Group tuition/Toolkit Strand/EEF</p> <p>One to One tuition/EEF</p>	2 3 4 5

	EEF Efficacy of Phonics Impact Report	
Additional learning opportunities In Primary: Targeted tutoring team of 2 staff and a co-ordinator deliver 15 hour recovery tutoring entitlement. Plus support in after-school HL club.	EEF toolkit and guidance including EEF: Extending the School Day	2 3 4
Primary: Targeted Prep for end of key stage pupils identifies and closes gaps in learning: Subject specialist LSAs provide 1:1 and small group tutoring. Secondary: Period 6 is weekly for all staff and pupils. Pupils are on a subject rotation and staff have protected time to review, plan and prepare for their Year 11 pupils.	EEF Toolkit and extending the school day EEF toolkit and Using your PP funding effectively UCL: School Absences and Pupil Achievement	3

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

Budgeted cost: £ 195,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Morning Breakfast: A warm, healthy breakfast is essential for the ability to learn and thrive during the school day	EEF toolkit and Using your PP funding effectively Magic Breakfast	1,3
Attendance Each day of attendance (or absence) counts and disadvantaged pupils are more significantly impacted. Daily processes to support the increased attendance of disadvantaged, and all, pupils in a school priority. <ul style="list-style-type: none"> Targeted staff allocation to track and raise same-day attendance – daily contact to home Same-day home visits Increased investment in attendance recognition Improved communication to all stakeholders around attendance Early identification of need for disadvantaged families at risk of pa Increase staff capacity with addition attendance staff (EWO) Strategic planning with clear communication systems across all levels, embedding changes to national DFE policy	EEF Attendance Report Working together to improve school attendance	1
SEMH and pastoral interventions Increased capacity in SEMH provision has led to designated areas in both Primary and Secondary to support the needs of pupils, especially those of disadvantaged pupils (75% of SEND pupils are in receipt of PP)	EEF toolkit and Using your PP funding effectively EEF: Social and Emotional Learning	1,3,6

<p>Pastoral Support Staff: Pastoral base support, and Pastoral support mainstream</p> <p>Inclusion meetings used for data tracking, analysis and interventions. Supporting attendance, behaviour for learning, SEND and pastoral needs of disadvantaged (and all) pupils.</p>	<p>DfE: Supporting mental health in schools and colleges</p> <p>EEF: Behaviour Interventions</p>	
<p>Behaviour policy and Conduct/Behaviour Curriculum: Pupils rewards, systems and trips. Systems and training ensure that staff, pupils and families are aware of the behaviour system and that it is fairly implemented. A structure of rewards and sanctions underpins this ensuring learning is not disrupted and positive learning behaviours are implemented consistently.</p>	<p>EEF: Behaviour Interventions</p>	<p>1,2,3,5,6</p>
<p>Out of class experience</p> <p>Library has been restocked and designed to provide engaging, quiet space for pupils during unstructured times</p> <p>Sports premium and school capital funding used to improve outdoor play experience for pupils in both Primary and Secondary. Football cage in Primary and Sports space and equipment provision in Secondary.</p>	<p>Using your PP funding effectively</p>	<p>6</p>
<p>Hardship fund – to close gaps in provision of uniform, equipment and access to trips and visits.</p> <p>Personalised approach to PP spending for high-need pupils in each year group.</p> <p>Uniform and equipment. A lack of equipment and uniform can both be a barrier to attendance, a cause of bullying and a barrier to learning within lessons. By providing uniform and equipment we remove these barriers so students can focus on learning within all their lessons.</p>	<p>EEF – PP guide and summaries Using your PP funding effectively</p> <p>EEF: Working with parents to support children's learning</p> <p>EEF: Behaviour</p>	<p>1 2 3 6</p>
<p>Pathway and Careers IAG with targeted pupils secure on appropriate WEX and appropriately ambitious Post-16 pathways.</p>	<p>TASO - Transforming access and pupil outcomes in higher education</p> <p>DfE: Work experience and related activities in schools and colleges</p> <p>GATSBY Benchmarks and guidance</p>	<p>6 3</p>

Total budgeted cost: £ 923,164

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 2022 to 2023 academic year.

Challenge number	Review of challenge
1	Attendance and Persistent Absence
2	Reading
3	Attainment - Improve outcomes for disadvantaged pupils
4	SEND
5	Belonging – engagement in school and learning
6	Belonging – Culture and pupil development

Overall Outcomes

Primary Good progress Average progress Minimal progress

Secondary Good progress Average progress Minimal progress

Teaching

Primary Good progress Average progress Minimal progress

Secondary Good progress Average progress Minimal progress

Targeted academic support

Primary Good progress Average progress Minimal progress

Secondary Good progress Average progress Minimal progress

Wider Strategies

Primary Good progress Average progress Minimal progress

Secondary Good progress Average progress Minimal progress

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