

## 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
	685 (55%)
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nick Butler, Headteacher
Pupil premium lead	Dan Pitt and Vourneen Carter, Deputy Headteachers
Governor / Trustee lead	

### Funding overview

Detail	Amount 2024-25	Amount 2025-26
Pupil premium funding allocation this academic year - Primary	£374,440	£375,720
Pupil premium funding allocation this academic year - Secondary	£452,025	£453,650
Total pupil premium funding	£826,465	£829,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£826,465	£829,370

## 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 experiencing disadvantage and understand that many of these pupils must make accelerated progress to catch up and 'bridge the gap' with non-disadvantaged pupils. We believe this starts with setting ambitious targets showing high expectations. 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:

- High quality teaching and learning and robust assessment are at the centre of our strategies.
- Our curriculum is shaped by our pupils as it responds to their needs and is underpinned by the values of Bridge Learning Campus.
- 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 pupils achieving their academic potential through our value of 'graft' - hard work brings success.
- 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.
- 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><b>Attainment - Improve outcomes for disadvantaged pupils</b></p> <p><u>Primary</u></p> <p>The end of Key Stage two combined results shows a gap of 25% between pupils experiencing disadvantaged and those who do not. Base-line assessments show that the 58% of pupils experiencing disadvantage in Reception are not on track and are significantly behind their peers not experiencing disadvantage in speech, language and communication.</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 28.8%, increasing 12% on previous year, this was a 16% gap to whole cohort but represented a significant improvement on previous year performance.</p>
2	<p><b>Reading</b></p> <p>Pupils experiencing disadvantaged join the school with lower levels of reading, knowledge and skills. Examples of this are in the reading levels at point of entry in both Primary and Secondary school. For example, at the point of entry, at Reception age, 54% of disadvantaged pupils are not on track in word reading and comprehension with a 22% gap between pupils not experiencing disadvantage. Furthermore, 55% of Year 7 pupils joining the school have a reading age below their chronological age, with disadvantaged pupils averaging a reading age 2 years below their non-disadvantaged peers. The Thinking Reading programme has shown significant improvements for the pupils completing in year 1, with pupils making reading progress of 2-3 years, this programme needs to be evolved and expanded for greater impact.</p>
3	<p><b>SEND</b></p> <p>Academic progress and attendance are further impacted by the intersection of pupils experiencing disadvantaged with an additional SEND need, 75% of pupils on the SEND register are experiencing disadvantaged, requiring targeted or specialist provision.</p>
4	<p><b>Attendance and Persistent Absence</b></p> <p>Our attendance/ punctuality data indicates that attendance among pupils experiencing disadvantaged has been lower than those of pupils not experiencing disadvantaged and the gap in widens significantly as pupils become older.</p> <p>The attendance gaps have closed in 2024-25 across whole campus, however, more progress is required. Attendance of pupils not experiencing disadvantaged is in line or above national comparisons across whole campus, but the attendance of pupils experiencing disadvantaged is still below national average, especially for students who have a combination of SEN, disadvantage and other vulnerabilities. In 2024-25 the secondary gap closed to 9.3%, primary gap between was 5.05%. This gap may have increased slightly increased; however, all attendance levels increased across 2024-25.</p>
5	<p><b>Belonging – engagement in school and learning</b></p> <p>A significant number of pupils experiencing a combination of disadvantage and other vulnerabilities have more barriers to building a sense of belonging and engagement in their school community, impacting their consistency to attend school, attend lessons, build sustained relationships and develop learning in-line with their peers not experiencing disadvantage.</p> <p>This can be seen through data for attendance, attitudes and achievement.</p>
6	<p><b>Belonging – Culture and pupil development</b></p> <p>Many pupils experiencing disadvantaged living in ward near the school (highest 1% of deprivation nationally) 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><b>Secondary attainment data</b></p> <p><b>Attainment figures show that the gap between disadvantaged and non-disadvantaged pupils is diminishing over time.</b></p>	<p>2025-26 Basics attainment target:</p> <ul style="list-style-type: none"> <li>Pupils experiencing disadvantage target - En/ma Basics 9-4- 43% with a nDA/DA gap of 10% (Last year En/Ma 30%, with a gap between nDA/DA of 16%)</li> <li>Pupils experiencing disadvantage target - En/ma Basics 9-5- 22%, with a nDA/DA gap of 8% (Last year En/Ma 15%, with a gap between nDA/DA of 9%)</li> </ul>
<p><b>Primary Attainment DA and DNA to have a 0 gap at the end of Reception for meeting a good level of development.</b></p>	<ul style="list-style-type: none"> <li>75% of DA pupils to be targeted to achieve a good level of development.</li> <li>55% DA pupil to receive speech and language therapy to achieve GLD</li> <li>58% DA pupils to be targeted using Write Rules interventions for fine motor to achieve the ELG fine motor early learning goal.</li> <li>69% of DA pupils to be targeted with Bucket time intervention to achieve the LAU ELG</li> <li>46% of DA pupils to be targeted with Thrive intervention to support achieving the SR and MS ELG.</li> </ul>
<p><b>Primary Attainment</b></p> <p><b>To be in line or less than the national average gap for DA and NDA for the combined expected standard at the end of key stage two.</b></p>	<ul style="list-style-type: none"> <li>2025/26 combined outcomes for end of key stage two will have a gap no greater than 25% between DA and NDA</li> <li>69% of DA pupils will be targeted to achieve the combined expected standard.</li> </ul>
<p><b>Primary Attainment</b></p> <p><b>DA pupils to achieve the same factual fluency with times tables knowledge in the Y4 MTC as NDA pupils.</b></p>	<ul style="list-style-type: none"> <li>DA pupils to achieve an average score of 21.7 or more in 2025/26 MTC check in line with the national NDA average 2025</li> <li>60% of DA pupils will be targeted to perform in line with NDA pupils in the MTC</li> </ul>
<p><b>Reading – Primary</b></p> <p><b>DA and NDA to have a gap of 0 in ELG for Word Reading</b></p>	<ul style="list-style-type: none"> <li>To continue to maintain a gap no greater than 8% between DA and NDA for 2025/26 ELG for word reading</li> <li>88% of DA pupils targeted to meet the expected standard for ELG word reading</li> </ul>
<p><b>Reading – Primary</b></p> <p><b>DA and NDA gap to be at 0 in Y1 PSC outcomes</b></p>	<ul style="list-style-type: none"> <li>Phonics screening outcomes for 2025/26 to have &gt;5% gap between DA and NDA</li> <li>91% of DA pupils targeted to pass the PSC</li> </ul>
<p><b>Reading – Primary</b></p> <p><b>DA and NDA gap at the expected standard at the end of Key Stage two will be less than 10%</b></p>	<ul style="list-style-type: none"> <li>100% of DA pupils in 2025/26 who are not pre key stage readers will achieve the expected standard in Reading</li> <li>74% of DA pupils will be targeted to meet the expected standard in Reading</li> </ul>

<p><b>Reading - secondary</b></p>	<ul style="list-style-type: none"> <li>• Reading age planned outcomes- Reading ages to be within one year of actual age. Targeted intervention for those who are behind.</li> <li>• 100% of pupils complete NGRT, all DA pupils more than 1 year below chronological reading age will receive support through HFL and Thinking reading.</li> <li>• 100% of pupils that participate in Thinking Reading will bring reading in line with chronological age.</li> </ul>
<p><b>Attendance and Persistent Absence</b></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><b>Attendance targets for DA pupils:</b></p> <p>Whole campus – 88% (Last year 85.3%)</p> <p>Secondary – 86% (Last year 82.7%)</p> <p>Primary – 92.5% (Last year 91.24%)</p> <p><b>Reduce Persistent Absence (PA) pupils (pupils with attendance below 90%)</b></p> <p>Reduce PA to 25% (Last year 33.2%)</p> <p>Reduce Secondary PA to 30% (Last Year 36.8%)</p> <p>Reduce Primary PA to 21% (Last year 24.1%)</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: £ 480,000

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 adapted practices and follow the BLC learning cycle that can ensure challenge for all levels of learners.</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 <a href="#">T&amp;L Toolkit</a> high quality teaching and learning in all lessons.</p> <p><a href="#">Effective Professional Development</a></p> <p><a href="#">Special Educational Needs in Mainstream Schools</a></p> <p>DfE: <a href="#">Diversity, Equality and Inclusion</a></p> <p><a href="#">Sutton Trust - What Makes Great Teaching</a></p>	<p>1,2,3</p>

<p>CPD is focused and support of adaptive practices embedded in the classroom to support Wave 1 delivery, supporting adaptive learning practices.</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 <a href="#">Secondary Literacy</a></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><a href="#">Voice 21 Impact Oral Language Interventions/Toolkit strand/EEF</a></p> <p>Read, Write Inc: see <a href="#">EEF Phonics Efficacy Research Findings</a></p> <p>Ruth Miskin <a href="#">Summary of Research Findings</a></p>	1,2,3
<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 <a href="#">T&amp;L Toolkit</a> high quality teaching and learning sustained in all lessons regardless of staff absence.</p> <p><a href="#">Sutton Trust - What Makes Great Teaching</a></p> <p><a href="#">Making Every Lesson Count (Shaun Allison)</a></p> <p><a href="#">Teacher Toolkit: Cognitive Load Theory</a></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 <a href="#">Using your PP funding effectively</a></p> <p><a href="#">Sutton Trust - What Makes Great Teaching</a></p>	1,2,3,5
<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>Develop cohorts of pupil leaders, peer mentors and an interactive house system to engage pupils both as participants and as leaders.</p> <p>Pastoral teams work closely with parents and pupils</p>	<p><a href="#">EEF Attendance Report</a></p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p>Teachers know their pupils, adapt their learning and provide support to catch up missed learning.</p>	4,5,6

	Tutors provide support and guidance for pupils on attitude to learning and the importance of daily attendance	
Provision of revision packs for Year 6 and 11 pupils to support out of class learning and homework.  Knowledge organisers designed in line with the curriculum to then be used for Homework to aid progress in learning.	<a href="#">Sutton Trust - What Makes Great Teaching</a>  <a href="#">EEF - Homework</a>	1,2

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

Budgeted cost: £ 210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.  Precision teaching (Primary) Dual and Bridge curriculum (Secondary)	EEF toolkit and – <a href="#">Using your PP funding effectively</a>  EEF <a href="#">T&amp;L Toolkit</a> high quality teaching and learning in all lessons.	1,2,3,5
Reading interventions: English and literacy skills interventions across primary and secondary phases for underachieving disadvantaged pupils. <ul style="list-style-type: none"> <li>Whole school reading strategy to cover Wave 1-3 across the whole campus</li> <li>RWI/Fresh start interventions (Primary)</li> <li>HTL reading fluency strategy (Primary)</li> <li>Early morning/after school reading club (Primary)</li> <li>Thinking reading programme to support rapid improvements in reading ages (Secondary)</li> <li>Disadvantaged pupils benefit from a reading recovery programme delivered by a (Hearts For Learning) HfL reading team of 3 teachers and a Thinking Reading Team of 4 trained practitioners</li> </ul>	EEF toolkit and summaries <a href="#">EEF Literacy</a> <a href="#">EEF Efficacy of Phonics Impact Report</a> <a href="#">HTL Reading Fluency Project</a> EEF <a href="#">Secondary Literacy</a> <a href="#">RWI Efficacy Reports</a> <a href="#">Improving Literacy In Secondary Schools</a> <a href="#">Bridging literacy transition with fluency</a>  51 (38 Disadvantaged) Y7 students probed for Thinking Reading. Currently 7 (5 Disadvantaged) students now receiving support.  15 (8 disadvantaged) Y10 students have received Thinking Reading intervention. 7 (3 disadvantaged) have now finished. Average 3 years improvement.  Currently 18 (16 disadvantaged) students in Y7 receiving HfL reading interventions delivered by the reading team. Another 16 students Y7 and Y8 to start beginning of term 3. HfL is for comprehension development as identified by the initial NGRT cycles.	1,2,3
Tutoring	<a href="#">EEF Efficacy of Phonics Impact Report</a>	1,2,5

1-1 academic tutoring in KS4, focusing on Maths. Academic tutor recruited in Maths (Secondary) Academic tutor for reading and maths (Year 6) Phonic tutoring (Year 1)	EEF toolkit and <a href="#">–Using your PP funding effectively</a> <a href="#">Small Group tuition/Toolkit Strand/EEF One to One tuition/EEF</a> <a href="#">EEF Efficacy of Phonics Impact Report</a>	
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 <a href="#">EEF: Extending the School Day</a>	1,2,5,6,
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 <a href="#">extending the school day</a>  EEF toolkit and <a href="#">–Using your PP funding effectively</a> <a href="#">UCL: School Absences and Pupil Achievement</a>	1,2,

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

Budgeted cost: £ 139,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole campus - Early Morning Breakfast: A warm, healthy breakfast is essential for the ability to learn and thrive during the school day	EEF toolkit and <a href="#">–Using your PP funding effectively</a> <a href="#">Magic Breakfast</a>	4,5,6
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"> <li>Targeted staff allocation to track and raise same-day attendance – daily contact to home</li> <li>Increased investment in attendance recognition</li> <li>Improved communication to all stakeholders around attendance</li> <li>Early identification of need for disadvantaged families at risk of Persistent Absence</li> </ul> Strategic planning with clear communication systems across all levels, embedding changes to national DFE policy. Funding 2 x minibus drivers – collecting over 50 pupils across campus	<a href="#">EEF Attendance Report</a> <a href="#">Working together to improve school attendance</a>	4,6
SEN and pastoral interventions	EEF toolkit and <a href="#">–Using your PP funding effectively</a>	1,3,4,5,6

<p>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). Interventions include:</p> <p>SEMH and EBSA intervention ELSA/MELSA</p> <p>Pastoral Support Staff: Pastoral base support, and Pastoral support mainstream</p> <p>SEMH team provide a 'REBUILD' programme for non-engaging pupils (80%+ are DA) supporting pupils to increase confidence in learning and build resilience to attend school and engage in lessons.</p>	<p><a href="#">EEF: Social and Emotional Learning</a></p> <p>DfE: <a href="#">Supporting mental health in schools and colleges</a></p> <p><a href="#">EEF: Behaviour Interventions</a></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><a href="#">EEF: Behaviour Interventions</a></p>	4,5,6
<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><a href="#">Using your PP funding effectively</a></p>	6
<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>EEF – PP guide and summaries <a href="#">Using your PP funding effectively</a></p> <p><a href="#">EEF: Working with parents to support children's learning</a></p> <p><a href="#">EEF: Behaviour</a></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 pupils can focus on learning within all their lessons.</p>	4,5,6
<p>Pathway and Careers IAG with targeted pupils secure on appropriate WEX and appropriately ambitious Post-16 pathways.</p>	<p><a href="#">TASO - Transforming access and pupil outcomes in higher education</a></p> <p><a href="#">DfE: Work experience and related activities in schools and colleges</a></p> <p><a href="#">GATSBY Benchmarks and guidance</a></p>	3,6

**Total budgeted cost: £ 829,370**

**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 2025 to 2026 academic year.

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

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attainment - Improve outcomes for disadvantaged pupils

Add a column for nDA to compare to DA, add gap. ALL column can be removed or stay.

Primary Outcomes 2025					
%	All	Disadvantaged	Non Disadvantaged	GAP	Disadvantaged NA
GLD	79	79	79	0	51.3
Y1 PSC	95	91	100	9	67
Y4 MTC (25/25)	69	71	67	4+	27
KS2 Combined EXP	81	73	98	25	47
KS2 Reading EXP	97	94	100	6	63
KS2 Writing EXP	85	76	78	2	58
KS2 Maths EXP	92	88	96	8	61

Secondary Outcomes 2025				
	All	NDA	Disadvantaged	Disadvantaged National average (SISRA DC)
English 4+	62.4%	76.5%	47.7%	61.6%
Maths 4+	46.6%	60.3%	32.3%	54.0%
English/Maths 4+	45.1%	60.3%	29.2%	48.0%
English/Maths 5+	23.3%	32.4	13.8%	28.5%
Attainment 8	34.5	41.35	27.30	37.64

## Part B: Review of outcomes for 2024/25 academic year

*This details the impact that our pupil premium activity had on pupils in 2024 to 2025*

### Overall Outcomes

Primary:  Good progress  Average progress  Minimal progress

The school has improved attainment in the GLD with pupils experiencing disadvantage increasing 5.1% (74.3%) from 2024 achieving 79.4% with no gap from pupils not experiencing disadvantage.

Pupils experiencing disadvantage in Y1 PSC has increased 9.8%, (81.5%) from 2024 with 91.4% of pupils experiencing disadvantage meeting the standard.

MTC outcomes does not have a disadvantaged gap. Factual fluency of pupils experiencing disadvantaged outperformed pupils not experiencing disadvantage by 3%, with an increase from 65% in 2023 to 69% scoring 25/25. The average score for pupils experiencing disadvantage rose from 18.3 (2023), 22 (2024) to 24.31 (2025)

The combined outcomes at the end of key stage two for pupils experiencing disadvantage has increased 2.1% 2023 to 73% which is well above the national average gap for pupils experiencing disadvantage 47.2% by 25.8%. The disadvantage gap has increased 11% this academic year to 25% as a result of increased attainment.

Secondary:  Good progress  Average progress  Minimal progress

Outcomes for both pupils experiencing disadvantages and those not, have shown significant increases, as well as a closing of the gap between the two. However, disadvantaged attainment remains below national averages, with performance in Maths and Humanities subjects a particular area for focus in 2025-26. The Basics (English and Maths) 9–4 measure rose by +11% in 2025, while Basics 9–5 increased by +6% overall. The narrowing of the attainment gap can be seen, e.g. attainment gap at Basics 9–5 narrowed to 19% (down from 22% in 2024).

### Targeted academic support

Primary:  Good progress  Average progress  Minimal progress

Targeted academic support for pupils experiencing disadvantaged in primary is driven through data, which is timely and prompt. Within the academic year the number of pupils experiencing disadvantaged that have received targeted academic support is YR 86% (30/35) Y1 71% (25/35) Y2 46% (16/35) Y4 65% (22/24).

### Reading

Ensuring a strong start to reading within early years has resulted in an 8.2% increase to 88.2% of pupils experiencing disadvantage meeting the expected standard for the word reading early learning goal. This has an impact on pupils' readiness for Year 1 and ability to access the curriculum in key stage one and two.

### Greater depth

The proportion of pupils experiencing disadvantage who achieved greater depth has increased from the previous year in reading 25% to 39%, and maths 13% to 39% at the end of key stage two. The impact of this allows pupils to transition successfully to Year 7 with increased accuracy and fluency to access the KS3 curriculum.

### Interventions

At the end of Key stage two, 79% (26/33) of pupils experiencing disadvantages received interventions for reading which supported 96% of this group achieving expected or higher standard. In mathematics 81% (27/33) received an intervention resulting in 92% of this group achieving the expected or higher standard. For pupils experiencing disadvantages working well below the expected standard Y5 28% (11/39) bespoke interventions such as number stacks have supported this group to develop secure foundations in number, making significant progress from their initial assessments. All disadvantaged pupils accessed additional times tables practice which resulted in 100% (34) achieving 20/25 mark, and 71% (25/35) gaining 25/25 in the MTC. 39% of pupils experiencing disadvantages in Y6, had access to 1:1 after school tutoring in reading and maths during the academic year, the impact was that 100% of pupils met the expected standard at the end of the academic year in reading and maths.

Secondary:  Good progress  Average progress  Minimal progress

Targeted interventions are a central strand of our approach to raising outcomes for learners experiencing disadvantage. In Maths, we have invested in MyTutor to provide small-group, personalised tuition aimed at supporting pupils experiencing disadvantages to secure key thresholds and improve confidence. While overall improvements in Maths attainment were more limited than hoped, this provision continues to target those most at risk of not achieving a grade 4, with progress closely monitored to ensure maximum impact.

The MyTutor programme had a positive impact, with 22 pupils taking part in total, 16 of whom improved by at least one grade, and 9 making progress of two or more grades. Building on this success, the process will be refined this year to hopefully achieve even stronger outcomes. Participation will be solely focused on pupil premium and SEND pupils to ensure the greatest impact for those who most benefit from additional support.

Alongside this, our catch-up reading programme, Thinking Reading, focused on supporting pupils in Year 10 who experience disadvantage is providing intensive, structured support to accelerate reading ages and build the literacy skills needed to access the wider curriculum. The pupil who made the smallest amount of progress through the programme in 2024/2025, was still able to increase their reading age by 4.5 years, in contrast, the pupil with the largest amount of progress, increased their reading age by 8 years. Pupil voice has been extremely positive about their involvement in the programme.

- Tutor time and lunchtime support sessions in English and Maths, directly linked to feedback from mock examinations. These have strengthened feedback loops and contributed to overall gains of +11% in Basics 9–4 and +6% in Basics 9–5, with the disadvantaged attainment gap narrowing from 22% in 2024 to 19% in 2025.

## Wider strategies

Pastoral and SEMH support has help reduce suspensions. Suspensions of pupils experiencing disadvantage fell by 44% and permanent exclusions reduced by 43%. Whole-school trends also show a positive direction, with a 39% reduction in suspensions for pupils with SEND and a 62% reduction for those with an EHCP, including a 16% fall for pupils with a primary SEMH need. Despite these improvements, suspension rates remain above local and national averages, highlighting the continued importance of embedding social, emotional and mental health support and inclusive classroom practice.

Attendance for pupils experiencing disadvantages has improved by 3% compared to last year, with reductions in both persistent absence (by 8%). Pupil voice indicates growing confidence and pride in the school, with 82% of pupils reporting they are happy and 79% feeling a sense of belonging. Pastoral teams have been working with targeted groups of pupils experiencing disadvantages across campus to identify and remove barriers to consistent attendance, driving meaningful and sustained improvements for pupils experiencing disadvantages.

Add data for Secondary and Primary for attendance

Primary:  Good progress  Average progress  Minimal progress

EYFS home visits are completed, in both YN and YR, at the start of each academic year, with time allocation tailored to the need of the child and family. Older pupils experiencing disadvantaged are supported through MELSA and

ELSA, which has addressed a rise in both social and emotional needs. Learning to lead has supported several pupils experiencing disadvantages in upper key stage two, giving them opportunities to explore their city whilst also addressing gaps in attendance. A range of after school activities ensures that pupils experiencing disadvantages have access to sport, music and life skills such as cookery. A number of pupils within key stage two take an active role in various pupil leadership groups such as; prefects, eco club, and school council. Pupils experiencing disadvantaged are supported in many aspects of school life to ensure they have an equitable opportunity this ranges from school uniform, minibus pick up at the start of the day, PE kit, and book bags. All pupils are given a school tie in Year 5 and Year 6 and a pencil case in Key Stage 2 to ensure pupils experiencing disadvantaged are equal to their peers.

Secondary:  Good progress  Average progress  Minimal progress

Despite a strong whole-school focus on wellbeing and attendance, absence remains too high and continues to disproportionately affect pupils experiencing disadvantage. To address this, we have expanded our SEMH team to provide earlier intervention and greater capacity to support pupils struggling with both attendance and lesson engagement. This has led to more targeted casework, reduced internal truancy, and improved reintegration for vulnerable pupils. While positive impact is emerging, reducing persistent absence remains the school's biggest priority moving forward.