

Pupil premium strategy statement - The Bridge School 2026-2027

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	50/90 (55%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Trust Board
Pupil premium lead	Andrew Seager
Governor / Trustee lead	Emma Arnott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,050
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£79,050

Part A: Pupil premium strategy plan

Statement of intent

At The Bridge School, all staff and the Local Academy Council are committed to delivering the highest quality education for every learner, regardless of their background or any barriers to learning they may face. We recognise our responsibility to support socially disadvantaged pupils and strive to meet their pastoral, social, and academic needs within a nurturing and inclusive environment.

Our approach is informed by evidence and carefully tailored to the individual needs of each learner. While our strategy has a clear focus on disadvantaged pupils, we recognise that strong whole-school approaches—particularly high-quality teaching—benefit all learners. As a result, outcomes for non-disadvantaged pupils will improve alongside the progress of their disadvantaged peers.

We are equally committed to supporting disadvantaged pupils in developing independence, life skills, and social competence, equipping them with the practical tools they need for the future. Providing rich cultural capital experiences, alongside access to local and national opportunities, remains a key priority for our pupils and their families.

Our strategy also recognises the need to address barriers related to attendance and punctuality. We will continue to work closely with families to provide additional support where needed, helping to reduce these challenges.

All of our strategies are driven by a deep understanding of each young person's strengths and needs, informed by both formal and informal assessment. We do not make assumptions based on labels; instead, we ensure that every learner receives the relevant skills, opportunities, and experiences required to prepare them for a successful and fulfilling future.

Challenges

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

Challenge number	Detail of challenge
1	Individual Special Educational Needs: Every pupil at The Bridge has unique learning needs and faces different challenges to their learning. 100 per cent of pupils have an Education Health and Care Plan (EHCP).

2	Communication and Expression: Disadvantaged pupils often have greater challenges in communicating and expressing needs, including nonverbal communication, limited language, and social interaction difficulties. 42 % nonverbal.
3	Limited Cultural Capital: Disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Family Engagement: Families of disadvantaged learners are harder to engage, which can affect pupils' readiness to learn physically, practically, and emotionally.
5	Emotional Wellbeing and Regulation: Pupils who are dysregulated cannot access learning. They require support and strategies to self-soothe and regulate for high-quality teaching to take place.
6	Limited Outdoor Learning Opportunities: Pupils have fewer chances to access outdoor learning experiences, including education visits due to financial restrictions.

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
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.	Achievement of improved performance, as demonstrated by assessments and progress captured on Evidence for Learning.
Improved attainment in reading, writing and maths.	Assessment Data, EFL Evidence and pupil progress meetings demonstrate an improvement of pupils phonics, maths and reading skills.
Assessment of pupils' language skills to ensure they have the correct communication aids, support and are accessing correct interventions they need	Improved language comprehension and understanding for disadvantaged pupils. Evidence for learning to demonstrate progress over time.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. Through achievement of EHCP and IEP targets.	Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. Through achievement of EHCP and IEP targets.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and preparation for life.	Through observations and discussions with pupils and their families. Progress logged on EFL to relevant PLGs.
Improved attendance for our disadvantaged pupils to maximise learning opportunities provided at school.	Attendance levels for our disadvantaged pupils are in line with the rest of their peers. Persistent absentee levels are reduced towards national levels in SEND schools.
Pupils will be supported, as appropriately, with their emotional wellbeing, behavioural and mental health needs.	Through observations with pupils. Reduction in number of recorded behavioural incidents

Pupils will access learning outside the classroom	Through observations and discussions with pupils. Residential offer for all pupils to participate in. Activity club registers show disadvantaged pupils can access a wide range of cultural capital opportunities.
Families will be engaged and active partners with their child's learning. Family support worker will collaborate with disadvantaged families to provide additional support where required.	Through observations and discussions with families. Meeting minutes of family support officer.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support subject leads in Maths, reading and Writing across the school in line with the DfE guidance Subject leads to engage with maths hub and other relevant agencies to receive appropriate CPD. (£5,000)	The DfE non statutory guidance has been produced in conjunction with the National Centre of Excellence in the teaching of maths drawing on evidence based approaches. Understanding the meaning of a text requires a combination of word recognition and language and comprehension. Effective Professional Development EEF	1
Purchase of Language Therapist (SALT) to deliver 26 sessions across the academic year through Soundswell. (£11,000)	The Royal College of Speech and Language Therapists state speech and language therapists (SLTs) provide life improving treatment, support and care for children The roles of specialist provision for children with specific speech and language difficulties in England and Wales: a model for inclusion? - Lindsay - 2005 - Journal of Research in Special Educational Needs - Wiley Online Library The National Institute for Health and Care Excellence also provide evidence to demonstrate the effectiveness of speech and	1, 2, 4, 5

	language therapist support benefits of speech and language therapy Positive effects of speech and language therapy group interventions in primary progressive aphasia: A systematic review - PubMed	
Purchase of an Occupational Therapy (OT) practitioner to support pupils throughout the academic year £14,000	Research evidence to date supports the effectiveness of occupational therapy in a school setting. The World Federation of Occupational Therapists (2016) state that OTs should be included in education in order to support and promote full participation and wellbeing of diverse students by supporting their strengths and finding solutions to reduce or remove learning activity limitations and participation restrictions. Occupational therapy in schools RCOT	1,2
Enhancing the use of accessible technology and communication equipment available for learners including AAC resources such as High Tech AAC. Enhancing Communication outside of the classroom with banners/ communication boards in outdoor provision. (£10,000)	We have observed that AAC equipment such as switches, communication devices and switch accessible technology is effective in supporting not only communication and interaction, but also engagement and enjoyment so positively impacting well-being. Exploration of High Tech AAC to support independent learning and communication. Communication and language approaches EEF	1,2,3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £37,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Contribution to the role of a Family Support Worker to support parental engagement and children's attendance at school Value (£14,000)	DfE statutory guidance emphasises that schools must build strong relationships with families, understand barriers, and work in partnership to remove them Working together to improve school attendance: July 2026 Parental engagement is linked to better attendance and attainment as evidenced in Working with Parents to Support Children's Learning EEF EEF attendance review highlights: -the effectiveness of personalised, responsive casework and small, targeted supports -relationship-based approaches and co-produced plans are more successful than punitive-only responses -small personalised messages, rapid contact and persistent follow-up Attendance interventions rapid evidence assessment EEF The Pupil Premium guidance recommends a tiered approach combining universal, targeted and wider strategies The EEF Guide to the Pupil Premium EEF	1,4
'Services for Education Music lessons (36 sessions). (£9,000) Music Services Birmingham Symphony Orchestra (2,000)	Learning about music and having the opportunity to play musical instruments and make music together is a vital part of a rich and rounded education. It has also been proven that music plays a key role in brain development. This is because it helps with the nurturing of language, motor skills, emotional intelligence and collaboration skills. (Gov Education Hub). SEND Toolkit Music Mark	1,2,3

	All pupils will work towards an official music qualification.	
Learning outside the classroom is an essential part of our curriculum offer. Outdoor spaces will be developed including purchasing of relevant Equipment. (£5,000)	Council for Learning Outside the Classroom Council for Learning Outside the Classroom (lotc.org.uk)	1, 5, 6
Pupils will have the opportunity for a residential event throughout the academic year. (£7,050)	Appropriate provision for pupils to experience educational visits where appropriate. Outdoor adventure learning EEF	6

Total budgeted cost: £

Part B: Review of the previous academic year 2025/26

Outcomes for disadvantaged pupils

- Assessment data shows that disadvantaged pupils make progress in line with or exceeding that of non-disadvantaged pupils for the 2025-26 academic year.
- PLG data showed that 56% of disadvantaged pupils met their Spring term IEP targets compared to 55% of non-disadvantaged.
- 36% of disadvantaged pupils partly met their spring term IEP Targets compared to 30% of non-disadvantaged pupils
- Attendance of disadvantaged pupils was higher than whole school attendance at 89% compared to 88.5%
- National attendance for special schools was 86.81% for 2025/26 - Pupils classed as disadvantaged were 2.39% above national.
- There were no disadvantaged pupils classed as severe absence for the academic year
- Reduction of behaviour incidents of disadvantaged pupils during the summer term compared to Autumn and Spring
- Communication – all disadvantaged children (100%) received SALT support for communication.
- Key Stage 2 disadvantaged pupils were able to access school residential. 50% of pupils attending were disadvantaged pupils.
- 55% of pupils accessing weekly swimming sessions were disadvantaged pupils. 60% of disadvantaged pupils attended an external cultural capital opportunity.
- Family support worker supported all disadvantaged pupils via family liaison and extended support during holiday periods
- Purchasing of communication devices for disadvantaged pupils further enhanced pupils meeting their communication PLG targets at the end of the spring term – 62.5% (35 pupils) compared with 63% (33%) non disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Occupational Therapist	Helen Bleach
Behaviour Support Consultant	Focuss Ltd
Speech & Language Therapy	Soundswell
Music Provision	Services for Education (Sophie Gray) Birmingham symphony orchestra