



The Bridge School Pupil Premium Spend 2025/2026

The Pupil Premium provides funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Who have been continuously Looked After for the past 6 months
- For children whose parents are currently serving in the armed services

Schools are held accountable for the spending of these monies. The Bridge School is committed to providing effective resources, training and support, in order to improve outcomes for these young people.

Uniquely, Pupil Referral Units, such as The Bridge School experience a highly transient cohort and this provides some challenges regarding targeting Pupil Premium funds. Some students may leave the school soon after they are identified as PP, some students arrive without having a PP allocation follow them. Some students arrive from other boroughs, and some students have never been identified as Pupil Premium students when it is apparent they may be eligible for support.

This document outlines the intended spending of the Pupil Premium for 2025/2026. There are 3 areas of focus, which are consistent with the Objectives of the School Development Plan 2022 – 2025 (and will likely to feature in the new SDP). These strands are also consistent with the core strands of Inclusion, Teaching and Learning, and Personal Development, and are in line with the guidance from the SEN Code of Practice. The 3 focus areas are:

1. Improve attendance:

Advocacy and Mental Health Support: To support the motivation and readiness to be part of the school community, and fully access its curriculum and timetable. It is hoped that this in turn will raise individual and cohort level of **attendance and punctuality**, enabling students to maximise academic progress. Furthermore, the objective is to raise student attendance through **Enrichment, Personal Development and Community Engagement:** To enable students to access varied extra-curricular activities that will

develop their personal **resilience and independence**. It is intended that these activities will be available to families of the school, raising parental participation and investment in the school.

2. **Literacy:**

For all students to develop confidence and independence in all aspects of literacy, and in particular Reading. To develop reading skills for students so that there are increasingly able to access a broad and aspirational curriculum and improve the potential for positive and sustained transitions to next steps. To raise opportunities for reading and to create a 'love' of reading independently. This would positively impact both attainment and accreditation outcomes. To increase participation and progress and to improve attainment of all learners, with particular focus on PP, FSM and CiC students.

3. **Preparation for adulthood:**

Post 16 placement and transition planning: To raise life-long **aspirations**, maximising the numbers of students accessing **employment, education or training**. To raise levels of confidence and motivation across learner groups but specifically those students receiving Pupil Premium.

Develop further opportunities for support in applying for and transitioning to post 16 destinations. Through a well thought out and supportive CEIAG programme PP, FSM and CiC students are more likely to sustain post 16 placements and continue to engage in meaningful life-long learning.

Rationale:

These objectives reflect the importance we feel these aspects of development and education have to our student's later lives.

Pupil Premium is spent over a cross section of areas. Arguably some of the most important influences of future life choices and chances are the embedding of literacy. These cannot be achieved without adequate levels of attendance, punctuality and participation in learning. Attendance at The Bridge School improved significantly in the five years up to 2019, partly as a result of the Pupil Premium resources that had been directed towards this area. Due in part the widening of the SEN cohort profile, increased school numbers, a focus on Electively Home Educated student return to school, and other factors, rates of whole school Attendance have fallen initially since 2019, but with an increased rate following the period of Covid disruption: Attendance rates for students accessing 'on-site' timetables are higher than those with off-site' timetables. The reasons for different timetables locations are reflective and bespoke to

individual needs. Although the figures for Bridge School attendance are routinely slightly above the national average for schools of a similar designation, we continue to strive for all of our students to have high levels of attendance so that youngsters can maximise their opportunities to progress. We are again focussing less on direct attendance strategies and more on supporting the mental health and motivation to be part of the school community. This also incorporates proactive planning work with parents, carers and families should support attendance and engagement. It is projected that supporting these needs will improve the 'will' of students to participate in the school's curriculum and therefore subsequently raise attendance and outcomes.

We recognise that a great many factors influence attendance, and so the Pupil Premium money is to be targeted at more than one area. Factors contributing to students wanting to attend school include quality teaching, good resourcing, curriculum that is relevant to future life and employment, personal reward, the love for learning, relationships with staff, and the level of staff skill and understanding. The Pupil Premium money is targeted at these areas, and is intended to make an impact on these areas. There are wider factors that parents and carers can influence, and there are things that the student is responsible for in ensuring they value their education and make the most of their opportunity. Ultimately we are aspiring to develop motivated and independent young people who want to attend education regardless of the barriers they encounter.

We are continuing to implement a free to use Breakfast Club for all students who arrive at the school before 8:45am. The Breakfast Club will operate from 8:20am to 8:45, after which students will prepare for lessons through a SEMH check in with start of the first lesson of the day beginning at 9am. The aim of Breakfast Club is to ensure students are well fed before they start their morning's work, and to incentivise their punctuality. It is fundamentally important they attend in time for the start of their first morning lesson, which is always one of the core subjects of English, Maths, and Science. Failure to attend on time means lost learning time and most probably lower outcomes at exam time. Breakfast Club does not have high attendance but it is a highly valued resource and aspect of our provision because of the service it provides our children and families.

We believe that literacy can be both a barrier to accessing opportunities in later life, but also the skill that can enable young people to access many varied, life supporting and life affirming opportunities throughout their lives. We wish young people to develop a love for the type of reading that most motivates them, and for this reading to be available in their homes so they can immerse themselves in it independently and without pressure.

We recognise that reading and writing are the heart of knowing and doing, therefore we are invested in improving literacy abilities of all our learners. We also recognise that in a world dominated by technology and social media the ways in which young people

access literacy is constantly evolving. We wish to develop a culture whereby learners acknowledge the importance of reading and can be confident enough to engage in reading for pleasure as well as for need. As such, we will strive to utilise a variety of mediums and methods to enable this.

Employment opportunities are growing in the Halton area in a number of professional fields from Science and Technology to transport logistics, to the construction, retail and service industries. Within all these areas, there is a consistent need for people with able and embedded literacy skills. In order to best prepare our young people for these opportunities we expect our students, no matter their starting point or journey through education thus far, to be able to access these opportunities and so our expectations of their reading and literacy abilities needs to match this.

In order to enable students to reach their full potential there is a constant requirement to understand and address the factors which lead some students to become NEET once they leave secondary education. In 2023/24 our Year 11 cohort (37 students) was made up of 62% of students who were Pupil Premium (23 students). Halton's offer to support students who are thought to be at risk of becoming NEET is for schools to refer these students to their service for extra support at the end of Year 11. In 2023/24 23 Bridge students were identified and referred into the NEET service for extra support, 52% of those students identified were Pupil Premium. In order to significantly reduce this figure there we have continued to develop an approach centred on the design and implementation of a strong and enhanced careers programme. Its aim is to provide vital experiences and expertise to help motivate students and also give them clarity so they can make informed choices about potential destinations post 16. This in turn should help to drive up engagement and attendance within the KS4 cohort.

The number of eligible for Pupil Premium is 32 students (4 LAC), for the period of 2025 – 2026. This equates to £33,600. The way this money is distributed between the focus areas is listed in the tables below. £31,430 projected spend with £2170 contingency.

1. IMPROVE ATTENDANCE

Welfare, Mental Health Support: Raised Attendance and Engagement achieved through Enrichment, Personal Development and Community Engagement: To support the motivation and readiness to be part of the school and fully access its curriculum and timetable. It is hoped that this in turn will raise individual and cohort level of **attendance and punctuality**, enabling students to maximise academic progress.

Action:

- Continue to develop the incentive system which rewards attendance.
- Ensure breakfast is available each day for those students who turn up punctually between 8:20am and at the latest 8:45am. Breakfast will be available to students who are late if there are appropriate or exceptional reasons.
- Enrich the curriculum, both inside and outside school hours, in order to raise levels of motivation and participation. Increase the number of curriculum based experiences that development cultural awareness, social understanding and an increasing sense of the wonder of learning and experiences.
- Ensure students who require varied approaches to raising personal aspiration and motivation have access to resources for learning beyond the classroom. This may include residential experiences.
- Provide and develop routine (weekly) access to a qualified counsellor service, familiar to students, and quality assured
- Fund a tiered enrichment and reward days at the end of each term (ideally in addition to PE provision), recognising and reflecting levels of consistent attendance, participation and engagement in lessons.

Cost:

- Breakfast Club: Staff costs, utilities and consumables (tea, toast, cereal, etc.) - £1500
- Bespoke individual enrichment raising aspirations and motivation - £2000
- Access to a qualified counsellor - £10,000
- Educational Visits: including support for D of E residential - £1600
- Contribution towards EWO buy back - £6000 of £9720

- **TOTAL - £22,100**

Success Criteria:

1. The whole school average attendance levels of FSM and CiC rises by an average of 4% over 1 year, between April 2025 and the end of March 2026.
2. The level of Persistent Absence is reduced by 4% over the period of the year April 2025 to March 2026.
3. Punctuality is improved: Morning lateness falls by 20% from Autumn/Spring 2024 levels. Increasing numbers of students attend Breakfast Club, raising *punctuality* levels in all age groups.
4. More than half of individual students, with an attendance of below 70%, will show increased attendance of over 5%.
5. Attendance at Alternative Provision will rise by 2.5% over the period of the year.
6. Increasing numbers of students take part in after school enrichment activities.
7. Offer at least one residential experience offered at each Key Stage.
8. Participation in at least 1 extended curriculum-based experience that developments cultural awareness, social understanding and an increasing sense of the wonder of learning and experiences.

Evaluation:

2. LITERACY:

For all students to develop confidence and independence in all aspects of literacy, and in particular Reading. To increase participation and progress. To improve attainment of all learners with particular focus on PP, FSM and CiC

Actions and Cost

- STAR Reading to assess reading ages of all learners during induction process and identify intervention cohorts - £2,000 for 3 years.
- Doodle platform to support KS3 literacy - £400
- BKSB membership for literacy diagnostic assessment - £900
- Reading books including class reads - £300 per year
- Enrichment events including theatre and art gallery trips, in-school workshops- £300 per year
- IDL subscription (dyslexia screener) - £120
- External literacy training - £1000

Cost:

TOTAL COSTS - £5020

Success Criteria

1. 10% of students entered gain a Level 4-9 at GCSE
2. 85% of all students entered for GCSE gain a recognised outcome
3. 90% of all Y11 students have access and opportunities for graduated outcomes in English
4. All pupils in KS3 improve reading ages term on term
5. All KS3 students continue to routinely read each week
6. KS4 students develop and evidence independent reading
7. The number and accessibility of books in every classroom continues to increase
8. Evidence of increased examples of extended writing are seen in all subject areas and are displayed throughout the school
9. Evidence of improved vocabulary within extended writing and within spoken communication

Evaluation:

3. PREPARATION FOR ADULTHOOD

NEET Prevention/Post 16 placement in Education, Employment or Training: To ensure the number of students accessing post 16 pathways is maximised and sustained. To raise levels of confidence, aspiration and motivation is improved across learner groups.

Action:

- Increase the time afforded to the designated Careers Lead to implement an enhanced careers programme
- Continue the designation of a Key Worker to track, guide and coach Year 11 students into post 16 placements and beyond.
- Ensure all students have access to college open evening days and evenings
- Fund online careers package JED to give students an in-depth insight into potential careers
- Ensure all Yr. 11 students have action plans for transition
- All Yr. 10 and 11 students visit a workplace
- Ensure all Yr. 11 have access to work experience
- Refer any students thought to be at risk of NEET into the local authority for extra support
- Provide opportunities for students to gain accreditation in AQA employability units
- Support students to write CVs and apply for post 16 destinations
- Enable students to experience mock interviews in preparation for Post 16 destinations
- Ensure all students have access to independent advice and guidance sessions

Cost:

- Contribution to the purchase JED and other online resources to support the careers programme. - £1000
- Educational workplace visits to raise aspirations and motivate participation. - £1500
- Credits for NFER access arrangement assessments - £1000
- Contribution to external access arrangements assessor - £800

TOTAL COSTS: £4300

Success Criteria:

1. All Year 10 & 11 students have had access to workplace visits.
2. By April 2023 all Year 11 students to have a documented provisional college placement, apprenticeship or placement with a 'training provider'.
3. EET placements are sustained throughout the following year (80%).
4. NEET referrals from the Pupil Premium cohort to have been reduced.

Evaluation:

