



The Bridge School Pupil Premium Spend 2026/2027

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 2026/2027. There are 3 areas of focus, which are consistent with the objectives of the schools Self Evaluation Form. 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. Attendance, Engagement and Wellbeing:

To improve attendance, punctuality and engagement by ensuring that all pupils feel safe, supported and fully included within the school community. Through targeted advocacy, pastoral and mental health support, barriers to attendance will be identified and addressed promptly, enabling pupils to develop the resilience, confidence and emotional wellbeing needed to engage positively with school and learning.

Alongside this, a strong programme of enrichment, personal development and community engagement will provide meaningful opportunities for pupils to develop independence, self-esteem and a sense of belonging. Participation in a wide range of extra-curricular activities, educational visits and community-based experiences will enhance pupils' personal growth, strengthen relationships and increase motivation to attend school regularly.

Families will be encouraged to engage actively with school life through shared events, celebrations and community opportunities, fostering stronger home-school partnerships and reinforcing the value of regular attendance. By promoting positive wellbeing, raising aspirations and increasing participation in the wider life of the school, pupils will be better equipped to access the full curriculum, maximise academic progress and achieve successful outcomes.

This priority aims to improve individual and whole-school attendance and punctuality rates, reduce persistent absence and ensure that all pupils, particularly those who are disadvantaged, eligible for Free School Meals (FSM), receive Pupil Premium (PP) funding or are Children in Care (CiC), are able to fully access the opportunities available to them and achieve their full potential.

2. Reading:

To develop confident, independent and enthusiastic readers by strengthening pupils' literacy skills, with a particular focus on reading. Reading will be promoted as a central part of school life, enabling pupils to access a broad, ambitious and aspirational curriculum and preparing them for successful and sustained transitions into their next stage of education, training or employment.

Through a consistent focus on reading across the curriculum, pupils will be exposed to rich and varied vocabulary, language structures and texts through the 'Feast on Words' approach. This will broaden pupils' communication skills, deepen their understanding of language and increase their ability to engage with learning across all subjects. Opportunities for reading for pleasure will be embedded throughout the school, fostering a lifelong love of reading and encouraging pupils to read independently with confidence.

By improving reading fluency, comprehension and vocabulary acquisition, pupils will be better equipped to access learning, achieve accreditation outcomes and make strong progress from their individual starting points. This priority aims to increase participation, engagement and attainment for all learners, with a particular focus on improving outcomes and narrowing gaps for disadvantaged pupils, including those eligible for Pupil Premium (PP), Free School Meals (FSM) and Children in Care (CiC).

3. Personal Development:

To ensure that all pupils, particularly those who are disadvantaged, eligible for FSM, or are Children in Care (CiC), have equitable access to a broad range of personal development opportunities that enhance their confidence, resilience, independence and emotional wellbeing. Through carefully planned enrichment activities, independence programmes, careers education, therapeutic support, community engagement and preparation for adulthood, pupils will develop the knowledge, skills and cultural capital needed to thrive beyond school.

A strong focus on personal development will remove barriers that may prevent disadvantaged pupils from fully engaging in learning and wider school life. By promoting positive relationships, self-regulation, communication skills and aspirations, pupils will be better equipped to access learning opportunities, sustain engagement and progress towards ambitious next steps. Personal development provision will also support attendance, behaviour and wellbeing, helping pupils to feel safe, valued and successful.

This approach will increase participation in enrichment and wider curriculum opportunities, raise aspirations, strengthen readiness for adulthood and improve outcomes for all learners, with a particular focus on narrowing gaps for PP, FSM and CiC pupils. Through meaningful experiences and targeted support, pupils will develop the confidence and independence required to achieve successful and sustained transitions into further education, employment, training and adult life.

Rationale:

These priorities reflect the importance we place on the key knowledge, skills and experiences that enable our pupils to thrive both during their time at The Bridge School and beyond. Our Pupil Premium strategy is centred on three interconnected areas: ****Attendance, Engagement and Wellbeing; Reading; and Personal Development****. Together, these priorities address the barriers that can prevent disadvantaged pupils, including those eligible for Pupil Premium (PP), Free School Meals (FSM) and Children in Care (CiC), from fully accessing education, making sustained progress and achieving successful outcomes in adulthood.

We recognise that pupils cannot benefit from even the highest quality teaching if they are not attending school regularly, arriving punctually and feeling emotionally ready to engage with learning. Attendance therefore remains a fundamental priority. Whilst attendance at The Bridge School compares favourably with schools of a similar designation, we continue to strive to ensure that every pupil accesses the maximum amount of learning time possible. We recognise that attendance is influenced by a range of complex factors, particularly for pupils with SEND, social, emotional and mental health needs, and those who may have experienced adversity or disruption in their education. As a result, our approach focuses not only on attendance monitoring, but also on the underlying factors that support engagement. Through targeted advocacy, mental health provision, pastoral support, enrichment opportunities and strong partnerships with families, we aim to strengthen pupils' sense of belonging within the school community and increase their motivation and readiness to participate. We believe that by addressing these barriers proactively, attendance, punctuality and educational outcomes will improve.

To further support attendance and readiness to learn, we continue to provide a free Breakfast Club for students arriving before the start of the school day. This provision ensures that pupils begin the day nourished, settled and prepared for learning, whilst also promoting punctuality and

positive routines. The importance of attending on time is reinforced through access to core curriculum subjects at the start of each day, ensuring that pupils do not lose valuable learning opportunities that contribute significantly to future academic outcomes.

Reading is a second key priority because we believe literacy is one of the most significant factors influencing future life chances. The ability to read confidently and independently opens doors to education, employment, training and wider participation in society. Conversely, difficulties with reading can become a significant barrier to achievement and personal fulfilment. For this reason, we are committed to developing confident, capable and enthusiastic readers who can access and succeed within a broad and ambitious curriculum. Through our *Feast on Words* approach, pupils are exposed to rich vocabulary, varied language structures and a wide range of texts and reading experiences. We aim to nurture a genuine love of reading by ensuring pupils can access materials that reflect their interests, motivations and aspirations, both in school and at home.

We recognise that literacy underpins all areas of learning. Reading and writing are central to acquiring knowledge, developing understanding and engaging successfully with the curriculum. At the same time, we acknowledge that literacy is evolving alongside advances in technology and changing methods of communication. Therefore, our approach incorporates a range of traditional and contemporary mediums to engage pupils and develop their literacy skills in meaningful and relevant ways. By improving reading fluency, comprehension and vocabulary, we aim to increase participation, progress, attainment and accreditation outcomes for all learners, particularly those who are disadvantaged.

The importance of reading extends beyond education and into employment and adulthood. As employment opportunities continue to grow across sectors such as science, technology, logistics, construction, retail and services, strong literacy skills remain a consistent requirement. Whatever a pupil's starting point, we want them to leave The Bridge School equipped with the literacy skills necessary to access further education, employment and training opportunities, enabling them to participate fully in modern society and achieve their aspirations.

Our third priority is Personal Development. We believe that academic success alone is not sufficient preparation for life beyond school. Young people must also develop the confidence, resilience, independence, communication skills and aspirations necessary to navigate adulthood successfully. Personal Development provision helps pupils to build these essential characteristics while broadening their experiences and understanding of the wider world. Through enrichment activities, community engagement, careers education, preparation for adulthood programmes and therapeutic support, pupils gain valuable experiences that increase self-esteem, raise aspirations and strengthen their ability to make informed choices about their futures.

A particular focus of our Personal Development work is preparing pupils for successful post-16 transitions and reducing the risk of young people becoming Not in Education, Employment or Training (NEET). Many of our disadvantaged pupils face additional barriers when

considering future pathways and destinations. Through a carefully planned careers programme, employer encounters, work-related learning and personalised guidance, pupils are supported to develop a clearer understanding of the opportunities available to them and the steps required to achieve their goals. We believe that when pupils can see a meaningful connection between their education and their future ambitions, engagement, attendance and achievement improve significantly.

The three priorities within this strategy are deliberately interconnected. Improved attendance increases access to learning; stronger reading skills improve curriculum access and attainment; and high-quality personal development raises aspirations, resilience and readiness for adulthood. Together, these areas provide the strongest foundation for improving outcomes and life chances for our disadvantaged pupils. Through the targeted use of Pupil Premium funding, we aim to reduce barriers, promote equity of opportunity and ensure that every pupil is equipped with the knowledge, skills and personal qualities required to lead a successful and fulfilling life.

For 2026–2027, ??? pupils are eligible for Pupil Premium funding, including ??? Children in Care. This allocation of £??? will be strategically deployed across these three priority areas, with a projected spend of £??? and a contingency allocation of £??? to respond flexibly to emerging needs throughout the academic year.

1. 1. Attendance, Engagement and Wellbeing

To improve attendance, punctuality and engagement by ensuring that all pupils feel safe, supported and fully included within the school community. Through targeted advocacy, pastoral and mental health support, barriers to attendance will be identified and addressed promptly, enabling pupils to develop the resilience, confidence and emotional wellbeing needed to engage positively with school and learning.

Alongside this, a strong programme of enrichment, personal development and community engagement will provide meaningful opportunities for pupils to develop independence, self-esteem and a sense of belonging. Participation in a wide range of extra-curricular activities, educational visits and community-based experiences will enhance pupils' personal growth, strengthen relationships and increase motivation to attend school regularly.

Families will be encouraged to engage actively with school life through shared events, celebrations and community opportunities, fostering stronger home-school partnerships and reinforcing the value of regular attendance. By promoting positive wellbeing, raising aspirations and increasing participation in the wider life of the school, pupils will be better equipped to access the full curriculum, maximise academic progress and achieve successful outcomes.

This priority aims to improve individual and whole-school attendance and punctuality rates, reduce persistent absence and ensure that all pupils, particularly those who are disadvantaged, eligible for Free School Meals (FSM), receive Pupil Premium (PP) funding or are Children in Care (CiC), are able to fully access the opportunities available to them and achieve their full potential.

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. Reading:

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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 - £**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

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Action:

Cost:

TOTAL COSTS:

Success Criteria:

Evaluation: