Pupil premium strategy statement – Bridge Academy all through Academy

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	301 (Summer term 2026)
Proportion (%) of pupil premium eligible pupils	59% (Summer term 2026)
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)**	January 2024 – January 2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	P Harman
Pupil premium lead	C Puddifoot
Governor / Trustee lead	S Southwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,005.61
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£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*	£136,005.61

Part A: Pupil premium strategy plan

Statement of intent

At Bridge Academy, all students receive a balanced education specifically designed to meet their own individual needs. Student progress and attainment are measured in detail and reviewed regularly. Their attainment prior to starting Bridge Academy is also important to us and all new students are baselined in a range of areas so that progress can be measured. One of the most important factors we face is overcoming external influences such as social deprivation, which can negatively influence what students can achieve.

The emphasis for Pupil Premium (PP) has been to ensure that every individual child is given the best possible chance of achieving their potential by overcoming the challenges they face with learning. Within the context of the Academy, the challenges to learning can be social and emotional as well as more academic. Our aim is to use pupil premium funding to help us to provide a wide range of opportunities.

We decide PP allocation by assessing additional provision needed for the individual students within our responsibility. The funding allocated each year varies depending on the number of eligible children, their needs, and the existing available provision within the Academy.

Not all our students face socio-economic disadvantages, but we have significantly more than the national average with 59% PP students (Summer 2026)

When students arrive, they have either transitioned from a mainstream school or a period of time out of education. Their attainment levels and attendance are often below that expected for their age group. Many of the students have SEND needs that are often masked by / present as behaviour. We undertake thorough baseline assessments just prior to entry to help inform planning with up-to-date information and ensure all staff have a clear overview of each child's abilities and need. This includes literacy (WIAT III) and social and emotional (WEMWEBS) so that interventions can be put in place at the earliest opportunity.

We are keen to address both the academic and SEMH needs of our students and minimise the risk of becoming NEET when they leave us. Our ultimate objective is to equip the students with the capacity to transition successfully to the next stage in their life, be it returning to mainstream, further education or employment, with relevant qualifications and effective emotional regulation.

The key principles of the PP strategy are to address the needs of all our students (disadvantaged alongside those without socio-economic disadvantage) with a focus on High-Quality Teaching and excellent pastoral care, with a 'team around the child' approach. The aim is that each student is assisted according to their needs and acknowledging their strengths.

The principles are to focus on:

- Academic attainment – looking to fill gaps, use of interventions.
- SEMH needs – building emotional regulation and resilience.
- Employability – focusing on the next steps and preparing for adulthood.
- Attendance - looking at ways to maximise engagement and attendance.

- Cultural Capital – extending their experience of the World.

Challenges

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

Challenge number	Detail of challenge
1	**Evolving context of SEND and significant gaps in learning** Information provided from schools, through assessments and working with parents and carers, we have identified that disadvantaged students enter the academy with attainment levels lower than expected for their age group and their overall progress tends to be lower than their non-disadvantaged peers. Reading levels are frequently lower than their mainstream peers.
2	**Speech, Language, Communication and Interaction Needs** Over 70% of our student population have communication and interaction needs as well as speech, language and communication needs, many of whom are classed as disadvantaged. An increasing percentage of students either arrived with a diagnosis of ASC, ADHD or are under assessment. We have access to a Magic Words Speech and language therapist who attends each site within the Academy 2 days a half term, but interventions need to be available on a more frequent basis as language and communication needs can impact social and emotional needs.
3	**Ability to access a mainstream curriculum** From assessments at induction, observation and liaison with previous provision, younger students transitioning into the academy have had a more disrupted early education and the needs of students joining Secondary schools every year are increasing. This appears to have impacted their ability to settle and focus in our academy provision. This has led to an increase in reduced timetables, bespoke packages as well as combination provision with offsite providers and tutors. There is a need to enhance our offer to develop emotional resilience and address mental health and academic needs, which have resulted from the past few years.
4	**Attainment and progress in English and maths** Students joining the Academy present with gaps in their English and Maths knowledge, resulting in disengagement to learning in these areas. An increasing number present with very and extremely low literacy levels which contribute to behaviours observed at mainstream school and a fear of accessing these lessons. Academic interventions in addition to High Quality Teaching increases student knowledge and ability in core lessons as well as social, emotional and mental health targeted interventions to supports students' ability to access learning.

5	**Personal Development** To broaden the children's exposure to life beyond their home and local surroundings and enhance our cultural capital offer, we are extending our curriculum offer. This will include the reintroduction of enrichment visits across the year groups and regular additional curriculum-based trips across a range of subjects. All students will access Personal Development sessions to support identified need as well as access a range of on and offsite activities to enrich lives further

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
Evolving context of SEND and significant gaps in learning 1. Improved induction process and identification of need to allow both support for students at Bridge as well as providing the mainstream schools with a comprehensive overview of need, to improve reintegration.	Induction to thoroughly identify areas of need and highlight support required Interventions to be tailored to areas of need to make impact where needed WAG to reflect improved access to curriculum offer Improving reading levels and access to curriculum offer
Speech, Language, Communication and Interaction Needs 2. Students with Speech, Language, Communication and Interaction needs access a suitable provision with a reduction in suspensions	Access to Speech and Language support through Magic Words All staff adopting a SLC friendly approach to classrooms and delivery Staff use appropriate language and tone to support students Suspensions links to interaction difficulties have reduced Data linked to interventions to support need Data linked to students' ability to focus on academic work more effectively, following input from therapeutic staff (i.e., fewer exits from class, fewer suspensions).
Ability to access a mainstream curriculum	Improved attendance and suspension data.

3. Students accessing and making progress across a variety of onsite and offsite provision. Transferring skills developed in one to support engagement in another	Reduced numbers of level 3 and 4 incidents. Reduced use of physical intervention. Improved peer relationships. Positive reports from offsite providers
Attainment and progress in English and maths 4. Students make progress against their baseline data for English and maths	Baseline reports identifying level of need Progress in WAG data for students Intervention data to show engagement and progress Improved attendance to core lessons Student confidence in core lessons to improve
Personal Development **5.** Students access a variety of personal development opportunities ensuring equitable access to all	Enrichment activities weekly Personal Development half termly focus for enrichment data from Provision Map Access to and engagement with trips Personal development sessions for all students Curriculum trips are provided and accessible to students across the year groups. Speakers and in school activities that are accessible to all

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)

Costings are calculated as a percentage of the overall figure as it is difficult to forecast PP funding in light of new offsite direction guidance

Budgeted cost: 30%

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	To upskills staff linked to SEND, trauma informed and High-Quality	3, 4

	Teaching to ensure all staff provide a suitable, inviting provision for all students	
Attendance interventions and rewards	By incentivising attendance for those students who struggle to attend, we can support in all areas of progress. *Attendance for students ever on roll this year-to-date Overall school – 38.28%* *PP – 34.3%*	3, 4
Speech and Language input	Continued support through Magic Words speech and language, to offer support, guidance and training to staff to up skills in all areas of SLCN as well as working with identified students	2

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

Budgeted cost: 50%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offsite provision: Action4Youth Field of Dreams farm Parkour	Provision provided off site by specialists to support and engage students with re-engagement to education as well as mentoring linked to unsafe behaviours and negative choices. Students develop strategies through mentoring to implement at site	3
External tutoring	External tutoring to support those most at risk or those whose SEND needs present as not currently compatible to the cohort at Bridge Academy. One to one offsite tutoring allows confidence building as well as gap filling to support a return to onsite learning	1, 2, 4
Identification and intervention packages Thrive	Thorough induction process to better identify and understand the needs of all students across both academic, social and developmental to further	1, 2

Renaissance	support access and engagement to learning. Targeted interventions identified to support areas of need	

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

Budgeted cost: 20%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to wider social skills experience	Regular enrichment activities to access opportunities disadvantaged students do not typically have at no charge to families to ensure inclusion. This supports the development of social skills in the wider community and receives positive evaluations from staff, students and families.	5
Broader curriculum enrichment activities	Theatre trips, or alternatives, extending opportunities to enrich student experience and curriculum, which disadvantaged students cannot afford to access.	5
Enrichment activities	Students accessing enriching activities they may not have had an opportunity to access otherwise. Improving engagement and fostering positive relationships	5
Hygiene / Food packs	Providing resource to families who require to enable access to education	3
Uniform	Providing all students with free uniform to support access and engagement to school without a cost to the family	3

Total budgeted cost: 100% of PP funds, which cannot be forecast at present time.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Provision
As an Academy, we have acted positively to ensure that all students can have their basic needs met (food, warmth, emotion) to ensure these do not become challenges to learning for any student. This includes the provision of uniform, breakfast and lunch, therapeutic input, a high staffing ratio in addition to Alternative provisions to Bridge. We have sought to commission offsite bespoke provision for students struggling to access learning on site, this includes the Action4Youth programme as well as access to Field of Dreams farm and Parkour mentoring. The overarching intention is that students explicitly develop strategies to support regulation and develop classroom practice. We have provided vocational learning courses run in school, for example Motor Vehicle, Construction, Hair and Beauty and Catering. We operate a minimum ratio of 5:1, which offers a more nurturing group size with a consistent tutor group for their time in the Academy.

Pupil Premium students had similar results to non-PP students overall.

Attendance is marginally lower however families are supported through a number of internal support mechanisms to support improve attendance.

Attainment in core subjects shows a similar pattern with Pupil Premium and non-PP students overall with no clear markers of disadvantage.

There is still a greater percentage of Pupil Premium students who have received suspensions in comparison to non-PP students at 73% of all suspensions. This is an area of further development to identify what additional resources can be implemented to reduce suspensions.

The growing SEND cohort has identified the need for some SEND teachers and all staff developing their awareness of how SEND presents and howe to support this.

Outline planning for 2026-27 is to continue to enhance cultural capital, well received by a minority of students able to access it in the past twelve months, curriculum related trips and enrichment provision that most students' access.

In addition, to enhance support and interventions for literacy, especially reading, additional learning mentor support to support the drive to improve reading levels with the larger school population.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

It is key to note that students who are dual rolled with mainstream school the Pupil Premium funding continues to go to the mainstream school, Bridge Academy recharge the settings from day 51 for Key Stage 4 students and day 91 for Key Stage 1 -3 students. Bridge Academy directly claims PP funding for all single rolled students. It is important to note that these strategies are in addition to what we provide for all our students. Whilst we have a high percentage of students who qualify for Pupil Premium funding, all of our students can access the wide variety of interventions, strategies and provision.