

The Bridge School - Pupil Premium 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	308
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2026-2027
Date the statement was published	October 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Emily Tracey – Co-Head Teacher
Pupil premium lead	Nicola Davis – Co-Head Teacher
Governor / Trustee lead	Sara Venn – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2026-2027 £173,940
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£173,940

Part A: Pupil premium strategy plan

Statement of intent

At The Bridge School, we want all pupils to:

- engage in their learning
- make progress towards achieving their annual outcomes set with parents/carers in their annual review of their EHCP
- demonstrate progress and achievement in wider range of subjects for those pupils working towards or within subject specific learning.
- have enhanced cultural experiences

We have adopted an approach that is guided by the EEF's Pupil Premium Guide/Conditions of Grant for a tiered approach.

We will ensure there is:

- high quality teaching – ensuring that all staff are highly trained with access to a range of training programmes that respond to the needs of children with severe and profound learning difficulties. This is consistently available in class for children with teaching and learning monitored by senior leaders and individual progress tracked and moderated over time.
- targeted support – all children within school have individual outcomes with personalised strategies that are tailored to their needs. This are worked on each day with regular reviews alongside parent/carers.
- wider strategies – over the year we ensure children have access to wider experiences through community activities and visits. We aim to further extend the access to cultural experiences across the year 2025/26 with a range of visitors onto school site. Pupil and family liaison officer role to provide focussed support to families to improve parental engagement.

There is a strong commitment to professional development across school – it is prioritised by senior leaders for all staff including Teachers; HLTAs and Teaching Assistants. The DfE Standard for Teachers' PD (July 2016) referenced in the DfE PP Guidance (February 2024) is incorporated into our planning and choices for courses ensuring they:

- have a focus on improving and evaluating pupil outcomes.
- are underpinned by robust evidence and expertise.
- include collaboration and expert challenge.
- are sustained over time.

This commitment to high quality PD for all staff underlies our PP strategy and is aligned with ensuring there is high quality teaching and support for personal development which is embedded in our school development plans.

Evidence over time has shown this leads to successful outcomes for our children and young people.

We have implemented a consistent approach to Professional Development of all staff; use of Teaching Assistants and access to wider experiences over time for children. The EEF article 'Putting Evidence to work – A School's Guide to Implementation' states the importance of ensuring that any approach/intervention 'manifests itself in the day-to-day work of people in schools'. At The Bridge this is central to our work – Senior Managers/Teachers/HLTAs oversee the work of senior TAs/TAs – including the implementation of training; personalised strategies and access to wider enrichment experiences. We have an on-going focus on review and curriculum development.

Challenges

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

Challenge number	Detail of challenge
1	To engage in learning due to their additional needs
2	To make progress in learning in relation to their severe/profound learning disability
3	To access quality enrichment experiences due to their SEND
4	To increase parental engagement to support positive outcomes for pupils

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
More than 90% of pupils will have made progress towards all of their short-term annual targets set in their annual reviews with parents/carers.	The % of pupil target set is achieved AR reports show progress across all reports.
100% of pupils demonstrate areas of progress in their annual report linked to their EHCP and also in their wider curriculum report.	That there is evidence in school reports that the % of pupil target has been achieved Data collection is in place that will support review of progress for all pupils
100% of pupils will engage in high quality educational provision that has provided enriching experiences through the curriculum.	That there is evidence in school reports that the % of pupil target has been achieved Enriching experiences have been continuous through the school year – review ongoing

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: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For Teachers to complete additional training in first year – teacher to plan and lead.</p> <p>For new Teaching Assistants to complete an induction year.</p> <p>For all Teaching Assistants to complete training in PD days and across weekly sessions.</p>	<p>EEF Guidance relating to PP states Schools should focus on building teacher knowledge and pedagogical expertise. It also states evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment</p> <p>EEF Guidance also states:</p> <p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <p>The recommendations on Effective PD from EEF will form the basis of any training focussing on:</p> <ul style="list-style-type: none">• Building knowledge• Motivating staff• Developing teaching techniques• Embedding practice	1,2

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

Budgeted cost: **£98,940**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have increased TA support in the class bases working on interventions and direction of teacher	<p>We will sustain high level of individual/small group learning appropriate to individual pupils. Additional teaching assistants' support is put into classes proportionate to the numbers of children with pupil premium/additional needs.</p> <p>The EEF Teaching and Learning Toolkit states that targeted deployment where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>	<p>1,2</p> <p>TA support linked to needs and regularly reviewed</p>

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

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide enrichment experiences including in school activities linked to the curriculum e.g. music, art, dance and out of school community visits.</p> <p>To ensure improved attendance and increase parental engagement through pupil and family liaison worker.</p> <p>To increase model of support for parents relating to Early Help Offer. To meet needs within new site at Madeley.</p>	<p>The EEF Teaching and learning Toolkit states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It also states wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>The EEF guidance looks at key mechanisms for parental engagement. The focus within the Bridge will be on offering more sustained and intensive support where needed.</p> <p>As above</p>	<p>3</p>

Total budgeted cost: £173,940 LT and DS posts plus Arts participation costs (visitors to school)

Three Year Plan The plan detailed is a one year plan (2nd year) and will be reviewed in summer term 2027. The intention is to continue to fund across the next three years the TA support to provide interventions under the direction of the teachers has been committed for three year plan to support recruitment. The plan is to continue CPD and the enhanced cultural capital funding will be sustained and set in accordance with priorities and funding and also curriculum development.

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

The pupils who attend the school have severe and profound learning difficulties and there is therefore no standardised test results or data. Some pupils having additional needs such as sensory impairments, physical difficulties, autism and complex health needs.

In the academic year of 2025-2026 the overall pupils' attendance was 90.3%:

- There are a small number of pupils who higher level of absences due to very complex health needs.
- There were two pupils who left school to home educate and one who moved to EOTAS.
- The level of attendance has been higher than the national data on the government attendance site for special schools which is 87.1%.

In the academic year of 2025-2026 there were 117 pupils who were on the list for pupil premium inclusive of CIC and Service children.

In relation to Pupil Premium expenditure:

- Pupils accessed the additional TA support under interventions provided by the teacher in line with the plan for 2025-2026
- Staff training was carried out or amended training was carried out based on identified needs.
- Pupils have accessed a wide range of activities and professionals linked to personal wider development.
- Parent/Carer engagement with pupil and liaison worker has increased; CPD for parent/carers was in place

The outcome was:

- 100 % of pupils made progress towards their outcomes set in their EHCP with parents/carers.
- All pupils made progress/ achieved in subjects which was evidenced in annual review and end of year reports.
- There was clear evidence of engagement demonstrated for all pupils in their EHCP annual review reports and also in their end of year curriculum reports.

We have reviewed our strategy plan in 2025-2026 and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes. This will continue for 2026-2027.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Leadership time to support attendance at Annual Reviews and CIN meetings and support training.
The impact of that spending on service pupil premium eligible pupils
Progress made by all pupils tracked against outcomes and within annual review reports

Further information

The ongoing Pupil Premium Strategy will involve close monitoring of progress to ensure that the approach is having an impact.

Pupil progress- sources of evidence to support judgement.

The Bridge continues therefore to evaluate pupil progress through a wide range of measures and the outstanding progress judgment has been sustained over time:

- Annual reviews detail pupil progress. This process was refined to identify specific pupil progress on English, Maths and PSD more easily. PSD is a central and fundamentally essential area for our pupils including their social and learning skills which also relate to their SMSC development.
- Parent feedback will be sought within school consultation and through each review
- Evidence will be gathered in teacher appraisals as the quality of teaching is always about impact on pupil engagement, progress and achievement. It includes within the lesson and over time. The process also uses data on targets set at the beginning of the year. The quality of teaching and learning through appraisals supports the judgement on pupil progress.
- There is evidence from the Ofsted Inspection (July 2025) and previous inspections with five successive inspections having an outstanding judgement. This includes the quality of teaching, personal development and pupil outcomes.
- There will be ongoing external monitoring from a school improvement adviser (Previous Special school Head) to meet with Co-Head Teachers and review PP and impact.

In year monitoring of progress

- regular observations by SLT including sessions in all classes by the Co-Head Teachers, Deputy, senior teachers, appraisal roles, learning monitoring walks and informal/ drop in interactions/ classroom visits.
- non class based Heads of Phase who have daily time and interactions in classes.
- process where teachers identify pupils who have made progress through the school assessment systems at any point in time during the year and rigorous monitoring (including in class as well as records) to moderate judgement.
- all reports throughout the year are read by Heads of Phase and quality assured by Co-Head Teachers. The curriculum reports are read by the senior leadership team and quality assured by the assessment coordinator.

An individual audit is completed through Annual Review by members of SLT to monitor if the progress for the individual pupil is judged to be good/outstanding from their starting point and need. This is to ensure that the continued planned use of the pupil premium money is evaluated carefully and that the progress of each pupil is reviewed.

Each review report now indicates if the pupil is in receipt of Ever 6 Pupil premium funding so this link can be made.

For CIC pupil premium, each CIC coordinator liaises with the Co-Head Teacher as needed for the PEP meetings. The funding is reviewed and the pupil progress to ensure that the funding is being spent in the most effective way. How the pupil premium is used is detailed on an individual basis and this is filed with the PEP and any relevant reports in a central file held by the Co-Head Teacher.

The information above on pupil progress measures is the same in relation to pupils who receive CIC Ever 6 pupil premium entitlement. In addition, each pupil has a Personal Education Plan – this is drawn up on LA format for special schools following guidance from the LA. There are clear criteria for each CiC and these are taken into consideration when writing the PEP.

Liaison is ongoing with the Virtual Head Teacher at Telford and Wrekin LA.

Governor role

The Governing Body has link governors who are on the Finance and also Health and Safety committee to further monitor the impact through liaison with the Co-Head Teacher. The Co-Head Teacher is overseeing the process of implementing Pupil Premium expenditure and impact in school. The link governor also has linked responsibility for safeguarding. The governing body has monitored through meeting with link staff and also have returned to visits to school.