Pupil Premium Strategy Statement - Newbridge Learning Community.

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	84
Proportion (%) of pupil premium eligible pupils	79%
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)	2025-2026
Date this statement was published	March 2026
Date on which it will be reviewed	• Next Formal Review: July 2026 – end-of-academic-year assessment of impact, progress, and outcomes • Termly Monitoring Updates: Autumn Term 2026: December 2026 – update on interventions, attainment, and attendance Spring Term 2027: March 2027 – mid-year review of progress and engagement. Summer Term 2027: July 2027 – final annual review and planning for next year
Statement authorised by	Paul Appleton, Headteacher
Pupil premium lead	Clare Byrne, Deputy Headteacher
Governor / Trustee lead	Mike Inman, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,300
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£78,300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils, including those eligible for Pupil Premium funding, receive the tailored support, high-quality teaching, and nurturing environment they need to thrive academically, socially, and emotionally. As an SEMH special secondary school, we recognise that our pupils face complex and varied barriers to learning, including emotional regulation difficulties, challenges with self-esteem, disrupted prior education, and the impact of adverse childhood experiences.

Pupil Premium funding enables us to provide targeted interventions that remove these barriers and build strong foundations for long-term success. Our approach focuses on:

- Ensuring consistently high-quality, therapeutic, and inclusive teaching

- Providing personalised pathways that address academic gaps and SEMH needs

- Developing pupils' emotional literacy, resilience, and readiness to learn

- Strengthening relationships and creating an environment where every pupil feels safe, valued, and understood

- Supporting families to engage positively with school and learning

- Enhancing enrichment opportunities to broaden aspirations and social development

We are committed to using evidence-based practice, ongoing assessment, and close monitoring to identify individual needs and evaluate the impact of our provision. Our ultimate aim is to equip every pupil with the skills, confidence, and qualifications needed to progress to successful adult life, regardless of their starting point or background and to ensure that disadvantage is never a limit to opportunity.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	A significant number of students arrive at Newbridge Learning Community with below national average attendance and a history of persistent absenteeism.
2 Attainment and progress	Our assessments show that disadvantaged students generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged students experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged peers.
3 SEND – additional barriers to learning	All students have an EHCP with the primary need mainly being SEMH needs (two pupils have Cognition and Learning, three pupils have Communication and Interaction). Most of our students have experienced ACEs that have impacted on their mental health and wellbeing.

4 Language comprehension difficulties	Our assessments, observations and discussions with students show that disadvantaged students are generally more likely to have language comprehension difficulties compared to non-disadvantaged peers.
5 Social interaction difficulties	Our assessments, observations and discussions with students show that disadvantaged students generally have greater challenges around communicating and expressing their needs than their non disadvantaged peers, including non-verbal, limited language and social interaction difficulties.
6 Development of Cultural Capital	Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.
7 Development of Personal Skills	Our assessments, observations and conversations with students indicate that disadvantaged students often require additional support to develop personal skills, e.g., independent travel

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
1. Attendance • Disadvantaged pupils achieve and sustain improved attendance across the school. • The number of disadvantaged pupils who are persistently absent is reduced year-on-year. • Disadvantaged pupils engage consistently in learning, maximising access to the full curriculum.	•Pupil Premium pupils' attendance improves, with persistent and severe absence reduced through targeted monitoring and bespoke support. Whole-school attendance rises in line with school improvements and is sustained by 2027/28. • Persistent absence reduces year-on-year for all pupils, including disadvantaged pupils. • The attendance gap between disadvantaged pupils and their peers narrows over time. • Disadvantaged pupils demonstrate improved engagement with school routines and learning. • At least **85% of disadvantaged pupils** report an improved sense of belonging and wellbeing in annual pupil surveys. • Parents and carers engage positively with attendance support processes and show improved understanding of attendance expectations. • Improved attendance contributes to greater participation in learning and wider school activities for disadvantaged pupils. • Each Pupil Premium pupil is assigned a key worker, and staff are accountable for escalating concerns and delivering personalised interventions. • SMART targets in Early Help plans are consistently applied and reviewed, with progress tracked and reported to leadership and governors.
2. Attainment and progress •Improved attainment and progress for students in all subjects relative to their starting points through baseline assessments in the following areas: • Phonics • Reading • Writing • Maths • Comprehension/ reading ages • Progress data • Progress data demonstrates that disadvantaged pupils are closing gaps with their peers and achieving expected or	Pupil Premium and non-pupil premium pupils make outstanding progress against their starting points. Pupil premium learners will have improved attainment in phonics, reading comprehension, writing and maths as evidenced by end of term assessments 2026/27. This will include: • Reading age data. • Baseline entry data (SATs, TESS/ Educational Psychologist assessments). • Termly subject teacher assessments and progress data. There will be an in increase in the percentage of disadvantaged pupils entered for GCSE subjects.

accelerated outcomes. • Targeted interventions and teaching strategies support consistent advancement in literacy and numeracy skills.	
3. SEND – Inclusion • Disadvantaged pupils with SEND make sustained progress against their EHCP targets and individual learning plans. • Pupils experience high-quality adaptive teaching that meets their needs and enables access to a broad and balanced curriculum. • Barriers to learning are reduced through targeted interventions, allowing pupils to achieve outstanding academic and personal outcomes. • Pupils demonstrate improved mental health, wellbeing and readiness to learn. • Therapeutic support, Enrichment and staff CPD result in increased engagement, resilience, and positive learning behaviours for disadvantaged pupils with additional needs.	• Disadvantaged pupils access personalised timetables that successfully integrate vocational, academic and targeted provision, supporting engagement and progress. • Increased participation in enrichment, clubs, or leadership opportunities. • Harder-to-reach pupils show improved engagement and completion of learning through the tutor system. • Pupil voice surveys show improved self-belief and sense of belonging. • Improved engagement in lessons - evidenced through learning walks, student surveys/dialogue and parental surveys. • Behaviour management data - reduction in incidents of negative behaviour and an increase in positive points awarded. • Improved attainment evidenced through assessments and pupils' work. • Attendance records will show a decrease in PA/improved attendance for students who have been impacted by mental health needs. • Whole school attendance will show an increase from previous academic year 2024/25. • Staff CPD records – The National College. • Increased opportunities for/engagement with therapeutic interventions. • Through achievement of EHC plan termly outcomes. •
4. Language Comprehension • Disadvantaged pupils make measurable progress in language comprehension. • Pupils demonstrate improved understanding and use of spoken and written language across the curriculum. • Enhanced language skills enable pupils to access learning more effectively and engage confidently in classroom discussions and activities.	• Assessment of students' language comprehension (Accelerated Reader, BPVS) shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers. • Pupils can independently comprehend subject specific texts with age appropriate/ challenging terminology. • Pupils develop oracy through a dialogic approach to teaching and learning. • Reading is embedded daily and pupils demonstrate improved confidence and development in literacy. • Targeted literacy and numeracy interventions result in measurable progress aligned to pupils' individual learning pathways. • Teaching demonstrates effective adaptive practice, ensuring learning is matched to individual needs. • Curriculum delivery across literacy, numeracy and vocational/academic provision shows clear sequencing, enabling pupils to build knowledge and skills over time. •
5. Social interaction difficulties • Disadvantaged pupils develop improved oracy and expressive communication skills through targeted interventions. • Pupils demonstrate increased confidence and effectiveness in social interactions with peers and adults. • Pupils engage more successfully in collaborative learning, group activities, Enrichment activities and programmes and classroom discussions. • Improved communication skills support pupils' overall wellbeing, behaviour and access to the full curriculum.	• Disadvantaged pupils develop increased confidence in communicating with peers and adults across lessons and in the community during Enrichment activities. • Pupils access targeted interventions that strengthen oracy, expressive communication and social understanding. • Pupils demonstrate improved ability to participate in collaborative learning and structured group activities. • Pupils build and sustain more positive peer relationships. • Pupils are increasingly able to express their needs, feelings and viewpoints appropriately. • There is a reduction in incidents linked to social misunderstandings or communication difficulties. • Pupils show increased engagement and participation in lessons. • Pupils demonstrate improved readiness to learn and sustained attention across the curriculum.

	• Improved communication skills support pupils' wider outcomes, including behaviour, attendance and access to the full curriculum.
6. CEIG • Disadvantaged pupils develop greater confidence and independence through high-quality CEIAG provision. • Pupils are better prepared for adulthood, with clear post-16 education, training, or career pathways. • Pupils increase engagement with the wider community through work encounters, volunteering, and enrichment activities. • Pupils demonstrate improved decision-making, self-advocacy, and readiness to navigate future education, employment and life opportunities.	• Disadvantaged pupils access high-quality CEIAG and careers mentoring that supports preparation for adulthood and post-16 pathways. • Pupils participate in a structured programme of work encounters, including work experience and employer engagement opportunities. • Pupils attend careers and colleges fairs, increasing awareness of further education, training and employment pathways. • Disadvantaged pupils engage in community-based learning and enrichment opportunities both in and beyond school. • Participation records demonstrate disadvantaged pupils' engagement in extra-curricular activities, careers events and work-related learning. • Learner voice, parent feedback and stakeholder discussions indicate improved confidence, aspiration and readiness for post-16 destinations. • Pupils demonstrate development of key employability skills, including communication, teamwork, reliability and problem solving. • SEMH-informed careers provision supports pupils to build resilience, self-awareness and confidence in new environments such as workplaces and colleges. • By the end of 2027/2028, disadvantaged pupils progress to further education, employment or training at the end of KS4 in proportions in line with their peers.
7 Disadvantaged students feel better prepared for career progression and / or further educational opportunities through experiences at alternative provisions, work experience and opportunities in the community.	• All disadvantaged pupils access high-quality vocational training aligned to their interests and have a clear post-16 education or career pathway. • Pupils demonstrate increased confidence and self-belief, evidenced through pupil voice surveys, mentoring feedback, and willingness to engage in new or unfamiliar environments. • Pupils show improved communication and social interaction skills during work experience, community projects, and alternative provision placements. • Pupils articulate clear aspirations for future education, training, or employment, supported by careers interviews and reflection activities. • Pupils receive positive feedback from employers, mentors, and alternative provision staff regarding engagement, behaviour, teamwork, and resilience. • Pupils increase participation in enrichment activities, vocational tasters, and community opportunities, demonstrating readiness to explore pathways beyond school.

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: £1,900.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Funding supports teaching staff release to attend NPQ courses, developing leadership, subject specialisms, and teaching quality, leading to improved outcomes for disadvantaged pupils. • Agency staff cover ensures learning continuity while staff	The DfE, 'Emerging findings from the NPQ evaluation: Interim report 1'.	2

engage in professional development. • Investment in teaching assistant autism training enhances support for SEND pupils, improving engagement and access to the curriculum. • Resources allocated to therapeutic programmes enable targeted wellbeing interventions, supporting disadvantaged pupils' readiness to learn. • Overall, strategic use of Pupil Premium funding in staff development drives measurable improvements in attainment, progress, and inclusion for disadvantaged pupils.	High-quality teacher CPD, including leadership and subject-specialist training, improves pupil outcomes and can add several months of progress, particularly for disadvantaged learners (EEF, 2021; Darling-Hammond et al., 2017). Autism-specific training for teaching assistants enhances engagement, social communication, and curriculum access for SEND pupils (Hume et al., 2014; EEF, 2020). Targeted therapeutic and wellbeing interventions increase pupils' readiness to learn and reduce barriers to progress (EEF, 2019; Weare, 2015). Coordinated investment in staff development supports inclusion, engagement, and measurable improvements in attainment for disadvantaged pupils.	
• Funding supports SALT training for the lead SENCO, enabling them to disseminate expertise to staff and improve support for disadvantaged pupils with speech and language needs. • Appointment of two assistant SENCOs ensures increased capacity to monitor, plan, and deliver targeted interventions for disadvantaged pupils with SEND. • Enhanced staff knowledge and SENCO support leads to improved communication, engagement, and academic outcomes for disadvantaged pupils. • Investment in SEND leadership and expertise ensures personalised provision, enabling pupils to access the full curriculum and achieve their potential.	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists: What works database Language Development Theories: From Chomsky to Bruner and Beyond, March 5, 2026	2, 3, 4, 5
• Funding provides CPD through The National College for all teaching staff on trauma-informed approaches, de-escalation strategies and adaptive curriculum planning. • Staff apply trauma-informed strategies to better support disadvantaged pupils with SEMH challenges, improving engagement, behaviour and readiness to learn. • Investment in staff training ensures personalised approaches, reducing barriers to learning and supporting attainment and progress for disadvantaged pupils. • Pupils benefit from a safer, more responsive learning environment, enhancing wellbeing and long-term educational outcomes.	NEU: Trauma-informed practice and approach Public heath England: The effectiveness of trauma informed approaches to prevent adverse outcomes in mental health and wellbeing 'A critical review of empirical support for trauma-informed approaches in schools and a call for conceptual, empirical and practice integration' Kate R. Watson, Ron Avi Astor, First published: 03 January 2025	1 3 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
Budgeted cost: £65,440.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum Adaptation & Personalisation • Core subjects include flexible, interest-led projects to increase pupil engagement and motivation. • Differentiated resources and scaffolded tasks support pupils across varied ability levels. • Disadvantaged pupils demonstrate improved participation, confidence, and independence in learning. • Tailored approaches enable all pupils to access the curriculum and make measurable progress. • Engagement in interest-led projects supports development of creativity, critical thinking, and problem-solving skills.	Research shows that learning aligned with pupils' interests increases engagement, motivation, and persistence (Deci & Ryan, 2000; Hidi & Renninger, 2006). Scaffolding and differentiated tasks help pupils access learning just beyond their current ability, improving outcomes (Vygotsky, 1978; Tomlinson, 2014). Project-based, interest-led approaches develop higher-order thinking, collaboration, and real-world problem-solving (Bell, 2010; Boaler, 2016). Evidence indicates these approaches particularly benefit disadvantaged pupils, supporting progress and closing attainment gaps (EEF Teaching and Learning Toolkit, 2023).	2, 3, 4
Pupil Premium Intended Outcomes – Targeted Tuition in Maths and English • Disadvantaged pupils receive one-to-one and small group tuition in Maths and English, supplementary to core lessons. • Tutoring is implemented in line with the DfE's guidance to maximise impact and effectiveness. • Tutors and agency staff personalise learning packages to meet the specific needs of disadvantaged pupils who struggle with academic and social engagement. • Pupils demonstrate improved confidence, understanding, and progress in literacy and numeracy skills. • Tailored support helps pupils engage more effectively in group learning and wider classroom activities. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition	Teaching and Learning Toolkit	EEF Small group tuition	Teaching and Learning Toolkit	EEF Consolidation of skills / knowledge (mastery learning) (Talk for writing) Team working (Collaborative learning) Learning to learn, resilience, growth mindsets (Metacognition and self-regulation). https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit	2, 3, 4, 5
Alternative Provision To expand the range and frequency of vocational training opportunities. • Bike-Mech - AQA award in Motor Vehicle Studies • Applecast- Level 1 Award in Skills for Further Learning and Employment • Elysium BTEC Level 1 in Construction. • Skills for Life AQA Awards • Excel in life Asdan Hair and Beauty Vocational Taster. Greater range of qualifications • To expand our Key stage 4 'in school' Level 1 and 2 qualifications - Vocational ICT Level	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Learning to learn, resilience, growth mindsets (Metacognition and self-regulation) Vocational and interest-led learning increases engagement and motivation, particularly for disadvantaged pupils who may struggle in traditional classroom settings (Hidi & Renninger, 2006; Boaler, 2016).	6, 7

• 1 and Level 2, Employability Level 1 and 2, Duke of Edinburgh, Public Services Level 1. • Catering and Hospitality Level 1 and 2, Sports Studies Level 1 and 2, Music Technology level 1 and 2 .	Access to a wider range of Level 1 and 2 qualifications improves post-16 outcomes by providing clear pathways into further education, training, and employment (EEF, 2022; Ofsted, 2020). Practical and applied learning supports development of employability skills, self-confidence, and resilience, which are linked to better attendance, behaviour, and attainment (Bell, 2010; EEF, 2023). Alternative provision and vocational programmes reduce barriers to learning, allowing disadvantaged pupils to achieve measurable progress and engagement comparable to peers (EEF, 2021).	
• Disadvantaged pupils develop improved social skills, emotional wellbeing, and mental health. • Targeted nurture groups and individual interventions support pupils' personal, social, and emotional development. • A part-time counsellor provides one-to-one and small group support to address SEMH needs. • Pupils demonstrate increased engagement, resilience, and readiness to learn across the curriculum.	One to one tuition Learning to learn, resilience, growth mindsets (Metacognition and self regulation) https://educationendowmentfou ndation.org.uk/educationevidence/teaching-learningtoolkit Targeted nurture groups and small-group interventions improve social skills, self-regulation, and emotional wellbeing, particularly for disadvantaged pupils (EEF, 2019; Webster-Stratton & Reid, 2010). One-to-one counselling supports mental health, reduces anxiety and behavioural issues, and increases engagement in learning (Shirk & Karver, 2011; EEF, 2019). SEMH-focused interventions have a moderate impact on academic outcomes, with gains of around +4 months progress when combined with personalised support (EEF Teaching and Learning Toolkit, 2023). Early and consistent support for wellbeing fosters resilience, readiness to learn, and long-term engagement, helping to close attainment gaps for disadvantaged learners (Weare, 2015; Durlak et al., 2011).	3, 5, 6

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

Budgeted cost: £ 10,960.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Regulation Support • Disadvantaged pupils with sensory needs, including autism, have access to enhanced sensory regulation equipment. • Staff receive targeted training to support the	Sensory tools such as weighted blankets, lap pads, tunnels, and proprioceptive equipment help pupils regulate arousal levels, reduce anxiety, and improve focus (Kern et al., 2007; Pfeiffer et al., 2011).	3

effective use of sensory equipment and strategies. • Pupils demonstrate improved self-regulation, focus, and engagement in learning. • Enhanced sensory support reduces behavioural incidents and supports wellbeing for disadvantaged pupils. • Pupils are better able to access the curriculum and participate in classroom and group activities.	Provision of sensory resources has been shown to decrease behavioural incidents and support positive engagement in learning for pupils with autism and other sensory processing difficulties (Case-Smith et al., 2015; Watling et al., 2011). Staff training in sensory integration and regulation strategies enhances the effectiveness of equipment, ensuring interventions are applied consistently and appropriately (Tomchek & Koenig, 2016). Improved self-regulation through sensory support correlates with better academic access, participation in classroom activities, and overall wellbeing (Baranek et al., 2013). Schools implementing sensory provision as part of personalised support plans report increased pupil confidence, independence, and readiness to learn, particularly for disadvantaged learners with SEND (Pfeiffer et al., 2011; EEF, 2020).	
Arts and Cultural Enrichment • Disadvantaged pupils participate in cultural trips, arts events, concerts, shows, mini performances, and an annual Arts Awards evening to enrich the curriculum and broaden experiences. • Pupils engage in in-school arts activities, including drama, dance, and music, enhancing creativity and confidence. • Funding provides cover for the Art lead to attend Arts Mark meetings, CPD, and lead trips and enrichment activities, ensuring high-quality provision. • Extra-curricular arts opportunities and enrichment programmes support personal development, teamwork, and social skills for disadvantaged pupils. • Participation in arts and cultural activities increases engagement, resilience, and aspiration across the curriculum.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. It is an incentive for pupils to attend school and participate in learning. Arts participation	Teaching and Learning Toolkit	EEF • Participation in music, drama, and visual arts improves engagement, motivation, and academic outcomes, particularly for disadvantaged pupils (EEF, 2019; Catterall, 2009). • Cultural trips, performances, and arts events broaden pupils' horizons, develop social skills, and enhance cultural literacy (Ofsted, 2012; Ofsted, 2019). • Extracurricular arts, including shows, concerts, and awards events, build confidence, teamwork, and resilience (Winner et al., 2013; Craft, 2015). • Structured arts programmes with staff CPD support creativity, aspiration, and long-term engagement, benefiting disadvantaged learners disproportionately (EEF, 2020; Deasy, 2002).	1, 6, 7
Music Tuition Support • A music tutor is employed three days a week to provide targeted instruction for disadvantaged pupils. • Pupils receive individual and small group music lessons, enhancing skills, confidence, and engagement. • Participation in music tuition supports personal development, creativity, and social interaction. • Access to music instruction contributes to broader cultural enrichment and improved engagement across the curriculum.	Evidence shows that working towards formal music qualifications, such as Trinity Grade 4 and Level 1/2 Music Technology, enhances disadvantaged pupils' technical skills, creativity, engagement, confidence, and academic progress while increasing cultural awareness and long-term aspirations. Music lessons improve literacy, memory, and attention, supporting overall academic progress (Hallam, 2015; EEF, 2020). Small-group and individual tuition boosts confidence, communication, and teamwork skills (Winner et al., 2013).	6,7

	Participation in music increases engagement, motivation, and reduces behavioural challenges (Catterall, 2009; EEF, 2020).	
	Access to music education enhances creativity, cultural awareness, and long-term aspirations for disadvantaged pupils (EEF Arts Participation Guidance, 2020).	

Total budgeted cost: £78,300.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium - The Impact of the Curriculum – 2024-2025

The Pupil Premium funding is allocated to support disadvantaged pupils to overcome barriers and achieve their potential. Pupil Premium strategy is across several key areas: wellbeing, reading and phonics, reading comprehension, maths, oracy, careers education, life coaching, music tuition, and our Alternative Provision.

Wellbeing

- Impact: Pupil Premium funding has enabled access to counselling, emotional wellbeing programmes, and pastoral support, leading to improved attendance, reduced behavioural incidents, and higher engagement. Pupils report feeling safer and more supported, which positively influences their readiness to learn.
- Data: The attendance of our Pupil Premium pupils is 68.9% for this academic year whereas the attendance of our non-Pupil Premium pupils is 71.5%. This reflects the complex SEMH needs of pupils entering the provision with historically low attendance.
- Data: Negative incidents for our Pupil Premium pupils decreased by 45% and by 40% for non-Pupil Premium pupils.

Reading phonics and Comprehension

- Impact: Targeted phonics interventions for younger or struggling readers have increased decoding skills and early literacy. Small group and one-to-one tuition, funded by Pupil Premium, accelerated progress for disadvantaged pupils.
- Impact: Initiatives such as reading in form, engaging reading schemes have boosted reading comprehension and enjoyment. Staff have reported improved comprehension and inference skills for targeted pupils.
- Data: Reading age improvements have averaged 11.8 months from February to June showing accelerated progress.
- Data: 73% of Pupil Premium pupils met or exceeded their target in reading and writing with 49% meeting and 24% exceeding.

Maths
- Impact: Pupil Premium-funded additional maths tutoring in small groups and use of online maths platforms to improve fluency and problem-solving.
- Data: 53% of Pupil Premium pupils' met/ exceeded their target in Maths with 5% exceeding and 48% meeting their target.

Oracy

- Impact: Oracy development programmes, including debating sessions, drama workshops, mock interviews and speech coaching in English, have enhanced pupils' confidence and communication skills which are vital for academic success and future employment.
- Data: Surveys indicate 100% of Pupil Premium pupils feel more confident speaking in class and in formal presentations. 100% of Y11 pupils gained a pass in their GCSE Spoken language element. 50% gained a merit while 8% gained a distinction.

Careers Education

- Impact: Funding supported tailored careers advice, work experience placements, and employer engagement activities, helping pupils make informed post-16 choices and raise aspirations.

- Data: The percentage of Pupil Premium pupils progressing to education, employment, or training (EET) is 95%.

Pupil Premium - The Impact of the Curriculum – 2024-2025

Life Coaches

- Impact: Life coaches, funded by the strategy, provided mentoring and personalised support, addressing barriers such as attendance, behaviour, and mental health. Pupils developed greater resilience and self-regulation.
- Data: Negative behavioural incidents have been reduced by 40%, and pupils report improved coping strategies in surveys.

Music Tuition

- Impact: Access to music tuition has supported emotional expression, concentration, and social skills development. Participation rates among Pupil Premium pupils have increased engagement and self-esteem.
- Data: 100% of Pupil Premium are completing their Music Technology course.

Alternative Provision

- Impact: The Alternative Provision packages, supported by Pupil Premium funding, offers tailored interventions for pupils at risk of exclusion or needing alternative pathways. This has led to reduced fixed-term exclusions and maintained educational progress.
- Data: Fixed-term suspensions for Pupil Premium pupils dropped by 39%.

Overall

The Pupil Premium strategy has had a significant positive impact across multiple areas critical to pupil development. By strategically targeting wellbeing, literacy, numeracy, communication, and broader personal development, we are effectively narrowing the attainment gap and supporting disadvantaged pupils towards successful futures.