

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | Bridge Street School |
| Number of pupils in school | 78 in commissioned places, 17 EHCP, 40 AP |
| Proportion (%) of pupil premium eligible pupils | 95% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2028 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | January 2026 & July 2026 |
| Statement authorised by | Emmet Bunting |
| Pupil premium lead | Libby Macpherson |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £46,015 |
| 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 | £46,015 |

Part A: Pupil premium strategy plan

Statement of intent

The aims for our pupil premium pupils is to use the allocated funding to maintain and improve positive outcomes for our most disadvantaged pupils. Our pupils face many challenges as a result of being permanently excluded, including those resulting from socio-economic disadvantage which has been further heightened by the current cost of living crisis.

The majority of pupils are boys from a range of ethnic backgrounds. An increasing number of pupils arrive speaking English as an additional language.

Pupils arrive with a range of challenging behaviours and many students may require an EHCP or present with an undiagnosed need. A significant number of pupils arrive having been permanently excluded. Many of these have depressed levels of literacy numeracy, often a result from a turbulent education experience in previous key stages.

In school data suggests that the variance of outcomes for our disadvantaged pupils is less favourable compared to their peers in terms of:

- Social opportunities
- Academic attainment
- In year suspensions

Quality first teaching is at the heart of our approach with the aim to target the most effective support based on diagnostic assessment outcomes to allow pupils to access a broad and balanced curriculum.

Currently, nearly all of our commissioned pupils are eligible for pupil premium funding. As all excluded pupils face significant disadvantage through broken schooling, this strategy will benefit all pupils in school through an inclusive approach to ensure better than expected progression for all.

We will also provide our disadvantaged pupils with opportunities beyond the classroom to enhance their cultural, sporting and academic experiences.

Our strategy intends to meet the needs of every pupil based on formal and informal assessments alongside pupil and parent voice without assumptions or labels.

Therefore, we aim to ensure that we enhance skills, knowledge and experiences to prepare them for life in modern Britain.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Outcomes and progress are significantly related to the depressed levels of literacy and numeracy, often a result from a turbulent education experience in previous key stages. |
| 2 | Disengagement from traditional learning due to permanent exclusion from school |
| 3 | Erratic attendance due to changing or challenging home circumstances |
| 4 | The majority of pupils arrive at Bridge Street School with significant gaps in their curriculum learning due to previous attendance issues and prolonged disengagement. Some will have an undiagnosed learning need and subsequent referrals made or an EHCP written. |
| 5 | Pupils arrive at Bridge Street School displaying challenging and dysregulated behaviour affecting their emotional, social and mental wellbeing including behaviour for learning. |

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 |
|--|--|
| Gaps narrowing in English and Maths term by term, across the year for PP pupils. | <ul style="list-style-type: none">• Data drops show English and Maths coming in line with each other for both PP and non PP. (moving towards 0% gap)• Data drops to show both subjects moving further towards 'expected progress' (90% achieve TAG grades) for PP students. |
| Increase in the percentage of PP students achieving 5+ qualifications | <ul style="list-style-type: none">• Data drops show 90% pupils progressing in all subjects, concurrently (on or above track)• Summer results show success for 95% of Year 11 PP pupils in achieving 5+ qualifications |
| Reading ages or fluency to improve. | <ul style="list-style-type: none">• Sutton Trust EEF evidence indicates that focusing on 'Reading Comprehension Strategies' students, on average, make +6 months progress, improving student outcomes. Evidence will be access to more complex exam questions in final exam, more extensive vocabulary and increase in reading age.• Reading data for all year/target groups shows 100% of pupils progress from starting/initial assessment points• 100% EAL students achieve English Functional skills during KS4 and make progress at least as good as non-EAL students and are accessing core curriculum groups |
| Pupil attendance to improve | <ul style="list-style-type: none">• Attendance statistics to improve – 100% pupils improve their attendance from starting point (i.e. compared to previous |

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|--|---|
| | <p>setting), with subsequent outcome of increased pupil outcomes and a fall in behaviour incidents due to greater time in class and consistent targeted work on emotional regulation.</p> <ul style="list-style-type: none"> • PP pupils attend at least 80% of the time • Attendance of PP pupils at least in-line with non-PP cohort (0 negative gap) |
| Increase the exposure to wider activities and experiences associated with the KS2 curriculum | <ul style="list-style-type: none"> • Pupils gain cultural capital from visitors or theme days around the new, more varied curriculum. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,415

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Funding of dedicated reading interventionists to work with pupils to develop reading within the range of the curriculum. | Reading is the gateway to learning. It is the key to pupils' future academic achievement and well-being. Pupils who struggle to read words accurately quickly fall behind their peers. They read less and do not accumulate the necessary background knowledge and vocabulary from reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies | 1,2,3,4,5 |
| Funding for dedicated training throughout the year on Executive Functioning and self-regulation. | Self-Regulation and Executive Function (SREF) refer to a set of interrelated skills that enable children to manage their emotions, thoughts, and behaviours. These include the ability to resist impulses, direct attention, hold information in mind, and monitor emotional responses. These foundational skills develop rapidly in the early years and are critical for later learning and development. https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-self-regulation-and-executive-function-sref-in-the-early-years&utm_medium=search&utm_campaign=site_search&search_term=executive%20function | 1,2,3,4,5 |

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

Budgeted cost £ 16,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Engaging pupils on a 1-2-1 basis to provide a high quality personalised learning programme for pupils with gaps in their learning. | 1-2-1 targeted support with English and Maths skills. At each data capture any gaps to be identified. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) | 1,2,3,4,5 |
| Bespoke English/phonics intervention training to increase confidence of staff in the delivery of reading and specific language acquisition for EAL pupils. | 1-2-1 targeted support with English and literacy skills. At each data capture any gaps to be identified. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition One to one tuition EEF (educationendowmentfoundation.org.uk) | 1,2,3,4,5 |

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

Budgeted cost £ 16,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Funding dedicated to training behaviour mentors to support with SEMH interventions and support staff to engage pupils. | <p>Increased school attendance to increase pupil attainment and decrease behaviour incidents.</p> <p>All evidence to come from data drops and comparison with previous year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | 1,2,3,4,5 |
| Funding dedicated to preparing resources to develop executive functioning and self-regulation. | <p>Self-Regulation and Executive Function (SREF) refer to a set of interrelated skills that enable children to manage their emotions, thoughts, and behaviours. These include the ability to resist impulses, direct attention, hold information in mind, and monitor emotional responses. These foundational skills develop rapidly in the early years and are critical for later learning and development.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-self-regulation-and-executive-function-sref-in-the-early-years&utm_source=/projects-and-evaluation/research-agenda-themes-priority-areas/research-agenda-theme-self-regulation-and-executive-function-sref-in-the-early-years&utm_medium=search&utm_campaign=site%20search&utm_term=executive%20function</p> | 1,2,3,4,5, |
| Theme days to enhance | Our 'Wider Curriculum' is an important part of the 'educational diet' pupils receive. We aim to increase engagement in learning and therefore increased outcomes, but it is | 6 |

| | | |
|--|--|--|
| <p>experience of subjects in the KS2 curriculum and increase cultural capital of pupils.</p> | <p>important to consider the value of wider experiences for our pupils. Music, MFL and Computing are currently being incorporated into the KS2 curriculum. Theme days are hoped to give these subjects relevance and enhance experiences around the formal curriculum.</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</u></p> | |
|--|--|--|

Total budgeted cost: £ 46,015

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year; it combines KS2-KS4, all KS2 pupils and 18/29 Yr11 pupils are eligible for pupil premium funding.

| Aim | Evidence of impact | | | | | | Actual IMPACT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------|------------|--|-----------------|--|-----------------|-------------|---|-----|------|-------|---------|---|---|---|-----|------|-------|---------|---------|---------|---|-----|------|-------|---------|---------|---|---|-----|------|-------|---------|---------|---------|---|-----|------|-------|---|---|---|---|
| 1. Gaps narrowing in English and Maths term by term, across the year for PP pupils. | SATs Overview: <table border="1"><thead><tr><th></th><th>Boy/Girl</th><th>EHCP/EHCP in progress</th><th>attendance</th><th>English grammar, punctuation, and spelling</th><th>English Reading</th><th>Mathematics</th></tr></thead><tbody><tr><td>1</td><td>Boy</td><td>EHCP</td><td>66.7%</td><td>NS (92)</td><td>N</td><td>A</td></tr><tr><td>2</td><td>Boy</td><td>EHCP</td><td>87.9%</td><td>NS (93)</td><td>NS (91)</td><td>NS (92)</td></tr><tr><td>3</td><td>Boy</td><td>EHCP</td><td>71.5%</td><td>NS (92)</td><td>NS (95)</td><td>N</td></tr><tr><td>4</td><td>Boy</td><td>EHCP</td><td>69.5%</td><td>NS (93)</td><td>NS (82)</td><td>NS (80)</td></tr><tr><td>5</td><td>Boy</td><td>EHCP</td><td>79.1%</td><td>B</td><td>B</td><td>B</td></tr></tbody></table> Last year, five children were registered to take their SATs, with half of them completing all six test papers. Student 1 did not sit any of the maths papers as he was absent from school due to a medical condition. Student 5 was working well below the expected standard and unable to participate even with access arrangements. Overall, results were a little stronger in English than in maths, which was a shift from the previous year's trend. This could be the result of a number of different factors and changes that have happened in KS1/2 over the last few years. These include the introduction of the 'Little Wandle' systematic synthetic phonics programme, specifically the rapid catch up programme that has been designed for | | Boy/Girl | EHCP/EHCP in progress | attendance | English grammar, punctuation, and spelling | English Reading | Mathematics | 1 | Boy | EHCP | 66.7% | NS (92) | N | A | 2 | Boy | EHCP | 87.9% | NS (93) | NS (91) | NS (92) | 3 | Boy | EHCP | 71.5% | NS (92) | NS (95) | N | 4 | Boy | EHCP | 69.5% | NS (93) | NS (82) | NS (80) | 5 | Boy | EHCP | 79.1% | B | B | B | <ul style="list-style-type: none">KS2, Maths has been a strength however writing remains a challenge and will be a focus next year.Progress data |
| | Boy/Girl | EHCP/EHCP in progress | attendance | English grammar, punctuation, and spelling | English Reading | Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Boy | EHCP | 66.7% | NS (92) | N | A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Boy | EHCP | 87.9% | NS (93) | NS (91) | NS (92) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Boy | EHCP | 71.5% | NS (92) | NS (95) | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Boy | EHCP | 69.5% | NS (93) | NS (82) | NS (80) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Boy | EHCP | 79.1% | B | B | B | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

children in year 2 and above who are not reading at the expected level for their age. As well as the 'talk for writing' approach to teaching English lessons, which is proven to boost children's engagement, particularly for boys and previously reluctant writers.

It's important to take into consideration that these children face significant barriers to learning, with a range of complex needs. Many are supported by multiple external agencies, including medical professionals, therapists, Virtual Schools, social workers, Prevent, and organisations such as Catharsis. Despite these challenges, the children showed impressive focus and resilience during the testing period, completing each paper calmly and without disruption in their designated rooms.

Students working within their age phase:

| | Maths | English SPAG | Reading | Writing | Science |
|----|--------------|---------------------|----------------|----------------|----------------|
| Y6 | 50% | 75% | 75% | 0% | 75% |
| Y5 | 66.7% | 33.3% | 33.3% | 33.3% | 66.7% |
| Y4 | 100% | 50% | 100% | 0% | 50% |
| Y3 | 100% | 0% | 0% | 0% | 100% |
| Y2 | 0% | 0% | 0% | 0% | 0% |
| Y1 | 0% | 0% | 0% | 0% | 0% |

KS3 & 4 February data drop:

| | | Maths | English |
|-----|----|--------------|----------------|
| Y11 | PP | 90.00% | 45.00% |
| Y10 | PP | 76.20% | 47.60% |
| Y9 | PP | 77.30% | 26.70% |

| | Y8 | PP | 0.00% | 0.00% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------|--|-----------|--------------|-----------|--|--|--|--------|--|------|------|--------------|----|----|--|--------------|--|--|--|----------------------|------|------|-----------|--------------------------------------|-------|-------|-------|--|-------|-------|-------|--|-------|--------|-------|-----------------|--|----------------|--|--------------|--|--|--|------|------|-----------|-----------|--------------|--|-----|-----|-----|------|------------|--|-----|-----|-----|-----|----------|--|-----|-----|-----|-----|---------|--|-----|-----|-----|-----|
| | Y7 | PP | 0.00% | 50.00% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Increase in the percentage of PP students achieving both English and Maths functional skills L1&2 qualifications or equivalent | | <p>.</p> <p>Yr11 Summer Results:</p> <table> <thead> <tr> <th colspan="2">Pupils</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>No of Pupils</td> <td>27</td> <td>29</td> <td></td> </tr> </tbody> </table> <table> <thead> <tr> <th colspan="4">Attainment 5</th> </tr> <tr> <th>% of A5 slots filled</th> <th>2024</th> <th>2025</th> <th>2024 Nat.</th> </tr> </thead> <tbody> <tr> <td>% entered for 5 qualifications in A5</td> <td>70.4%</td> <td>93.1%</td> <td>37.3%</td> </tr> <tr> <td>% entered for 1 or more qualifications in each A5 bucket</td> <td>88.9%</td> <td>96.6%</td> <td>63.1%</td> </tr> <tr> <td>% entered for 1 or more qualifications</td> <td>96.3%</td> <td>100.0%</td> <td>88.9%</td> </tr> </tbody> </table> <table> <thead> <tr> <th colspan="2">All Pupils (29)</th> <th colspan="2">Buckets filled</th> <th colspan="2">Attainment 5</th> </tr> <tr> <th></th> <th></th> <th>2024</th> <th>2025</th> <th>2024 Nat.</th> <th>2024 Nat.</th> </tr> </thead> <tbody> <tr> <td>Attainment 5</td> <td></td> <td>5.2</td> <td>6.9</td> <td>4.1</td> <td>11.6</td> </tr> <tr> <td>A5 English</td> <td></td> <td>1.9</td> <td>2.0</td> <td>1.6</td> <td>1.9</td> </tr> <tr> <td>A5 Maths</td> <td></td> <td>1.0</td> <td>2.0</td> <td>0.8</td> <td>1.7</td> </tr> <tr> <td>A5 Open</td> <td></td> <td>2.4</td> <td>2.9</td> <td>1.6</td> <td>4.4</td> </tr> </tbody> </table> | | | | | | | Pupils | | 2024 | 2025 | No of Pupils | 27 | 29 | | Attainment 5 | | | | % of A5 slots filled | 2024 | 2025 | 2024 Nat. | % entered for 5 qualifications in A5 | 70.4% | 93.1% | 37.3% | % entered for 1 or more qualifications in each A5 bucket | 88.9% | 96.6% | 63.1% | % entered for 1 or more qualifications | 96.3% | 100.0% | 88.9% | All Pupils (29) | | Buckets filled | | Attainment 5 | | | | 2024 | 2025 | 2024 Nat. | 2024 Nat. | Attainment 5 | | 5.2 | 6.9 | 4.1 | 11.6 | A5 English | | 1.9 | 2.0 | 1.6 | 1.9 | A5 Maths | | 1.0 | 2.0 | 0.8 | 1.7 | A5 Open | | 2.4 | 2.9 | 1.6 | 4.4 |
| Pupils | | 2024 | 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No of Pupils | 27 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attainment 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % of A5 slots filled | 2024 | 2025 | 2024 Nat. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % entered for 5 qualifications in A5 | 70.4% | 93.1% | 37.3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % entered for 1 or more qualifications in each A5 bucket | 88.9% | 96.6% | 63.1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % entered for 1 or more qualifications | 96.3% | 100.0% | 88.9% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Pupils (29) | | Buckets filled | | Attainment 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 2024 | 2025 | 2024 Nat. | 2024 Nat. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attainment 5 | | 5.2 | 6.9 | 4.1 | 11.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A5 English | | 1.9 | 2.0 | 1.6 | 1.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A5 Maths | | 1.0 | 2.0 | 0.8 | 1.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A5 Open | | 2.4 | 2.9 | 1.6 | 4.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <ul style="list-style-type: none"> Results show there is no significant difference in PP and non PP pupils. Yr 11 results show that English and Maths are in line however a focus next year must be maintaining this and showing ambition to attempt L2 qualifications. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|---|---|--------------|----------------|--|--|--------------|--------|--------|----------------|--------|-----|--------------|--------|--------|-----------|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------------|--|--|--|---|--|--|--|----------------|--|--|--------------|------|------|-----------|------|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| PP (18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Buckets filled | | | Attainment 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024.0 | 2025.0 | 2024 Nat. | 2024.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5.2 | 6.9 | 3.9 | 7.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.9 | 2.0 | 1.6 | 1.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0.9 | 2.0 | 0.9 | 1.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.3 | 2.9 | 1.5 | 3.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non PP (11) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Buckets filled | | | Attainment 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2024 | 2025 | 2024 Nat. | 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5.2 | 6.7 | 4.4 | 15.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.8 | 2.0 | 1.7 | 2.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.0 | 2.0 | 0.9 | 2.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4 | 2.7 | 1.8 | 5.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading ages to improve. | <p>Since January:</p> <ul style="list-style-type: none"> 5 students have graduated out of the phonics programme and have moved to Stanine 4 in their NGRT 3 of which are in our Language Acquisition group who have previously struggled to engage in the assessment of their reading A student in the language acquisition group, has won our reader of the half term twice in a row for having gone from refusing to read, to reading every lesson. She was awarded 70 reading raffle tickets and has completed 5 books (some of which she read multiple times.) 11 students have progressed from Amber to Green (Green is age related expectation and is stanine 4-6) and so have graduated out of our reading intervention programme | <ul style="list-style-type: none"> We enter the new school year with only the pupils in Language Acquisition, the year 11 nurture group and one year 11 pupil on the phonics programme. As a school, the dedicated member of staff and intervention | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | |
|-----------------------------|---|---|---------|---------|---------|---------|---------|---------|---|
| | <p>Whole year overview:</p> <p>Red students - Phonics/Early Readers 6 students in total 4 graduated completely All made progress 5/6 were PP</p> <p>Amber students - stanine 1-3 39 students in total - of which 24 were PP (62% PP) 24 students made progress (62%) - of which 18 were PP (75%)</p> <p>Green students - Stanine 4+ 37 in total - 21 were PP (57%) 33 made progress - 11 of whom were PP (34%)</p> | programme is having impact, and must remain in place. | | | | | | | |
| Pupil attendance to improve | <ul style="list-style-type: none"> PRU – 50.4%, this is 4.1% higher than end of academic year 2023-24 PP pupils have maintained the same % as non PP <p>Bridge street have seen an increase in attendance over the last 3 years with a notable increase in number of pupils this year, beginning with 70 and ending with 147. Timetable offer for pupils has increased from 2022-23 82% to 92% this year, with 73% accessing a full timetable and 88% accessing 20 or above. Over Spring/Summer term senior leaders at Bridge street have added additional auditing around attendance communication to ensure the positive and improving attendance is immediately identified and celebrated and declining attendance are followed up with a range of interventions.</p> <p>Cumulative attendance across this academic year:</p> <table border="1"> <tr> <td></td><td>2024-25</td><td>2024-25</td><td>2024-25</td><td>2024-25</td><td>2024-25</td><td>2024-25</td></tr> </table> | | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | <ul style="list-style-type: none"> Attendance of PP pupils is in line with non PP. |
| | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | 2024-25 | | | |

| | | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | | |
|---|---|------------|----|------------|----|------------|----|------------|-----|------------|----|------------|---|--|
| | | No. Pupils | % | No. Pupils | % | No. Pupils | % | |
| PP | 58 | 58.16 | 71 | 56.94 | 80 | 57.44 | 93 | 57.47 | 101 | 57.11 | 99 | 54.05 | | |
| Non PP | 33 | 60.11 | 33 | 55.61 | 37 | 54.11 | 42 | 53.16 | 31 | 51.50 | 51 | 49.79 | | |
| PP pupils consistently attend in line if not more frequently than their non-PP peers. | | | | | | | | | | | | | | |
| Improved Post 16 outcomes for PP students | <ul style="list-style-type: none"> Nine members of BSS staff have completed L3 CEIAG qualification. Ten external guests from local businesses and colleges attended 'Mock Interviews' to interview pupils. Feedback received from one interviewer: "I had a thoroughly enjoyable morning at Bridge Street School helping with the mock interviews. I must say that I was very impressed with the students that I met, and this must in part be down to the great work that you are doing there with the young people in your care. I wasn't sure as to what to expect and was to some extent slightly apprehensive about going along, but the welcome I received along with the enthusiasm of both staff and students made me feel that I was doing something very worthwhile." <p>A support structure is in place for over the summer break, staffed by those who have 40 week contracts.</p> <p>Due to changes in funding in Derby City, pupils that have not passed their exams at grade 4 and above and do not have an EHCP have limited options. The school will try to form relationships with providers to give pupils an opportunity to post 16 education. The data below shows a reduction in NEET over the time line of the plan, however, data is for all pupils, not just pupil premium.</p> | | | | | | | | | | | | | <ul style="list-style-type: none"> 82% of Year 11s have secured a provisional post 16 destination, based on examination results. 3% are likely to remain NEET as they will be on maternity leave in September and unlikely to access |

| | <p>Destination/NEET Data Three Year Comparison (November LA Report)</p> <table border="1" data-bbox="393 293 1852 579"> <thead> <tr> <th rowspan="2"></th><th colspan="4">2023 Leavers (Y11 2022-2023)</th><th colspan="4">2024 Leavers (Y11 2023-2024)</th><th colspan="4">2025 Leavers (Y11 2024-2025)</th></tr> <tr> <th>EET</th><th>NEET</th><th>Unknown</th><th>Moved Away</th><th>EET</th><th>NEET</th><th>Unknown</th><th>Moved Away</th><th>EET*</th><th>NEET</th><th>Unknown</th><th>Moved Away</th></tr> </thead> <tbody> <tr> <td>Respect</td><td colspan="4">N/A</td><td>68%</td><td>25%</td><td>6%</td><td>N/A</td><td>79%</td><td>11%</td><td>6%</td><td>3%</td></tr> <tr> <td>Kingsmead</td><td>50%</td><td>50%</td><td>N/A</td><td>N/A</td><td>65%</td><td>29%</td><td>6%</td><td>N/A</td><td>82%</td><td>3%</td><td>9%</td><td>6%</td></tr> <tr> <td>Bridge Street</td><td>68%</td><td>32%</td><td>N/A</td><td>N/A</td><td>53%</td><td>37%</td><td>11%</td><td>N/A</td><td>69%</td><td>23%</td><td>8%</td><td>0%</td></tr> <tr> <td>Castle</td><td>70%</td><td>30%</td><td>N/A</td><td>N/A</td><td>95%</td><td>5%</td><td>0%</td><td>N/A</td><td>82%</td><td>18%</td><td>0%</td><td>0%</td></tr> </tbody> </table> <p style="text-align: right;">*including those on waiting lists with providers</p> | | 2023 Leavers (Y11 2022-2023) | | | | 2024 Leavers (Y11 2023-2024) | | | | 2025 Leavers (Y11 2024-2025) | | | | EET | NEET | Unknown | Moved Away | EET | NEET | Unknown | Moved Away | EET* | NEET | Unknown | Moved Away | Respect | N/A | | | | 68% | 25% | 6% | N/A | 79% | 11% | 6% | 3% | Kingsmead | 50% | 50% | N/A | N/A | 65% | 29% | 6% | N/A | 82% | 3% | 9% | 6% | Bridge Street | 68% | 32% | N/A | N/A | 53% | 37% | 11% | N/A | 69% | 23% | 8% | 0% | Castle | 70% | 30% | N/A | N/A | 95% | 5% | 0% | N/A | 82% | 18% | 0% | 0% | <p>any provision</p> <ul style="list-style-type: none"> 6% are LAC who have been moved out of area therefore do not have the immediate support of our team. |
|--|---|--|------------------------------|------------|------------------------------|------|------------------------------|------------|------------------------------|------|------------------------------|------------|--|--|-----|------|---------|------------|-----|------|---------|------------|------|------|---------|------------|----------------|-----|--|--|--|-----|-----|----|-----|-----|-----|----|----|------------------|-----|-----|-----|-----|-----|-----|----|-----|-----|----|----|----|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|---------------|-----|-----|-----|-----|-----|----|----|-----|-----|-----|----|----|--|
| | 2023 Leavers (Y11 2022-2023) | | | | 2024 Leavers (Y11 2023-2024) | | | | 2025 Leavers (Y11 2024-2025) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | EET | NEET | Unknown | Moved Away | EET | NEET | Unknown | Moved Away | EET* | NEET | Unknown | Moved Away | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect | N/A | | | | 68% | 25% | 6% | N/A | 79% | 11% | 6% | 3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kingsmead | 50% | 50% | N/A | N/A | 65% | 29% | 6% | N/A | 82% | 3% | 9% | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bridge Street | 68% | 32% | N/A | N/A | 53% | 37% | 11% | N/A | 69% | 23% | 8% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Castle | 70% | 30% | N/A | N/A | 95% | 5% | 0% | N/A | 82% | 18% | 0% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reduced food poverty from socio-economic disadvantage</p> | <ul style="list-style-type: none"> All pupils receive at least one Food Health session per week. BTEC food will also be offered to KS4 pupils as an optional subject, strengthening the subjects offered under Applied Learning. | <ul style="list-style-type: none"> All KS2, KS3 and KS4 nurture pupils attend food as an enrichment activity. KS4 pupils pick BTEC Food as an option, 100% of PP pupils receive food as part of their curriculum offer. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | |
| Increase the exposure to wider activities and experiences associated with the new subjects included in the KS2 curriculum | <p>Last academic year, all KS2 pupils received a weekly Outdoor Education lesson. In addition, they enjoyed:</p> <ul style="list-style-type: none"> • Music days • Themed Days – World Book Day, Science day, parents craft day, international Lego day • Sea Life Centre • Cycle Derby • Christmas Panto • Cinema Trips • Cadbury's World <ul style="list-style-type: none"> • Multiple museum trips • Trip to London | <ul style="list-style-type: none"> • All pupils have access to enhanced experiences and the opportunity to increase their cultural capital. |

Additional Information:

- Recovery premium not applicable in this statement
- No service children at present