

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	130 on roll, 97 in LA commissioned places, 11 EHCP, 28 FT AP.
Proportion (%) of pupil premium eligible pupils	The school only receives PP funding for 38 pupils, this is equivalent to 29%.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	January 2027 & July 2027
Statement authorised by	Emmet Bunting
Pupil premium lead	Libby Macpherson
Governor / Trustee lead	Sandra Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,650
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	£61,650

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 being 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.

6	Pupils arrive having limited experiences of life outside their local community, and little knowledge of what they have the potential to experience in their local area and beyond. This affect their view of the world and tolerance of others and unfamiliar circumstances.
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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.	• Data drops show English and Maths coming in line with each other for both PP and non PP. • English currently out performs Maths, therefore interventions to be successful to bring improvement in Maths, evidenced from baseline assessments and tracking progress against MAG targets. • Data drops to show both subjects moving further towards 'expected progress' for PP students.
Increase in the percentage of PP students achieving 5+ qualifications	• Data drops show pupils progressing in all subjects, concurrently (on or above track) – gap between PP and non-PP to be less than 5% • Summer results show success for Year 11 PP pupils in achieving 5+ qualifications show as nearing towards 0% gap in comparison with non-PP pupils.
Reading ages or fluency to improve.	• 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. • Current reading data for all year/target groups shows 86% of PP pupils progress in reading age from starting/initial assessment points, in comparison of 75% non-PP pupils. Target to follow current trajectory of closing the reading age gap between PP and non-PP pupils by all PP pupils making some reading age gains from initial baseline assessments. • 95% 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	• Attendance of PP pupils at least in-line with non-PP cohort • PP pupils improve their attendance from starting point (i.e. compared to previous setting), with timetabled offer in line with non-PP pupils. • Greater time in school lead to a familiarity of routine and school expectations, subsequently, pupil regulation to improve. Behaviour incidents per pupil for PP and non-PP pupils to be in line with each other. • Readiness to return data in line for PP and non-PP pupils.
Increase the exposure to wider activities and experiences associated with the KS2 curriculum	• Pupils gain cultural capital from visitors or theme days around the new, more varied curriculum. • Serious incidents per pupil in line for PP and non-PP pupils as wider experience encourages greater tolerance.

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 (2025/26) £22,650 (2026/27)

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
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_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_search&search_term=executive%20function	2,4,5

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

Budgeted cost £ 16,800 (2025/26) £19,500 (2026/27)

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)	1,2,4
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)	1,4

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

Budgeted cost £ 16,800 (2025/26) £19,500 (2026/27)

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.	Increased school attendance to increase pupil attainment and decrease behaviour incidents. All evidence to come from data drops and comparison with previous year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5
Funding dedicated to preparing resources to develop 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_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_search&search_term=executive%20function	2,5
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

experience of subjects in the KS2 curriculum and increase cultural capital of pupils.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Funding an Attendance Lead to support the raising of attendance	The recruitment of an Attendance Lead as part of the school safeguarding team to actively work with families and the staff team to help raise attendance, insuring pupils are safeguarded and exposure to experiences both academic and wider, is increased. https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_school_attendance - reflection and planning tool.pdf	3

Total budgeted cost: £ 46,015 (2025/26) £61,650 (2026/27)

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 2025 to 2026 academic year; it combines KS2-KS4, all KS2 pupils and 34/52 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:	- KS2, with this particular cohort, the gap between English and Maths is reasonably consistent. - Progress data for KS2 shows consistency for 1 or more progress point, however reading and writing for our younger pupils is																																																
	<table><tr><th>Boy/Girl</th><th>Papers Completed</th><th>EHCP</th><th>English grammar, punctuation, and spelling</th><th>English Reading</th><th>Mathematics</th></tr><tr><td>Boy LM</td><td>4</td><td></td><td>A</td><td>NS (88)</td><td>NS (80)</td></tr><tr><td>Girl CS</td><td>6</td><td>EHCP</td><td>AS (101)</td><td>AS (108)</td><td>NS (97)</td></tr><tr><td>Girl ARF</td><td>6</td><td>EHCP</td><td>NS (91)</td><td>NS (85)</td><td>NS (88)</td></tr><tr><td>LBD Boy</td><td>6</td><td></td><td>NS (97)</td><td>AS (102)</td><td>NS (98)</td></tr><tr><td>DD Boy</td><td>6</td><td>EHCP</td><td>NS (95)</td><td>AS (103)</td><td>NS (90)</td></tr><tr><td>LBA Boy</td><td>6</td><td></td><td>NS (81)</td><td>NS (84)</td><td>NS (86)</td></tr><tr><td>RH Boy</td><td>0</td><td>EHCP</td><td>PKS</td><td>PKS</td><td>PKS</td></tr></table>		Boy/Girl	Papers Completed	EHCP	English grammar, punctuation, and spelling	English Reading	Mathematics	Boy LM	4		A	NS (88)	NS (80)	Girl CS	6	EHCP	AS (101)	AS (108)	NS (97)	Girl ARF	6	EHCP	NS (91)	NS (85)	NS (88)	LBD Boy	6		NS (97)	AS (102)	NS (98)	DD Boy	6	EHCP	NS (95)	AS (103)	NS (90)	LBA Boy	6		NS (81)	NS (84)	NS (86)	RH Boy	0	EHCP	PKS	PKS	PKS
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SATs outcomes reflected the complexity of the cohort. Several pupils achieved age-related expectations in English, particularly in reading, despite the barriers they face. Pupils approached assessments positively and demonstrated perseverance throughout the testing period. Whilst attainment outcomes were mixed, participation and engagement represented a significant success for many pupils.																																																		

Percentage of students who have made good progress (1 or more respect points) from their start of year baseline:

	Summer 25/26	Spring 25/26	Autumn 25/26
Maths	90.9%	81.81%	72.7%
English SPAG	90.9%	63.63%	50%
Reading	90.9%	90.9%	59%
Writing	90.9%	72.72	54.5%
Science	90.9%	81.81%	50%

Percentage of students who have made accelerated progress (2 or more respect points) from their start of year baseline:

	Summer 25/26	Spring 25/26	Autumn 25/26
Maths	36.36%	0%	22.7%
English SPAG	27.27%	18.1%	13.6%
Reading	54.54%	27.27%	18.1%
Writing	54.54%	27.27%	13.6%
Science	36.36%	18.1%	22.7%

KS3 & 4 Summer data drop, a comparison of pupils that are working at or above their minimum target grade:

Yr 8 – strong maths progress, English priority

Measure	PP	Non-PP	Gap
Maths – above target	66.7%	72.7%	-6.0pp
Maths – below target	0.0%	9.1%	-9.1pp
English – above target	25.0%	53.3%	-28.3pp
English – below target	75.0%	37.0%	+38.0pp

more of a strength than either Maths or Science.

- The data demonstrates that an inclusive, targeted approach is having impact. PP pupils are performing particularly strongly in Year 9 Maths and Year 11 outcomes, while Year 10 English demonstrates a relatively contained gap. The key priorities are clearly identified:

Yr 9 – PP pupils outperforming in Maths

Measure	PP	Non-PP	Gap
Maths – on or above target	94.6%	91.6%	+3.0pp PP
Maths – below target	5.4%	8.4%	-3.0pp PP
English – on or above target	39.5%	72.7%	-33.2pp PP
English – below target	60.5%	27.3%	+33.2pp PP

Yr 10 – Targeted support required to accelerate Maths

Measure	PP	Non-PP	Gap
English – on or above progress	62.0%	65.8%	-3.8pp PP
English – not making progress	38.0%	34.2%	+3.8pp PP
Maths – on or above progress	16.3%	65.1%	-48.8pp PP
Maths – not making progress	83.7%	34.9%	+48.8pp PP

Yr 11 – PP Pupils achieving in line or above peers:

Measure	PP	Non-PP	Gap
English – Level 2+	43.3%	38.1%	+5.2pp PP
Science – Entry Level+	96.7%	90.5%	+6.2pp PP
Science – Level 2+	13.3%	14.3%	-1.0pp PP
Maths – Entry Level+	93.3%	95.2%	-1.9pp PP
IT – Entry Level+	36.7%	28.6%	+8.1pp PP

English in Years 8/9 and Maths in Year 10, with Year 11 focused on progression beyond foundational qualifications.

Increase in the percentage

Yr11 Summer Results:

- Looking at the A5 comparison

of PP students achieving 5+ qualifications

Basics measures

		2024 Nat.	2025 Nat.	2024	2025	2026
Basics at Level 2+	All (51)	7.30%	7.10%	0.00%	0.00%	15.38%
	Male (28)					17.86%
	Female (24)					13.04%
	PP (30)					10.00%
	LAC (1)					0.00%
	EHCP(6)					16.67%
Basics at level 1+	All (52)	56.80%	54.70%	55.60%	82.40%	69.23%
	Male (28)					82.14%
	Female (24)					56.52%
	PP (30)					60.00%
	LAC (1)					0.00%
	EHCP(6)					66.67%
Basics at Entry Level+	All (52)	69.20%	68.80%	92.60%	100.00%	86.54%
	Male (28)					85.71%
	Female (24)					91.30%
	PP (30)					83.33%
	LAC (1)					0.00%
	EHCP(6)					100.00%

Above is the data for percentage of outcomes at each level. It can be seen that there is little gap between PP and non-PP.

PP (30)

Attainment 5
A5 English
A5 Maths
A5 Open

Buckets filled

2024 Nat.	2025 Nat.	2024	2025	2026
3.9	3.9	5.2	6.9	6.8
1.6	1.5	1.9	2	1.9
0.9	0.8	0.9	2	2
1.5	1.5	2.3	2.9	2.9

Attainment 5

2024 Nat.	2025 Nat.	2024	2025	2026
10.1	10.7	7.5	11.4	11.5
1.7	1.7	1	1.8	2.2
1.5	1.6	1	1.6	1.5
3.8	4.2	3.3	4.7	4.1

Non PP (22)

Attainment 5
A5 English
A5 Maths
A5 Open

Buckets filled

2024 Nat.	2025 Nat.	2024	2025	2026
4.4	4.3	5.2	6.7	7
1.7	1.6	1.8	2	2
0.9	0.9	1	2	2
1.8	1.8	2.4	2.7	3

Attainment 5

2024 Nat.	2025 Nat.	2024	2025	2026
14.5	14.2	15.8	9.1	14.02
2.3	2.2	2.4	2.6	2.51
2.2	2.2	2.5	2.5	2.05
5.6	5.4	5.9	3.9	4.89

of PP and non-PP, the offer and achievement is essentially the same, however, the weighting of the qualifications has been greater for the non-PP, therefore, this will be reviewed next year.

	The above tables show the breadth of what has been attained. In terms of gaining 5+ subjects, there is only 0.2 difference between PP and non-PP. The difference is in the weighting of subjects. The 2.52 difference indicates that non-PP pupils may have gained, for example a GCSE in English whereas, the PP pupil may have gained an entry level.																									
Reading ages to improve.	<table border="1"> <thead> <tr> <th></th><th>PP</th><th>Non-PP</th></tr> </thead> <tbody> <tr> <td>Sept 2025 average reading age</td><td>8y 12m</td><td>10y 5m</td></tr> <tr> <td>Summer average reading age</td><td>11y 8m</td><td>12y 6m</td></tr> <tr> <td>Average progress</td><td>+32.0 months</td><td>+24.9 months</td></tr> <tr> <td>Progress advantage</td><td>+7.1 months</td><td>—</td></tr> <tr> <td>Gap at September</td><td>17.3 months</td><td></td></tr> <tr> <td>Gap by summer</td><td>10.2 months</td><td></td></tr> <tr> <td>Gap closed</td><td>7.1 months / 41%</td><td></td></tr> </tbody> </table> Main Headlines 1. PP pupils outperformed non-PP pupils in reading-age progress PP students gained an average of 32 months of reading age, compared with 24.9 months for non-PP students – around 7 months more progress. 2. The gap has narrowed significantly The PP/non-PP reading-age gap reduced by 7.1 months between September and summer – closing 41% of the original gap. 3. A greater proportion of PP pupils made progress Among the pupils with both September and summer data: • 86% of PP pupils increased their reading age		PP	Non-PP	Sept 2025 average reading age	8y 12m	10y 5m	Summer average reading age	11y 8m	12y 6m	Average progress	+32.0 months	+24.9 months	Progress advantage	+7.1 months	—	Gap at September	17.3 months		Gap by summer	10.2 months		Gap closed	7.1 months / 41%		• PP students made faster reading-age progress than non-PP students by summer, resulting in a 41% reduction in the reading-age gap.
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Gap closed	7.1 months / 41%																									

	• compared with 75% of non-PP pupils • 86% of PP pupils made at least 12 months' progress • compared with 63% of non-PP pupils 4. PP progress was stronger despite starting considerably behind This is an important point for the narrative. The PP group started approximately 17 months behind the non-PP group in the matched summer cohort. By summer, that difference had reduced to approximately 10 months.																																																																																																																																																																																							
Pupil attendance to improve	Attendance data for all vulnerable groups: <table><tr><th></th><th colspan="2">2025/2026 Autumn 1</th><th colspan="2">2025/2026 Autumn 2</th><th colspan="2">2025/2026 Spring 1</th><th colspan="2">2025/2026 Spring 2</th><th colspan="2">2025/2026 Summer 1</th><th colspan="2">2025/2026 Summer 2</th></tr><tr><th>Groups</th><th>Number of pupils</th><th>%</th><th>Number of pupils</th><th>%</th><th>Number of pupils</th><th>%</th><th>Number of pupils</th><th>%</th><th>Number of pupils</th><th>%</th><th>Number of pupils</th><th>%</th></tr><tr><td>Girls</td><td>43</td><td>48.16%</td><td>48</td><td>44.70%</td><td>48</td><td>45.82%</td><td>52</td><td>42.23%</td><td>54</td><td>39.96%</td><td>57</td><td>36.23%</td></tr><tr><td>Boys</td><td>77</td><td>60.12%</td><td>83</td><td>58.32%</td><td>90</td><td>56.46%</td><td>90</td><td>47.56%</td><td>92</td><td>52.74%</td><td>107</td><td>44.92%</td></tr><tr><td>PP</td><td>73</td><td>57.96%</td><td>77</td><td>55.25%</td><td>85</td><td>50.70%</td><td>82</td><td>43.48%</td><td>81</td><td>47.17%</td><td>86</td><td>43.56%</td></tr><tr><td>Non PP</td><td>47</td><td>52.54%</td><td>54</td><td>50.53%</td><td>53</td><td>56.09%</td><td>61</td><td>48.61%</td><td>66</td><td>49.94%</td><td>78</td><td>40.26%</td></tr><tr><td>LAC</td><td>2</td><td>37.90%</td><td>4</td><td>52.83%</td><td>5</td><td>38.33%</td><td>5</td><td>15.83%</td><td>5</td><td>27.68%</td><td>4</td><td>31.25%</td></tr><tr><td>Not Lac</td><td>118</td><td>56.07%</td><td>127</td><td>53.33%</td><td>133</td><td>53.30%</td><td>138</td><td>46.73%</td><td>142</td><td>49.04%</td><td>159</td><td>42.29%</td></tr><tr><td>CP</td><td>21</td><td>41.54%</td><td>3</td><td>56.89%</td><td>3</td><td>63.88%</td><td>3</td><td>61.11%</td><td>4</td><td>58.54%</td><td>6</td><td>25.60%</td></tr><tr><td>CIN</td><td>93</td><td>60.36%</td><td>20</td><td>26.60%</td><td>18</td><td>31.90%</td><td>23</td><td>35.11%</td><td>20</td><td>41.66%</td><td>15</td><td>46.45%</td></tr><tr><td>EAL</td><td>15</td><td>42.70%</td><td>14</td><td>37.82%</td><td>16</td><td>41.25%</td><td>17</td><td>37.01%</td><td>18</td><td>46.60%</td><td>23</td><td>41.97%</td></tr><tr><td>Non EAL</td><td>105</td><td>57.72%</td><td>117</td><td>55.17%</td><td>122</td><td>54.27%</td><td>126</td><td>46.82%</td><td>129</td><td>48.68%</td><td>141</td><td>42.01%</td></tr><tr><td>SEN</td><td>119</td><td>55.86%</td><td>131</td><td>53.31%</td><td>137</td><td>52.89%</td><td>141</td><td>45.42%</td><td>147</td><td>48.42%</td><td>164</td><td>42.01%</td></tr><tr><td>Total</td><td>120</td><td>55.78%</td><td>131</td><td>53.31%</td><td>138</td><td>52.76%</td><td>143</td><td>45.63%</td><td>147</td><td>48.42%</td><td>164</td><td>42.01%</td></tr></table> It can be seen that the attendance for both PP and non-PP pupils in the academic year 2025-26 fluctuates as the size of the cohorts increase, however, the percentage of pupils of each cohort attending is fundamentally in line with each other. Both cohorts demonstrate actions need to be taken to attempt to raise attendance, therefore a plan will be made to increase attendance universally.		2025/2026 Autumn 1		2025/2026 Autumn 2		2025/2026 Spring 1		2025/2026 Spring 2		2025/2026 Summer 1		2025/2026 Summer 2		Groups	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Number of pupils	%	Girls	43	48.16%	48	44.70%	48	45.82%	52	42.23%	54	39.96%	57	36.23%	Boys	77	60.12%	83	58.32%	90	56.46%	90	47.56%	92	52.74%	107	44.92%	PP	73	57.96%	77	55.25%	85	50.70%	82	43.48%	81	47.17%	86	43.56%	Non PP	47	52.54%	54	50.53%	53	56.09%	61	48.61%	66	49.94%	78	40.26%	LAC	2	37.90%	4	52.83%	5	38.33%	5	15.83%	5	27.68%	4	31.25%	Not Lac	118	56.07%	127	53.33%	133	53.30%	138	46.73%	142	49.04%	159	42.29%	CP	21	41.54%	3	56.89%	3	63.88%	3	61.11%	4	58.54%	6	25.60%	CIN	93	60.36%	20	26.60%	18	31.90%	23	35.11%	20	41.66%	15	46.45%	EAL	15	42.70%	14	37.82%	16	41.25%	17	37.01%	18	46.60%	23	41.97%	Non EAL	105	57.72%	117	55.17%	122	54.27%	126	46.82%	129	48.68%	141	42.01%	SEN	119	55.86%	131	53.31%	137	52.89%	141	45.42%	147	48.42%	164	42.01%	Total	120	55.78%	131	53.31%	138	52.76%	143	45.63%	147	48.42%	164	42.01%	• Attendance of PP pupils is in line with non PP.
	2025/2026 Autumn 1		2025/2026 Autumn 2		2025/2026 Spring 1		2025/2026 Spring 2		2025/2026 Summer 1		2025/2026 Summer 2																																																																																																																																																																													
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Increase the exposure to wider activities and experiences associated	In spite of the complexities of last academic year's cohort, the school managed a number of visits and visiting speakers: • Pantomime • Army • Poet	• All pupils have access to enhanced experiences and the opportunity																																																																																																																																																																																						

with the KS2 curriculum	• Bluebells • INTO film festival • Cycle Derby • Mock Interviews • Visits associated with Outdoor Education e.g. National Climbing Centre, canoeing, Conkers, Elvaston Castle, Black Rocks To increase pupils' exposure to wider experiences alongside the KS2 curriculum, we have introduced a comprehensive Enrichment Passport for all pupils. The passport provides a structured progression of enrichment opportunities from Early Years through to Key Stage 2, ensuring that every child accesses a broad range of experiences beyond the classroom. Activities are carefully planned across areas including civic engagement, arts and culture, nature and outdoor learning, sport and physical activity, and wider life and future skills. Through experiences such as visiting museums and galleries, participating in community projects, learning practical life skills, attending performances, engaging in environmental initiatives and taking part in leadership opportunities, pupils develop confidence, resilience, cultural capital and independence. The passport enables us to systematically track participation and ensure equitable access to meaningful experiences that enrich and enhance learning across the curriculum.	to increase their cultural capital.
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