

Pupil Premium Strategy Statement

2025-2026



Pride
Passion
Partnership
Professionalism
Positivity

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	The Bridge Easton School
Number of pupils in school	186 (September 2025)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended - The school is a new build and is currently on a growth plan and growth so far has been unpredictable due to a high number of placements through tribunal. Therefore, it is difficult, at this stage, to plan for 3 years until the school is at maximum capacity).	September 2025 to September 2026
Date this statement was published	09.01.26
Date on which it will be reviewed	September 2026
Statement authorised by	Natalie Does
Pupil premium lead	Natalie Does
Governor / Trustee lead	Alex Tuyá

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,630 (2025-2026)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,630

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- For all disadvantaged pupils in school to make progress in line with their EHCP targets.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that disadvantaged children get the best outcomes from their education - engaging with opportunities beyond the curriculum.
- For disadvantaged children to attend school regularly.

As a new and growing school, our first cohort leaving with external recognised qualification will be in the summer term of 2026.

At the heart of our approach is high-quality teaching focused on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Buying into specialist services to provide additional provision and assessment (EP, OT, SaLT)
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups - this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Ensuring that all children attend school regularly
- Supporting parents to engage with their child's learning
- Supporting parents to understand provision in school and where appropriate offer consistency at home
- Ensuring all teaching is good or better thus ensuring that all children enjoy learning, feel safe and make progress
- Additional learning support in class
- Focused small group tutoring / intervention work and at times 121
- Supporting curriculum enrichment activities ensuring children have first-hand experiences to use in their learning in the classroom
- Ensuring our curriculum and approach is designed to support a wide range of pupils whose previous experience of education has been limited by a range of factors
- Ensuring that support is available to parents regarding attendance, welfare and curriculum support

Challenges

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

Challenge number	Detail of challenge
1	An ever changing and increasing cohort means that new parents and children are introduced several times throughout the year, which may not necessarily be at a natural starting point in the year – this impacts new and current children.
2	High levels of deprivation within the school community (38% and National average in 2025 was 25.7%) where children may have missed.
3	High number of pupils with severe expressive and receptive language delay.
4	High levels of autism within the school cohort.
5	High levels of social and emotional need.
6	Home to School distance - parents are not easily accessible to the school as most pupils travel to and from school by taxi. Understanding the impact a long journey has on our cohort of pupils when they arrive.
7	Home to School distance also means that pupils' education about accessing the community does not necessarily reflect their own communities.
8	Staffing – due to the sudden growth caused by an excessive number of tribunals in the last 12 months (103 appeals in 12 months), securing high quality staff for long term employment is challenging.
9	Parents who struggle with their own SEMH/disabilities and needs and who may require support to care for their child with complex SEND.
10	Due to pupils' significant learning and social needs, their confidence in and understanding of social situations within the local community can be challenging for individuals and their families.

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
Children transition to TBES successfully and enjoy school. The school has condensed its growth plan and almost doubled in size during the academic year 2024-2025. Transition will be supportive and bespoke to meet the needs of individual families and children.	<p>Positive attendance data (90% plus)</p> <p>Parent voice</p> <p>Where appropriate pupil voice</p>
Children's wellbeing and mental health continues to be supported and improved.	<p>Small number of behaviour incidences</p> <p>Positive attendance data</p> <p>Parental voice</p> <p>Where appropriate pupil voice</p>
To continue to increase pupil independence during structured times.	<p>Progressive EHCP outcomes</p> <p>Feedback from families</p> <p>Evidence from classroom visits and other monitoring activities</p> <p>A reduction of staff reliance within and outside of the classroom</p>
Pupils are accessing a range of activities and experiences in the community, which are designed to be applicable in a wide range of communities.	<p>Cash in the Community opportunities</p> <p>Trips</p> <p>Where appropriate pupil voice</p> <p>Titan Training</p>
Our new Key Stage 4 cohort achieves external qualifications by the end of year 11 in preparation to move onto their Post 16 provision.	Outcomes in Functional Skills, ASDAN, Arts Award and Titan.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	<p>All disadvantaged pupils in Key Stage 4 can access high quality work experience and careers mentoring.</p> <p>The whole school careers curriculum</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The cascading of Sign-along training to other colleagues and parents throughout the year.</i>	<i>Teachers and parents learning to sign will support children in their understanding and give pupils a form of non-verbal communication, which will decrease dysregulation and frustration. This will be developed in consultation with our NHS Speech and Language Partners. DfE rapid evidence reviews (September 2025) recommend early, school-based communication support and working with speech & language services — training for staff and family involvement are explicitly supported.</i>	3, 4, 5, 8, 9
<i>Further development of our communication resources – Coreboards, Clicker, Grid & Widgit Online, Gestalt Language Processing, TacPac, Sensology, and Attention Autism.</i>	<i>The school has increased significantly in size and continues to do so. TBES is a new school, therefore, further development in communication resources enables choice, development and growth. It builds confidence and self-esteem, reducing dysregulation and frustration. This article (2019), published in a peer-reviewed journal, highlights the importance of finding the “best fit” AAC strategy.</i>	3, 4, 5, 8, 9
<i>Staff training to further enhance knowledge and understanding including, but not limited to, continuous provision, The Engagement Model, and outdoor learning.</i>	<i>Upskilling the staff to understand the complexity of needs within our school community is imperative to being able to implement targeted strategies and build personalised curriculum and support. The Engagement Model is the statutory/ recommended assessment approach for pupils not engaged in subject-specific study. This article (2025), covers a case study of continuous provision and how it generated success for every learner in KS1.</i>	4, 5, 6, 8
<i>Staff training to support children’s social and emotional needs in school including DA, Bereavement training, HSB, Child-on-Child abuse, WINE and PACE.</i>	<i>Upskilling staffs’ understanding of trauma informed practices to enable staff to implement strategies appropriate to individual circumstances and needs as the school has seen an increase in SEMH within the setting. This DfE Rapid Evidence Review highlights the importance of trauma-aware practice for pupils with high SEMH needs.</i>	2, 5, 6, 9, 10
<i>To implement meaningful experiences of work and other career opportunities for KS4 pupils including visits to post-16 provisions.</i>	<i>Our young people lack confidence and opportunities. As they progress through school, we need to ensure they are equipped with the transferable skills for employment and find out more about themselves – strengths, values, motivations and interests. This research and analysis by Ofsted explains why career guidance in SEND is important.</i>	7, 8, 10

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>As the school continues to increase in pupil numbers, we will further enhance our therapy/ bespoke rooms and continuous provision with an enriched variety of equipment.</i></p>	<p><i>Multisensory environments and sensory adaptive environments can support regulation and interaction particularly for children with autism and those with severe learning needs — benefits are most consistent when children can control sensory elements and when used is embedded in a wider programme. This is supported in this specific study (2021).</i></p>	<p>1, 3, 4, 5, 6</p>
<p><i>Gradual implementation of play therapy and covering the cost of release time to train.</i></p>	<p><i>Play therapy can enhance emotional expression and understanding, improve communication skills, and build healthy relationships. It enhances problem-solving abilities, boosts self-esteem and confidence, enabling the processing of trauma and difficult experiences which leads to improvement in behaviour. The overall evidence base for play therapy is comparatively weak – this is a reflection on limitations of research in the area; however, this review of the literature (2023) suggests that there are many potential benefits, it is cost effective and there are no significant side effects.</i></p>	<p>2, 3, 4, 5, 6</p>
<p><i>To implement GL Assessments to enable staff to identify gaps in pupils' knowledge to provide structured interventions within maths and reading.</i></p>	<p><i>GL Assessment are standardised papers which provides the school with raw data around reading ages, maths confidence and over time will give evidence of progress. DfE cross-cutting review (2025) and cognition & learning REA (2025) stress using reliable assessment and multiple data sources (observations, standardised assessments, dynamic assessment) to identify learning gaps and plan targeted interventions.</i></p>	<p>1, 2,</p>
<p><i>To implement bespoke interventions to support occupational health (to promote toileting independence with children in KS3).</i></p>	<p><i>Some of our pupils have emotional and physical needs which have impacted on their development and ability to carry out everyday tasks independently. This is targeted support for specific individuals to enable them to leave school with more independence. We have evidence of successful outcomes with some children.</i></p>	<p>4, 6, 7</p>

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

Budgeted cost: £ 10,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To implement a Father’s Meet & Greet to enhance support and communication, offering advice, peer support and signposting to external agencies.</i></p>	<p><i>Being able to share information and give time to fathers to meet collaboratively with their peers improves parental engagement with each other and engagement with the school, supporting father’s own SEMH and disabilities. Internal monitoring shows that fathers are less likely to attend activities in school.</i></p>	<p>1, 2, 9, 10</p>
<p><i>To implement and enhance whole school events involving parents and the wider community, e.g. School Fete and Christmas Fayre.</i></p>	<p><i>Our cohort is drawn from across Norfolk and our pupils live in a wide range of communities. In contrast to their mainstream peers, there are few opportunities to make links with families from the school community. Opportunities to come together as a school community build cohesion and a sense of belonging.</i></p>	<p>1, 2, 9, 10</p>
<p><i>To enhance opportunities for pupils to develop the skills needed to manage life in the local community.</i></p>	<p><i>By implementing Cash-in-the-community and Titan Training, pupils will develop their social cues, manners, responsibility and empathy. These are skills and expectations that require significant support and guidance within our cohort of pupils. It will enable them to experience opportunities within a social context.</i></p>	<p>1, 2, 3, 4, 5, 7, 10</p>
<p><i>To develop our offer of enhanced curriculum opportunities e.g. trips.</i></p>	<p><i>Learning beyond the classroom is a key part of preparing our pupils for adult life and maximising their opportunities to bring their learning to life and deepen their understanding.</i></p>	<p>1, 2, 3, 4, 5, 7, 10</p>

Total budgeted cost: £ 66,630

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes

Intended Outcome	Review
<p>Children transition to TBES successfully and enjoy school. The school has condensed its growth plan and almost doubled in size during the academic year 2024-2025. Transition will be supportive and bespoke to meet the needs of individual families and children.</p>	<p>Attendance in academic year 2024-2025 was 92.2%.</p> <p>Parent voice – There have been no concerns raised about any transition and pupils settled very well.</p> <p>Bespoke package implemented for a child with persistently lower attendance, which has resulted in them attending school more.</p> <p>Transition plans implemented for children that are finding it challenging to come to school, including school refusers.</p> <p>Norfolk Support First Approach implemented to support pupil’s and their families regarding attendance to school.</p> <p>In a recent Trust Review of the school, the report states, “Pupils are consistently emotionally regulated, including the youngest pupils, those with complex needs and children that started in September.”</p>
<p>Children’s wellbeing and mental health continues to be supported and improved.</p>	<p>A significant drop in RPI incidents – 225 RPI incidents in 2023 – 2024, compared to 95 RPI incidents in 2024 – 2025.</p> <p>Whole school wellbeing events introduced including a Father Christmas visit, Sport’s Day, an Easter disco and small fete in the summer.</p> <p>6 members of staff trained as Mental Health First Aiders and one member of SLT trained as the Senior Mental Health Lead increasing this team to 12 across the school to support pupils.</p> <p>PSB team established to drive school values, advise colleagues on PBSPs strategies to reduce behavioural incidents.</p> <p>In the recent Trust Review of the school, the report states, “Teachers told reviewers that discussing individual pupils’ behaviour at the recently introduced Thursday surgeries was helpful”.</p> <p>Pupil voice implemented into primary and secondary provision via the Pupil Council.</p>
<p>To continue to increase pupil independence during structured times.</p>	<p>On learning walks across the school and from communication with staff that pupils are noted to be less reliant on staff and are undertaking more responsibility or are exploring alternative approaches and activities.</p> <p>The recent Trust review commented that it was noted, “Behaviour data, observations of pupils in lessons and at break, pupil and staff voice, and consideration of pupils that face the greatest barriers suggests that pupils are very happy at school, feel safe, and have highly effective relationships with staff. For instance, during break time a wealth of resources and the skilled interactions of staff meant pupils were enjoying their chosen activities.</p>

<p>Pupils are accessing a range of activities and experiences in the community.</p>	<p>Pupils have visited regularly the local community using the new Cash in the Community curriculum opportunity. All classes have had access to this. They have predominantly been to Sainsbury's.</p> <p>Pupils have experienced other activities and experiences including sporting events with other SEND schools, trips to Banham Zoo, Gressenhall, the local park, Norwich Cathedral, High Lodge, Bowling, swimming, Easton Gymnastics, the Library, Able2be, a local Synagogue, Jubilee Park, West Runton, Eaton Park and some have visited local college Campuses.</p>
<p>Disadvantaged pupils feel better prepared for career progression and/or HE opportunities through mentoring, work experience and opportunity.</p>	<p>Stage 4 pupils have visited further education provisions, including Easton College and Norwich City College.</p> <p>There have been meaningful experiences of work for pupils in Stage 4 via a thorough workplace visit to the Theatre Royal and Norwich City Football Club.</p> <p>We have had visitors to the school to talk to Stage 4 pupils about their work and running a business.</p> <p>All Stage 4 pupils have had one-to-one meetings with a qualified careers advisor for pupils in year 10.</p> <p>A member of staff has started the Careers Leadership training course.</p> <p>Careers mapping for the entire school has taken place.</p>