The Bridge Trust
Keystone

Pupil Premium Strategy Statement

Pride
Passion
Partnership
Professionalism
Positivity

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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	Keystone
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	75.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2028
Date this statement was published	21.07.2025
Date this statement was reviewed	21.09.2026
Date on which it will be reviewed	21.09.2027
Statement authorised by	Elliot Blackmore
Pupil premium lead	Elliot Blackmore
Governor / Trustee lead	Stephanie Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,910
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	£46,910

Part A: Pupil premium strategy plan

Statement of intent

We will use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points.

Our key aims are:

- For all of our pupils in the school to fulfil their full potential academically
- To develop our pupil's social communication skills, to enable them to learn to build and sustain healthy relationships
- To build our pupils resilience and support their emotional wellbeing
- To support pupils with emotionally based school avoidance to re-engage with school
- To develop out pupils' independence skills in order that can contribute positively to the wider community going into adulthood

At the heart of our approach is high-quality teaching focused on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as interventions to support emotional wellbeing and self -regulation. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. We will also provide disadvantaged pupils with support to develop independent life and social skills and that careers guidance and further and higher education guidance is available to all. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1.	Pupils' ability to self-regulate and readiness for learning
2.	• Social communication skills
3.	• Mental Health - High anxiety, low self-esteem
4.	• High percentage of pupils with below average reading age
5.	• Difficulties accessing physical, social and cultural experiences in the community

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
Pupils are able to self-regulate and are ready to learn	• Reduction in behaviour incidents recorded on CPOMs • GL assessments show progress for all pupils due to increased engagement
Pupils are able to make and sustain relationships	• Summative assessment by teaching staff and therapists demonstrates progress in social communication skills • Pupils are sustaining friendships across the school and need less support repairing and restoring friendships when things go wrong • Reduction in CPOM records related to friendships
Pupils develop and generalise strategies to support their emotional wellbeing and mental health	• GL assessment tools demonstrate an increase in emotional wellbeing across the school (PASS survey) • Mental health counsellor pre and post questionnaires show evidence of positive impact on pupils' wellbeing
All pupils make progress in their ability to read from their starting points	• GL and phonics assessments show progress in reading from pupils starting points • Pupils' academic outcomes increase
Pupils are accessing a range of activities and experiences in the community	• Cultural capital plan implemented and positive feedback by pupils

Activity in this academic year 2026- 2027

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive behaviour support training – including Norfolk Steps	• Reduction of incidents of behaviour, zero exclusions	• 1, 3
Whole staff training in mental health	• All staff being able to support pupils' mental wellbeing increases engagement in learning and overall wellbeing	• 3
Phonics training for new staff	• New staff to receive training in phonics to ensure effective teaching of reading continues across the school	• 4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils receive 1-1 or small group phonics/reading support	• Fluent reading enables access to all areas of the curriculum, which positively impacts both social and academic mobility for pupils	• 1, 2, 3, 4, 5
Targeted interventions bought to support development of social skills and emotional wellbeing	• Pupils self-regulating with increasing independence • Pupils social communication skills develop • Pupils reporting and demonstrating an increase in self-worth and emotional wellbeing • Pupils are ready to learn and there is improved progress	• 1, 2, 3, 4

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Lead	• Improved behaviour across the school to ensure pupils are ready to learn	1
Family support worker	• Improved attendance for emotional based non-school attenders • Improved quality of family life, by targeted interventions and strategies being introduced at home	• 4, 5
Mental Health counsellor	• Pupils' wellbeing identified and supported enables pupils to engage better in their learning	• 3

Total budgeted cost: £47,000

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.

Intended Outcome	Success Criteria
Pupils' are able to self-regulate and are ready to learn	No exclusions Levels of behaviour reports decreased 2024-2025
Pupils are able to make and sustain relationships	Pupil surveys demonstrated increased in overall wellbeing
Pupils develop and generalise strategies to support their emotional wellbeing and mental health	Pupil surveys demonstrated increased in overall wellbeing Pupils demonstrating a greater level of resilience
Parents are able to implement positive behaviour strategies at home	Higher level of parents accepting support voluntarily from both family support/therapist in school as well as outside agencies
Pupils are accessing a range of activities and experiences in the community	All pupils across the school engage in weekly off-site activities.