

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Bridge & Patrixbourne CEP School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	James Tibbles, Headteacher
Pupil premium lead	Michael Taylor, Deputy Headteacher
Governor lead	Mark Hills, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,580
Recovery premium funding allocation this academic year	£0
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	£33,580

Part A: Pupil premium strategy plan

Statement of intent

Within our schools' Christian Vision, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or those who are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Despite the relatively low number of disadvantaged pupils in our care, high-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will also benefit non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils make the progress that they should. To ensure these are effective we will:

- ensure disadvantaged pupils are able to access the work they are set and are appropriately challenged
- provide appropriate interventions at an early point to support progress and attainment in the core subjects of Reading, Writing and Mathematics
- ensure a whole-school approach where disadvantaged pupils' are able to experience a wide range of extra-curricular activities and high quality curriculum experiences.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. At the end of the last academic year 36% of our key stage 1 and key stage 2 disadvantaged pupils were internally assessed as meeting the expected standard in Mathematics compared to 82% of non-disadvantaged pupils.
2	Internal and external (where available) assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In the last academic year 36% of our key stage 1 and key stage 2 disadvantaged pupils were internally assessed as meeting the expected standard in Writing compared to 75% of non-disadvantaged pupils.
3	Observations, discussions and internal data shows that we have a high percentage of Pupil Premium pupils who have SEND (35% of cohort). Disadvantaged pupils with SEND have the greatest need for high quality teaching.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
5	Observations and monitoring has shown that disadvantaged pupils have lacked extracurricular opportunities and experiences.

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
Improved mathematics attainment for disadvantaged pupils.	Key Stage 2 mathematics outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	Key Stage 2 writing outcomes in 2027/28 show that more than 80% of disadvantaged pupils met the expected standard.
Improved attainment among disadvantaged pupils with SEND.	Disadvantaged pupils with SEND make progress in line with their provision plans and are equipped to transition to their next educational setting.
Improved oral language skills and	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident through specialist teacher assessment and other sources of evidence,

vocabulary among disadvantaged pupils.	including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • feedback from specific interventions • participation in enrichment activities among disadvantaged pupils is in line with non-disadvantaged pupils

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: £12,650

Activity	Evidence that supports this approach EEF Toolkit	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Purchase of standardised assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2 and 3
Technology and other resources focussed on supporting high quality teaching and learning	Ensure that appropriate technology is available in class to support whole class teaching. This will include appropriate software (clicker 8) and hardware (access to ipads and laptops).	1, 2 and 3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teacher to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Use of specialist teacher to develop other members of staff.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two shows positive impact on attainment.	4
TA deployment delivering evidence-based, structured interventions	Strategic deployment of teaching assistants is important for supporting all pupils as well as for some disadvantaged pupils needing additional targeted support.	1, 2 and 3
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.	1, 2, 3, 4 and 5

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

Budgeted cost: £9,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extracurricular activities, including sports, outdoor activities, and arts and culture.	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.	5
Supporting pupils' social, emotional and behavioural needs through specialised	Social and emotional skills support effective learning and are linked to positive outcomes later in life.	5

provision e.g. ELSA, Relax Kids, Drawing and Talking and Play Therapy		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	1, 2, 3, 4 and 5
Communicating with and supporting parents	Levels of parental engagement are consistently associated with improved academic outcomes. Ensuring parents are aware of current provision available including text books, school uniform and access to the hardship fund.	1, 2, 3, 4 and 5

Total budgeted cost: £33,580

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 and the overall review of the 3 year plan.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments (pending national data to be released in the autumn).

Review of the three-year pupil premium strategy plan.

This review is for the third year of our three-year Pupil Premium Strategy Plan. Our data sample for showing the impact of from the first year is very small. For example, the number of disadvantaged pupils in the school is less than 5% although we have had a significant increase in pupils signing up for FSM in 2025.

The Pupil Premium Strategy plan focuses on five outcomes (as listed above).

1 - Writing - In the academic year 2024-25. 50% of pupils achieved the expected standard at the end of Key Stage 2. This was from a small sample of children, therefore we will continue to have Writing as a focus for the next three-year strategy. This outcome has not been met.

2 – Reading - At the end of the 2024-25 academic year, 100% of our Year 1 Pupil Premium children passed the phonics check. Key Stage 2 reading outcomes showed that 100% of our Pupil Premium children achieved at least the expected standard in Reading. This outcome has in part been met although we are aware that it may be cohort dependent.

3 – Mathematics – 50% of pupils achieved the expected standard at the end of Key Stage 2. We recognise that, across the school, our Pupil Premium children attain below their peers therefore Mathematics will continue to be a focus for the next 3 year plan. This outcome has not been met.

4 - Oral Language Skills Assessment and observations show that there has been a strong impact of our speech and language support. This outcome has been met although the benefits of Oral Language development mean we will keep this in our next three year strategy.

5 – Wellbeing Pupil surveys, parent surveys and pupil conferencing indicate that we have a high level of wellbeing in school, with appropriate support in place where

appropriate. Participation of our Pupil Premium children in extracurricular activities in line with non-Pupil Premium children. This outcome has been met.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Beanstalk	Beanstalk Readers
Relax Kids	Relax Kids
Play Therapy	Emma Woodruffe

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Individual reading opportunities for Service Pupils through the Beanstalk reading program and Play Therapy through Emma Woodruffe.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils receive high quality reading input to support progress in reading.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

We also have put a robust evaluation framework in place for the duration of our three-year approach, including governor monitoring, and will adjust our plan over time to secure better outcomes for pupils.