

# Pupil premium strategy statement 2024/25 – Constance Bridgeman Centre

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	46.2% = 18/39
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24 2024/25
Date this statement was published	January 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Tony Clayton
Pupil premium lead	Olia Clow
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,100

# Part A: Pupil premium strategy plan

## Statement of intent

At The Constance Bridgeman Centre we recognise all of our students, not just those eligible for pupil premium, are vulnerable to under achievement due to their social, emotional and mental health needs. It is therefore appropriate for the school to consider additional strategies when planning effective interventions to maximise the impact of this funding for pupil premium students or any other students that the school has legitimately identified as disadvantaged.

Our aim is to use pupil premium funding to ensure that all students, regardless of their background or the challenges they face, make good progress from their starting points.

## Challenges

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

Challenge number	Detail of challenge
1	To address the need for improvement in literacy progress, especially amongst our more disadvantaged pupils
2	The need to improve our levels of attendance
3	To address the need to improve behaviour and general wellbeing, especially for our more disadvantaged pupils

## 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 outcomes for disadvantaged students in all subjects, notably English and Maths, relative to their starting points as identified through baseline assessments.	An increase in the number of disadvantaged students entered for GCSE subjects, particularly English and Maths.
Continued positive progress for disadvantaged students across academic and non-academic assessments	Assessment and progress data will demonstrate that the attainment gap between non-disadvantaged and disadvantaged students will reduce to the point of being non-existent.
Improved reading comprehension among disadvantaged students across the school.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students

	and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved well-being for all students, including those who are disadvantaged.	<p>Sustained high levels of well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul> <p>overall attendance to school showing a significant increase.</p>
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all students being no more than 20%</li> </ul> <p>the percentage of all students who are persistently absent (50%) being below 5%</p>

## Activity in this academic year

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1-1 support for literacy progress	Targeted tuition to assist with student's improvement particularly in language and reading	1
Additional general tutoring	Tutoring support in specific subjects as identified	1

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

Budgeted cost: £1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional external physical activity	Additional activities and enrichment opportunities for identified students	2 and 3
External interventions	External interventions to support pupils with being able to access education and other opportunities they may not otherwise be able to access.	2 and 3

**Total budgeted cost: £22,100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Targeted academic support

- All students have been baseline tested and areas of weakness identified. This information is shared with staff to inform planning and differentiation. Typically, students join school with reading ages 3-5 years below their chronological age
- A total of sixteen students took GCSEs. Remaining Y11 students were offered functional skills exams
- Twenty-three out of twenty-eight leavers gained a college place