

Pupil premium strategy statement 2025/26 – 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	25
Proportion (%) of pupil premium eligible pupils	56% = 14/25
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ernest Regisford/Sam Walters
Pupil premium lead	Olia Clow
Governor / Trustee lead	David Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,050
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£15,050

Part A: Pupil premium strategy plan

Statement of intent

At The Constance Bridgeman Centre, we recognise that all of our pupils are vulnerable to underachievement due to their complex social, emotional and mental health needs. While pupil premium funding is allocated to those who meet specific eligibility criteria, we acknowledge that disadvantage can present itself in many forms. It is therefore appropriate for the school to consider wider strategies and targeted interventions that not only support our pupil premium cohort, but also benefit any pupil the school has legitimately identified as disadvantaged.

Our overarching aim is to use pupil premium funding to remove barriers to learning, narrow gaps in attainment and ensure that all pupils, regardless of their background or the challenges they face, make strong progress from their starting points. We are committed to ensuring that disadvantaged pupils access high-quality teaching, effective interventions, and a rich programme of personal development opportunities.

Through careful analysis of individual needs and ongoing review of the impact of strategies, we will direct funding where it can make the greatest difference. This may include academic interventions, pastoral and therapeutic support, or wider opportunities designed to build confidence, resilience and cultural capital.

Ultimately, our intention is that the use of pupil premium funding contributes to securing positive outcomes for our pupils, improving life chances and preparing them for successful transitions to the next stage of their education, training or employment.

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
4	Limited access to wider cultural capital and enrichment opportunities, which restricts pupils' aspirations, resilience and engagement with learning
5	Gaps in prior learning, including basic numeracy and subject knowledge, caused by disrupted education and school exclusion histories

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 pupils in all subjects, notably English and Maths, relative to their starting points as identified through baseline assessments.	<ul style="list-style-type: none"> • An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly English and Maths. • Improved attainment and progress scores in English and Maths compared with previous cohorts. • A reduction in the attainment gap between disadvantaged and non-disadvantaged pupils.
Continued positive progress for disadvantaged pupils across academic and non-academic assessments.	<ul style="list-style-type: none"> • Assessment and progress data shows that the attainment gap between disadvantaged and non-disadvantaged pupils reduces to the point of being negligible. • Teacher assessment, work scrutiny, and moderation evidence sustained progress across subjects.
Improved reading comprehension among disadvantaged pupils across the school.	<ul style="list-style-type: none"> • Reading comprehension tests (including STAR Reading) show significant improvement in reading ages. • Reduced disparity between disadvantaged pupils' scores and those of their non-disadvantaged peers. • Teachers report improved engagement with texts across the curriculum, evidenced in lesson observations and book scrutiny.
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> • Qualitative data from pupil voice, parent surveys, and teacher observations demonstrates sustained high levels of well-being. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Pupil participation and behaviour logs reflect improved self-regulation and resilience.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained improved attendance from 2024/25 onwards, with overall absence reduced to no more than 20%. • The percentage of persistently absent pupils (below 50% attendance) reduced to below 5%. • Attendance for disadvantaged pupils improves at a faster rate than for their non-disadvantaged peers, closing the attendance gap.

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 accelerate improvement, particularly in language and reading	1
Additional general tutoring	Tutoring support in specific subjects as identified through assessment	1
Small group intervention sessions	Evidence shows structured small group teaching can close gaps and build confidence, particularly for pupils with disrupted learning	1 and 5

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

Budgeted cost: £1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Newly appointed Pastoral Lead	Evidence indicates that targeted pastoral support improves engagement, behaviour, attendance and emotional wellbeing for disadvantaged pupils	2 and 3
Additional Educational Welfare Service (EWS) support	Strengthening attendance monitoring and intervention ensures persistent absence is tackled effectively	2
New enrichment programme	Broadened cultural capital opportunities raise aspirations, resilience and motivation, particularly for disadvantaged pupils	4
Additional external physical activity	Physical activity improves wellbeing, engagement and attendance; also provides structured opportunities to develop resilience	2 and 3
External interventions (e.g., mentoring, counselling, therapeutic input)	Evidence demonstrates targeted external support helps pupils access education and manage SEMH needs	2 and 3

Total budgeted cost: £22,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targeted academic support

- All pupils were baseline tested on entry, with assessments used to identify areas of weakness in reading, writing, numeracy, and wider learning skills. This information was shared with all staff to support planning, differentiation, and targeted intervention. Typically, pupils entered with reading ages between 3–5 years below their chronological age, highlighting the scale of the challenge.
- A total of sixteen Year 11 pupils were entered for GCSEs across a range of subjects, ensuring that disadvantaged pupils were not limited in their opportunities for accreditation. Those who were not ready for GCSE level were offered functional skills exams, providing them with meaningful qualifications that support future pathways.
- Twenty-three out of twenty-eight Year 11 leavers successfully gained a place at college, reflecting both academic progress and the effectiveness of the school's careers and transition support. Several pupils secured places on vocational pathways, and others on more academic routes, showing a breadth of progression opportunities.
- Engagement in structured interventions, including one-to-one tuition and small group support, contributed to improved literacy outcomes for many disadvantaged pupils, with evidence from STAR Reading and staff reports showing progress against starting points.

Wider outcomes

- Attendance for disadvantaged pupils, while below national averages, improved compared to their prior records at previous schools. Persistent absence was addressed through increased pastoral input and targeted support, including EWS involvement.
- Pupils accessed a wide range of enrichment opportunities and external interventions, which supported both wellbeing and engagement. These experiences contributed positively to behaviour, resilience, and personal development, with pupil voice highlighting the value of trips, enrichment, and therapeutic input.
- Disadvantaged pupils benefitted from targeted mentoring and pastoral support, which helped to reduce exclusions and supported reintegration into learning after incidents. Staff reported improved emotional regulation in a number of cases, directly linked to intervention strategies.