

Pupil premium strategy statement 2026/27 – The 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
Name of School	The Constance Bridgeman Centre
Number of pupils in school	25
Proportion (%) of pupil premium eligible pupils	48% = 12/25
Academic year/years that our current pupil premium strategy plan covers	2025/26 2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Ernest Regisford/Sam Walters
Pupil premium lead	Olia Clow
Governor / Trustee lead	?????

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,900
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>	£12,900

Part A: Pupil premium strategy plan

Statement of intent

At The Constance Bridgeman Centre, we recognise that all of our pupils are vulnerable to under-achievement 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.
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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.	- 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.	- 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.	- 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.	- 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.	• Sustained improved attendance from 2026/27 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.
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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.

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

- Baseline assessments completed on entry continued to demonstrate significant gaps in prior learning. Reading ages were typically three to five years below pupils' chronological ages, alongside identified gaps in writing, numeracy and wider learning skills. Assessment information was used to establish individual starting points, identify priority areas for intervention and inform teaching and curriculum planning.
- Targeted literacy, numeracy and curriculum support was delivered through a combination of one-to-one intervention and adaptation of classroom provision. STAR Reading data, teacher assessment and ongoing progress monitoring showed that many disadvantaged pupils made measurable progress from their individual starting points, although the extent of progress varied according to attendance, engagement and individual need.
- Twelve Year 11 pupils were entered for GCSE qualifications across a range of subjects. This reflected the school's commitment to maintaining high expectations and providing disadvantaged pupils with access to appropriate accreditation. Pupils for whom GCSE qualifications were not yet appropriate were entered for Functional Skills qualifications, ensuring that individual pathways remained ambitious, realistic and relevant to future education and employment.
- Post-16 progression was a particular strength. Thirteen of the seventeen Year 11 leavers secured college places, progressing to a range of vocational and academic courses. Individual careers guidance, transition planning and support with applications helped pupils identify suitable pathways and prepare for their next stage of education.
- Destination tracking showed that the cohort's six-month sustained destination rate exceeded the 2025 national average for alternative provision. This indicates that transition support had an impact beyond securing initial placements and helped pupils remain engaged in education or training following Year 11.

Wider outcomes

- Attendance continued to present a significant barrier for some disadvantaged pupils. Many joined the school with established patterns of poor attendance and persistent absence. Nevertheless, attendance improved for a number of pupils when compared with their previous settings. Individual attendance plans, pastoral intervention, family engagement and Education Welfare Service involvement were used to address barriers and improve engagement.
- Pupil Premium funding supported disadvantaged pupils to access enrichment activities, educational visits and external specialist interventions that may otherwise have been inaccessible. Pupil voice and staff feedback indicated that these opportunities

increased engagement, strengthened relationships, developed confidence and resilience, and contributed positively to pupils' wider personal development.

- Mentoring and targeted pastoral support were particularly important for pupils experiencing social, emotional and behavioural barriers to learning. Individual interventions supported pupils to develop strategies for emotional regulation, manage conflict and return to learning following incidents. Staff observations and pastoral information identified improvements in emotional regulation and engagement for a number of pupils receiving sustained support.