



## Pupil Premium Statement For the period 2024-2026

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 the academic year 2025-2026 and the effect that 2024-2025 spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bridge School Malvern
Number of pupils in school 2024-2025	36
Proportion (%) of pupil premium eligible pupils	63%
Academic years covered	2024 to 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sue Hornby Headteacher
Pupil premium lead	Sue Hornby
Governor / Trustee lead	Sarah Slater

### Funding overview

Detail	Amount
Pupil premium funding allocation 2024-2025	WCC £22880 HCC £3150
Pupil Premium Plus Funding allocated 2024-2025	WCC £360
Pupil premium funding carried forward from previous years	£0
<b>Total budget for academic year 2024 -2025</b>	<b>£ 26390</b>

# **Part A: Pupil premium strategy plan 2025-2026**

## **Statement of intent**

Our aim is to 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, there can be a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Social opportunities
- Employability
- Progression to further and higher education
- Academic attainment

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on 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 high-quality teaching. 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 continue to ensure that high-quality work experience, 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. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges 2025-2026

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally make less progress from their starting points, than their peers. This attainment gap is already increased when pupils have SEND.
2	To identify and support the Speech, Language and Communication needs of disadvantaged pupils as they generally have greater challenges with processing information, and with communicating and expressing their needs, thoughts and emotions than their peers.
3	Many disadvantaged families struggle to provide enrichment or extra curricular activities from home, to support healthy lifestyles, and the development of talents, interests and hobbies.
4	Nationally a high proportion of disadvantaged pupils are persistently absent, as are those with SEND. Additionally, pupils who experience mental health issues are seven times more likely to have 15 days of absence in a school year compared to those without (“Not in School: The Mental Health Barriers to School Attendance” is a report published by the Children and Young People’s Mental Health Coalition).

## Intended outcomes 2025-2026

Challenge number	Intended Outcome	Success Criteria
1 Potential lack of progress in numeracy and literacy	<p>Improved attainment for disadvantaged pupils, notably in maths and English, relative to their starting points and SEN barriers.</p> <p>Improved confidence and learning resilience for disadvantaged pupils in maths and English.</p> <p>Effective use of learning aids and equipment to support SEN.</p> <p>Increased engagement in functional skills sessions.</p>	<p>Improved attainment for disadvantaged pupils, notably in maths and English, relative to their starting points and SEN barriers.</p> <p>Increased engagement levels for disadvantaged children.</p> <p>Early recognition and pastoral support for pupils with a pattern of reduced engagement or avoidance of functional skills sessions.</p>
2 Unmet speech and language needs	<p>Improved language comprehension and information recall for disadvantaged pupils so that they can engage more fully in learning</p> <p>Pupils can access a range of strategies to aid their understanding and use a range of communication systems to develop expressive communication skills.</p> <p>NHS support for pupils with needs requiring ongoing support, and referral for those with needs identified in house.</p> <p>Pupils are able to communicate their needs appropriately.</p> <p>Review of new pupils' needs during the Autumn term.</p>	<p>Safe expressions of thoughts and feelings, evidenced through behaviour records.</p> <p>Greater engagement in learning and attainment.</p> <p>Work targeted at meeting the objectives identified by NHS or in house SALT.</p> <p>Feedback from parents and improvement in the home environment.</p>

<p>3 Lack of enrichment opportunities</p>	<p>Disadvantaged pupils having opportunities to go on trips, visits and develop personal interests. Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. Pupils identify places of interest to visit and with support from staff plan trips.</p>	<p>Increased number of pupils engaging in enrichment activities and developing personal interests. Anecdotally via case studies, observations and discussions with pupils and their families.</p>
<p>4 Reducing persistent absence due to mental health issues. Mental health and physical well being</p>	<p>Fewer mental health related causes for concern, or ongoing concerns without resolution. Pupils have opportunities to develop their understanding of mental health and its links to health and well being. Pupils have opportunities to engage with positive mental health and wellbeing activities. Fewer disadvantaged pupils persistently absent from school for mental health issues.</p>	<p>Cause for concern logs; observations and discussions with pupils and their families. Improved attendance. Targeted engagement of pupils with absence levels classed as persistently high in school enrichment.</p>

## Planned activity 2025-2026

This details how we intend to spend our pupil premium funding to address the challenges listed above.

Estimated budgeted cost: £22880.

### Teaching

Activity	Evidence that supports this approach	Challenges addressed
<p>CPL for teaching staff on developing pupils' mental models and recognising themselves as learners.</p> <p>CPL for teaching staff on developing scaffolding skills, explicit instruction, and cognitive (and metacognitive strategies)</p>	<p>The focus for the T&amp;L CPL is to address the 10 strands and recognise strategies to ensure these permeate through teaching practice</p> <p>CPL events have included a mix of both in house and external speakers. Events have included:</p> <ul style="list-style-type: none"><li>- Teaching and learning (Rosenshine's principles, Literacy across the curriculum)</li><li>- Logistical and administrative Information ( BromCom, AQA Unit Award Scheme, and B2)</li><li>- SEND (eg: IMP's, transitions, dyscalculia, Trauma informed, Teenage Brain)</li><li>- SSKPS (subject specific knowledge and pedagogy sessions) for staff collaboration.</li></ul> <p>EEF guidance on five evidence based strategies to support high quality teaching for pupils with SEND.</p> <p><a href="#"><u>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol.</u></a></p> <p><a href="#"><u>The Emerging Science of Teacher Expertise</u></a></p> <p><a href="#"><u>EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND</u></a></p>	1, 2

<p>Contracting with Wordful.</p> <p>Wordful are speech and language specialists who incorporate trauma-informed practice and evidence-based approaches, within a holistic model.</p> <p>A Wordful therapist comes in two days a week to work alongside pupils and staff. The therapist reviews all pupil EHCPs; provides direct therapy according to need; delivers training to staff and provides bespoke resources.</p> <p>Membership of Widget online to help improve communication, learning, and accessibility for children with SLC needs and other learning disabilities.</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists:</p> <p>For children who struggle to talk and understand words, their whole lives are affected. Their report, '<a href="#">Listening to unheard children</a>', found that they are:</p> <ul style="list-style-type: none"> <li>• six times more likely to be behind in English at age 11</li> <li>• eleven times more likely to be behind in maths at age 11</li> <li>• have more mental health problems</li> <li>• twice as likely to be unemployed as an adult</li> </ul> <p>Speech and Language UK supports our own experience in recognising that children with SLC needs frequently experience social isolation, being unheard and misunderstood, all of which negatively impacts their mental health. SLUK says that 45% of young people referred to mental health services have been found to have difficulties with language skills. Traditional talking therapies means many mental health services are inaccessible for them.</p> <p><a href="#">What works database</a></p> <p><a href="https://wordful.co.uk/SEND/">https://wordful.co.uk/SEND/</a></p>	<p>1, 2, 4</p>
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## Targeted academic support

Activity	Evidence that supports this approach	Challenges addressed
<p>Mindfulness training for pupils.</p> <p>Additional training for pastoral staff to support pupils with practice.</p>	<p>There has been extensive research into the benefits of mindfulness for all age groups. See MiSPs research catalogue to support claims that Mindfulness in schools helps to improve mental health, concentration and cognition, helps develop social and emotional learning and improves behaviour. <a href="#">Research-Mindfulness in Schools Project</a></p>	2, 4
<p>Increased provision of Drawing and Talking Therapy.</p>	<p>Drawing and Talking Therapy is a safe short term, time-limited therapy to be used with young people who have suffered trauma or have underlying emotional difficulties. It supports those who are not realising their full potential either academically, professionally or socially.</p> <p>Drawing and Talking Therapy is based on Dr John Allan's Serial Drawing technique and work done by British Child Psychotherapist, Michael Green.</p> <p><a href="#">Drawing and Talking helps teachers tackle children's mental health issues   Primary Times</a></p>	2, 4
<p>The introduction of Lego Therapy.</p>	<p>Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.</p> <p>The National Autistic Society found that Lego Therapy:</p> <ul style="list-style-type: none"> <li>• Improves listening skills, turn taking, joint attention, resilience, patience, perseverance and problem solving.</li> <li>• Improves understanding of and engagement in team working for problem solving.</li> </ul>	1, 2, 4

	<ul style="list-style-type: none"> <li>• Improves motivation to understand and use language they initially found challenging, such as describing a Lego piece to someone else, and giving instructions.</li> <li>• Improvement the length of spoken sentences and the grammatical structures of sentences used.</li> </ul> <p><u><a href="#">Using Lego Therapy with autistic learners</a></u>  <u><a href="https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot">https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot</a></u></p>	
<p>Pastoral team hours to support attendance.</p> <p>Named staff identified for safe and well visits.</p>	<p>There is a direct link between attendance and better attainment.</p>	<p>1, 2, 4</p>

## Wider strategies

Activity	Evidence that supports this approach	Challenges addressed
Improved use of sensory regulation equipment for PP pupils with enhanced sensory needs, including autism.	<p>We have observed that sensory equipment and resources such as cushions, wobble stools, lap pads, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p><a href="#">Worcestershire County Council SEND- Neurodivergence</a></p>	1
<p>Cultural trips and in-school arts activities, including art, music, sport and drama.</p> <p>Disadvantaged pupils having opportunities to go on trips, visits and develop personal interests.</p>	<p>As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets.</p> <p>In our experience trips and visits outside of the school and to the wider community benefit pupils by bringing subjects to life, increases motivation and boosts self confidence.</p> <p>Targeted tracking to ensure all pupils are able to access enrichment opportunities, especially those on local authority transport within other transport options.</p> <p><a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">The power of music to change lives - A National Plan for Music Education</a></p>	3, 4
Funded residential trips.	Evidence in experiencing a residential trip suggests improvements in mental well-being, behaviour and engagement.	2, 3, 4

<p>Increased contact with parents and parental engagement in school activities including EBSA workshops for parents.</p>	<p>The importance of parental engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills, better school attendance and closure of the achievement gap.</p> <p><a href="#"><u>Impact - Jamie's Farm</u></a></p> <p><a href="#"><u>Parental Engagement Evidence</u></a></p> <p><a href="#"><u>EEF Effective Parental Engagement for Pupils with SEND</u></a></p>	<p>1, 2, 3, 4</p>
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## Part B: Review of the previous academic year

### Activity in the academic year 2024-2025

This details how we spent our pupil premium in 2024-2025 and the challenges addressed.

Budgeted cost: £26,390

<b>Challenge: Potential lack of progress in functional skills</b>	
<b>Activities</b>	<b>Outcomes</b>
Spend on FS Resources reading books, maths worksheets and Maths Circle Programme.	<p>Spending on reading books has allowed us to support individual pupils in sessions by providing resources targeted directly to their interests, improving interest and engagement. We have also bought books for pupils to read for pleasure within school, which helps with their literacy as well as raising the profile of reading. Additionally, we have supported the wider well-being of some pupils by providing them with novels to take home and keep.</p> <p>The Math Worksheets 4 Kids subscription provides a huge variety of printable resources which means we can tailor sessions precisely to pupil needs to improve progress and engagement.</p> <p>The Maths Circle subscription is for Times Tables Rockstars, which again provides individualised tasks. Pupils find the gameification of times tables really engaging and one of the PP pupils in particular always asks to play TTRS at the end of a session. This has helped them to consolidate their learning and to find enjoyment in maths.</p>
<b>Challenge: Delays in speech language and communication</b>	
<b>Activities</b>	<b>Outcomes</b>
Part funding costs for a SLCN specialist.	SLCN specialist for Autumn Term 2025.

	<p>Introduction of communication board for whole school access to timelines and plans for the day/week/month/term. Visual communication materials helped to reduce anxiety and isolation for pupils with SLC needs.</p> <p>Introduction of Word Aware strategies improved children's vocabulary through a whole-school, structured approach that uses multi-sensory teaching strategies and focuses on curriculum-based words. This strategy continues to be developed and embedded across the school.</p> <p>Membership of Widget Online has meant that all staff have access to pictures and symbols to support their application of Word Aware strategies.</p>
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### **Challenge: Lack of enrichment opportunities**

<b>Activities</b>	<b>Outcomes</b>
<p>Wide range of trips and visits including: Jamies Farm, bowling, Morgan Factory Tour, Sensory Touch screen cinema, Malvern Festival of Ideas, Cathedral trip, whole school cinema trip, National Trust membership and trip to Croome Park. Transport for after school enrichment activities.</p> <p>Saturday morning Cookery Club with pupils and parents</p>	<p>Opportunities for theatre trips and a sensory cinema experience, supporting pupils' cultural capital by giving them access to enriching activities they may not otherwise encounter. These experiences allowed children to explore the local environment, develop confidence in public spaces, and engage with peers as well as other members of the community. By experiencing live performance and immersive cinema, pupils were able to broaden their horizons, build social skills, and enjoy new cultural experiences that contribute positively to both their personal development and learning. These experiences have helped reduce barriers to participation, ensuring all pupils can access and benefit from meaningful cultural and social opportunities. Attendance at after school events has increased for this target group.</p> <p>Six disadvantaged pupils attended the extra-curricular half termly activity alongside other school pupils. The Saturday morning cookery school provides a relaxed controlled environment for the pupils to learn some new dishes to improve their personal culinary repertoire, engage with other pupils in a social situation as it is not presented as a classroom style session. Encourages parents to engage with each other and exchange feelings about the school with staff in a proactive manner, and to enable them to help facilitate out of school interaction between the pupils going forward. They also get to take home several portions of different dishes to show to and share with other family members.</p>

### **Challenge: Mental health and physical well being**

<b>Activities</b>	<b>Outcomes</b>
<p>Mindfulness training for targeted pupils throughout school.</p>	<p>Thirteen disadvantaged pupils have taken part in the Mindfulness programme. Improved ability to recognise and acknowledge their feelings and emotions. Engagement in sessions improved, including appropriate responses, and reduced impulsive reactions. Self regulating strategies being used throughout the school day.</p>

	Ability to engage in social activities eg break and lunch time sports activities with fewer incidents and willingness to accept support.
Sensory Resources	Sensory resources, such as wobble stools, chairbouncing-bands, fidget toys and other sensory equipment for 'pitstop' time out areas are offered to targeted pupils and the whole school as the norm. This has led to pupil engagement increased in all areas including GMB, sessions, break and lunch.
Lego therapy	This is a new intervention for 2024-2025, purchasing Lego and training three members of the pastoral team to undertake a certification in Lego Therapy. The initial five case studies (PP pupils) indicate that the benefits to our young people will be in terms of communication and social skills.
Drawing and Talking	<p>Drawing and Talking Therapy has been provided for 9 disadvantaged pupils. This has improved pupils' ability to communicate their emotions verbally and non verbally.</p> <p>The work of the pastoral team has led to many benefits including fewer incidents and pupils having an increased ability to reflect on and ability to acknowledge responsibility when incidents do occur. Quicker reflection time and self control. Increase in ability to take part in restorative justice. Pupils voluntarily helping other pupils, increased positive attitude to education, improved self confidence and self belief with the ability to try new challenges, eg attempt assessments, take part in online engagement. Increased ability to accept praise and acknowledge achievements.</p>
Cognitive Behavioural therapy (CBT) or therapeutic counselling provided for targeted pupils.	<p>Over the course of last academic year five students receiving pupil premium received counselling support from Paul Eggett (Cognitive Behavioural Therapist specialising in children with SEN). Each referral was discussed individually with parents and the therapist and as part of the process a set of desired outcomes were outlined. Below are a selection of some of the outcomes sought from the therapeutic interventions:</p> <ul style="list-style-type: none"> <li>- To establish a therapeutic relationship in which the student feels safe to share difficult thoughts and feelings.</li> <li>- Help the student to normalise intrusive, self-critical thoughts and experience acceptance and compassion from the therapist as a prelude to developing it themselves.</li> <li>- Provide opportunities for the student to explore the themes of family, loss and identity and then, if appropriate, facilitate more structured work over time.</li> <li>- If appropriate, enable values-guided action and set appropriate goals for the therapy in collaboration with the student.</li> <li>- Lead the student to an understanding of the CBT model e.g. the interrelation of thought, affect and behaviour. Specifically related to social anxiety/confidence.</li> <li>- Work with the student to achieve goals within a half term (approximately 6 weeks) and draw on support from the Pastoral Support Team in school when appropriate.</li> </ul>

	<p>All the students experienced challenges to attending counselling sessions; many had had negative experiences of counselling in the past or were simply extremely wary of anything new. The therapist worked diligently with them, often accompanying them to outdoor activities where they would feel relaxed and comfortable and as a result all the students were able to engage to some degree, experiencing a trusting therapeutic relationship, overcoming many barriers, fears and anxieties. This will act as a positive blueprint for future therapy when it is offered.</p>
<p>Alternative provision opportunities provided for disadvantaged children.</p>	<p>Five disadvantaged pupils accessed alternative provision. We are fortunate to have links with several excellent alternative provisions in the local area. When pupils join us, they often experience anxiety about leaving these familiar and safe settings. For some, these may have been their only positive experiences with adults outside the home and often represent the longest time they have spent in a single setting.</p> <p>These provisions offer calm, sensory-rich environments, each with a strong farming, environmental, or nature-based focus that closely aligns with our own approach. Familiarity with outdoor or animal-based activities can help reduce anxiety by creating a sense of safety, predictability, and purpose. Natural surroundings support mental health by reducing sensory overload, increasing physical activity, and providing the therapeutic benefits of interacting with animals and nature.</p> <p>This type of provision not only supports emotional regulation but also fosters trust, self-esteem, and a positive sense of identity. When pupils transition to our setting, we aim to continue their existing alternative provision wherever possible, helping to ease anxiety and enabling them to re-engage with learning at a pace that suits their individual needs.</p>
<p>PE resources including Cornhole equipment and Pickleball.</p> <p>External Basketball coaching provided in school</p>	<p>The cornhole equipment has allowed us to broaden our games curriculum and to provide a further inclusive activity that has captured the imagination of some of our less engaged pupils. It is an accessible activity, in which pupils are able to feel a sense of achievement. It is low risk and adaptable which allows all pupils to access. The success of this activity has led to increased engagement in out of lesson games and physical activity, and has also led to pupils and staff using this activity to help pupils regulate in preparation for their scheduled sessions, and often during scheduled sessions.</p> <p>Increased provision of ball games and Pickleball also allowed us to broaden our inclusive curriculum offer and is also a means to help pupils regulate their emotions through physical, accessible activity. The equipment is adapted from fuller versions of tennis, to allow us to lead such activities using the restricted facilities we have. This activity has helped to bolster our extra curricular offering, to target less motivated pupils and to provide opportunity to develop physical, mental, and social well being, all of which has improved student focus and concentration span in the more traditional, classroom based sessions.</p> <p>Being able to invite expert basketball coaches into school has led to increased motivation for physical activity. The structure of these sessions, with a focus on mindset, sportsmanship, and fair play, has helped towards encouraging pupils to work together safely, and given our in-house staff, activity ideas and approaches to use with subsequent groups of pupils. It has also helped to direct pupils to local basketball opportunities, having</p>

developed a hunger for the sport, and has served as an important prerequisite for inter school competition, in which we have been involved in against local mainstream schools in recent months.

Above all else, the equipment required to offer these activities have been essential in providing opportunities, and personal health development strategies, that our pupils wouldn't otherwise be able to access from home.