Pupil premium strategy statement - GBPS

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 (updated November 2026)

Detail	Data
School name	Great Bridge Primary
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	153 pupils 34% (inc EY)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025 September 2026 September 2027
Statement authorised by	Helen Hale (Headteacher)
Pupil premium lead	Helen Hale (Headteacher)
Governor / Trustee lead	Natalie Martin (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2026-27)	£239,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£239,280

Part A: Pupil premium strategy plan

Statement of intent

At Great Bridge we have high aspirations and ambition for all pupils, regardless of their background. Our school ethos ‘all valued, all achieving, all equal’ sets children to have the skills, knowledge and confidence to succeed. We want every pupil to achieve success and be lifelong learners and responsible citizens.

The combination of good teaching, high aspirations and the pastoral care we give children and families supports our pupils in their education journey.

Children who are eligible for pupil premium may not be low attaining but also may not be maximising their full potential. We must focus on supporting all disadvantaged children, using current data and the needs of the children and using research to maximise the monies we have. We base our rationale on prioritising our spend on areas of need using strategies that have proven results (EEF teaching and learning toolkit).

School leaders and Governors ensure that pupil premium funding is carefully targeted at the designated children. Some initiatives are adopted on a whole school basis and are not restricted to pupil premium children only as the implementation of some programmes would be impossible without the funding.

Our approach will be responsive to common challenges and individual needs rooted in assessment and research rather than assumptions. Barriers to learning are discussed in termly pupil progress meetings, interventions and support will be put in place following these meetings. Pupil premium children are discussed to ensure early intervention and challenge.

Quality first teaching is a the heart of our pedagogy as this is proven to have the greatest impact on closing the attainment gap and at the same time will benefit non-disadvantaged pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	Internal analysis (INSIGHT) indicate reading and writing attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Baseline assessments, including Wellcomm, referrals to Speech & Language service and observations indicate children enter school with very low language and oracy skills.
3	Phonics screening assessment in year 1 shows pupil premium children score below non pupil premium children.
4	Many of our pupil premium children do not have the rich and varied experiences that our non-pupil premium children have so knowledge of the world is limited.
5	The attendance of our pupil premium children as a group is lower than non-pupil premium children and lower than National.
6	Referrals for support from teachers and families for pupils have increased significantly. Many of our pupils are struggling with SEMH needs, which is impacting on learning.
7	There are complex family situations, including financial worries, which are impacting the SEMH needs of the chidren.

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
Improve oral and language skills and vocabulary among disadvantaged pupils.	• Assessments (wellcomm and Speech & Lang) indicate improved oral language among disadvantaged pupils. This is evident during learning walks and when speaking to the children through child's voice.
Improved reading and writing attainment among disadvantaged pupils.	• KS2 outcomes show that the percentage of disadvantaged pupils

	who meet the expected standard is in line with national data.
Improved phonics attainment for disadvantaged KS1 pupils.	• The gap between disadvantaged and non-disadvantaged pupils is narrowing in phonics screening in year 1.
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged.	Sustained high levels of well-being by: • Student and parent surveys • Minimal racist/bullying incidents • Participation in enrichment activities, particularly amongst disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	• Reduction in % of PA from all pupils by 2027 • PA is in line with LA or National by 2027 for all pupils • Overall attendance is in line with National by 2027 for all pupils • The attendance percentage gap between disadvantaged and non disadvantaged pupils reduces

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct support.	1, 2
CPD (RWI trainer & AHT) to secure stronger phonics teaching to all pupils.	A consistent, systematic phonic approach indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF – teaching and learning toolkit – phonics +5 months impact	1, 3
CPD in Wellcomm	EEF – teaching & learning toolkit-oral language interventions +6months	2
Bespoke English curriculum, which underpins the reading framework. DHT delivering high quality CPD, monitoring & coaching.	The DfE non statutory guidance has produced 'The Reading Framework' which draws on reading and language experts, educational organisations, English Hubs Council members, and 34 English Hubs and partner schools.	1
SLT & phase leaders conducting weekly learning walks monitoring teaching and learning to inform future CPD.	EEF 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. DfE ' Professional development must be prioritised by the school leadership'	1, 2, 3

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

Budgeted cost: £ 135,559.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group and 1 to 1 interventions (Wellcomm, talk boost, reading)	EEF – teaching and learning toolkit – individualised instruction - +4 months impact EEF – teaching & learning toolkit-oral language interventions +6months	1,2,3
HLTA's supporting pupil premium/LPA pupils in class in core subjects	https://www.gov.uk/government/publications/supporting-send/supporting-send	1,2,3
LSA to provide one to one tutoring in RWI phonics 'keep up not catch up'	EEF – teaching and learning toolkit - one to one tuition +5months	1,2
Quality First Teaching through 'Fresh Start' a KS2 reading intervention.	EEF – teaching and learning toolkit - one to one tuition +5months	1,2,3
Purchase of web based programs to be used at home to support learning (RWI portal, Oxford Owl, spelling shed, TT rockstars)	EEF – parental engagement – evidence report EEF – teaching and learning toolkit-homework - +5 months impact	1

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

Budgeted cost: £ 61,760.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior mental health lead trained	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn.	7, 7
Embedding principles of good	DfE 'Improving School Attendance'	5

practice to improve attendance, in particular, persistent absence. CPD and release time for staff on the attendance team		
To broaded opportunities, experiences and aspirations for PP pupils Funding for experiences and trips (where necessary) Buy resources for extra curricular clubs e.g. craft club	EEF 'wider strategies relate to the most significant non-academic barriers to success in school.' EEF T&L toolkit: Physical activity	4 4 4
To provide pastoral support to PP pupils Funding for PSA & mindfulness coach	EEF 'wider strategies relate to the most significant non-academic barriers to success in school.' Who is a 'Trusted Adult' (missingkids.org) EEF 'Working with Parents to Support Children's learning'	7, 7 6, 7

Total budgeted cost: £ 237,624.78 (£230,530 PP & £7,094.78 budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our previous pupil premium activity had on pupils in the 2024-2025 and 2026-2026 academic years.

Improve oral and language skills and vocabulary among disadvantaged pupils.

In 2024-2025, of the pupils who received the Wellcomm intervention, 85% made progress: 15% made less than 6 months progress and 31% making 12 months or more progress.
In 2025-2026, of the pupils who received the Wellcomm intervention, 92% made progress: 15% made 6 months or less progress and 80% making 12 months or more progress, showing rapid progress and impact through this intervention.

Improved reading and writing attainment among disadvantaged pupils.

The gap in KS2 RWM SATs between disadvantaged and non-disadvantaged is closing. In 2024, the gap was 42% (PP=33%; non-PP=75%). In 2025, the gap is 34% (PP=44%; non-PP=78%). In 2026, the gap is 17.8% (PP=44%; non-PP=61.8%)

Improved phonics attainment for disadvantaged KS1 pupils.

2025 Year 1 phonic screening shows the gap between disadvantaged and non-disadvantaged is positive. In 2024 there was a gap of 18% (PP=67%; non-PP=85%). In 2025, 100% of pupil premium pupils passed the phonics screening compared to 82% non-pupil premium. In 2026 the gap had increased to 31% (PP = 50%; non-PP81%). A detailed analysis of the PSC has shown that the PP pupils who did not pass has significant other vulnerabilities and all but one child made progress.

To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged.

Our observations indicate that pupil wellbeing and mental health have been significantly impacted positively. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions when required. The Wellbeing Lead has developed two new policies: the **SEMH Policy** and the **Staff Wellbeing Policy**. These policies provide a clear framework for supporting both pupil social, emotional and mental health and staff wellbeing across the school.

The wellbeing team, AHT (Jen Church), the SENCo (Lia Cadman), the Wellbeing Coach (Rachel McKenna) and the PSA (Lois Evans) continues to meet regularly to review provision and discuss pupils who may require additional support. This collaborative approach allows staff to identify needs early and tailor provision accordingly. Staff across the school are clear about referral pathways and are increasingly proactive in seeking support for pupils in their classes.

All members of the wellbeing team continue to carry out weekly ‘check-ins’ with pupils who require additional support. This ensures that pupils are regularly monitored and

supported, while enabling the Wellbeing Coach to focus on pupils who require more targeted intervention. Interventions delivered by the Wellbeing Coach are reviewed after a six-week period to assess impact and determine next steps. Where appropriate, pupils may then be referred to the SENCo or external agencies for further support.

The lunchtime *Calm Club* continues to run daily and remains a well-attended and valued provision for pupils. It provides a calm, supportive environment during lunchtime and continues to be very popular with those who access it.

Pupil voice in Summer 2026 was very positive with the majority naming the wellbeing team, some used the postboxes and others had accessed calm club. All pupils said they knew how to get help at school if they had a worry.

Pupils continue to make good use of the wellbeing post boxes located at wellbeing stations around the school to communicate any worries, concerns or requests for support. The wellbeing team monitors these regularly and responds promptly, ensuring that pupils are spoken to in a timely manner and offered appropriate support based on their individual needs. This proactive approach continues to encourage pupils to seek help and reinforces a culture where they feel listened to, supported and valued.

After school clubs ensure pupils from Early Years to year 6 (Including Focus Provision) have the opportunity to engage in a wide variety of clubs, such as, multi-sports, football, sewing, art and craft, STEM, science, history, lego, karate, Bhangra, mindfulness, yoga, choir, dance. Pupil voice showed all the children enjoyed the wide variety of clubs on offer and 36% of the children who attended these clubs were disadvantaged in 2024-25 and 55% in 2025-26.

100% of disadvantaged pupils accessed at least one school trip during the academic year 2024-25 and 2025-26.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.

Overall attendance for 2024-25 was 93.73%.

Overall attendance for 2025-26 was 93.8%

The gap is closing between PP and non-PP in the past 3 years (2023-24: 4.82%; 2024-25: 3.16%; 2025-26: 2.8%).

Attendance, including PA in disadvantaged pupils is on the SIP and remains a priority for 2026-27.

We reviewed our strategy plan at the end of 2024-2025 and made changes to how we used some of our budget for the year 2025-2026. In particular, attendance and attainment in reading and writing needed to improve for disadvantaged pupils. This

strategy has had a positive impact as the gap in RWM in Key Stage 2 between PP and non-PP has reduced significantly over the past 3 years. Attendance has not declined and the gap between PP and non-PP is narrowing.

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
Times Table Rockstars	Maths Circle
INSIGHT	Education Shed Ltd
Rising Stars	Rising Stars
imoves	Imoves Active Education Ltd

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)