



Pupil Premium Strategy Statement 2025- 2028

St Marylebone CE Bridge School

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.

We know that for our pupils, feeling safe, understood and included in school is the foundation for any academic and well-being progress. Positive experiences of communication, relationships and learning enable pupils' attainment.

School overview - Update September 2025

Number of pupils in the school	71
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kate Miller, Head of School
Pupil Premium Lead	Kate Miller, Head of School

Funding overview

Pupil premium funding allocation for academic year 2025-2026	£38,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 57,950(top-up from core budget)

Part A: Pupil Premium Strategy Plan

Statement of intent

St Marylebone CE Bridge School is a specialist setting where every pupil has a diagnosed communication need, primarily Developmental Language Disorder (DLD). Many of our pupils also experience socio-economic disadvantage. Our strategy ensures that disadvantage does not limit opportunity.

We integrate therapy-led practice, trauma-informed strategies and a communication-rich curriculum so that every pupil can thrive academically, socially and emotionally within our aspirational Christian ethos. We recognise that pupils eligible for the Pupil Premium are not a single group; their needs and strengths are diverse. Our approach is personalised, responsive and rooted in detailed knowledge of each pupil and their family context.

Challenges

Challenge number	Details of the challenge
1	Social and economic disadvantage can result in reduced access to enrichment, cultural capital and basic needs.
2	Language and communication barriers due to DLD, often compounded by gaps in early intervention.

3	Lower attendance and punctuality for Pupil Premium learners, often due to complex family contexts.
4	Reduced confidence, emotional regulation and resilience, impacting behaviour and learning.
5	Limited aspirations and fewer opportunities for independence and life skills development.

Intended outcomes

Intended outcome	Success criteria
Improve PP attendance	PP attendance rises from 85.8% (2023–24 baseline) to $\geq 88.5\%$ in 2025–26, $\geq 89.5\%$ in 2026–27 and $\geq 90\%$ in 2027–28, closing the gap to less than 1%.
Enhance emotional well-being & regulation	PP pupils to access wellbeing or art-therapy; pupil voice shows $\geq 80\%$ feel confident to use coping strategies.
Full inclusion in school life	100 % of PP pupils participate in trips and enrichment; no PP pupil is prevented from curriculum activities for financial reasons.
Sustain academic progress	Internal tracking shows PP pupils make expected or better progress in reading, communication and maths.
Increase independence & life skills	By 2028 $\geq 90\%$ of PP pupils demonstrate planned independence milestones in EHCP reviews.

Activity in this academic year (2025-2026)

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost
Trauma-informed CPD & supervision (whole staff)	EEF SEL (+4 months); internal behaviour data	1, 4	£2,235

		Total cost for Teaching	£2,235
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Targeted academic support (for example, one-to-one tuition)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost
Counselling Teenagers Service (1:1 SEMH)	EEF mentoring evidence	1,4	£7,400
External Art Therapy sessions	EEF SEL evidence	1,4	£11,310
		Total cost for Targeted	£18,710

Wider strategies (for example, attendance, behaviour, and wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost
HLTA Behaviour & Inclusion	EEF behaviour interventions (+3 months)	3,4	£34,436
Breakfast Club resources & staffing	EEF Breakfast clubs impact attendance	3	£1,669
Inclusion fund (uniforms, trips, resources)	Removes economic barriers	2,3	£900
		Total cost for Wider	£37,005

Monitoring and Evaluation

We track the progress of pupils eligible for the Pupil Premium in reading and maths alongside their non-PP peers. We use internal assessment data, EHCP outcomes and therapists' reports to identify any gaps and to adjust provision, so that PP pupils continue to make at least expected progress from their starting points.

We monitor the impact of Pupil Premium funding through:

- Weekly tracking of attendance and punctuality, with early intervention for emerging concerns
- Regular analysis of progress in reading, maths and EHCP targets
- Review of behaviour data, including de-escalation patterns and incident trends
- Pupil voice and parent feedback on wellbeing, relationships and inclusion
- Multi-disciplinary reviews involving teachers, therapists and support staff

This creates a reflective, responsive approach where provision is continually adapted to meet the needs of disadvantaged learners.

Part B: Review of outcomes in the previous academic year 2023-2024

Note on Reporting Years

2024–25 is the most recent year for which attendance, well-being and intervention data have been analysed for publication. The 2023–24 academic year continues to serve as our validated baseline for comparison.

Impact in 2024–25

In 2024–25, Pupil Premium funding continued to support St Marylebone CE Bridge School's therapeutic, trauma-informed and communication-rich approach. Our focus remained on wellbeing, attendance and access to learning so that disadvantaged pupils could learn, participate and thrive.

Wellbeing and Therapeutic Support

- All eligible PP pupils accessed weekly art therapy, 1:1 wellbeing sessions, or drama therapy, delivered through our expanded Wellbeing Team.
- Staff members completed further training in trauma-informed practice, thereby improving the consistency of responses across the school.

- Pupils developed personalised wellbeing toolkits and used these more independently throughout the year.
- Pupil voice showed high levels of emotional safety and confidence: *“My daughter has made great progress since she first started here.”* (parent feedback)

Attendance

Attendance for pupils eligible for the Pupil Premium improved from 85.8% in 2023–24 to 87.0% in 2024–25.

- Whole-school attendance was 90.6%.
- The attendance gap remains, but the improvement indicates sustained progress supported by:
 - Breakfast Club
 - family support meetings
 - rapid response to emerging concerns
 - consistent therapeutic routines

Inclusion and Participation

- 100% of PP pupils participated in enrichment, visits and curriculum-linked trips.
- The Inclusion Fund ensured no pupil missed opportunities due to uniform, equipment or travel costs.

Learning and Engagement

Pupil voice (Google Forms survey) showed strong positive responses:

- High proportions of pupils agreed that they *learn new things, know what to do if unhappy, and know how to stay safe online.*
- Many pupils reported that the school helps them improve in reading, writing, maths and communication, demonstrating the wider impact of therapy-embedded teaching.

Behaviour, Regulation and Relationships

- Improved emotional regulation was evident in behaviour records, with pupils increasingly using de-escalation strategies independently.
- Relationship-based approaches and consistent adults contributed to calmer transitions and improved readiness to learn.

Areas for Development (2025–2026)

We will continue to prioritise:

1. Closing the attendance gap

With a focus on:

- pupils with persistent or severe absence
- early-morning routines
- family partnership work

2. Strengthening the link between therapeutic input and academic progress

- ensuring well-being data feeds into assessment cycles
- tightening systems for monitoring progress against individual communication and reading goals