

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Newbridge School
Number of pupils in school	863
1	27.7% - 239 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026 to 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	M Gamble and M Rowbottom Co-Heads of School
Pupil premium lead	Mrs Sophie Maine (Assistant Headteacher responsible for Inclusion)
Governor / Trustee lead	Fiona Williamson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£43,161
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year + NTP funding	£252,787

# Part A: Pupil premium strategy plan

## Statement of intent

Our expectations at The Newbridge School are that all students, regardless of their background or the challenges they face, can be the best that they can be and develop as successful learners, confident individuals and responsible citizens.

Our aim is to ensure that the pupil premium funding is used to improve educational outcomes for our disadvantaged students so that their achievements are comparable with that of non-disadvantaged students nationally.

Quality first teaching is at the heart of our approach, we believe that high quality teaching is an entitlement of all students. Not only has this been proven to have the greatest impact on closing the disadvantaged attainment gap, but it will also benefit the non-disadvantaged students in our school.

At The Newbridge School, our curriculum also places an emphasis on student's personal development, extending beyond the academic, technical or vocational, and develops their character, interests and talents. The pupil premium funding will allow for equity in experience, making sure that students can access a wide range of enrichment offers.

In addition to Quality First Teaching, our approach will also focus on developing a strong sense of belonging and foster an environment where students feel they matter. This will be integral to the work carried out in improving attendance for those students who are in receipt of Free School Meals.

As well as individual needs of students, our approach will respond to common challenges that we believe are preventing our disadvantaged students from attaining well.

- Literacy and numeracy
- Engagement and experiences
- Expectations and aspirations
- Attendance

The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Identify needs early and act appropriately
- Provide support to ensure students and parents engage with the school and are supported in taking up a range of experiences
- Have the same high expectations for all students
- Continue to raise aspirations and promote a wide range of options for future learning and careers
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve
- Promote the value of high attendance

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged students is below that of non-disadvantaged students – this negatively impacts progress and attainment.
2	<p>Historically entry data alongside our own assessments and observations indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects and effects levels of vocabulary and access to tier 2 vocabulary.</p> <p>On entry to year 7 in the last 5 years, disadvantaged students arrive below age-related expectations compared to their peers. Until the disruption of KS2 SATS (as a result of the pandemic), the gap at KS2 was appearing to increase.</p> <p>We have also conducted NGRT reading tests in which show that around 40% of our Y7s arrive with a reading age below their chronological age.</p> <p>This gap remains steady during students' time at our school.</p>
3	<p>The maths attainment of disadvantaged students is generally lower than that of their peers.</p> <p>KS2 data upon entry to Year 7 in the last 5 years indicates that disadvantaged students arrive below age-related expectations compared to their peers.</p> <p>This gap remains steady during students' time at our school.</p>
4	Our observations suggest a greater number of disadvantaged students lack metacognitive / self-regulation strategies when faced with self-study/revision. Wider observations show that students have historically been unable to articulate how they learn and the benefits of developing metacognitive strategies. The introduction of metacognitive strategies across the school has already begun to show impact and so we will continue to prioritise this.
5	Our observations suggest that disadvantaged students are less likely to have access to opportunities to engage in extra-curricular and leadership opportunities. They are also more likely to need financial support for transport, uniform and revision/study aids.
6	Through discussions with students and initial destination sweeps, a large number of disadvantaged students would benefit from education around entry to Post-16 education/options and wider exposure to the world of work/business networking opportunities.
7	<p>Disadvantaged students are more likely to have consequence points than their non-disadvantaged peers. This is more likely to lead to a disruption in their learning and have a long-term effect on their progress and outcomes</p> <p>Data indicates that disadvantaged students are more likely to exhibit poor behaviours in, and out of, the classroom than their non-disadvantaged peers. This is more likely to lead to a disruption in their learning and have a long-term effect on their progress and outcomes.</p>

## 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 attendance for disadvantaged students and those who are in receipt of Free School Meals	Attendance percentage to be in line with non-disadvantaged peers and aim for the school target of 96%  Persistent absence in disadvantaged students is reduced and in line with their non-disadvantaged peers.
Improvement in behaviour for disadvantaged students.	A reduction in disadvantaged students receiving consequence points and sanctions. Figures are reduced for both disadvantaged and non-disadvantaged and are in line with each other. Reduction in proportion of disadvantaged students receiving a fixed term exclusion, closing the gap to the percentage of non-disadvantaged students receiving a fixed term exclusion.
Attainment among disadvantaged students across the curriculum at the end of KS4 is in line with that of their non-disadvantaged peers.	By the end of our current plan (2027/2028) KS4 outcomes demonstrate that disadvantaged students have closed the gap between themselves and their peers.
Improved reading comprehension among disadvantaged students across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.  Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Increased participation in a wide range of events and opportunities.	Increased attendance for disadvantaged students at parents' evenings and parent support events. Increased attendance for disadvantaged students at revision sessions.  Increased participation for disadvantaged students in extracurricular activities (sporting fixtures, art events etc.)  Pupil premium allowance and funding designated for students to be able to access uniform, trips and revision/study aids - review of spending to analyse where further support can occur.
Raised aspirations for future education and success.	Participation and engagement in careers sessions to be evident (work experience, careers guidance). Year 11 Leavers – 0 NEETs By the end of our current plan (2027/2028) destination data demonstrate that disadvantaged students are just as likely to go on to study A Levels and at university than their non-disadvantaged peers.

## 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.

### Teaching (for example, CPD, recruitment and retention): £73,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to ensure quality-first teaching through a robust CPD package. This will include:</p> <ul style="list-style-type: none"> <li>• Metacognition learning strategies</li> <li>• Ensuring that student take a responsible and conscious attitude to their own work and study (no opting out)</li> <li>• Set goals that stretch and challenge students of all backgrounds and abilities (stretch and challenge)</li> <li>• Diagnostic assessment and informative feedback</li> <li>• Use of low stakes retrieval, mid stakes formative assessment and high stakes summative assessment</li> <li>• Having a clear understanding of the needs of all students and be able to use and evaluate distinctive teaching approaches to engage and support them</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf">https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</a></p>	<p>1,2,3,4,7</p>
<p>Increasing the profile of disadvantaged students, including double disadvantage, through:</p> <ul style="list-style-type: none"> <li>• Strategic overview of disadvantaged students sits on the senior leadership team</li> <li>• Agenda items on SLT, middle leadership and SLT link meetings.</li> <li>• Teaching and learning and care and guidance briefings</li> <li>• Continued use of SISRA allows for staff at all levels to analyse, monitor and intervene quickly for PP students</li> </ul>	<p>Evidence from the EEF indicates that one of the biggest impacts on disadvantaged attainment and progress comes from the quality of teaching they receive within the classroom.</p> <p>Teachers will need to be aware of disadvantaged and double disadvantaged students in order to understand how best to support them.</p>	<p>1,2,3,4,7</p>

<p>Purchase of standardised diagnostic assessments including Educational Psychologists.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each students to help ensure they receive the correct additional support through interventions or teacher instruction</p>	<p>1,2,3,4,7</p>
<p>Enhancement of our maths provision by creating a robust intervention package to support close the gap between disadvantaged students and their peers.</p>	<p><a href="#">Direct Instruction in Key Stage 3 - Connecting Maths Concepts -...   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	<p>3</p>
<p>Further embed the whole school approach to reading.</p> <p>This will include embedding reading approaches within teaching pedagogy across all subjects in the school, tutor time reading, CPD for staff, release time working with external expertise.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</a></p> <p><a href="http://literacy.fischertrust.org/overview/rr/">http://literacy.fischertrust.org/overview/rr/</a></p>	<p>2</p>
<p>Expectations of all learners are consistent and to the highest degree; ensure that LET schemes of work, along with SHAPE, SLANT, &amp; STEPS, are consistently challenging throughout all subject areas and year groups.</p>	<p>Evidence strongly suggests (e.g. 'Making kids Cleverer' – D Didau) that high expectations, consistency and a knowledge rich curriculum leads to improved outcomes for all learners, and in particular those from a disadvantaged background. Both whole-school and in terms of disadvantaged demographic. Research (the Education Hub) shows that teachers' beliefs about their students and what they can achieve have a substantial impact on students' learning and progress.</p>	<p>7</p>
<p>Tracking of individual learners to ensure intervention has impact and is attended. Underperforming learners will be provided an individualised support plan.</p>	<p>It is well document (EEF, for example) that the disadvantaged-non-disadvantaged gap can be exacerbated by a change in circumstances (e.g. extended period at home, not in school) and limitation with access to technology. Due to attendance gap between disadvantaged and non-disadvantaged, there will be gaps in learning that need addressing.</p>	<p>1,2,3</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions) : £52,512**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop in school coaching for targeted groups of students to support their sense of belonging and support in removing their personal barriers to success.</p>	<p><a href="#">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1-7</p>
<p>Develop an Alternative Curriculum Provision to ensure students experience success, develop positive attitudes to learning and increase aspirations.</p>	<p><a href="#">Understanding the use of internal alternative provision for...   EEF</a></p>	<p>1,2,3,4,7</p>
<p>Ensure consistency within our robust reading intervention programme that targets students during KS3 who are behind their peers.</p> <p>Creating a targeted programme of support for those students in KS4 who continue to need additional intervention regarding reading.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Provide tutoring to disadvantaged students where there are significant identified gaps in their knowledge (where appropriate)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4,7</p>

Ensure all disadvantaged pupils have access to the appropriate equipment (both physical and digital) in order to ensure that they can successfully access learning.	EEF – Using Digital Technology to improve learning.	1,4,5
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**Wider strategies (for example, related to attendance, behaviour, wellbeing): £129,077.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a new strategic provision for all Pupil Premium students to access where they can receive mentoring, complete homework and receive support with their academic and holistic needs.	<a href="#">Behaviour interventions   EEF</a>	1-7
Implement a new rewards, behaviour and attendance tracking system to encourage students to take accountability regarding their actions and to promote desired behaviours.		1,7
Provide support with access to all educational trips and co-curricular opportunities, including contributing 50% of costs to students undertaking the Duke of Edinburgh programme.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5,6
Provide support with purchasing uniform and other essentials in accordance with the wider Lionheart individual pupil premium budget scheme.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	1-7
Ensure parent engagement activities reach parents of disadvantaged students and support is in place to help them access these.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1-7

<p>Effectively implement whole school behaviour management systems to enable students to access high quality teaching.</p> <p>PP budget contribution to the salary of pastoral staff to ensure PP students receive targeted, timely intervention where their attendance drops.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour#nav-downloads">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour#nav-downloads</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</a></p>	7
<p>Alternative provision used where appropriate need is required.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/585550/Alternative_provision_effective_practice_and_post-16_transition.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/585550/Alternative_provision_effective_practice_and_post-16_transition.pdf</a></p>	1,7
<p>Help in providing a positive start to the school day through a breakfast club and free breakfast and promote this further due to its initial success.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a></p> <p><a href="#">Magic Breakfast - trial   EEF</a></p>	1
<p>All disadvantaged students to receive an additional session with the independent career advisor – and that they are seen first.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions?utm_source=/education-evidence/teaching-learning-toolkit/aspiration-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=aspirations">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions?utm_source=/education-evidence/teaching-learning-toolkit/aspiration-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=aspirations</a></p>	5,6
<p>Ensure all disadvantaged students in Y10/11 receive a mock interview from external business sources.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions?utm_source=/education-evidence/teaching-learning-toolkit/aspiration-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=aspirations">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions?utm_source=/education-evidence/teaching-learning-toolkit/aspiration-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=aspirations</a></p>	5,6
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of other schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	1-7

Strategic deployment of a disadvantaged attendance officer to focus on improving the attendance of disadvantaged students.	<b>EEF: Supporting school attendance</b> Build, communicate, and deliver an attendance strategy.	1
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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The past three years have seen the school introduce and begin to embed many of the strategies listed within this statement.

Current strategies within our Pupil Premium provision are in place and actively monitored. We remain committed to ongoing evaluation and refinement of our approach to ensure that all interventions are effective and lead to sustained progress. By continuously reviewing data and feedback, we aim to further enhance the quality and impact of our provision for disadvantaged learners.

Our commitment to improving the attendance of our most vulnerable learners has seen The Newbridge School embed new roles and systems. Our findings suggest that for many students, being out of school, uncertainty and concern over their future and challenges around access to external support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required over the last academic year. We also introduced a Vulnerable and Disadvantaged attendance officer to complete further work within the community. This had a positive impact on our overall Pupil Premium attendance (include those students who are persistently and severely absent).

We are able to see a positive impact of the reading strategy on our Pupil Premium students. Using NGRT data, we can see that the gap between PP and non-PP reading ages is closing significantly. During last academic year, our NGRT testing showed that 46% of our PP students made more than 18 months progress in a year and a further 70.4% of these made more than 12 months progress.

By focusing on building positive relationships and closing the academic gap through intensive reading strategies, we were able to see a 8.01% decrease in PP behaviour incidents from 2023-2024 to 2024-25. We were also able to see that staff were focusing more on positive rewards as in the year 2023-2024, PP students received 25258 reward points but in the year 2024-2025, PP students received 30976: a 22.64% increase.

#### **Strategies:**

- As part of our commitment to raise aspirations and support our disadvantaged learners, during the study programme in tutor time, Year 11 students have had guided sessions delivered on how to revise. All Year 10 and 11 parents and carers were also invited during the academic year 2024-2025 to come into the school and share an evening focused on how to support their young person through the challenges of GCSEs and how to help them with revision techniques.
- CPD for the year 2024-2025 focused on Quality First Teaching and was delivered through CPD pathways meaning that teachers were able to select appropriate CPD sessions for their own need. During this academic year, Teaching and Learning was judged 'Good' by OFSTED. As the needs of our learners continue to change, delivering a bespoke and robust CPD package will remain crucial to provide students with what they need within the classroom.

- We continued to focus has been on routines and expectations – if the student’s behaviour and attitudes aren’t where we want them to be, then we can’t begin to address the quality of education. This is where we saw a reduction in behaviour points.
- Our reading strategy now contains 6 layers of support to enhance students’ reading levels: In class reciprocal reading delivered through all elements of the curriculum; buddy reading, reciprocal reading intervention, Direct Instruction, That Reading Thing and Precision Teaching. We will continue to invest in this to ensure students are provide with the opportunity to rapidly catch up with their non-disadvantaged peers.
- Upon request, all PP students have been offered 30% towards the costs of all educational trips to widen their experience and gain cultural capital. To develop this further, we are extending this so that we contribute towards other non-educational trips upon request. In doing this, we hope to promote cultural capital further and also promote students’ sense of belonging at The Newbridge School.
- As part of each students’ personal yearly budget of £100, all Key Stage 4 students are given revision guides they need for the subjects that they study. Parents/students have also used this budget to request items of uniform and other items they need for school such as equipment.
- Students can attend the breakfast club and receive a free toast. Numbers have increased drastically on previous years with over 15000 pieces being provided over the last academic year. All Free School Meals students have access to a free breakfast on top of the toast that is available to all students in the diner each morning. Over the last term, we have seen a significant increase in Free School Meal’s students using the diner in the morning to collect their breakfast. We believe that meeting the basic needs of the child is critical for improving their attitude to learning within the classroom.
- Some PP students accessed alternative provisions and the PP budget was utilised to ensure this could continue. To provide a more robust programme moving forward, we will be underpinning this with a Alternative Internal Curriculum Provision as stated in the strategy.
- A new Vulnerable attendance officer role has given further capacity to support the attendance of PP students. This has meant more home visits have been able to be completed and a further school presence within the community. This has supported the improvement we have seen with Pupil Premium attendance (especially with our persistently absent students).
- Increased focus on the importance of data and regular monitoring and intervention – middle leadership staff are expected to attend data review meetings and RAB meetings with a focus on disadvantaged learners.

## 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
Direct Instruction	McGraw Hill
NGRT and other screening tools	Test Wise/GL Assessments
Educational Psychologist	Service Level Agreement with Leicestershire’s SENA
Duke of Edinburgh	Duke of Edinburgh

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students.
- Utilising support from our Trust Mental Health Team, through the NHS (services such as Teen Health) and the in-school Care and Guidance Team.
- Engaging with internal and external reviews with a clear focus on closing the disadvantaged gap. This includes continuing to engage with trust Pupil Premium Reviews and staff in school visiting schools across the county to see good practice in areas linked to supporting disadvantaged students.
- Offering a wide range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.

### **Planning, Implementation and Evaluation**

In developing our pupil premium strategy, we first analysed why previous initiatives had not achieved the anticipated impact. Using triangulated evidence from assessments, book scrutiny and discussions with students and staff, we identified key barriers faced by disadvantaged learners.

Our review drew on research into effective pupil premium use, the educational impact of socio-economic disadvantage and studies on the pandemic's effects on disadvantaged students. The EEF's implementation guidance informed the design of our strategy and will continue to underpin its delivery.

A rigorous evaluation framework has been established for the three-year cycle, enabling ongoing refinement to maximise outcomes for students.