

Pupil premium strategy statement

Bidwell Brook School

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	46% (70 Children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Nikki Burroughs
Pupil premium lead	Marie Barrett
Governor / Trustee lead	Jodie Came

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,220
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£2,973
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>	£90,193

Part A: Pupil premium strategy plan

Statement of intent

We believe that all students, irrespective of their background, special educational needs and the challenges they face, deserve to access the very best in learning, experiences and opportunities so that they make excellent progress, achieve high attainment across all areas and are prepared for future destinations.

Our Pupil Premium 2025-2026 priorities are part of a 3-year plan that is strategically linked our Federation Development Plan, to ensure that the best support is in place for maximising progress and outcomes for our most vulnerable learners in addition to our core provision.

Our key objectives for all of our students, linked to our vision statement are:

Everyone has a voice

Everyone will be the best they can be

No one is excluded

We will achieve this by a carefully planned strategy to address teaching, targeted academic support as well as wider strategies to enable all our students to achieve well and be prepared for next steps. The activities outlined in this plan are specifically designed with the challenges faced by our students in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not.

A high-quality programme of CPD, tailored to the context of our school will ensure all students access high quality teaching and are supported by staff who are skilled at enabling all students to engage, communicate and access learning. Assessment data will be used effectively to inform next steps and ensure there will be no attainment gap between disadvantaged and non-disadvantaged students.

Targeted academic support and structured interventions will be delivered to students who require more support to access, engage or progress. This could include attachment-based mentoring, advocacy support, rural skills interventions and structured communication and interaction interventions.

Pastoral Team lead by the Assistant Head Teacher and Early Help Lead will be responsible for wider strategies to support attendance, behaviour and well-being to minimise barriers to learning. All students, no matter their background, will have opportunities to access wider opportunities for enrichment both inside and outside of school.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils face additional barriers to learning which require identification and support to ensure there is no attainment gap between disadvantaged and non-disadvantaged pupils.
2	All pupils at Bidwell Brook School have severe, profound and multiple learning difficulties. A high proportion have at least one additional need alongside their primary need, facing additional challenges including significant physical and sensory disabilities. This requires both highly specialised and personalised interventions and equipment.
3	High Quality Teaching: A large recruitment of new staff in school requires the need to develop, maintain and refresh specialist SEND knowledge and skills to ensure high quality education and pupil progress.
4	Complex communication, interaction and language difficulties which underpin many challenges to learning require regular and consistent specialist interventions, strategies and approaches closely linked to wider context and preparation for adulthood. Many students require Alternative Augmentative Communication (AAC) devices and systems, resourced in the first instance by the school.
5	Pupils may demonstrate significant behaviours as a result of challenges with social communication, cognition, sensory processing and SEMH needs. These need to be addressed to enable pupils to access learning, community and prepare them life beyond school and adulthood. Some pupils struggle to cope with the school environment and being near other staff / pupils. Some pupils display emotionally based school avoidance. These students require highly bespoke, personalised and flexible provision. Attendance is carefully monitored and addressed as appropriate.
6	Many of our disadvantaged students do not have the same opportunities to access wider opportunities for enrichment outside of school, compared to non-pupil premium eligible students, reducing their community presence, participation and opportunities to develop cultural capital outside of school.

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
<p>Disadvantaged pupils achieve outcomes in their Home School Agreement (HSA) Targets that are equal to or better than those of their peers, relative to their starting points.</p> <p>Through targeted support and high-quality interventions, all pupils make sustained progress against baseline assessments, ensuring equity and closing gaps in attainment</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> • Interventions will be tailored to individual baseline needs, ensuring pupils receive the right level of challenge and support. • Staff will track progress against HSA Targets through regular reviews, ensuring interventions are adapted promptly where needed. • Families will be actively involved in supporting HSA Targets, with clear communication and guidance provided to reinforce strategies at home. • Staff will receive CPD on relational practice, restorative approaches, and targeted strategies to support disadvantaged pupils in meeting their HSA Targets. • Internal HSA assessment data shows no attainment gap between Pupil Premium and non-Pupil Premium pupils. • Disadvantaged pupils demonstrate measurable progress from baseline assessments, with outcomes equal to or exceeding peers. • Monitoring cycles (observations, reviews, pupil voice) provide evidence of improved engagement, resilience, and positive learning behaviours among disadvantaged pupils. • Families report increased confidence in supporting their child's progress against HSA Targets
<p>Pupils with identified gaps in phonics knowledge receive targeted, high-quality interventions through a specialist phonics programme.</p>	<p>By the end of the academic year</p> <ul style="list-style-type: none"> • All disadvantaged pupils with phonics gaps participate in structured, specialist interventions tailored to their individual needs.

<p>These interventions ensure disadvantaged pupils develop secure foundational literacy skills, enabling them to access the wider curriculum with confidence and achieve outcomes in line with or exceeding their peers.</p>	<ul style="list-style-type: none"> • Intervention records demonstrate consistent delivery and engagement, with clear evidence of progress against baseline assessments. • Disadvantaged pupils achieve phonics assessment outcomes that are equal to or exceed those of their peers, relative to their starting points. • Internal phonics assessment data evidences no attainment gap between Pupil Premium and non-Pupil Premium pupils. • Pupils demonstrate improved confidence and independence in applying phonics knowledge to reading and writing tasks. • Monitoring cycles (learning walks, assessment reviews) show that phonics interventions are consistently embedded and effective. • Governors receive clear reports evidencing the impact of phonics interventions on disadvantaged pupils' progress and attainment.
<p>All pupils experience high-quality teaching, with learning carefully scaffolded to ensure access, engagement, and progress. Teaching staff continue to strengthen and expand their specialist knowledge and skills to meet the diverse needs of learners.</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> • Dedicated development time is provided for teachers to deepen their expertise and pedagogy in teaching and learning. • All new teachers have successfully completed the school's induction programme. • Staff have engaged in a structured cycle of CPD, with a focus on child development and communication. • Planning documentation consistently demonstrates how learning is adapted and tailored to meet the needs of all pupils. • The CPD schedule and training opportunities are strategically aligned to enhance staff capacity for delivering high-quality teaching. • Teaching staff, particularly those new to the school, consistently and effectively implement strategies that secure high-quality learning experiences for all pupils. • Monitoring and evaluation cycles provide clear evidence that teaching and learning across the school are consistently good or better.

	<ul style="list-style-type: none"> • Evidence from assessment data shows that pupils in receipt of Pupil Premium funding make at least expected progress, with some exceeding expectations. • Pupil voice activities (surveys, interviews, or learning walks) show that pupils feel supported and engaged in their learning. • Attendance and participation rates for Pupil Premium pupils are consistently high, with barriers to access reduced. • Curriculum adaptations and resource allocation clearly reflect the needs of Pupil Premium pupils, ensuring equity of access. • Specialist interventions (e.g., speech therapy, occupational therapy,) are embedded and show measurable impact. • Governors receive clear reports showing the impact of Pupil Premium funding on teaching quality and pupil outcomes • Staff confidence in specialist strategies (e.g., AAC, sensory integration, behaviour support) is evidenced through self-evaluation and performance management reviews.
<p>All pupils have a clear means, purpose, and opportunity to communicate. Communication strategies are consistently embedded across the school, enabling pupils to make sustained progress.</p> <p>Staff are confident and skilled in modelling effective communication to support every learner</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> • All class-based staff have completed Total Communication refresher training to maintain and extend their skills. • Staff consistently use a range of communication strategies (e.g., signing, symbols, AAC, verbal modelling) across all settings, evidenced through observations and audits. • Peer-to-peer coaching and mentoring sessions demonstrate improved confidence and consistency in communication practice. • Internal assessment data (Home School Agreement Communication Targets and communication assessments) shows no attainment gap between Pupil Premium and non-Pupil Premium pupils. • Every pupil requiring an AAC (Augmentative and Alternative Communication) system has one in place, as evidenced by the communication audit. • Progress data shows improved expressive and receptive communication skills for Pupil Premium pupils compared to baseline assessments.

	<ul style="list-style-type: none"> • Pupil voice activities show that pupils feel their communication is understood and valued by staff and peers. • Family feedback evidence that communication strategies are being shared with families, supporting consistency between school and home. • Planning consistently demonstrates high-quality opportunities for communication and interaction tailored to pupil needs. • Learning walks provide clear evidence of staff effectively embedding communication strategies and modelling across classrooms
<p>Universal, targeted, and intensive support is strengthened to promote pupils' sensory integration, resilience, engagement, and positive learning behaviours. Relational and restorative practices are consistently embedded across the school, ensuring that all pupils feel safe, supported, and listened to. This approach reduces barriers to learning and enables equitable progress for Pupil Premium pupils</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> • Recorded high-risk incidents show a sustained reduction, evidencing improved regulation and resilience. • Class avoidance behaviours decrease, with pupils demonstrating greater engagement in learning activities. • Rates of emotionally based school avoidance are reduced, with improved attendance and participation among Pupil Premium pupils • Assessment data demonstrates no disadvantage gap between Pupil Premium and non-Pupil Premium pupils in SEMH (Social, Emotional, and Mental Health) Home School Agreement targets. • Relational and restorative approaches are consistently observed in classrooms, evidenced through learning walks, observations, and staff feedback. • Staff demonstrate confidence in applying strategies that support sensory integration and emotional regulation. • Planning and curriculum adaptations reflect a proactive approach to embedding sensory and relational practices for all pupils. • Pupil voice activities show that pupils feel safe, supported, and heard in school. • Pupils (where able) report increased confidence in managing emotions and engaging positively with peers and staff

	<ul style="list-style-type: none"> Governors receive regular reports demonstrating the impact of Pupil Premium funding on behaviour, wellbeing, and equitable progress.
<p>Although attendance presents ongoing challenges due to pupils' highly complex needs, the school works proactively to maximise attendance, ensuring it is not a barrier to the progress of disadvantaged pupils.</p> <p>Families requiring Early Help are swiftly identified and supported through effective interventions, fostering positive engagement with school and enabling equitable outcomes for all pupils</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> Attendance data evidences no gap between disadvantaged and non-disadvantaged pupils. Rates of persistent absence among disadvantaged pupils are addressed through targeted support and intervention, ensuring pupils are effectively supported to attend school." All families requiring Early Help are promptly identified and have access to appropriate support services. Family feedback evidences increased confidence in engaging with school and accessing support. Stronger partnerships with external agencies enhance the quality and timeliness of support provided to families
<p>All pupils, including those eligible for Pupil Premium, benefit from increased opportunities to learn beyond the classroom through enrichment activities that build confidence, independence, and social skills.</p> <p>Alongside this universal offer, disadvantaged pupils receive targeted and intensive interventions designed to remove barriers, strengthen wellbeing, and accelerate progress</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> Every pupil has access to a broad range of enrichment activities both on and off the school site (e.g., trips, clubs, community projects). Participation data evidences that disadvantaged pupils engage equally in enrichment opportunities, with no gap compared to peers. Pupil voice feedback shows increased enjoyment, confidence, and engagement in learning beyond the classroom. Disadvantaged pupils and those identified as requiring additional support access tailored interventions (e.g., attachment-based mentoring, rural skills programmes, therapeutic support). Intervention records demonstrate measurable impact on pupils' resilience, engagement, and progress. Assessment data evidences improved outcomes for disadvantaged pupils, with gaps narrowed or eliminated in targeted areas.

	<ul style="list-style-type: none"> Monitoring cycles show that enrichment and intervention programmes are consistently embedded and contribute to positive learning behaviours
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0 – included within the role

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium Lead Teacher to oversee monitoring and assessment data, lead on pupil premium interventions and ensure equitability of access.	By maintaining high profile of Pupil Premium learners and barriers they face this will ensure Teachers know who their pupil premium pupils are and drive through interventions and ensure equality of access	1-6
Assistant Head Teacher Pastoral Lead time	<p>Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	1-6

	- EEF Teaching and Learning Toolkit	
Deputy Head Teacher to develop and deliver a package of CPD and training to all pupil facing staff (new and existing) to improve pedagogy and quality of teaching	EEF Effective Professional Development Guidance Report	1-6
Investment in learning to support high quality T&L, enabling all pupils to access learning	EEF Teaching and Learning Toolkit	1,2,3,5,6
Deputy Head ensures rigorous monitoring and quality assurance so that teachers consistently establish accurate, robust baselines and assessments for every pupil. This enables clear evidence of progress and provides reliable data to inform teaching, learning, and assessment decisions with confidence.	EEF Teaching and Learning Toolkit	1,2,3,5,6

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

Budgeted cost: 64,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full Time Literacy HLTA to track assessment, oversee reading and lead small group or one to one phonics and reading interventions.	EEF Teaching and Learning Toolkit EEF Improving Literacy in KS1 and KS2	1

Rural skills lead to maintain rural skills provision and run targeted interventions	EEF Learning Toolkit states there is a wider evidence base to indicate that outdoor learning has positive impacts on self-efficacy, motivation and teamwork, and plays an important role in part of the wider school experience.	4,5,6
Procure and implement high-quality sensory resources and AAC (Augmentative and Alternative Communication) devices to support pupils with communication needs. Continue delivering targeted staff training to ensure AAC is fully embedded within a total communication approach, promoting consistency and confidence across all settings.	AAC can help supplement or augment communication for pupils to improve their communication and interaction and engage in learning. SEND areas of need Maslow's Hierarchy of need Barry Carpenter, Engaging Learners with Complex Learning Difficulties and Disabilities	1,2,3,4,5
Advocacy HLTA interventions to support resilience, well-being and targeted interventions for students	EEF Teaching and Learning Toolkit EEF Improving Behaviour in Schools	4,5
Target support from Assistant head to coordinate a multidisciplinary approach to supporting students to access the curriculum	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. EEF Teaching and Learning Toolkit EEF Improving Literacy in KS1 and KS2	1,2,4

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

Budgeted cost: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Head Teacher (pastoral) time to triage behaviour incidents, direct interventions/plans and support teams, CPD and coaching	EEF Teaching and Learning Toolkit EEF Improving Behaviour in Schools	3,5
To provide Pupil Advocacy leads and class pupil advocacy champions. Advocacy Lead time to ensure pupils have a voice in decisions which affect them via staff CPD and targeted interventions and capture pupil voice.	EEF Teaching and Learning Toolkit, behaviour interventions. Through our own experience, skills and knowledge and as part of our core offer we provide Behaviour Support as part of our Communication and Decision-making team. By using positive communication and making good choices pupils will engage in learning.	4,5
Increase Cultural Capital and engagement in wider experiences by providing offsite trips and activities for pupils e.g. theatre trips, residential stays and sporting activities. Removing financial barriers to ensure equal access to all pupils. Providing Teacher and admin support to plan, evaluate, risk assess and book offsite activities and residential. Time for Physical Development Lead to coordinate a range of outdoor education activities across the academic year.	The new Ofsted framework requires schools to consider how they develop their children's cultural capital to help them succeed in life. Our own assessments and knowledge have shown us that by increasing the range of opportunities for pupils to engage in enrichment activities there is corresponding increase in self-confidence and resilience which leads to successful and confident learners EEF Learning Toolkit states there is a wider evidence base to indicate that outdoor learning has positive impacts on self-efficacy, motivation and teamwork, and plays an important role in part of the wider school experience.	2,3,4,5,6

<p>Trips and activities budget allocation to ensure disadvantaged pupils have equitable access to extra-curricular activities.</p> <p>Funding towards transport to ensure equitability of access for wheelchair users.</p>		
<p>Early Help Lead to signpost help and advice to families who are struggling to understand the impact or cope with their child's special needs diagnosis.</p> <p>Early Help Lead and Pastoral Assistant Head to offer strategies to improve attendance and engagement.</p>	<p>EEF Working with parents to support children's learning</p> <p>Higher than average percentage of pupil premium eligibility.</p> <p>Collating our own feedback from person centred reviews and through Home School Agreement targets shows that a consistent approach between home and school will give better outcomes for the pupil. Improved emotional resilience of families will in turn impact positively on emotional resilience of families.</p> <p>Families who are more confident in dealing with and knowledgeable about their child's diagnosis will be more confident in participating in a wider range of activities and improve the cultural capital of their child.</p> <p>EEF, teaching-learning toolkit, parental-engagement.</p>	1,2,5
<p>Peripatetic Music Practitioner to provide music sessions and support wider development of music curriculum and staff CPD and provide opportunities for performance in the wider community.</p>	<p>The new Ofsted framework requires schools to consider how they develop their children's cultural capital to help them succeed in life. Our own assessments and knowledge have shown us that by increasing the range of opportunities for pupils to engage in enrichment activities there is corresponding increase in self-confidence and resilience which leads to successful and confident learners</p>	2,3,6

Total budgeted cost: £90,193

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

What has happened this year?

Pupil Premium Strategy – Impact Statement

Context

The school currently supports **71 Pupil Premium pupils** within a wider cohort of **151 pupils**. The strategy focuses on addressing barriers related to learning, communication, wellbeing, and preparation for adulthood through **targeted academic and pastoral interventions**.

Summary:

The Pupil Premium strategy is having a positive impact in maintaining narrow attainment gaps in core learning and SEMH, with strong engagement and sustained participation evident across multiple domains. Current provision is effectively mitigating the effects of disadvantage. The next phase of the strategy will focus on accelerating progress to completion, strengthening preparation for adulthood, and improving the measurement of impact to ensure that Pupil Premium funding continues to deliver measurable improvements in outcomes.

Impact of Current Strategy: What Is Working Well

1. Narrow Gaps in Core Learning Areas

Data indicates that the attainment gap between Pupil Premium and non-Pupil Premium pupils is **narrowest in Cognition and Learning and Communication and Interaction**. PP pupils are accessing support at **broadly comparable levels** to their peers, suggesting that early identification and targeted classroom strategies are **successfully mitigating disadvantage**.

Impact:

- PP pupils are maintaining engagement with learning interventions.
- Gaps in foundational academic skills are being **prevented from widening**

2. Strong Engagement in SEMH Support

A high proportion of PP pupils are successful in meeting targets in Social, Emotional and Mental Health provision. Completion rates are **only marginally lower** than non-PP pupils, demonstrating that PP pupils are **responding positively to pastoral and therapeutic interventions**.

Impact:

- Improved emotional regulation and engagement in learning.
- Increased stability for vulnerable pupils, supporting attendance and behaviour.

3. Sustained Participation in Targeted Support

- In areas such as **Sensory/Physical Needs and Independent Living**, PP pupils show **very high levels of sustained engagement** in ongoing support programmes. This reflects effective deployment of additional staffing, resources, and structured interventions.
- **Impact:**
- Barriers to learning and independence are being actively addressed.
- PP pupils remain consistently supported rather than disengaging.

4. Effective Use of Funding to Secure Access

The data suggests that Pupil Premium funding is being used effectively to ensure that disadvantaged pupils are **fully included in intervention pathways**, particularly in wellbeing and life-skills development.

Impact:

- Disadvantage does not prevent access to targeted support.
- PP pupils are well represented in provision designed to improve long-term outcomes

Areas for Further Development and Next Steps

While engagement is strong, PP pupils are less likely to move from “ongoing” to “completed” outcomes, particularly in SEMH, sensory/physical provision, and independent living.

Next Steps:

- Continue to focus on improving the quality of target setting to ensure clear, measurable, and achievable goals.

- Develop a coherent picture of progress over time, informed by regular assessment of the core subject curriculum.
- Introduce clearer exit criteria and success measures for interventions.

2. Strengthening Preparation for Adulthood

Data shows limited recorded outcomes for PP pupils in **Education & Employment, Community Inclusion, and Health**, indicating that success in these areas is **not yet consistently evidenced**.

Next Steps:

- Continue to focus on careers education and work-related learning for PP pupils.
- Ensure that areas of preparation for adulthood
- Use funding to subsidise enrichment, trips, and community participation.
- Strengthen partnerships with external agencies to support health outcomes.

Overall Pupil Premium Impact Statement

The Pupil Premium strategy has had a **positive and measurable impact on the engagement and outcomes of disadvantaged pupils**. Data shows that Pupil Premium pupils are **actively participating in interventions across all areas**, particularly in Cognition & Learning, Communication & Interaction, and Social, Emotional & Mental Health, where the attainment gap with non-Pupil Premium pupils is narrowest.

Pupil Premium pupils demonstrate **strong sustained engagement in ongoing support**, indicating that targeted interventions are successfully addressing barriers to learning, wellbeing, and independence. Completion rates in some areas are slightly lower than for non-Pupil Premium pupils, highlighting that while progress is being made, there remains scope to **accelerate achievement and outcomes** in preparation for adulthood, community inclusion, and health.

Overall, the strategy has been effective in **ensuring access, maintaining engagement, and preventing wider gaps from emerging**. The next focus will be on **increasing completion rates, enhancing measurable outcomes, and broadening opportunities in education, employment, and life skills** to further close remaining gaps and secure long-term success for Pupil Premium pupils.