

## BRIDLINGTON SCHOOL PUPIL PREMIUM STRATEGY 2025-26

This statement details our school’s use of pupil premium funding to help improve the attainment of our pupil premium students.

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	Bridlington School
Number of students in the school	850 (at October census)
Proportion (%) of pupil premium eligible students	56%
Academic year/ years that our current pupil premium strategy covers (3 year plans are recommended)	2024-2027
Date this statement was published	First published: December 2021 Revised statement published: December 2025
Date on which it was reviewed	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kate Parker-Randall - Headteacher
Pupil premium lead	Julia Barber - Assistant Headteacher
Governor lead	Philip White - Chair of Governors

FUNDING OVERVIEW				
	2022-23	2023-2024	2024-2025	2025-2026
Pupil premium funding allocation this academic year	£440,795	£444,015	£503,900	£532,775
Recovery premium funding allocation this academic year	£94,007	£130,548	N/A	N/A
School Led Tutoring Grant	£77,481	£31,203	N/A	N/A
Pupil premium funding carried forward from previous years	£0	£0	£0	£0
Total budget for this academic year	£625,322	£638,527	£503,900	£532,775

## Part A: Pupil premium strategy plan 2024-2027

### Statement of intent

At Bridlington School, we aim to be aspirational for all. Our vision is to ensure that our students can cope and contribute positively to an ever-changing world. We encourage students to forge strong cultural connections that will stay with them beyond their school years. Our mission is to ignite a passion for, and a commitment to learning and we strive to help all our students to be the absolute best version of themselves.

We recognise the importance of ensuring all students, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all students are equipped with the knowledge and skills they will need to succeed in life beyond School. We are focused on ensuring high levels of attendance and supporting or challenging students and families, where necessary.

Supporting disadvantaged students is an integral part of every lesson and all areas of the school. Within the classroom there is a clear focus on narrowing the achievement gap between groups and individuals through well planned lessons that challenge and stretch all pupils; our focus is on an inclusive classroom, helping to support our disadvantaged students. This is supported through our teaching and learning policy. All staff receive professional development specific to our school context and students' needs. We have a clear focus of increasing outcomes in PP students which we robustly monitor and manage through effective data.

Our curriculum:

- Is rooted in our school TORCH values;
- Is ambitious for all students no matter what their starting point;
- Develops positive attitudes to learning through high quality teaching and learning opportunities;
- Is sequenced around a spiralling curriculum that moves knowledge into long term memory;
- Prioritises feedback, retrieval practice and assessment to give students lots of opportunities to reflect on and improve their learning;
- Promotes an inclusive culture that allows every student to experience success and prepare them for their next steps;
- Prioritises the development of reading.

Bridlington School uses research evidence (such as the Education Endowment Foundation Toolkit) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. Our current strategy is planned and costed accordingly, but is reviewed regularly to ensure that we adjust and adapt support accordingly to our pupil premium students' needs.

We focus on supporting our pupil premium students to achieve the highest levels. Our pupil premium funding is mainly divided into our key principles which are:

- (i) Quality First Teaching and Learning for all.
- (ii) Targeted academic support and intervention to ‘fill’ specific identified gaps in learning and targeted intervention to address numeracy and literacy gaps.
- (iii) Whole school and wider strategies that encourage aspiration and personal growth supporting all children to achieve – but especially those who are pupil premium.

With our pupil premium funding we aim to:

- Raise the progress and attainment of pupil premium students to narrow the gap with their non-pupil premium peers.
- Improve attendance and instil a commitment to learning.
- Ensure access to the curriculum of pupil premium students by intervening to raise numeracy and literacy skills.
- Remove barriers to ensure all pupil premium students can access the full curriculum, eliminating the achievement gap between pupil premium and non- pupil premium students.
- Prioritise social, emotional and mental health, providing timely and rapid interventions.
- Develop communication skills to ensure that students are able interact with peers and adults effectively.
- Engage with our students and their families to instil a passion for learning and provide experiences and opportunities that prepare students for life beyond Bridlington School.
- Improve life choices and chances by raising aspirations and supporting next steps into education, training and employment.

## Challenges

This details the key challenges to achievement that we have identified among our pupil premium students.

Challenge number	Detail of challenge
1	Achievement of pupil premium students is lower than non - pupil premium students across Key Stages due to lost knowledge or learning, developmental issues, attitude to learning and limited progression (due to Covid and persistent absenteeism, for example).
2	Students demonstrate poor literacy and communication skills.
3	Poor numeracy skills.
4	Attendance concerns. Some pupil premium students have lower levels of attendance compared to non- pupil premium students. This is affecting their progress and attainment in school. This is particular to some pupil premium students as a number have very good attendance.
5	Significant number of students experiencing social, emotional and mental health issues and demonstrating a lack of resilience.

6	Limited life experiences or opportunities to travel and learn beyond our locality, families in distress, travel and parental engagement or other barriers to learning. The percentage of pupil premium students engaged in enrichment and personal development opportunities and activities is generally lower than non-pupil premium students. They are missing opportunities to extend their cultural capital, make friendships and build confidence.
7	Special educational needs and difficulties combined with pupil premium means that students often have more than one barrier to learning.
8	Proportionately higher number of pupil premium students at risk of exclusion from school.
9	Parental/ carer engagement is low. The school communication strategy and digital strategy requires refinement to maximise on this.

### 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.

	<b>Intended outcome</b>	<b>Success criteria</b>
1	Quality First Teaching and Learning for all, in order to close the progress and attainment gap between the pupil premium and non- pupil premium students alongside using data and information effectively to remove barriers to learning and provide timely and impactful interventions.	<p>Teaching and learning is consistent and effective across the school for all students.</p> <p>The outcomes for pupil premium students are improving towards that for non-pupil premium learners in school.</p> <p>Increased attainment and progress across student cohorts – with and increased Attainment 8 and Progress 8 score.</p> <p>Increased number of pupil premium students going on to post-16 education, including Bridlington School’s Sixth Form.</p> <p>Data for pupil premium students is collated and monitored and used by teachers to inform planning of high quality teaching and learning for all.</p> <p>Interventions, including pre and precision teaching, ensure practices that effectively remove barriers to learning.</p> <p>Improved ‘Attitude to Learning’ grades, as evidenced in students’ reports.</p> <p>Progress of disadvantaged pupils is in line with or better than that of disadvantaged students nationally.</p>



2	Increased reading ages and improved literacy and vocabulary of disadvantaged students.	<p>Reduced number of students performing below chronological reading ages.</p> <p>Increased reading fluency and confidence supporting students to access the curriculum across all subjects.</p> <p>Reading scores of pupil premium students match or are improving towards that of non-pupil premium students in school.</p> <p>Reading and vocabulary is embedded across the curriculum.</p> <p>Improved oracy and peer interactions.</p> <p>Disadvantaged students able to access materials that are age appropriate.</p>
3	All students have mastery of basic numeracy skills.	<p>Reduced number students unable to access mainstream mathematics.</p> <p>Increased confidence in numeracy skill.</p> <p>KS2 – 3 transition effectively consolidates skills to enable progression.</p>
4	Improved attendance of disadvantaged students.	<p>The overall absence rate for all students being in line with the national average.</p> <p>Attendance of pupil premium students shows the gap is closing to come in line with national average or schools with similar index of deprivation figures.</p> <p>Sustained high attendance demonstrated by 2027/2028.</p> <p>The in-school absence gap between pupil premium students and non- pupil premium students to be no greater than 6%.</p> <p>Reducing persistent absence amongst pupil premium students is prioritised and reduced by 9%.</p> <p>Improved Attitude to Learning grades, as evidenced in student reports.</p> <p>Improved persistent and severe absence figures.</p> <p>Improved attendance for students with emotionally based school avoidance.</p>

5	Timely and personalised support is implemented for students experiencing social, emotional and mental health issues.	<p>Appropriate support is facilitated with the goal of students attending all lessons, having fostered resilience, independence with strategies in place.</p> <p>Sustained high levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent/carer surveys and teacher observations.</li> <li>- a significant increase in participation in enrichment and personal development activities, particularly among pupil premium students.</li> </ul> <p>Teacher reports and class observations suggest pupil premium students are more able to monitor and regulate their own learning as evidenced by internal data (reduced call outs/ time outs/ periods in Return to Learn).</p> <p>Social, emotional and mental health issues are identified quickly and the appropriate support or provision is established for individuals.</p> <p>Improved Attitude to Learning grades, as evidenced in students' reports.</p>
6	Wide and varied enrichment provision with support for pupil premium students. More pupil premium students engage regularly in enrichment activities and sustain their engagement beyond school.	<p>Greater proportion of pupil premium students taking part in and enjoying extracurricular and external cultural activities and experiences as evidenced by attendance records and student voice.</p> <p>By 2028, 100% of pupil premium students will go onto access suitable enrichment activities.</p>
7	Timely and rapid interventions for pupil premium students with SEND, appropriate to need.	Interventions, including pre and precision teaching, ensure practices that effectively remove barriers to learning.
8	Timely interventions support pupil premium students who receive multiple suspensions or who are at risk of permanent exclusion.	<p>Interventions, including relational and restorative practices, ensure barriers to learning are effectively removed.</p> <p>By 2028, a reduction of pupil premium students who are excluded from school.</p>
9	The school communication strategy and digital strategy improves Parental/ carer engagement.	Communication strategy and digital strategy ensure that communications are clear with all stakeholders; parent and carer attendance to events is increased.
10	Students are prepared for further education or the world of work and life in the 21st Century	All students leave with a planned exit route to next steps and have experiences beyond the classroom.

### Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium Grant spending.

**Budgeted cost: £174,450**

Activity	Evidence that supports this approach	Challenge addressed
Refinement of Quality First Teaching through 'The Bridlington School Teacher' and 'The Bridlington School TA' to ensure consistently high-quality teaching and flexibility in design.	<p>"To support students in developing positive working relationships with teachers, students need to feel supported within lessons. This will enable them to have sufficient time to practice retrieval, ask questions and get desired help."</p> <ul style="list-style-type: none"> <li>- Rosenshine's Principles in Action</li> </ul> <p>"Evidence indicates that great <b>teaching</b> is the most important <b>lever</b> schools have to improve outcomes."</p> <ul style="list-style-type: none"> <li>- EEF: High quality teaching</li> </ul>	1,2,3 4
Delivery of teaching and coaching professional development with a focus on WalkThrUs and core expectations, which is evaluated and monitored to improve teaching and learning and raise attainment of students – with a focus on coaching, questioning and scaffolding.	<p>"Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners."</p> <ul style="list-style-type: none"> <li>- EEF: Metacognition and self-reflection guidance report</li> </ul> <p>"High quality teaching improves student outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom."</p> <ul style="list-style-type: none"> <li>- EEF: Effective CPD</li> </ul>	1,2,3,4
Professional development embeds inclusive classroom practice techniques within teaching and curriculum to allow PP students to make increased progress and outcomes.	<p>"Effective professional development plays a crucial role in improving classroom practice and pupil outcomes."</p> <ul style="list-style-type: none"> <li>- EEF: Professional Development</li> </ul>	
Professional development supports teaching mixed attainment and heterogeneous groupings	<p>With mixed groupings there are "positive impacts, particularly on low attaining students."</p> <ul style="list-style-type: none"> <li>- EEF: Best practice in mixed attainment grouping</li> </ul>	1, 2,3,6,7
Subject specific professional development priorities	<p>"The role of subject-specific CPD and curriculum development in effective teaching is vital."</p>	1,2,3,4

<p>adaptive teaching and meeting the needs of disadvantaged students.</p>	<ul style="list-style-type: none"> <li>- SecEd: Prioritising subject-specific CPD in your school</li> </ul>	
<p>Refine the English, Science, Maths and KS3 curricula to focus on the mastery of core skills and knowledge.</p>	<p>“The impact of mastery learning approaches is an additional five months’ progress, on average, over the course of a year.”</p> <p>“Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics, and science. Effects are higher in Mathematics and Science (+6 months) than reading (+3 months).”</p> <ul style="list-style-type: none"> <li>- Teaching and Learning Toolkit 2021</li> </ul>	2,3,4
<p>Develop of literacy and numeracy strategies, led by Core subject directors ensuring these are designed, implemented, and evaluated to close attainment gaps for Pupil Premium students.</p>	<p>“Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.”</p> <ul style="list-style-type: none"> <li>- EEF: Literacy</li> </ul>	
<p>Appoint specialist lead practitioners to deliver pedagogy and evidence based CPD with a focus on removing barriers for disadvantaged students.</p>	<p>“Lead Practitioners provides consistent professional development disciplines rooted in action research and evidence-based teaching and learning.”</p> <ul style="list-style-type: none"> <li>- SSAT</li> </ul>	1
<p>Refine the whole school assessment and feedback strategy.</p>	<p>“Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.”</p> <ul style="list-style-type: none"> <li>- EEF: Effective feedback</li> </ul>	1
<p>Planning for TA deployment and training; TAs access relevant and up to date training about specific needs and support strategies.</p>	<p>“The study found that it was the decisions made by school leaders and teachers about how TAs were deployed and prepared that had the most influence over the impact of TA support.”</p> <ul style="list-style-type: none"> <li>- EEF: MITA</li> </ul>	1
<p>Further training for all staff to support the teaching of reading, vocabulary and oracy.</p>	<p>“Ensuring an effective teacher is in front of every class is a key ingredient of a successful school.”</p> <ul style="list-style-type: none"> <li>- EEF</li> </ul>	1
<p>Curriculum mapping to ensure cross curricular links are made to support students’ knowledge acquisition.</p>	<p>“Schools should strive to make good quality cross curricular links whilst maintaining the distinctive nature to deepen students’ understanding of key concepts.”</p> <ul style="list-style-type: none"> <li>- Teach.com/learning resources</li> </ul>	1
<p>Implement adaptive teaching and relational approaches, with professional</p>	<p>“Adapting teaching in a responsive way, including by providing targeted support to students who are struggling, is likely to increase student success.”</p>	1,2,3,5

development for all staff on Adverse Childhood Experiences and Trauma Informed Practice.	- EEF: Adaptive teaching	
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### Targeted academic support and intervention

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

**Budgeted cost: £68,925**

Activity	Evidence that supports this approach	Challenge addressed
Literacy and Numeracy strategy refinement with targeted reading interventions for low attaining, disadvantaged KS3 students.	<p>“The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to students’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.”</p> <ul style="list-style-type: none"> <li>- Teaching and Learning Toolkit 2021</li> </ul> <p>“Baseline assessments and KS2 data from feeder primary schools indicate that pupil premium students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. To allow us to assess each student’s ability in reading, we test students’ ability in literal comprehension, reasoning and inference. Over the last 3 years pupil premium students arrive below the age-related expectations compared to their peers.”</p> <ul style="list-style-type: none"> <li>- Bridlington School Self Evaluation</li> </ul>	1,2
Numeracy interventions: maths mastery across KS3.	<p>“Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically...and including specific individual interaction.”</p> <ul style="list-style-type: none"> <li>- EEF: Numeracy</li> </ul>	1,3
Tuition – subject specific targeted interventions: recruitment and delivery (e.g. 1-to-1 Tutors for English, Maths, Science and	<p>“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.”</p>	1,2,3,4

<p>pupil premium/ CLA.)</p>	<ul style="list-style-type: none"> <li>- Teaching and Learning Toolkit 2021</li> </ul> <p>“Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.”</p> <p>“Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.”</p> <ul style="list-style-type: none"> <li>- Teaching and Learning Toolkit 2021</li> </ul> <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> <ul style="list-style-type: none"> <li>- EEF: One to one tuition</li> </ul> <p>N.B. Please see the evidence below in Mental Health and Wellbeing Support that attributes to outcomes in Maths.</p>	
<p>Phonics teaching (primary and TA specialist delivery)</p>	<p>“Fresh Start, a literacy catch-up intervention for students at risk of falling behind in early secondary school, improved the reading level of students by an additional 3 months. This trial focused on a systematic and rigorous approach to phonics practice, taught to small groups of students.”</p> <p>-EEf: Phonics and reading interventions</p>	<p>1,2</p>
<p>Social, emotional and mental health intervention, including the training and supervision of two Emotional Literacy Support Assistants and two staff trained to deliver Barnardo’s Wellbeing Recovery Action Plans.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p> <p>-EEF: Social and emotional learning</p>	
<p>Standardised reading assessments taken by all KS3 students.</p>	<p>“Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction.”</p> <ul style="list-style-type: none"> <li>- EEF: Assessing and monitoring students</li> </ul>	<p>1, 2</p>
<p>Standardised baseline assessments taken by all students.</p>	<p>“Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction.”</p> <p>EEF: Assessing and monitoring student progress</p>	<p>1,2</p>
<p>Literacy is mapped and prioritised in all subject areas across the curriculum</p>	<p>“Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.”</p> <ul style="list-style-type: none"> <li>- EEF: Improving literacy in secondary schools</li> </ul>	<p>1,2</p>

	<p>“Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.”</p> <ul style="list-style-type: none"> <li>- OUP: Word Gap</li> </ul>	
Numeracy is mapped and prioritised in relevant subject areas across the curriculum	<p>“Being unable to use numbers is of course severely limiting but being unable to think mathematically is socially unacceptable. We use mathematical thinking all the time, the trick is to make it explicit to students. If you explain how your subject uses maths to organise and express ideas, then maybe prejudices will slowly start to shift.”</p> <ul style="list-style-type: none"> <li>- Didau: Secret Numeracy</li> </ul>	1,2
Independent learning ( for example SPARX) implemented across all year groups.	<p>Self-regulated learning also enhanced students' knowledge about good writing and strengthened their self-efficacy beliefs.</p> <ul style="list-style-type: none"> <li>-Brunstein and Glaser, 2011</li> </ul>	1,2
Academic mentoring for KS4 students, prioritizing disadvantaged.	<p>“The impact of mentoring varies but, on average, it is likely to have a positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support students who have benefitted from mentoring to retain positive changes in their confidence and behaviour.”</p> <ul style="list-style-type: none"> <li>- EEF: Mentoring</li> </ul>	1,2,3,5
Data training for staff using PowerBi to monitor and track live data to inform strategy.	<p>“Insight from [data sets] gives a profile of each student, highlighting the areas of strength and weakness. This can support teachers to develop the best teaching and learning plans that get every student off to a flying start and keep them on track for success.”</p> <ul style="list-style-type: none"> <li>- Cambridge University Press and Assessment: Centre for Evaluation and Monitoring</li> </ul>	1,2,3,4
Data driven examination intervention	<p>“Insight from [data sets] gives a profile of each student, highlighting the areas of strength and weakness. This can support teachers to develop the best teaching and learning plans that get every student off to a flying start and keep them on track for success.”</p> <ul style="list-style-type: none"> <li>- Cambridge University Press and Assessment: Centre for Evaluation and Monitoring</li> </ul>	1, 4, 5, 6
Study skills intervention and #Overtoyou	<p>Recommendation 2 of the EEF guidance report ‘Metacognition and Self-regulated Learning’ refers to the need to, explicitly teach students metacognitive strategies, including how to plan, monitor and evaluate their learning”. We should ask, do students know ‘when’ and how’ to use flashcards, or how to engage in ‘retrieval practice’? This is the stuff of metacognition and self-regulation.</p> <ul style="list-style-type: none"> <li>- EEF: Metacognition and self- regulated learning</li> </ul>	1,5,6
English, Science, Maths and KS3 curriculum development	<p>“The impact of mastery learning approaches is an additional five months’ progress, on average, over the course of a year.” “Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics, and science. Effects are higher in Mathematics and Science (+6 months) than reading (+3 months).”</p>	1,2,3

	- Teaching and Learning Toolkit 2021	
Alternative and adapted provision (in school) to reduce the risk of exclusion.	‘Some young people find aspects of mainstream education challenging and that some barriers to learning cannot be addressed without specialised support.’ - The Hub	1,2,3,4
Intensive pastoral support to champion pupil premium students in addition to encouraging parental engagement.	“Making services welcoming and less intimidating—for instance, by employing staff who can relate to parents, and making repeated attempts, if needed, to engage the families concerned. Recruiting parents might involve using parent ambassadors, securing referrals from peers, advertising services in places frequented by families, and translating promotion materials into relevant languages. At the heart of all of these is building relationships of trust.” - EEF: Parental engagement	5,6
Additional resources to support students with their learning. (SAM, SPARX, workbooks etc.)	“The effectiveness of targeted support is demonstrated across a spectrum of achievement. This applies to teachers, teaching assistants and the resources used.” - EEF : Targeted support	5,6

### Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behavior, personal development, and social and emotional wellbeing support.

### Budgeted cost: £345,790

Activity	Evidence that supports this approach	Challenge addressed
Further develop and refine the attendance support unit and deploy a wider inclusion team focusing on attendance.	<p>“We know that school absenteeism – missed attendance as well as fixed and permanent exclusion – not only impacts on students’ attainment, but also on the likelihood of them becoming involved in violence and crime. It is also likely that many students with poor attendance or those being excluded from school are from marginalised or vulnerable backgrounds, including those eligible for Student Premium funding.”</p> <p>- EEF: Attendance and attainment</p> <p>“DFE guidance has been informed by engagement with schools that have significantly reduces persistent absence levels. Improving attendance comes from having a clear vision for attendance underpinned by high expectations and core values which are communicated to and understood by staff, students and families.”</p> <p>- DFE: Improving School Attendance</p> <p>“Our absence data from 2022- 2023 indicates that absence among pupil premium students has been higher than the national figure for pupil premium students. Students missing more than 10% of their education are classed as being Persistently Absent. Our attendance data over the last from 2020- 2023 indicates that persistent absence among pupil premium</p>	4

	<p>students has been higher than the national figure for pupil premium students.”</p> <ul style="list-style-type: none"> <li>- Bridlington School Self Evaluation</li> </ul>	
<p>Support mental health and wellbeing through internal interventions and external agencies</p>	<p>“Evidence suggests that children from pupil premium backgrounds have, on average, weaker Social Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for students: lower SEL skills are linked with poorer mental health and lower academic attainment... SEL interventions in education are shown to improve SEL skills and are therefore likely to support pupil premium students to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</p> <ul style="list-style-type: none"> <li>- Teaching and Learning Toolkit 2021</li> </ul> <p>“Our reports and records suggest many lower attaining PUPIL PREMIUM students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their emotions. This results in some students showing reactive behaviours and developing a reluctance to learn. This is indicated across the curriculum, particularly Maths and Science (supported by internal data collection of ‘Attitude to Learning’ grades. Maths’ attainment of pupil premium students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with problem solving tasks. This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations.”</p> <ul style="list-style-type: none"> <li>- Bridlington School Self Evaluation</li> </ul> <p>“Education staff have a key role to play in supporting children and young people’s wellbeing and mental health. By helping children and young people acknowledge and understand how they feel, education staff can help prevent normal emotions from developing into more entrenched mental health issues. Through identifying warning signs early, they can also help ensure children and young people get the right support.”</p> <ul style="list-style-type: none"> <li>- GOV.UK: Promoting and supporting mental health and wellbeing in schools and colleges</li> </ul>	<p>4, 5</p>
<p>School Counsellor</p>	<p>“Through identifying warning signs early, they can also help ensure children and young people get the right support.”</p> <ul style="list-style-type: none"> <li>- GOV.UK: Promoting and supporting mental health and wellbeing in schools and colleges</li> </ul>	<p>5, 6</p>
<p>Intensive pastoral support and intervention for behaviours and attitudes to learning to reduce</p>	<p>“The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</p> <ul style="list-style-type: none"> <li>- Teaching and Learning Toolkit 2021</li> </ul> <p>“High number of Suspensions (Fixed Term Exclusions) In 18/19 and 19/20 total suspensions and repeat suspensions of pupil premium students was in</p>	<p>1,4, 5</p>

<p>suspensions for pupil premium students.</p>	<p>line with national figures for schools of similar deprivation. in 2020/2021 pupil premium students made up 79% of all suspensions. pupil premium students made up 80% of repeat suspensions. in 2023/24, pupil premium students made up 76% of permanent exclusions and 76% of all suspensions.”</p> <ul style="list-style-type: none"> <li>- Bridlington School Self Evaluation</li> </ul> <p>“Behaviour in schools and classroom management has been the focus of a great deal of research, theory, policy and media attention (Ball et al., 2012). Despite this, student behaviour remains a challenging area for all stakeholders in the education of children and young people and is commonly cited as one of the most difficult tasks that both experienced and new teachers have to contend with in schools (Barmby, 2006; Jennings &amp; Greenberg, 2009; Kokkinos, 2007). Research suggests that both (i) understanding of student behaviour and (ii) how best to train and support teachers to manage student behaviour is contested (Beaman et al., 2007; Powell &amp; Tod, 2004). Todd &amp; Ellis (2018) highlight that many in education have a view on what behaviour management is, how it should be approached and a conviction that more can be done.”</p> <ul style="list-style-type: none"> <li>- EEF: Improving behaviour in schools</li> </ul> <p>“Preventing children from being excluded from school might protect them in several ways.”</p> <ul style="list-style-type: none"> <li>- YEF: Interventions to prevent school exclusion</li> </ul>	
<p>Enhancement Curriculum: Careers, Information and Guidance Support</p>	<p>“Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them...Teacher expectations play a role in shaping student outcomes and teachers should aim to communicate a belief in the academic potential of all students.”</p> <ul style="list-style-type: none"> <li>- Teaching and Learning Toolkit 2021</li> </ul>	<p>1, 5, 6</p>
<p>Elective Curriculum: enriching opportunities and experiences. Implement an extracurricular programme and enrichment activities that develop students’ cultural capital and develop their interests.</p>	<p>“The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months’ progress.” “Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.” “Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.” “Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”</p> <ul style="list-style-type: none"> <li>- Teaching and Learning Toolkit 2021</li> </ul> <p>“Much of the literature on alternative education does present features or characteristics thought to be essential to the success of alternative education efforts.”</p> <ul style="list-style-type: none"> <li>- CfBT Education Trust: Achieving successful outcomes through alternative education provision</li> </ul>	<p>1, 5, 6</p>

CBT therapy intervention	<p>“There is evidence to suggest that Cognitive Behaviour therapy (CBT) can have a high impact on risk behaviours and behavioural difficulties.”</p> <ul style="list-style-type: none"> <li>- Youth Endowment Fund: Cognitive behavioural therapy</li> </ul>	5,6
Development of RSE and personal development curriculum, prioritising contextual challenges that affect pupil premium students.	<p>“By ‘Character,’ we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills,’ ‘non-cognitive skills’ or ‘essential life skills.’ They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.”</p> <ul style="list-style-type: none"> <li>- EEF: Life skills</li> </ul>	5,6
Attendance and Safeguarding professional development	<p>“We know that being away from school not only limits a child’s ability to succeed academically, but also puts them at risk of criminal exploitation or being trapped in dangerous home environments... it’s clear that school attendance is critical both to a child’s safety and achievement”</p> <ul style="list-style-type: none"> <li>- EEF and YEF: Attendance and safeguarding</li> </ul>	5,6
Safeguarding training and implementation	<p>“Safeguarding in schools is essential for keeping children safe.</p> <p>It means having: whole-school policies and procedures; staff and volunteers confident in identifying and raising concerns; leadership confident in responding to and referring concerns and working with other agencies to protect children teaching resources to promote wellbeing.”</p> <ul style="list-style-type: none"> <li>- NSPCC</li> </ul>	5,6
Breakfast Club and meals/ food ( <i>additional to lunch time provisions</i> )	<p>“With a breakfast, we see settled starts to the day, less students feeling unwell during the morning sessions, behaviour improvement and the number of children late for school decreasing as they want to come in early to breakfast club with their friends”</p> <ul style="list-style-type: none"> <li>- Family Action</li> </ul>	5,6
Extra-curricular and clubs	<p>[This type of] “learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning, for example, may play an important part of the wider school experience, regardless of any impact on academic outcomes.”</p> <ul style="list-style-type: none"> <li>- EEF: Extra- curricular</li> </ul>	5,6
Develop the reading curriculum and reading for pleasure	<p>‘Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.’</p> <ul style="list-style-type: none"> <li>- EEF: Reading</li> </ul>	1,2,5
Pastoral Manager development and	<p>‘At an individual level, a professional in a pastoral role can have a profound impact on students. They can be the difference between a child attending school or not, or a family engaging with their child’s education. They can be</p>	1,5,6

professional development	crucial in ensuring that a child and their family get the intervention and support they need, whether at school or multi-agency level.’ - Teach First	
Develop digital literacy and access to resources (laptops, immersive reader)	“Technology has the potential to increase the quality and quantity of practice that students undertake, both inside and outside of the classroom.” - EEF: Technology	1,6
Rewards and incentives to motivate students.	“Supporting attendance, behaviour and social and emotional needs can have a very positive impact on outcomes for students.” - EEF 2019 and 2021	5, 6
School – parent/carer communication (Arbor)	“Increasing parental engagement can help students make, on average, an additional 3 months’ academic progress within the space of one year.” -EEF – how we can help parents support their children	6
Preventative and targeted support for students with increased behaviour sanctions.	“Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.” - EEF: Behaviour interventions	1,6
Develop the whole school digital strategy and implement management information system.	The EEF review of the impact of digital technology on learning (Higgins et al., 2012) found positive benefits but noted that how technology is used (the pedagogy) is key and that future research should focus on identifying the specific conditions under which a positive impact is found. - Lewin, C., Smith, A., Morris, S. and Craig, E. (2019). Using Digital Technology to Improve Learning: Evidence Review. London: Education Endowment Foundation	
Transition support – at key stages, post 16, preparation for adulthood and between year groups.	“By anticipating the risk points around times of transition, schools, parents and young people can work together to deliberately build support around significant moves.” - EEF: Transition	1,4

## Part B: Review of the previous academic year

This details the impact that our student premium activity had on students in the 2024- 25 academic year. The strategy and impact will be monitored and evaluated across the course of each academic year.

Please note that our student premium statement and activity for the academic year have been evaluated, redrafted and updated reflecting our priorities for the academic year commencing September 2025.

### Outcomes for pupil premium students

Attainment 8 scores will be confirmed by the Department for Education in February. Progress 8 scores have not been measured for this set of GCSE data.

For our students, Attainment 8 (which is a measure of GCSE attainment across 8 subjects) was 30.1 in comparison to 45.9 nationally. Attainment 8 for East Riding was 44.9.

Provisional data suggests that attainment 8 for our disadvantaged students was 24.7.

Provisional data indicates that the gap between disadvantaged and non-disadvantaged pupils achieving the benchmark of grade 5s in English and Maths has narrowed slightly. Initial data suggests that the KS4 disadvantage gap index has narrowed slightly compared to 2023/24, from 3.93 to 3.91.

Specifically, the gap for the percentage achieving grades 5 and above in English and Maths is now 14.8 percentage points in 2024/25, up from 14.6 percentage points in 2023/24, whereas ours has widened by 15.6 percentage points.

Despite some strong individual performances, the progress and attainment of the school's pupil premium students in comparison to non- pupil premium students in 2024/25 was lower. Our strategy statement for 2025 onwards has been reviewed and updated considering this. We will focus primarily on improving attendance and preventing suspensions to instill a commitment to learning, as this remains a barrier to students making progress.

Our analysis suggests that the reasons for the widening progress and attainment gaps are primarily the ongoing impact of COVID-19, alongside Child Criminal Exploitation and coastal town deprivation. Bridlington South (our catchment area) is ranked 45<sup>th</sup> out of 32,844 areas in England on the Index of Multiple Deprivation (IMD, reported in December 2024). This index considers various factors impacting quality of life, including income, health, housing, and education.

Further to this, we still are experiencing a decline in social, emotional and communication skills and mental health, which is reflective of the national picture. Notably these reasons contribute to absence from school, particularly persistent and severe absenteeism, and outcomes.

EBacc entry improved and was 31% in 2024/25 compared to 18.6% in 2023/24. Of these entries in 2024/25, 50% were pupil premium students. This is an ongoing area of focus on our school improvement plan.

Our assessments demonstrated that student behaviour declined in 2024/25 and concerns regarding social and emotional skills and mental health remain. The impact on pupil premium students has been particularly acute. Permanent exclusions increased by 3 and pupil premium students received 3 times more suspensions than non pupil premium counterparts. National trends in school exclusions and suspensions reflect an upward trend.

We have made behaviour policy adjustments; mental health and wellbeing support and interventions continue to be key to supporting students. In order to support mental health and wellbeing, programmes such as Early Intervention Targeted Group Offer and access to the School Nurse, Emotional Wellbeing Team, Social Prescriber and School Counsellor were accessed. Over half of the places were allocated to pupil premium students and 92% saw an increase in their wellbeing scores. (Those who didn't were referred into further appropriate services.) This offer has been further strengthened for this academic year, with additional training for ELSA and WRAP support.

The number of rewards for character education were proportionate to the numbers of pupil premium and non- pupil premium students. Student voice was positive regarding statutory RSE; our Life Skills curriculum is mapped with flexibility to adjust to ever changing needs and experiences in the community, particularly for pupil premium students.

Reading ages improved and, on average, progress of 9 months was made by Key Stage 3 pupil premium students involved in reading intervention. All pupil premium students are enrolled in our independent learning programme.

We have reviewed our strategy and made changes to how we intend to use some of our budget this academic year, as set out in the *Activity in This Academic Year* section above. The *Further Information* section below provides more details about our planning, implementation, and evaluation processes.

### Externally provided programmes

Programme	Provider

### Further information and additional activity

**Please note that our Pupil Premium Strategy Statement and in year activity have been updated for the academic year commencing September 2025 and adjusted to the ever-changing picture of pupil premium students' needs.**

Our priorities include, but are not exclusive to:

- improving attendance through our attendance support unit and team dedicated to preventing and improving chronic and persistent absenteeism.
- quality assurance of teaching and learning and curriculum provision to ensure that students receive quality first teaching meaning that the gap for outcomes for pupil premium students narrows and comes in line with their non-pupil premium counterparts.

- utilising support from our local authority and local alternative provisions, plus our own safeguarding and wellbeing team to support students with mild to moderate mental health and wellbeing issues, many of whom are pupil premium.
- utilising interventions to improve academic outcomes in addition to ensuring that reading and numeracy become intrinsic and invaluable in every students' school experience.

### **Planning, implementation, and evaluation**

In reviewing our current Pupil Premium Strategy, we evaluated why and why not activity undertaken in the previous year had the degree of impact that we had expected. We also commissioned a Governor review to further our evaluation. We are working collaboratively with two contextually similar schools to share and implement good practice.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by pupil premium students. We remain part of the EEF's Pupil Premium research group to share good practice. We also used the EEF's families of schools' database to view the performance of pupil premium students in school similar to ours and review and adjust our practice accordingly.

We looked at a number of reports and studies about effective use of the Pupil Premium Grant, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on pupil premium students.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our revised three-year strategy and will adjust our plan over time to secure better outcomes for students.

**Appendix 1: Education Endowment Foundation (EEF) – Pupil Premium Toolkit**

The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of pupil premium students. The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. Please use the link below to access this.

**<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>**