

Part B: Review of outcomes in the previous academic year

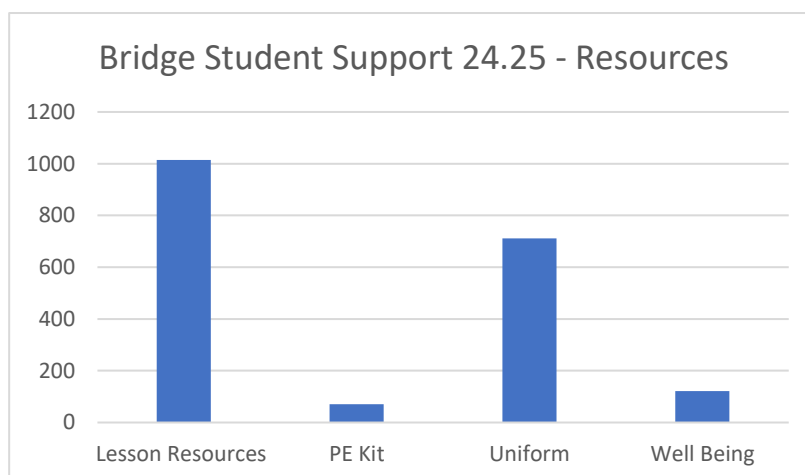
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024/25 academic year.

Aim	Outcome																																																																																																																																																									
Academic Support our students to leave with the foundation of strong passes in their GCSE subjects, allowing them to progress on to their chosen Post 16 destination.	Outcomes for PP students during the 2025 Examinations had a significant increase compared to the previous year.																																																																																																																																																									
	This year data focuses on A8 due to no KS2 scores in 2025 and 2026 examination windows.																																																																																																																																																									
	On average our PP students achieved an average grade of 4.31, which is a standard pass. This is a rise of 0.51, half a grade per subject examined.																																																																																																																																																									
	The gap between PP and non-PP closed by 0.56 from 1.73 to 1.17 (32%).																																																																																																																																																									
	PP Headlines: - English 9-7 outcomes increased by 9.3%, closing the gap with non-PP by 11.5% from 22.5% to 11.5%. - Maths 9-7 outcomes increased by 18.2%, closing the gap with non-PP by 22.4% from 32.1% to 9.7% - English 9-5 outcomes increased by 9.1%, alongside Maths increasing by 2.3% - English 9-4 outcomes increased by 22.7, closing the gap with non-PP by 19.4% from 31.3% to 11.9% - In Biology, Chemistry and Physics all PP students got at least a grade 5 in all disciplines. - In Drama, all PP students achieved at least a grade 5 and above. - In Economics, all PP students achieved at least a grade 5 and above, with 66.7% achieving a grade 7 and above. - In Food, 75% of PP students achieved grade 5 and above. - In French, all PP students achieved at least a grade 5 and above. - In PE GCSE, all PP students achieved a grade 4 and above with 33.3 achieving a grade 7 and above. - In Sports Studies, all PP students achieved a L2M and above with 33.3% achieving a L2D and above.																																																																																																																																																									
	<table><tr><th colspan="3"></th><th colspan="3">24/25 Overview (Exams)</th><th colspan="3">PP Comparison</th></tr><tr><th colspan="3"></th><th>Non-PP</th><th>PP</th><th>Diff</th><th>PP</th><th>Non PP/PP Diff</th></tr><tr><td>Attainment8</td><td></td><td></td><td>54.8</td><td>43.06</td><td>-11.74</td><td>5.05 ▲</td><td>5.54 ▲</td></tr><tr><td>A8 Average Grade</td><td></td><td></td><td>5.48</td><td>4.31</td><td>-1.17</td><td>0.51 ▲</td><td>0.56 ▲</td></tr><tr><td colspan="8"></td></tr><tr><td>9-7 Eng & Maths</td><td></td><td></td><td>20.6</td><td>9.1</td><td>-11.5</td><td>6.8 ▲</td><td>11 ▲</td></tr><tr><td>9-7 Eng</td><td></td><td></td><td>34.9</td><td>15.9</td><td>-19</td><td>9.1 ▲</td><td>11.5 ▲</td></tr><tr><td>9-7 Maths</td><td></td><td></td><td>30.2</td><td>20.5</td><td>-9.7</td><td>18.2 ▲</td><td>22.4 ▲</td></tr><tr><td colspan="8"></td></tr><tr><td>9-5 Eng & Maths</td><td></td><td></td><td>62.6</td><td>36.4</td><td>-26.2</td><td>0 ▼</td><td>4.3 ▲</td></tr><tr><td>9-5 Eng</td><td></td><td></td><td>74.1</td><td>52.3</td><td>-21.8</td><td>9.1 ▲</td><td>8 ▲</td></tr><tr><td>9-5 Maths</td><td></td><td></td><td>69.8</td><td>43.2</td><td>-26.6</td><td>2.3 ▲</td><td>7.7 ▲</td></tr><tr><td colspan="8"></td></tr><tr><td>9-4 Eng & Maths</td><td></td><td></td><td>80.1</td><td>56.8</td><td>-23.3</td><td>6.8 ▲</td><td>8.1 ▲</td></tr><tr><td>9-4 Eng</td><td></td><td></td><td>86.9</td><td>75</td><td>-11.9</td><td>22.7 ▲</td><td>19.4 ▲</td></tr><tr><td>9-4 Maths</td><td></td><td></td><td>82.9</td><td>61.4</td><td>-21.5</td><td>0 ▼</td><td>2.6 ▲</td></tr><tr><td colspan="8"></td></tr><tr><td>Achieving 5 standards passes</td><td></td><td></td><td>76.3</td><td>47.7</td><td>-28.6</td><td>0 ▼</td><td>1.2 ▲</td></tr><tr><td>Achieving 5 strong passes</td><td></td><td></td><td>61.7</td><td>34.1</td><td>-27.6</td><td>0 ▼</td><td>2 ▲</td></tr></table>				24/25 Overview (Exams)			PP Comparison						Non-PP	PP	Diff	PP	Non PP/PP Diff	Attainment8			54.8	43.06	-11.74	5.05 ▲	5.54 ▲	A8 Average Grade			5.48	4.31	-1.17	0.51 ▲	0.56 ▲									9-7 Eng & Maths			20.6	9.1	-11.5	6.8 ▲	11 ▲	9-7 Eng			34.9	15.9	-19	9.1 ▲	11.5 ▲	9-7 Maths			30.2	20.5	-9.7	18.2 ▲	22.4 ▲									9-5 Eng & Maths			62.6	36.4	-26.2	0 ▼	4.3 ▲	9-5 Eng			74.1	52.3	-21.8	9.1 ▲	8 ▲	9-5 Maths			69.8	43.2	-26.6	2.3 ▲	7.7 ▲									9-4 Eng & Maths			80.1	56.8	-23.3	6.8 ▲	8.1 ▲	9-4 Eng			86.9	75	-11.9	22.7 ▲	19.4 ▲	9-4 Maths			82.9	61.4	-21.5	0 ▼	2.6 ▲									Achieving 5 standards passes			76.3	47.7	-28.6	0 ▼	1.2 ▲	Achieving 5 strong passes			61.7	34.1	-27.6	0 ▼	2 ▲
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	We continue to support our students towards our 2025 aim of our disadvantaged students being able to complete their exams and be in line with, at least, the national average progress score for their non-disadvantaged counterparts which would represent a positive shift for our students. To support students with greater access to the curriculum, PP students were provided with subject specific revision guides, to support them throughout KS4. New starters to PGS in Year 7 are also provided with a learning pack to support their transition to secondary school. To support practical subjects with cost implications, PP students are provided with vouchers including Food Technology to allow students to purchase ingredients for practical subjects. The Bridge has a supply of Art and Textiles resources which PP students can freely ask for to support with their studies. Within departments, one aspect of the 2nd in departments role is the PP/SEND Champion. Their focus is to drive departmental 'Closing the Gaps' strategies to support our PP student outcomes. During 24/25, each department provided a written and led on a department strategy, utilising CDS meetings to support staff through CPD to increase student outcomes. During 24/25 academic year, leaders utilised VDE data to identify behavior areas within department that require focus, alongside use of exam paper analysis data to determine further gaps that require support. During each ARP data entry window, leaders in department were provided with a departmental breakdown of current PP progress with students identified who were to be targeted as part of department CtG discussions. We continued to provide PP students with access to an electronic device for use at home to support HL. This device gives students access to the school network, removing the technology barrier. This academic year we have supplied 27 Pupil Premium students with laptops and a further 13 students with laptops from the Foundation Governor funded supply for non-PP students. We continue to provide financial support for equipment in practical subjects, supporting Art, D&T and Food students with vouchers to buy food or resources provided. All PP students have access to learning resources via the Bridge provision. Students can ask for stationery including calculators, alongside bespoke resources including fabric, art supplies and drawing pads. In the 2024/25 academic year, 1920 requests were made for support from PP students. Year 7 - 290 requests Year 8 - 311 requests Year 9 - 522 requests Year 10 - 465 requests Year 11 - 332 requests
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The requests are broken down into the following 4 categories.

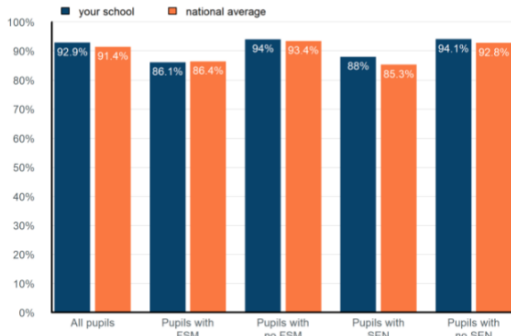


During the 24/25 academic year we continued to support GCSE outcomes with subject based tutoring, led by PGS staff, external providers alongside Year 12 students. During 24/25 we employed an external Maths tutor to work with LAC and Year 11 students who were working at a grade 1 or 2. We also utilised external providers including MyTutor, but students didn't engage well with online learning, prompting us to move to a face-to-face model.

Our Year 12 tutoring focused on option subjects, working with students who were working below expected outcomes. Students were matched with a Year 12 tutor based on their previous academic outcome within the subject. This was used as booster before students undertook their GCSES. This was a great success with students engaging well with their tutors but also developing greater understanding of the subject as shown in their final outcomes. During 25/26 academic year, the Year 12 tutor programme will start from October 2025 with a larger cohort of students.

At Key stage 3, Student Outcomes and Identification meetings (SO&I) continued to review key students after data entry windows.

This allowed key staff including Year Team Leaders, AP, Attendance and Safeguarding to discuss and implement strategies to support student outcomes and attendance. These meetings were led by the Year Team leaders and driven via data and staff feedback.

Mental Health	The Engagement Officer (EO) for Pupil Premium supports in. - student reintegration after long periods of absence - formal 1:1 mentoring sessions under the guidance of the School Mental Health Practitioner as well as the Head of Pastoral Care. - o Worry management - o Managing anxiety - o Parental Separation - o Self-Harm work - o Building Relationships - o Online Safety/Grooming - attendance support for PP. During the academic year we have supported several students back into the classroom, enabling them to access the curriculum and improve overall attendance. The strategies deployed included. - School EBSA approach (stage 1 and 2) - Initial partial timetable with gradual incremental steps to support reintegration after a period of absence. - Bespoke timetables planned with the student with students attending The Bridge during non-timetabled lessons. - Review of seating plans - Review of staffing - Introduction to new staff or classroom setting to reduce anxiety - Students aware of changes to staff or classroom in advance to reduce anxiety. - Close relationship with parents/carers to identify if EHA is required.															
Attendance Our Pupil Premium students will be attending at a level equal to that of their counterparts prior to the pandemic.	School attendance for 2024/25 was 92.9%, 1.5% above national average, with disadvantaged student attendance ended at 86.1%, up 0.1% on the previous year's disadvantage attendance, however below national average by 0.3%.  <table><tr><td></td><td>Attendance 2023/24</td><td>Attendance 2024/25</td><td>Difference</td><td>National % - 2025/25</td></tr><tr><td>PGS All students*</td><td>93%</td><td>92.9%</td><td>-0.1%</td><td>91.4% (+1.5%)</td></tr><tr><td>PGS Pupil Premium*</td><td>85.3%</td><td>86.1%</td><td>+0.8%</td><td>TBC</td></tr></table> *PGS figures based on actual data		Attendance 2023/24	Attendance 2024/25	Difference	National % - 2025/25	PGS All students*	93%	92.9%	-0.1%	91.4% (+1.5%)	PGS Pupil Premium*	85.3%	86.1%	+0.8%	TBC
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	During the 24/25 academic year, the Head of Attendance and AP: Pupil Premium met fortnightly to discuss attendance of students below 90% (PA) and 50% (SA). This allowed for greater strategy around the support for the students and potential next steps. Alongside this, the EO for PP and another member of attendance reviewed students at risk of attendance drops, identifying early intervention. Attendance incentives focusing on PP students alongside whole school initiatives continued to attempt to change this position. Each term PP students were entered for a draw to win vouchers and a seasonal treat. Structure: 100% Attendance - 2 x £30 Meadowhall voucher, seasonal treat and certificate. 95-99.9% - This was introduced as we are aware some students get poorly. 2 x £5 Meadowhall vouchers, season treat and a certificate. Most Improved in a term - 1 x £20 Meadowhall voucher, season treat and certificate. During 24/25 academic year an Attendance Rewards card was introduced to support students to take ownership of their attendance, with incentives provided for 6 100% attendance weeks. This will continue to be a focus in 2025/26. Fortnightly meetings held between EO and Attendance Administrator to review attendance rise and fall, with the aim to bring/maintain PP students' attendance above 90%. The following actions are taken: • meet with students in school • telephone call to parents • reward initiative; usually over a two-week period, rewards for full attendance each week, being entered into a draw for full attendance over the challenge period. The Education Welfare Officer works with families and students on a one-off basis as well as those who are referred to her; they are also pivotal to our contact protocol for students who are not in school. Attendance calls are made to PP students on the first day of absence to allow early identification of issues and encourage a return to school as soon as possible. Parental engagement and understanding of the support available is also very important to the success at school of our PP students. In July 2025 we hosted a transition evening for Y6 PP students about to join PGS and their parents/carers. A short presentation was given by the Assistant Principal: Pupil Premium, HLTA and EO and then a more relaxed introduction to The Bridge (a provision in which we offered academic and pastoral support) was offered. We also continued to support families with vouchers to buy PGS branded uniform items and provided essential equipment.
Behaviour Students in lesson, will be behaving appropriately so their access to learning will be improved and not affected by time out of lesson for sanctions.	Sanctions implemented for all students have fallen across recent years as shown below. However, in 23/24 a change to VDE was introduced moving our VDE system to an online platform. This removed the visual element of VDE from the student's planner. Initially students struggled with the change, however a way of checking lines was introduced via out Teams platform which supported students to continue to make the correct choices.

	For reference, 18% of our “All Student” cohort is made up of Pupil Premium students. <table><tr><th>Year</th><th>Number of SE occasions</th><th>Number of students</th><th>Number of PP</th><th>Overall %</th></tr><tr><td>7</td><td>97</td><td>26</td><td>10</td><td>38%</td></tr><tr><td>8</td><td>349</td><td>54</td><td>31</td><td>57%</td></tr><tr><td>9</td><td>214</td><td>42</td><td>27</td><td>64%</td></tr><tr><td>10</td><td>231</td><td>52</td><td>25</td><td>48%</td></tr><tr><td>11</td><td>76</td><td>25</td><td>11</td><td>44%</td></tr></table> Given our low % of PP students at PGS these overall percentages are higher than we would want. Moving into 2025/26 academic year, greater support will be offered to students, in particular PP who attend SE multiple times through pastoral support. Suspension data 24/25 - 17 Permanent exclusion 24/25 - 0 Each week the Pupil Premium EO receives a weekly list of lines issued for no equipment. The focus is to reduce barriers to learning by ensuring all students have the equipment they for learning. In term 1, 367 lines issued to PP were for no equipment, term 2 down to 247 (-33%) and a further decrease to 190 (-24%) in term 3. We will continue to challenge this within school, giving further information to families about the support The Bridge offers.	Year	Number of SE occasions	Number of students	Number of PP	Overall %	7	97	26	10	38%	8	349	54	31	57%	9	214	42	27	64%	10	231	52	25	48%	11	76	25	11	44%
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School Support for Students/Parents/ Carers (The Bridge) We will have a focused opportunity to engage Pupil Premium students in our school life, providing all round support and encouragement to influence all aspects of their experience. Overall, the impact will be positive on the outcomes at GCSE level and so also on future life chances.	The provision in school from which we offer academic and pastoral support to our PP students has been established in 2021/22 and continued to strengthen through 2022/23. In 23/24, two school provisions; The Hive and 1392 were combined to create The Bridge. During 24/25 The Bridge is a thriving whole school provision to support students. - Improve attendance by providing a soft landing (EBSA) - Students’ mental health - Support for students unable to access the curriculum - Bespoke curriculum not in mainstream - 1-1 mentoring - 1-1 tutoring The support offered to support learning and development includes. - lesson equipment - uniform - mentoring - breakfast and snacks - sanitary products This provision was also instrumental in enabling a Y11 student who otherwise would not have attended school to attend receive a bespoke timetable, enabling access to the curriculum and to move onto further education. The Bridge supported multiple students throughout the year, with one student achieving 1 grade 6 and 2 grade 5s. We continue to offer support during Y6 transition with PP families with school uniform. Students moving up to Y7 are offered support to buy new school blazer and tie. We continue to offer financial support for students following school lead programmes including Cadets and DoE. As part of the PP provision, we offer full financial support for these programmes. In 24/25 we have supported 19 cadets and 6 students with DoE. This contribution pays for camps, events and kit.																														

	Our aim in 24/25 is to provide greater opportunities for parents/carers to attend school to meet and build relationships with staff. During the year we have offered: - Xmas Event (Cinema experience) - Easter Event (Treasure Hunt and easter bun creation) - 3 coffee mornings (1 x PP and 2 x LAC/PLAC) During these events, parents/carers can build relationships with key staff and school to develop a stronger relationship with school. We feel these events have been impactful and will continue into the new academic year. This academic year saw a significant dip in PP parents/carers attending parents evening. We currently offer the evenings via MS Teams. In a parental engagement survey families would like a return to face to face appointments, in 24/25 we will be offering a face-to-face parents evening with time allocated for staff to follow up with parents/carers unable to attend. <table><tr><th>Event</th><th>Parental Engagement 23/24</th><th>Parental Engagement 24/25</th><th>Difference</th></tr><tr><td>Y7 Parents' Evening</td><td>75.52%</td><td>87.5%</td><td>+22%</td></tr><tr><td>Y8 Parents' Evening</td><td>65.46%</td><td>87.5%</td><td>+33%</td></tr><tr><td>Y9 Parents' Evening</td><td>54.55%</td><td>77.8%</td><td>+13.5</td></tr><tr><td>Y10 Parents' Evening</td><td>64%</td><td>76%</td><td>+12%</td></tr><tr><td>Y11 Parents' Evening</td><td>65.91%</td><td>Left PGS</td><td></td></tr></table> We will continue to focus on providing face to face parental engagement evenings with a focus on understanding why the small % of families are unable to attend, for example transport issues. New Year 7 in 24/25 had a parental engagement % of 81.4%	Event	Parental Engagement 23/24	Parental Engagement 24/25	Difference	Y7 Parents' Evening	75.52%	87.5%	+22%	Y8 Parents' Evening	65.46%	87.5%	+33%	Y9 Parents' Evening	54.55%	77.8%	+13.5	Y10 Parents' Evening	64%	76%	+12%	Y11 Parents' Evening	65.91%	Left PGS	
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Reading Intervention As a minimum, we expect that students reach a minimum of their age-expected reading age.	During this academic year students who did not access The Bridge HLTA or Lexia undertook weekly paired reading with a Post-16 student (Year 7s on Tuesday, Year 9s on Wednesday and Year 8s on Thursday). During these opportunities, students would read aloud with the support and challenge of the Post-16 student. To support this the Post-16 students were taken through 'reciprocal reading strategies' i.e. layered questioning to support student comprehension. If a student was supported by The Bridge HLTA this provided an additional reading opportunity once a fortnight to develop language and comprehension. In September 2024 we introduce more robust waves of intervention including Fresh Start, Lexonik Advanced, Lexia and Sparx Reader lead by the schools Literacy Lead. These have continued into the new academic year. Year 7: The intervention has supported 22 PP students in Year 7 with the following outcomes. • 2 students have been supported with Fresh Start
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	• 10 students have been supported with Lexonik • 6 students have been supported with Lexia • 5 students have been supported with paired reading • 12 students SAS score improved in June 2025 since initial assessment in Nov 2024. • 10 students SAS score regressed in June 2025 since initial assessment in Nov 2024. Year 8: The intervention has supported 23 PP students in Year 8 with the following outcomes. • 1 student has been supported with Fresh Start • 8 students have been supported with Lexonik • 8 students have been supported with Lexia • 8 students have been supported with paired reading • 14 students SAS score improved in June 2025 since initial assessment in Nov 2024. • 8 students SAS score regressed in June 2025 since initial assessment in Nov 2024. Year 9: The intervention has supported 11 PP students in Year 9 with the following outcomes. • 8 students have been supported with Lexia • 5 students have been supported with paired reading • 7 students SAS score improved in June 2025 since initial assessment in Nov 2024. • 4 students SAS score regressed in June 2025 since initial assessment in Nov 2024. Next steps: Literacy Objectives: • To support learners identified as having weak or below average literacy skills by providing literacy support so they can make progress and be successful in their learning, ensuring progress is tracked and strategies are transferred into curriculum lessons. • To develop and embed a consistent, whole-school approach to teaching and revisiting academic vocabulary across departments to improve students' knowledge and use of tier 3 vocabulary. • To promote disciplinary literacy across school by providing staff with T&L strategies to facilitate effective teaching of literacy skills in the classroom Implementation: 1. Around 1/3 of each year group will access some form of literacy intervention across the academic year. NGRT is used to baseline assess students' literacy level and the data acquired allows us to provide the best intervention to support identified students. 2. Data from NGRT and surrounding students on intervention is now readily available either on Class Charts, Bromcom or the Literacy Intervention spreadsheet 3. Guided Reading delivered in mentor times a minimum of once a week to promote cultural capital and place greater focus on reading. Expectation that all students will get involved and contribute to the reading. 4. Regular training given to staff around how to support reading, writing and communication in lessons. This has been delivered in Twilights, CSL meetings and updates over Teams. QA has focussed on ensuring departments continue to embed good practice with how they teach literacy skills to students.
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Personal Development Increased levels of aspiration enable students to access higher grades and to feel empowered in their future lives.	To support our PP students with future aspirations, PP students at KS4 are offered 2 careers meetings a year within school careers advisors. Following on from previous success there will be a fuller and more diverse programme of enrichment for each year group throughout the year. All events will be free of charge for PP students, paid for from the PP budget if ran by The Bridge provision. For non-educational trips, a 20% contribution to the cost will be made. Participation will be encouraged by seconds in department who have responsibility for the PP cohort of students. To also encourage PP students to participate in the trips/visits, the student invited will also be allowed to bring a friend to enjoy the experience. The following have been offered to PP students this year. <table><tr><th>Trips/Visits</th><th>Guest Speakers</th></tr><tr><td>Y7 - Pizza making class</td><td>Luke Ambler (workshops to identified students across all year groups)</td></tr><tr><td>Y8 - York Maze</td><td>Paul Hannaford (Years 7 and 8)</td></tr><tr><td>Y9 - Go Ape</td><td>Always an Alternative (7, 8 and 9)</td></tr><tr><td>Y10 - Crystal maze</td><td>One Punch (8, 9 and 10)</td></tr></table> We continue to offer break and lunchtime enrichment opportunities in the Bridge open space to complete HL or receive support with learning.	Trips/Visits	Guest Speakers	Y7 - Pizza making class	Luke Ambler (workshops to identified students across all year groups)	Y8 - York Maze	Paul Hannaford (Years 7 and 8)	Y9 - Go Ape	Always an Alternative (7, 8 and 9)	Y10 - Crystal maze	One Punch (8, 9 and 10)																														
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HLTA Intervention	The Bridge employs 2 HLTAs worked individually with KS3 students to support academic progress in English and Maths. The cohort of students selected for intervention were currently working below their target, identified through KS2 SATS data and school ARP data. During the 24/25 academic year we supported 9 students in English and 4 in Maths. AS of September 2025, we are currently supporting 20 students with English and 17 students with Maths. To understand students’ current attainment, all students undertook a GL assessment to identify areas of focus. Sessions were designed and delivered to help close knowledge gaps and reinforce their learning in areas of the curriculum. English Overview <table><tr><th>Student #</th><th>Curriculum Content difference %</th><th>Reading Comprehension % difference</th><th>Context</th></tr><tr><td>1 (EAL)</td><td>0%</td><td>5%</td><td></td></tr><tr><td>2 (EAL)</td><td>-7%</td><td>11%</td><td></td></tr><tr><td>3 (EAL)</td><td>18%</td><td>12%</td><td></td></tr><tr><td>4</td><td>1%</td><td>-4%</td><td></td></tr><tr><td>5</td><td>-17%</td><td>-44%</td><td>Didn’t attempt all sections.</td></tr><tr><td>6</td><td>-7%</td><td>-23%</td><td>Didn’t attempt all sections.</td></tr><tr><td>7</td><td>0%</td><td>-8%</td><td>Retrieval dipped. Continued focus</td></tr><tr><td>8</td><td>16%</td><td>6%</td><td></td></tr><tr><td>9</td><td>24%</td><td>34%</td><td></td></tr></table>	Student #	Curriculum Content difference %	Reading Comprehension % difference	Context	1 (EAL)	0%	5%		2 (EAL)	-7%	11%		3 (EAL)	18%	12%		4	1%	-4%		5	-17%	-44%	Didn’t attempt all sections.	6	-7%	-23%	Didn’t attempt all sections.	7	0%	-8%	Retrieval dipped. Continued focus	8	16%	6%		9	24%	34%	
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	Maths Overview			
	Student #	Curriculum Content difference %	Progress categories % difference	Context
	1 (EAL)	6%	-1%	
	2 (EAL)	4%	11%	
	3 (LAC)	-1%	-2%	Not attempting the assessment correctly.
	4 (LAC)	-1%	-2%	Not attempting the assessment correctly.
	3 of the 4 students identified above in Maths work 1-1 with a Maths tutor as they have progressed into KS4.			

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
Test Wise	GL Assessment
Accelerated Reading	Lexia, Lexonik, Fresh Start

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

Further information (optional)

Pupil Premium Strategy - Year 2 of 3 Review

Challenges	Intended outcome	RAG	24/25 Actions and Outcomes	25/26 Next Steps
Students with a low or mid on entry starting point have tended to make less progress than their non-disadvantaged peers.	Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on English.		English supported by school partners developed staff and the curriculum to support PP students, improving the standard and strong pass rate in the 2025 Exam window. 26/27 aim - 66% pass English at Grade 5. 2025 outcomes was 52.3%, an increase on 9.1% from the 2024 exams. Current Grade 4 pass in English is 75%, an increase of 22.7% from the 2024 Exams. Maths and English staff below teaching allocation support with 1-1/small group work of PP and Non-PP students who attend the Bridge. External Maths tutor recruited to support LAC funded by PP+. Trial introduction of Year 12 Tutor Program for option subjects after Year 11 ARP2 window.	External Maths tutor to support students who are working at a Grade 1 or 2 in Maths via The Bridge. External Maths tutor to support LAC students funded PP+. Earlier implementation of a Year 12 Tutor Program for option subjects for those students working below expected progress. Starting October 2025. Maths and English staff below teaching allocation support with 1-1/small group work of PP and Non-PP students who attend the Bridge.
Lower levels of reading comprehension	Improved reading comprehension among disadvantaged pupils across KS3 in line with students age		PP students are receiving targeted support through Lexonik, Lexia or Fresh Starts. This is done in a group or 1-1 in The Bridge. The Bridge also offers 1-1 English to KS3 students as follows: - Y7; Students with below average	Continued implementation and drive of targeted intervention via the schools Literacy Lead and The Bridge team.

			SATS scores offered targeted support. Focus on LAC. - Y8 and 9; Students identified by HoY using period data from KS2 and Year 7.	
Greater social and emotional issues	To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.		HLTA staff trained in Drawing and Talking Therapy. SSOs trained to open EHAs. (July 2025)	Staff will be trained in Lego Therapy. SSO will open and lead EHAs. SSOs have directed time to walk the school allowing for greater engagement with students during learning.
Low levels of attendance	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.		Review of processes with a strong focus on schools EBSA approach and strategies when students are failing to attend school. Greater utilisation of the Bridge as a soft landing for the student, allowing for a progressive reintegration back into learning.	School have invested in StudyBugs, an attendance software that allows for greater analysis of data and will improve communication between school and parents/carers. This is being rolled out Sept 2025. Continued support of EWO from the LA.
Improve behaviour (small minority of PP students)	To improve and reduce behaviour and student disengagement		Revised report system implemented to support Behaviour expectations of all students. This has allowed for earlier interventions. Year Team leaders received a daily message of student BIL lines from the previous day, allow for early intervention. 23/24 BIL lines = 3177 (23% of WS lines)	Introduction of a Monitoring report for students who accumulate lines quickly over a short period of time who haven't triggered WS reports. This will provide earlier intervention and aim to reduce lines.

			24/25 BIL lines = 2973 (26% of WS lines)	
Staff alignment	A clear line of communication between academic and pastoral teams to support our pupil premium cohort who have significant challenges often linked to having SEND need (SEMH)		Successful implementation of Pupil Passports via Class Charts seating plan software. These have allowed greater understanding of students' needs and how best they can be supported during learning. Introduction of a SWAY to communicate PP progress to leaders in school.	Greater utilisation of PP SWAY to show current PP progress after ARP windows.