

# Pupil premium strategy statement – Three Bridges Primary school

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	601 including Nursery 570 without Nursery
Proportion (%) of pupil premium eligible pupils	21.2%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Trudy Emberson Headteacher
Pupil premium lead	Gary Stockton Deputy Headteacher
Governor / Trustee lead	Will Kane Disadvantaged Lead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195, 315
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Three Bridges Primary school, our aim is to work together to build a safe, respectful and nurturing environment focused on every LEARNER's well-being, ensuring they are ready for the world. This is regardless of their background or circumstances.

Even though this plan relates to pupil premium pupils, we are also aware of a number of pupils who are at a disadvantage to their peers, such as SEND, EAL and vulnerable pupils. Many of the strategies below are also used to support these other disadvantaged children.

Our Pupil Premium funding will be used to raise attainment, broaden and enrich opportunities, provide quality first teaching, build self-confidence, and open horizons.

The key principles of our strategy plan are:

- Quality first teaching in every classroom.
- Targeted academic support for those who need it.
- Support payment for activities, extra-curricular opportunities, and educational and residential visits. Ensuring children have first-hand experiences and cultural capital to support their learning in the classroom.
- Wider strategies that remove non-academic barriers to learning: pupils to have the opportunity to flourish at Three Bridges, be understood, have their needs met, and be prepared for the next stage in their education and lives.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments and observations show that disadvantaged pupils are particularly behind their peers in reading. This is due to a lack of fluency which impacts comprehension and understanding.
2	Internal assessments and observations show that disadvantaged pupils are particularly behind their peers in writing. This is due to a lack of automaticity with the basic foundations of writing, such as letter formation,

	being able to make sense, full stops, capital letters, and high frequency spellings.
3	Internal assessments and observations show that disadvantaged pupils are particularly behind their peers in maths. This is due to less fluency and therefore less ability to utilise known facts to reason and solve problem.
4	Our attendance data indicates that attendance among disadvantaged pupils has been between 5.3% and 3.9% points lower than for non-disadvantaged pupils. In the academic year 2024-25 42.8% of disadvantaged pupils have been 'persistently absent' compared to 19.2% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for a number of disadvantaged pupils, due to a lack of resilience and in a number of cases, opportunities outside of school.  In some cases, children do not think enough for themselves and rely too heavily on the guidance from the adults that they work with.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading attainment among disadvantaged pupils.	By the end of 2025/26, close the attainment gap between pupil premium children and their non-pupil premium peers in:  Year 2 – from 22% to 54%  Year 3 – from 39% to 71%  Year 4 – from 40% to 71%  Year 5 – from 62% to 72%  Year 6 – from 58% to 73%  All pupil premium children will meet their personal targets for reading.

	<p>Assessments and observations will indicate improved language amongst pupil premium children.</p> <p>All pupil premium children across the school will make at least expected progress with some children making good progress from their starting points.</p> <p>Outcomes will be evident when triangulated with sources of evidence including book looks (which demonstrate a reduction in errors), listening to children read (which demonstrates how fluent they are), engagement in lessons and on-going formative assessment.</p>
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>By the end of 2025/26, close the attainment gap between pupil premium children and their non-pupil premium peers in:</p> <p>Year 2 – from 22% to 64%</p> <p>Year 3 – from 28% to 59%</p> <p>Year 5 – from 52% to 63%</p> <p>Year 6 – from 35% to 59%</p> <p>All pupil premium children will meet their personal targets for writing.</p> <p>Assessments and observations will indicate improved language amongst pupil premium children.</p> <p>All pupil premium children across the school will make at least expected progress with some children making good progress from their starting points.</p> <p>Outcomes will be evident when triangulated with sources of evidence including book looks (which demonstrate a reduction in errors), engagement in lessons and on-going formative assessment.</p>
<p>Improved maths attainment among disadvantaged pupils.</p>	<p>By the end of 2025/26, close the attainment gap between pupil premium children and their non-pupil premium peers in:</p> <p>Year 2 – from 39% to 78%</p> <p>Year 3 – from 33% to 73%</p> <p>Year 4 – from 43% to 73%</p> <p>Year 6 – from 46% to 57%</p> <p>All pupil premium children will meet their personal targets for maths.</p>

	<p>All pupil premium children across the school will make at least expected progress with some children making good progress from their starting points.</p> <p>Outcomes will be evident when triangulated with sources of evidence including book looks (which demonstrate a reduction in errors), end of term attainment test data, engagement in lessons and on-going formative assessment.</p>
<p>To achieve and sustain improved attendance for disadvantaged pupils.</p>	<p>By the end of 2025/26, close the attendance gap between pupil premium children and their non-pupil premium peers in:</p> <p>Year 1 – 83.9% to 95% which is higher than their non-pupil premium peers (89.9%)</p> <p>Year 2 – 84.1% to 95% which is higher than their non-pupil premium peers (93.5%)</p> <p>Year 3 – 89.0% to 95% which is higher than their non-pupil premium peers (92.7%)</p> <p>Year 4 – 87.2% to 95%</p> <p>Year 5 – 89.8% to 95%</p> <p>Year 6 – 91.7% to 95%</p> <p>All pupil premium across the school will improve their attendance to close the gap with their peers. Pupil premium children who are already in-line with their peers will maintain their attendance.</p>
<p>To achieve and sustain improved emotional wellbeing and mental health among disadvantaged pupils.</p>	<p>Sustained high levels of emotional wellbeing and mental health demonstrated by:</p> <ul style="list-style-type: none"> <li>• Boxall survey scores increasing over time.</li> <li>• Qualitative data from pupil voice, parent surveys and teacher observations.</li> <li>• Sustained high levels of participation in extra-curricular clubs and enrichment activities among disadvantaged pupils.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £ 113,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spelling CPD for teaching staff to support fluency in writing and cognitive processes	<p>There is strong evidence to show that fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. Many of the skills that support word reading will also support spelling, but spelling demands great specificity and has different motor demands.</p> <p><a href="https://nationalcollege.com/news/teaching-spelling-effectively">https://nationalcollege.com/news/teaching-spelling-effectively</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1, 3
Writing CPD for assistant Headteachers	<p>There is strong evidence to show that writing is essential for success. Children first develop language through talk. Interactions with adults enable them to develop speech and their control of spoken language. This is vital for learning about written language, since reading and writing are acquired skills. The value of talk to children's mastery of language is as important for writing as it is for reading and pupils should be taught how to engage in dialogue that enhances learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/how-the-simple-view-of-writing-can-help-you-develop-your-pupils-fluency-in-writing">https://educationendowmentfoundation.org.uk/news/how-the-simple-view-of-writing-can-help-you-develop-your-pupils-fluency-in-writing</a></p> <p><a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a></p>	1, 2, 5
Continue to embed Quality First teaching and raise the profile of our disadvantaged learners by embedding 'First and Best' practice in every classroom.	<p>High quality first teaching for all is the most important lever for improving outcomes (EEF – guided to pupil premium).</p> <p><a href="https://educationendowmentfoundation.org.uk/using-pupil-premium">https://educationendowmentfoundation.org.uk/using-pupil-premium</a></p>	1, 2, 3, 4
Assessment CPD for teaching staff to support a consistent approach to	<p>The EEF states that feedback appears to have a slightly greater effect for primary aged pupils (+7 months) and that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p>	1, 2, 3, 5

assessment across the school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	
Ongoing Phonics CPD for reading teachers.	<p>The EEF states that phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.</p> <p>It also states that phonics improves the accuracy of the child's reading.</p> <p>RWI (Read, Write, Inc.) aims to teach children to read and write effectively through a structured, synthetic program that aims to develop fluent, confident readers as quickly as possible.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://www.ruthmiskin.com/phonics/about-read-write-inc-phonics/">https://www.ruthmiskin.com/phonics/about-read-write-inc-phonics/</a></p>	1, 2, 3
CPD opportunities are provided for all staff to refresh and strengthen practice.	<p>All staff to complete the following training:</p> <ul style="list-style-type: none"> <li>✓ The Writing Framework in Action (EYFS/ KS1/ KS2)</li> <li>✓ Language Development in the EYFS</li> <li>✓ Creating Enabling Outdoor Learning Environments (EYFS)</li> <li>✓ Primary maths: sequencing and adaptive short-term planning</li> <li>✓ Embedding stretch and challenge (KS1/ KS2)</li> <li>✓ Primary maths: bespoke assessment and feedback</li> <li>✓ Progress Checks – Pupil Assessment Strategy (Primary)</li> <li>✓ Sensory plan and brain breaks for children with SEND</li> <li>✓ Addressing EAL pupils with SEND: overcoming language barriers (primary)</li> <li>✓ Effective Questioning: Improving Outcomes</li> </ul> <p>Disadvantaged lead to complete the following additional training:</p> <ul style="list-style-type: none"> <li>✓ Adaptive teaching – train the trainer</li> <li>✓ Attend the 'Everyone Achieves' project</li> </ul> <p>Headteacher and Disadvantaged lead to:</p> <ul style="list-style-type: none"> <li>✓ Disseminate learning from the 'Everyone Achieves' project and subsequent school visits</li> <li>✓ Share good practice and research developments</li> <li>✓ Improve staff knowledge and develop everyone as LEARNERS</li> <li>✓ Improve and reflect on the quality of teaching and sustain positive outcomes for all LEARNERS</li> </ul>	1, 2, 3, 4

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

Budgeted cost: £ 41,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Study buddies to be introduced and embedded across the school.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2, 3, 4, 5
One-to-one phonics tuition to continue across Key Stage 1.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2, 4, 5
ELSA role to be introduced and embedded across the school.	<p>The ELSA programme is a targeted intervention aimed at developing the social and emotional skills of primary and secondary school aged children. It is an initiative developed by educational psychologists who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.</p> <p><a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a></p>	1, 2, 3, 4, 5
Continued implementation of the sports team.	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to the associated financial cost. There is a small positive impact of physical activity on academic attainment (+2 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	1, 2, 3, 4, 5
Introduction of ViPs (vulnerable learner pyramids)	<p>To ensure systems and procedures are effective in the early identification of disadvantaged pupils throughout the whole school we have introduced using a pyramid system. Teachers can use the vulnerability factors grid to score each child and place them onto the pyramid according to their level of need. This enables the teachers to gain a clear understanding of the specific challenges and needs of the disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p>	1, 2, 3

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

Budgeted cost: £ 39,426

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rewrite the school's attendance policy to ensure barriers to good attendance are identified and families are supported with ways to overcome these</p>	<p>Data shows that poor attendance and therefore impact due to loss of learning time affects our disadvantaged pupils the most. A variety of strategies will be deployed to overcome this.</p> <p><a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</a></p>	<p>4, 5</p>
<p>Embed high quality teacher/parent interactions across all areas of the school</p>	<p>The average impact of the parental engagement approach is an additional 4-months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Support families financially to promote a range of trips, visits and special events. Support families financially with access to school uniform and external clubs, including breakfast club and after-school club.</p>	<p>We have identified that we need to set aside funds to enable disadvantaged pupils to have the opportunities afforded to their non-disadvantaged peers which will allow them to develop beyond the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=outdoor">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=outdoor</a></p>	<p>1, 2, 3, 4, 5</p>

**Total budgeted cost: £ 195,315**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

At the end of KS2, there were 16 pupil-premium children.

At the end of KS2, 50% (8 children) achieved the expected standard in Reading, compared to the West Sussex average of 75% and the national average of 75.1% for all pupils in 2025. Also at the end of KS2, 6% (1 child) also achieved greater depth in Reading, compared to the West Sussex average of 33.9% and the national average of 33% for all pupils.

At the end of KS2, 19% (3 children) achieved the expected standard in Writing, compared to the West Sussex average of 68.5% and the national average of 72.3% for all pupils in 2025. Also at the end of KS2, 0% (0 children) achieved greater depth in Writing, compared to the West Sussex average of 8.5% and the national average of 12.8% for all pupils.

At the end of KS2, 31% (5 children) achieved the expected standard in Maths, compared to the West Sussex average of 72.6% and the national average of 74.1% for all pupils in 2025. Also at the end of KS2, 6% (1 child) achieved greater depth in Maths, compared to the West Sussex average of 23.5% and the national average of 26.3% for all pupils.

At the end of KS2 19% (3 children) achieved the expected standard in Reading, Writing and Maths combined, compared to the West Sussex average of 57.8% and the national average for all pupils of 62.2% in 2025.

At the end of Reception, there were 12 pupil-premium children.

At the end of Reception, 58% (7 children) achieved the expected standard in Reading. 50% (6 children) achieved the expected standard in Writing. 83% (10 children) achieved the expected standard in Maths.

At the end of Year 1, there were 19 pupil-premium children.

At the end of Year 1, 53% (10 children) achieved the phonics screening check. Compared to the West Sussex average of 79.2% and the national average of 79.9%.

The data (2024 – 2025) demonstrated that attendance for disadvantaged children (88.5%) was lower than the figure for all pupils (93.8%). However, attendance figures for disadvantaged children have remained spikey compared to their non-disadvantaged peers:

2022 – 2023: PP – 87.5% compared to non-PP – 92.2%

2023 – 2024: PP – 88.8% compared to non-PP – 94.0%