

Pupil premium strategy statement - Newton Bridge Academy

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	260 Newton East Site – 76 Newton West Site - 183
Proportion (%) of pupil premium eligible pupils	134 (51.5%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Daley Barber-Allen
Pupil premium lead	Daley Barber-Allen
Governor / Trustee lead	Kathryn Betts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,526
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£140,526

Part A: Pupil premium strategy plan

Statement of intent

Newton Bridge Academy is a specialist school for children and young people aged 4-19 years with a range of special educational needs and disabilities (SEND). All pupils have an Education, Health and Care Plan (EHCP).

All pupils at Newton Bridge Academy encounter challenges with learning and participation due to diverse needs across the broad areas of SEND: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory & Physical. These needs include autism, ADHD, sensory impairments, complex medical conditions, and profound or severe learning difficulties, all of which create significant barriers to both educational and personal progress. Many pupils also face considerable social, emotional, and mental health difficulties.

In our specialist setting, it is challenging to determine the extent to which socio-economic background impacts achievement because of the complexity of each pupil's needs and learning difficulties. Pupils eligible for pupil premium funding do not necessarily present as 'lower attaining'; however, we recognise that those most disadvantaged by socio-economic factors may not always have access to the same opportunities, experiences, or outcomes as their peers. While our strategy prioritises these pupils, our approach is to use pupil premium funding to enhance outcomes for all pupils through a range of targeted and whole-school interventions and initiatives.

High-quality teaching and access to a range of specialist interventions and strategies is at the heart of our approach, as this will have the greatest impact on progress, achievement and attainment in our school whilst enabling us to address the specific SEND needs of our pupils.

Our curriculum design is unique in that it provides a range of flexible pathways and opportunities for personalisation so that we can address the learning barriers that each individual pupil faces. In developing our pupil premium strategy, we have carefully considered any additional support required to enhance achievement and development, alongside our existing provision, which is already tailored to meet the needs and overcome the barriers associated with SEND

We recognise that many of our pupils lead relatively isolated lives outside school, so our strategy places a strong emphasis on supporting their social, emotional and mental wellbeing alongside academic initiatives. In addition to our personalised curriculum, we will provide an intensive pastoral support offer focused on physical health, emotional wellbeing and self-regulation. Our aim is to increase engagement among our most socio-economically disadvantaged pupils, helping to close the gap between them and their

peers and ensuring they can fully access the learning opportunities offered at Newton Bridge Academy. We will also ensure pupils have access to a broad range of enrichment experiences, both within and beyond the school environment, to support their academic progress and overall wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	All pupils have an EHCP and a range of complex learning needs. This requires the implementation of a flexible, broad and balanced curriculum model which is accessible, appropriate and responsive to the needs of all pupils
2	Cultural capital - many pupils at Newton Bridge Academy experience social isolation and reduced participation in community activities due to their social difficulties
3	Speech, language and communication difficulties are a significant barrier to learning (e.g. pre-verbal pupils, pupils with limited verbal or functional language ability, pupils who require the use of assistive technology or specialist input, pupils who experience social communication difficulties etc.)
4	Many pupils experience reading and writing difficulties which restricts access to the wider curriculum
5	All pupils need high-quality teaching and support from staff trained in a wide range of specialist SEND strategies and approaches. This creates an ongoing need for staff development to ensure they maintain a thorough understanding of SEND and the specialist skills required to fulfil their roles effectively
6	Our interaction with some families is limited because most pupils travel to school on dedicated transport. This can affect parents' and carers' engagement with the school, as well as their confidence and ability to support learning at home. In addition, some pupils may experience highly complex home and family circumstances.
7	Some pupils may have lower levels of emotional literacy than their peers and may arrive at school not fully prepared to learn.

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
All pupils will make measurable progress in reading and writing through targeted teaching, personalised interventions and consistent monitoring.	<ul style="list-style-type: none">• Each pupil demonstrates improvement from their individual starting point in reading and writing, as measured by baseline and subsequent assessments.• Pupils show increased fluency and understanding when reading age-appropriate or ability-appropriate texts• Pupils participate more actively in reading and writing tasks, as evidenced by classroom observations and engagement records.• The gap between disadvantaged semi-formal and formal pupils and their peers in reading and writing narrows over time.
Pupils will be motivated and engaged in learning through a relevant, personalised curriculum enriched with cultural experiences and a wide range of enrichment and extra-curricular activities.	<ul style="list-style-type: none">• All pupils follow a developmentally appropriate curriculum pathway tailored to their individual needs.• Every pupil has an Individual Progress Plan (IPP) informed by EHCP outcomes, ensuring curriculum personalisation and targeted support• Pupils regularly engage in a variety of creative, cultural and enrichment experiences, both in and beyond the classroom.• Learning activities are meaningful, practical and multi-sensory where appropriate, supporting engagement, memory retention and deeper understanding.

	<ul style="list-style-type: none"> • Pupils demonstrate growing awareness and curiosity about the wider world as evidenced through discussions, projects and participation in community or cultural events. • Pupil wellbeing indicators (e.g., attendance, behaviour, self-regulation) improve as a result of engaging, personalised learning experiences.
<p>Pupils' mental health and wellbeing will be strengthened through tailored individual support, targeted interventions and access to mental health services, including counselling.</p>	<ul style="list-style-type: none"> • Identified pupils receive professional counselling or talking therapies within school, with impact monitored through progress meetings / reviews • Designated staff are trained as Senior Mental Health Leads and in Mental Health First Aid (MHFA), ensuring specialist knowledge and capacity to support pupils effectively. • A clear 'menu' of evidence-based interventions (e.g. Lego Therapy, Jabadao, Archery, Emotion Coaching, Zones of Regulation, Drawing and Talking Therapy) is available and delivered by trained staff to meet individual needs. • Data from attendance, behaviour logs, IPP progress meetings and pupil voice surveys show improvements in emotional regulation, resilience and overall wellbeing. • Systems are in place to identify pupils at risk of poor mental health early, with timely interventions implemented. • Parents / carers are informed and engaged in supporting their child's mental health through

	regular communication and access to resources.
Staff knowledge, skills, and expertise will be enhanced through targeted CPD designed to equip them to support individual pupils and specific groups effectively.	<ul style="list-style-type: none"> • All staff have access to a structured, in-house CPD programme focused on developing SEND expertise and strategies, mental health and adaptive teaching approaches • Staff attend and actively engage in relevant external courses and training sessions to develop specialist skills aligned with pupil needs. • Evidence from lesson observations / 'Spotlights', pupil progress data and staff feedback demonstrates that training is effectively applied in classroom practice. • CPD records show regular participation and progression in professional development activities throughout the academic year. • Improved pupil engagement, progress and wellbeing can be linked to enhanced staff expertise through CPD.
Targeted pupils will have opportunities to take part in off-site outdoor learning experiences within safe yet appropriately challenging environments.	<ul style="list-style-type: none"> • Targeted pupils participate in structured off-site outdoor learning activities designed to develop resilience, problem-solving and teamwork. • Pupil voice surveys and feedback indicate high levels of enjoyment and engagement in outdoor learning experiences. • Observations and discussions with pupils show increased confidence, self-esteem and willingness to take on new challenges. • Pupils demonstrate greater independence and life skills

	through participation in outdoor learning, supporting readiness for future life and adulthood
Pupils will have access to therapeutic interventions designed to improve speech, language, communication, and sensory regulation skills.	<ul style="list-style-type: none"> • Pupils participate in rebound therapy sessions delivered by trained staff to support physical development and sensory regulation. • Pupils follow personalised hydrotherapy programmes tailored to their needs, delivered by qualified staff, with progress monitored regularly. • Pupils access interventions such as Lego Therapy, Drawing and Talking and yoga to enhance resilience, communication, social interaction and emotional wellbeing. • Assessment data and IPP monitoring observations show measurable improvements in pupils' speech, language, communication and sensory regulation. • Increased engagement in classroom activities and improved emotional regulation are evident following participation in therapeutic interventions.
Improved parental engagement will lead to better social and educational outcomes for pupils.	<ul style="list-style-type: none"> • Parents and carers have access to a structured programme of school-based support, including guidance on home learning strategies and signposting to wider health and social care services. • Attendance records show improved participation in workshops, information sessions and school events designed to strengthen home-school partnerships.

	<ul style="list-style-type: none"> • Parent/carer feedback indicates increased confidence and ability to support their child's learning at home. • Regular, effective communication between school and families is maintained through newsletters, digital platforms and face-to-face meetings.
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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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training in SEND specific teaching strategies and approaches</p> <p>£3000</p>	<p>High quality teaching – the '5 a day' principle EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p> <p>High-quality impact-driven continuous professional learning LEARN SEND Hub - Home</p> <p>Multi-sensory learning training https://hirstwood.com/</p> <p>TEACCH in Primary Schools: A Structured Approach to Learning for Every Child – SEND Vision</p>	1, 3, 5
Staff training through Early Excellence, national leader of pedagogy,	Early Excellence – leading provider of specialist early years services	1, 5, 7

provision and practice, specialising in young children's education £3000	https://earlyexcellence.com/get-equipped/training-videos/	
Teachers are trained and confident in applying adaptive teaching strategies and techniques so that pupils have access to quality first teaching £2000	<p>The EEF Guide to Supporting School Planning: A Tiered Approach to 2021, makes continual reference to the importance of quality first teaching. "We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom".</p> <p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF</p>	4, 5, 7

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

Budgeted cost: £77,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of teaching and pupil progress in English £5000 (for RWI subscriptions and resources)	<p>Research into the implementation of the Read Write Inc literacy programme, and the benefits of continued external support</p> <p>https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>EEF research - Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4
Ensure that pupils have access to	Research into appropriate staffing levels	1, 3, 4, 5, 7

<p>appropriately trained staff and receive individual or small group targeted support to enable progress</p> <p>£34,526</p>	<p>https://learning.nspcc.org.uk/research-resources/briefings/recommended-adult-child-ratios-working-with-children</p> <p>https://pubmed.ncbi.nlm.nih.gov/32627579/</p>	
<p>Physical / Outdoor adventurous activity and enrichment (e.g. archery, horse riding, Forest School, kayaking etc.)</p> <p>£8000</p> <p>Employ an outdoor education lead to enhance outdoor curriculum offer, and to facilitate outdoor / adventurous activity</p> <p>£30,000</p>	<p>EEF Outdoor Adventure Learning: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Microsoft Word - Irningoutsdetheclssrm.doc</p> <p>An Ofsted report into the benefits of learning outside the classroom.</p>	2, 7

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase access to specialist intervention in school to develop physical, sensory and emotional regulation skills</p> <p>£1700 for rebound training</p> <p>£1500 for Hydrotherapy training</p>	<p>Rebound therapy research https://www.reboundtherapy.org/about/benefits</p> <p>Halliwick hydrotherapy research https://halliwick.org.uk/about-halliwick-ast/halliwick-concept/</p>	<p>1, 5</p>
<p>Provide targeted mental health / counselling support to improve emotional health and wellbeing</p> <p>£6000</p>	<p>EEF research into Social Emotional Learning (SEL) https://educationendowmentfoundation.org.uk/new/s/prioritise-social-and-emotional-learning</p> <p>Research into Drawing and Talking training Drawing and Talking - Home page</p> <p>Emotion Coaching Emotion Coaching - United Kingdom</p>	<p>2, 5, 7</p>
<p>Improve parental engagement and access to specialist support and advice</p> <p>Employ a Family Liaison Officer to strengthen the relationship</p>	<p>Research into the impact of parental engagement approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>6</p>

between home and school £36,000		
Provide access to yoga for pupils to promote relaxation, positive mental health and wellbeing £3800	The Benefits of Yoga for SEND Pupils SEN Magazine The Benefits of Yoga for Children with Special Educational Needs (SEN) Welcome to Mini Me Yoga!	
Provide access to 'Jo Jingles' music and movement sessions for pupils with complex needs £6000	Music & Singing fun for babies & Toddlers Jo Jingles - Jo Jingles (the sessions at NBA are adapted for children and young people with SEND of all ages)	

Total budgeted cost: £140,526

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All pupils will make progress in reading and writing

Progress in reading and writing has been strongly supported through the implementation of the Read Write Inc (RWI) programme across the school. Pupil Premium funding has been used to purchase resources and fund RWI development days, enabling ongoing support from an external literacy consultant. This partnership ensures high-quality delivery and provides positive feedback on how we adapt the programme for our pupils. Termly assessments show that many pupils make excellent progress from their individual starting points, with some moving from pre-reader stage to mastering sound groups and beyond. Pupils are grouped by ability, allowing tailored instruction that meets their specific needs and maximises progress.

Pupils will be engaged and interested in learning by accessing a relevant and personalised curriculum that is culturally rich with a range of enrichment and extra-curricular activities

We deliver a relevant and personalised curriculum that is culturally rich and supported by a wide range of enrichment and extra-curricular activities. Our curriculum is characterised by different learning pathways, making it developmentally responsive to individual pupil needs. Pupil Premium funding has been used to provide personalised supports such as sensory items and communication resources, including a Widgit Online subscription, ensuring pupils can access learning effectively. In addition, our broad offer includes activities such as yoga, swimming, horse riding, outdoor adventure experiences, Forest School and a range of educational visits, all of which are subsidised through Pupil Premium funding. These opportunities enhance engagement and promote a love of learning beyond the classroom.

Positive mental health and well-being of pupils will improve by being supported through tailored individual support, interventions and access to mental health support / counselling services

Positive mental health and well-being is supported through a range of tailored interventions and access to specialist services. Pupils benefit from an onsite counselling service, which provides timely and confidential support for those referred. In addition, therapeutic approaches such as Drawing and Talking therapy are offered to help pupils process emotions and develop resilience. These targeted strategies ensure that individual needs are met effectively, promoting emotional stability and overall well-being across the school. Pupils also have access to key staff who are ELSA (Emotional Literacy Support Assistants) trained.

Staff knowledge, skills and expertise will be developed through participation in targeted CPD to support individuals or groups of pupils

Staff knowledge, skills and expertise is developed through a flexible CPD programme aligned with the school development plan and any emerging priorities or issues. This in-house approach ensures that training is tailored to meet the needs of individuals and groups of pupils, supporting effective classroom practice. All staff have also completed Team Teach training, which underpins our relational and restorative approach to behaviour management. This positive behaviour support framework equips staff with practical strategies to maintain a safe and supportive learning environment while promoting pupil well-being and engagement.

Targeted pupils will have the opportunity to engage in off-site outdoor learning opportunities in a safe but challenging environment

Pupil Premium funding has been used to subsidise activities such as Forest School and overnight expeditions as part of the Duke of Edinburgh's Award scheme, ensuring accessibility for all eligible pupils. In addition to these off-site experiences, pupils benefit from onsite archery sessions and further outdoor activities including orienteering, climbing and canoeing, delivered by a qualified instructor employed by the school. These opportunities promote resilience, teamwork and confidence, enriching pupils' learning beyond the classroom.

Pupils will have access to therapeutic interventions to improve speech, language, communication and sensory regulation skills

Pupils have access to hydrotherapy and rebound therapy delivered by in-house trained staff, providing physical and sensory benefits that enhance engagement and regulation. Additionally, pupils participate in 'Jo Jingles' music therapy sessions and yoga activities, which further promote sensory integration and emotional well-being. These interventions are embedded within our provision to ensure pupils develop essential communication and regulation skills in a supportive and structured environment.

Improved parental engagement will secure better social and educational outcomes for pupils

The Designated Safeguarding Lead is supported by a team of Family Liaison Officers who act as a vital link between school and home, ensuring consistent communication and support. Our Family Liaison Officers have introduced informal 'Coffee Catchup' sessions, attended by other professionals connected to the school, providing parents with networking opportunities and access to advice. In addition, we have increased opportunities for parents to engage with school life through book fairs, special assemblies, performances, and 'Life After Newton Bridge Academy' events. These initiatives ensure parents feel valued as key partners in their child's education, strengthening relationships and improving outcomes.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.