Pupil Premium Strategy Statement *Bridgelea Primary School 2024-2027. Red Type 2024/25 Review and Update. Green Type 2025/26 Review and Update.*

Before completing this template, read the Education Endowment Foundation's guidance on using your pupil premium funding effectively and DfE's using pupil premium guidance, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	87%
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	September 2024
Date on which it will be reviewed	September Annually
Statement authorised by	Governing Body
Pupil premium lead	Amy Robinson
Governor / Trustee lead	Hannah Fitzpatrick

Funding overview

Detail 2024-25	Amount
Pupil premium funding allocation this academic year	£94,575
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£25,303
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	None
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£119,878

Detail 2025-26	Amount
Pupil premium funding allocation this academic year	£134,835
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	None
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£134,835
Detail 2026-27	**Amount**
Pupil premium funding allocation this academic year	£134,850
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£134,850

Part A: Pupil premium strategy plan

Statement of intent

School Context

Bridgelea Primary School is a school for pupils in Key Stages 1 and 2 offering specialist places for children with an Educational Health and Care Plan (EHCP) identifying Social Emotional and Mental Health Difficulties (SEMH). Bridgelea also offers places for Manchester's children who are at risk of being excluded (APX) or who have been permanently excluded (PEX) by providing the day education offer. We currently have 15 classes, across two sites. Classes can vary in size depending on the complexity of the need and can range in size between eight and ten pupils. All classes are taught by a qualified teacher and are supported by at least two teaching assistants. The level of additional educational needs is high and increasing.

Baseline testing on admission confirms that the vast majority of pupils are working below age-related expectations in reading. Some children also remain at Bridgelea awaiting specialist school places to become available. Around 90% of children have an Educational Health Care Plan identifying SEMH difficulties as their primary need. The number of consultations for SEMH EHCP places has also increased at the school.

At Bridgelea, we want to help our children, families, and communities to understand themselves and each other more. Bridgelea is an accredited Nurturing School and the development of social and emotional skills is at the heart of our curriculum. We understand that children learn and develop at different ages and stages and this is reflected in our curriculum and approaches. Staff are trained to understand the six Nurture Principles, and are skilled in attuning to children to support and challenge unhelpful and negative beliefs about themselves and build resilience.

Bridgelea is a Communication Friendly Setting. We were the first PRU in the country to achieve this award in 2015. This means that understanding the speech, language, and communication needs of all our children is at the forefront of the offer we provide for our children. All staff at Bridgelea are trained in communication and language development and this work underpins the school's nurturing practice. The Communication Counts training supports staff to adapt their communication strategies and improve effective interactions with children across the curriculum. Staff understand the importance of structure and routine and the use of visuals and are more consistent in their approach. Elklan has empowered staff, they have excellent knowledge, understand the processes involved in communication, and are better equipped to reinforce and differentiate the key elements.

In June 2023, we received our Gold Rights Respecting reaccreditation. Rights Respecting is embedded throughout our school and our wider community. At

Bridgelea, we value working with our families and community to improve our children's access to activities and involve everyone in their child's education. We provide an enriching diverse curriculum that develops Global Citizens. We use assemblies, theme weeks, and a variety of visits and visitors to support this curriculum offer. Through the School Council, all children can express their views and be heard. Classroom charters, devised by the pupils, explain the articles the children are working on that term. The school is explicitly embedding the UN Convention on the Rights of the Child in its policy, practice, and culture.

Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

What are our key objectives?

At Bridgelea we aim to enhance oral language skills, address SEMH concerns within our bespoke well-being offer, improve motor skills, increase basic numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally.

At Bridgelea we believe that the children learn and develop at different ages and stages and this is reflected in our curriculum and nurturing approaches. Teaching and learning reflects how nurture underpins the curriculum and staff seek opportunities to work with children at their development stage. At Bridgelea we strive for pupils to fulfil their potential and want our children to have high aspirations for their future. Through our curriculum, and effective targeting of PPG funding, we empower pupils, equipping them with the skills and emotional resilience to thrive in an uncertain world and protect and safeguard them from exploitation and unnecessary risk.

At Bridgelea we aspire to ensure harmony between a rigorous academic education on the one hand and outstanding wider personal development on the other. At Bridgelea we have a holistic approach to well-being across the school. We nurture high expectations of behaviour and value the importance of a well-planned curriculum to support the development of character and personal development, promoting good mental wellbeing. As a school, we target PPG spending on speech, language, and communication needs (SLCN), ensuring that SLCN targets are embedded in the curriculum and through the delivery of SLCN interventions as part of the school's retreat offer.

Challenges

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

Challenge number	Detail of challenge
1	Children at Bridgelea often have undiagnosed Speech, Language and Communication Needs. Communication is a barrier to learning for our pupils and we recognize that all behaviour is communication. Trying to understand this behaviour and support our children to communicate and develop their underlying communication needs supports pupils to make progress. Often this has been the driver of their SEMH behaviours in mainstream. Once settled at Bridgelea their SLCN needs are apparent and are assessed by a Speech and Language Therapists. Staff are trained to support children to develop SLCN so that they can make progress both socially and academically.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health. Children Social Emotional Mental Health is a barrier as children struggle to engage regulate and have the resilience to tolerate challenge in their academic work. Children have often had very negative experiences of education and come to Bridgelea with incredibly low self-esteem and a spiky profile of missed learning. Children with diagnosis of ADHD have low levels of concentration and have poor listening and attention skills. Often our children are working below age related expectations on entry.
3	Limited life experiences and opportunities to join in enrichment opportunities due to their SEND. Many of our pupil premium children do not have the rich and varied experiences meaning knowledge of the world and vocabulary acquisition is limited.
4	Children who are permanently excluded do not receive a transport offer from the Local Authority. This means the children's attendance is significantly impacted.
5	Parental engagement is difficult as many of our children are brought to school by community transport so a lot of parental contact is via the telephone.
6	Increasing levels of risk-taking behaviours impacting the safety of the children and disrupting access to learning (Added 25/26).

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
Increase progress in reading and maths for pupils eligible for pupil premium	• PP pupils will outperform or at least 'close the gap' in reading and maths in terms of progress • Speech and language (Intervention targets achieved- See CPoms)
Decrease the number of children requiring retreat interventions to support Strand A-E (Organisation of Experiences) by increasing achievement in these strands.	• PP pupils will achieve over 50% for each strand in A-E on the Boxall Profile- Organisation of Experiences. • Speech and language (Intervention targets achieved- See CPoms)
Increase attendance to 95% for all PP children. Amended 25/26- All children to have attendance over 85% with no significant gap between PPG and Non-PPG children.	• PP pupils will attend school 95% or more of the time. Please note: 24/25 Attendance: - Manchester All Schools- 94%; MCC Special School - 84%; MCC PRU 61%; Bridgelea - 81%. Therefore, we have amended our success outcome to all children having an attendance over 85% with no significant gap between PP and Non-PPGchildren. In 24/25, PP children is 80.9% (119 children) and non-PPG is 82.6% (17 children).
Improved parental engagement	• Attendance at annual reviews increased. • Attendance at meetings increased. • Engagement with home/remote learning increased. (Where appropriate) • Parent voice reflects positive thoughts and feelings about the school.
Pupils are making progress with their emotional development & self-regulation skills.	• Physical interventions will decrease as pupils are more able to use their self-regulation strategies (Added 25/26).

Activity 2025-26

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 5,885**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development for staff: Speech/Language (**£1500**)	• https://www.elklan.co.uk/Training/Practitioners/Supporting_Social,_Emotional_and_Mental_Health_of_Children_and_Young_People • EEF Literacy KS1 & KS2	1 and 2
Continuous Professional Development: Talk for Writing Development Project with our consultant- (**£3800**)	• EEF Literacy KS1 & KS2 • https://www.talk4writing.com/about/does-talk-for-writing-work/ • https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	1 and 2
WalkThrus and Thinking Matters Membership (**£370**) to deepen staff understanding of how children learn underpinned by research so that they can provide effective feedback.	• https://walkthrus.co.uk/how-does-it-work • EEF Assessment & Feedback • Thinking Matters • EEF Toolkit • Metacognition EEF	1 and 2
Manchester School Alliance- Middle Leader Membership **(£215)**	• https://manchesterschoolsalliance.co.uk/events-training/whats-on/	1 and 2

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

Budgeted cost: £ *128,006*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase web based programs to be used in school at home. • My Maths **(£419)** • NIP **(£117)** • Purple Mash **(£600)** • Myon (Accelerated Reader Resource) **(£3510)** • Boxall **(£385)** • Widgit **(£205)**	• EEF_Digital_Technology_Guidance_Report.pdf • EEF_Digital_Technology_Summary_of_Recommendations.pdf • EEF Literacy KS1 & KS2	1, 2 and 5
Retreat delivers interventions to pupils identified as in need. Speech and language therapist supports SENCO & Retreat staff to plan and deliver and monitor speech interventions **Costings** x6 HLTAs across the school. Costing for 2 of the 6 HLTAs costed from PPG=**£75,570** Speech and language therapist (2 days a week) SALT SLA- 2 days a week= **£36,400**	• EEF Literacy KS1 & KS2 • https://www.elklan.co.uk/Training/Practitioners/Supporting_Social,_Emotional_and_Mental_Health_of_Children_and_Young_People	1, 2 and 3
Chrome Books- Investment in IT to support learning- developing the use of chrome books across the school. **£10,800**	• EEF_Digital_Technology_Guidance_Report.pdf • EEF_Digital_Technology_Summary_of_Recommendations.pdf	1, 2, and 5

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

Budgeted cost: £ *69,015*

Activity	Evidence that supports this approach	Challenge number(s) addressed
We have amended the attendance admin to an all year round contract- **£4275**	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	4
Purchased 'Reach More Parents' to support with communication to parents. Total cost (£5000) 50% costed to PPG **£2,500**	• EEF_Digital_Technology_Guidance_Report.pdf • EEF_Digital_Technology_Summary_of_Recommendations.pdf • https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families	4 and 5
We have three school minibuses that we use to transport children to activities- **£26,000**	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1726337037	3, 4 and 5
Woodland School LTD deliver forest school to classes, 1 day per week. We have agreed a year training course to train our own forest school leader. **£7,600**	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1726337037	1,2 and 3
Artist to deliver high quality art teaching and CPD to teachers. Art teacher teaches	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-	1, 2 and 3

each class once per half term. **£9,500**	sel/EEF_Social_and_Emotional_Learning.pdf?v=1726337037	
We commission a music teacher for 3 hours per week from One Education. (£7500) with the £1250 music grant deducted. **£6250**	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1726337037	1,2 and 3
Team Teach CPD as part of our risk reduction work across school **£12,890**	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1726337037	1 and 2

Total budgeted cost: £ *202, 906*

PP 25/26 Total is £134, 835

The school's core budget is supporting this in excess of £68,000.

Total Pupil Premium Spent: 2025-2026: £173,145

Activity 2026-27

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,199

Activity	Challenge Number(s) Addressed
Continuous Professional Development for staff: Speech, Language and Communication (ELKLAN)(£1,400)	1,2
Continuous Professional Development: Talk for Writing Development Project(£3,251.40)	1,2
WalkThrus Membership(£370)	1,2
Bridgelea Teaching and Learning Playbook(£2,700)	1,2
Co-Regulation Framework Development Support (Nichola Johansen)(£1,477.50)	2,6

Targeted Academic Support (for example, tutoring, one-to-one support and structured interventions)

Budgeted Cost: £110,983

Activity	Challenge Number(s) Addressed
Purchase web-based programmes to be used in school and at home: • Purple Mash(£600) • Kapow(£405.60) • Linguascope(£330) • Numicon Intervention Programme(£117) • Firm Foundations(£167) • Numicon Essentials(£1,044.28) • Number Sense(£315) • Grammarsaurus(£862) • Griffin(£200) • Widgit(£221) • Little Wandle(£300) • Boxall Online(£325) • Renaissance/MyON(£666.67)	1,2,5
Retreat interventions and additional adult support. Three of six HLTAs funded through Pupil Premium.(£42,630)	1,2,3
Speech and Language Therapy SLA(£38,000)	1,2
Investment in IT, Chromebooks and digital learning infrastructure(£22,600)	1,2,5

Wider Strategies (for example, attendance, behaviour, wellbeing and enrichment)

Budgeted Cost: £71,556

Activity	Challenge Number(s) Addressed
Global Policing Attendance SLA to support hard-to-reach families(£2,000)	4,5
Reach More Parents communication platform(£1,667)	4,5
School minibuses, transport and fuel(£32,000)	3,4,5
Forest School Provision(£6,000)	1,2,3
Artist in Residence Programme(£10,000)	1,2,3
Music Provision(£7,956)	1,2,3
Drama Therapist(£13,300)	2,3,6
Team Teach CPD and Risk Reduction Programme(£6,800)	2,6

Total Budgeted Cost: £191,738

Estimated Pupil Premium Contribution: £134,835

School Core Budget Contribution: £56,903

Outcomes for Disadvantaged Pupils

KS2 2026 Outcomes: Analysis by Scaled Score Bands

For Bridgelea's cohort, it is helpful to look beyond the number achieving the expected standard and consider how many pupils fell into different attainment bands. This provides a clearer picture of progress and identifies pupils who were close to national expectations.

GPS (Grammar, Punctuation and Spelling)

Scaled Score Band	Pupils
100+ (Expected Standard)	4
95-99	2
90-94	7
80-89	8

Commentary

- Four pupils achieved the expected standard.
- A further two pupils scored between 95-99 and were very close to the expected standard (Child J 99, Child L 98).
- Seven pupils scored between 90-94, suggesting a sizeable group with emerging attainment in GPS.
- Eight pupils scored between 80-89, indicating significant gaps in knowledge and application of grammar and spelling skills.

Reading

Scaled Score Band	Pupils
100+ (Expected Standard)	3
95-99	8
90-94	7
80-89	9

Commentary

- Reading was the strongest subject overall.
- Three pupils achieved the expected standard, including Child I (112), the highest score achieved across all subjects.
- Eight pupils scored between 95-99, demonstrating a substantial group who were close to achieving national expectations.
- Seven pupils scored between 90-94, showing secure developing reading skills but further work is needed to reach expected standards.
- Reading has the largest 'near miss' group, suggesting this subject has the greatest potential to increase expected standard outcomes in future cohorts.

Mathematics

Scaled Score Band	Pupils
100+ (Expected Standard)	0
95-99	3
90-94	4
80-89	14

Commentary

- No pupils achieved the expected standard in mathematics.
- Three pupils achieved scores between 95-99, including Child R (98) and Child I (97).
- Four pupils scored between 90-94, indicating some emerging attainment.
- Fourteen pupils scored within the 80-89 band, substantially more than in Reading or GPS, highlighting mathematics as the key curriculum priority.

Cross-Subject Analysis

Pupils at or Near Expected Standard (95+)

The strongest group within the cohort were pupils scoring 95 or above:

- GPS: 6 pupils (4 at expected standard + 2 near standard)
- Reading: 11 pupils (3 at expected standard + 8 near standard)
- Mathematics: 3 pupils (all near standard)

This demonstrates that reading is currently the strongest curriculum area, with a relatively large group of pupils performing close to or above national expectations.

Pupils in the 90-95 Range

This group represents pupils requiring targeted intervention to move towards expected standards:

- GPS: 7 pupils
- Reading: 7 pupils
- Mathematics: 4 pupils

These pupils demonstrate partial mastery of the curriculum and may benefit from focused teaching on assessment domains where marks were lost.

Pupils in the 80-90 Range

This is the largest attainment group across the cohort:

- GPS: 8 pupils
- Reading: 9 pupils
- Mathematics: 14 pupils

For these pupils, there is likely to be a need for more fundamental curriculum catch-up and intervention, particularly in mathematics.

Summary of KS2 Outcomes

When considering attainment bands rather than simply expected standard outcomes, the picture is more positive than headline data alone suggests. Reading shows a strong profile, with 11 pupils scoring 95 or above, demonstrating that many pupils are working close to national expectations. GPS also shows encouraging outcomes, with 6 pupils scoring 95 or above. Mathematics remains the weakest subject area, with no pupils reaching the expected standard and the majority of pupils (14) scoring between 80 and 89, making mathematics a clear priority within the School Development Plan. However, there is evidence that a small group of pupils are beginning to close gaps, with three pupils attaining scores of 95 or above in mathematics.

Whole School Summary: Reading, Writing and Maths- Teacher Assessment 2025-2026

When children's chronological age is considered alongside their attainment, the picture shows a wide variation across the school. Whilst a number of children are working broadly in line with their age or above age expectations, there remains a significant group of older children who are functioning several years below their chronological age, particularly in reading and writing.

Reading

Reading remains an area of strength across the school, with many pupils demonstrating secure word reading skills and strong progress through phonics, Learn Trek objectives and Accelerated Reader pathways. A sizeable group of children are reading at, or above, age expectations. Several Upper Key Stage Two children have reading ages in excess of their chronological age, demonstrating secure decoding and comprehension skills. Many younger children in KS1 have made strong gains in phonics and foundational reading skills and are progressing appropriately through the reading pathway

However, the data also highlights the following key priorities:

- A substantial group of pupils continue to require phonics teaching despite being in Key Stage 2.
- Several pupils have reading ages and STAR scores that do not fully align with teacher assessments, requiring moderation and review.
- Comprehension outcomes are often weaker than word reading outcomes, indicating that understanding and inference remain areas for development.

There are also a number of pupils requiring completion of phonics, STAR and teacher assessments by October half term to ensure accurate placement on either phonics or Accelerated Reader pathways.

The most significant issue is the number of older children whose reading attainment remains substantially below their chronological age. Several Year 4 children working within Reception or Year 1 phonics phases. For these children the attainment gap is often between 3 and 5 years below age-related expectations and this will be addressed through the new whole school reading offer.

Overall judgement: Reading provision is having a positive impact, with strong decoding and reading progress evident across the school, but continued focus is required on comprehension, assessment accuracy and progression out of phonics.

Writing

Learn Trek writing data assesses against four key domains: composition, Vocabulary, Grammar and Punctuation (VGP), Handwriting and Spelling. Handwriting is a particular strength, with large numbers of pupils completing year group expectations and many pupils working securely above chronological age expectations. Spelling outcomes are also generally strong, particularly for pupils working within age-related expectations. The strongest progress is evident where pupils have successfully completed foundational writing skills before moving on to more advanced composition objectives. Many pupils show high completion rates in grammar, punctuation and transcription skills.

Areas requiring further focus include:

- Extended composition and independent writing.
- Progression of writing standards for pupils whose transcription skills are stronger than their ability to compose sustained pieces.
- Continued development of vocabulary and sentence structure for pupils working below age-related expectations.

Writing reflects many of the same cohort concerns seen in reading. Several older children remain secure only within Year 1 to Year 3 composition and grammar objectives despite being in Years 5 and 6. Children with weak comprehension frequently demonstrate limited vocabulary, sentence structure and ability to write independently.

Overall judgement: Writing outcomes are positive, particularly in handwriting, spelling and grammar. The next stage is to ensure these skills transfer consistently into high-quality composition and extended writing. In many cases, writing attainment appears approximately 2 to 4 years behind chronological age.

Mathematics

Learn Trek Maths data assesses against four key domains: Number and Place Value, Addition and Subtraction, Multiplication and Division, Geometry, Measures and Statistics and Fractions and Percentages. Learn Trek data shows that many pupils have achieved very high completion percentages in core number

objectives, suggesting that teaching in foundational mathematics is effective. Number and Place Value is consistently one of the strongest strands across year groups.

Strengths include:

- Secure number knowledge.
- Good progression in addition and subtraction.
- Strong attainment in many early mathematics objectives.

Areas for development include:

- Multiplication and Division, particularly for some pupils in KS2.
- Fractions and Percentages, where attainment is often lower than number-based strands.
- Applying mathematical reasoning and problem-solving within more complex objectives.

Overall judgement: Mathematics outcomes are strong with particularly secure foundation skills. Future focus should be on developing fluency into deeper reasoning, multiplicative thinking and fractions.

Attainment Against Chronological Year Groups

Year 1 (9 pupils)

Year 1 pupils are working across a broad spectrum from Reception and EYFS objectives through to Year 2 expectations. Reading and phonics are generally stronger than writing. Most pupils have secure or developing attainment in Reception and Year 1 reading and number objectives, whilst composition, vocabulary and grammar remain areas of relative weakness. A small number of pupils are attaining at or above Year 2 expectations in mathematics and reading.

Summary: Most pupils are working below chronological age expectations but demonstrate strong progress from their starting points.

Year 2 (10 pupils)

The Year 2 cohort demonstrates attainment predominantly within Year 1 and Year 2 objectives. Several pupils are secure in Year 2 mathematics and reading content, with some beginning Year 3 objectives. Strengths are evident in number and comprehension, whereas writing composition and grammar remain less secure for many pupils.

Summary: The majority are working between Year 1 and Year 2 standards, with a small number accessing Year 3 content.

Year 3 (13 pupils)

The Year 3 cohort is highly diverse. Some pupils remain within Reception and Year 1 objectives, whilst others are securely working within Year 3 and beginning Year 4 content. Reading attainment is generally stronger than writing. Mathematical understanding is often strongest within Number and Place Value but less secure in Multiplication, Division and Fractions.

Summary: Attainment ranges from significantly below age-related expectations to pupils working securely at chronological age.

Year 4 (31 pupils)

Year 4 is the largest cohort and demonstrates the widest attainment range. Some pupils are working within Reception and Key Stage 1 objectives, while others are secure in Year 4 and accessing Year 5 content. Reading remains the strongest area overall, particularly word reading and comprehension. Writing is more variable, especially composition and grammar. Mathematics shows strengths in Number and Place Value but weaker attainment in Multiplication, Division, Fractions and higher-order reasoning.

Summary: Most pupils are working below chronological expectations due to identified SEND needs, although several pupils are attaining at or close to Year 4 expectations.

Year 5 (24 pupils)

The Year 5 cohort contains a substantial number of higher-attaining pupils. Several pupils are secure within Year 4 and Year 5 objectives, with some accessing Year 6 learning in reading, spelling and mathematics. Reading attainment is particularly strong. Writing composition shows increasing independence but remains less secure than reading. Mathematics attainment varies considerably, with strengths in number and calculation and relative weaknesses in fractions, ratio and algebra.

Summary: Many pupils are approaching age-related expectations, with some attaining securely within Year 5 and beginning Year 6 content.

Whole-School Summary

Across the school, attainment against chronological year-group expectations is generally below national age-related expectations, reflecting the specialist SEND profile of pupils at Bridgelea. However:

- Most pupils demonstrate engagement and progress within their personalised curriculum pathways.
- Reading is the strongest curriculum area across all cohorts.
- Number and Place Value is the strongest mathematics strand.

- Writing, particularly composition and grammar, remains the area requiring greatest development.
- Older pupils (Years 5) show increasing numbers working within or close to age-related expectations.
- Progress throughout the year is evident across all cohorts, with many pupils moving through multiple curriculum stages despite significant barriers to learning.

Whole School Learn Trek Targets 2025-26: End of Year Summary by SEND Area

The report shows that the majority of pupils made progress towards their personalised outcomes, with **781 out of 960 targets (81%) either partially or fully achieved**. Progress was evident across all four areas of need, although outcomes varied depending on the complexity of pupils' needs.

Communication & Interaction
Communication and Interaction outcomes were generally positive across the school. Many pupils demonstrated improvements in expressing needs, following instructions, engaging in reciprocal conversations, interacting appropriately with peers and adults, and developing social communication skills. Several pupils, achieved almost all or all communication targets, reflecting strong progress in expressive and receptive language, social understanding and relationship-building. For a significant proportion of pupils, communication targets were partially achieved. This indicates that skills such as initiating conversations, sustaining social interactions, understanding social cues, articulating emotions and responding appropriately in different situations remain emerging but are developing positively.

Key priorities moving forward include:
- Building independence in communication.
- Developing higher-level social understanding.
- Supporting pupils to generalise communication skills across different contexts.
- Increasing confidence in expressing needs, emotions and viewpoints.

Overall Judgement:
Strong progress overall with many pupils moving towards greater independence in communication and interaction.

Social, Emotional & Mental Health (SEMH)
SEMH was the largest area represented within the report and demonstrated encouraging progress across the school. Many pupils achieved targets related to emotional regulation, friendships, self-esteem, school attendance, resilience and participation in learning. A large number of targets were partially achieved, indicating that pupils are beginning to develop the skills required to regulate emotions, manage anxiety, cope with change, engage positively with peers and understand their feelings. These improvements are especially significant given the complexity of SEMH needs across the cohort.

The greatest challenges remain around:

- Emotional regulation.
- Managing difficult feelings appropriately.
- Developing resilience when faced with challenge.
- Building and sustaining positive friendships.
- Developing self-awareness and self-management skills.

Overall Judgement:
Good progress across SEMH outcomes, with emotional regulation and resilience remaining key priorities for 2026-27.

Cognition & Learning

Outcomes within Cognition and Learning show that many pupils made progress towards their personalised academic and learning behaviours targets. Improvements were noted in engagement, attention, concentration, independent working, curriculum access, phonics, reading, writing and maths. Several pupils achieved age-related or personalised learning expectations, particularly those with lower levels of need or well-established support programmes. The largest proportion of Cognition and Learning targets were partially achieved. This suggests that while pupils are making measurable progress, many continue to require scaffolded support to maintain attention, sustain engagement and apply learning independently.

Areas requiring continued focus include:

- Independent application of skills.
- Sustained attention and concentration.
- Executive functioning and organisation.
- Confidence and resilience when faced with challenge.
- Generalising academic skills across different contexts

Overall Judgement:
Most pupils are making positive academic progress from their individual starting points, although many require ongoing support to develop independence and transferable learning skills**.**

Sensory & Physical

Sensory and Physical targets show encouraging progress across the school. Pupils demonstrated improvement in fine and gross motor skills, personal independence, self-care, sensory awareness, environmental regulation and safety awareness. Many pupils successfully developed strategies for managing sensory needs and accessed learning more effectively as a result.

Several pupils fully achieved targets relating to:

- Self-care and independence.
- Sensory regulation.
- Fine motor development.
- Personal safety.

- Physical participation in school life.

Where targets remain partially achieved, they are generally related to:
- Independent use of sensory strategies.
- Developing motor coordination.
- Recognising and articulating sensory needs.
- Maintaining self-regulation in challenging environments

Overall Judgement:

Positive progress is evident across sensory and physical development, particularly in independence and self-regulation, although many pupils continue to require structured support and adult guidance.

Summary
SEND provision at Bridgelea continues to have a positive impact on pupil outcomes. Across all four areas of need, the majority of targets were either partially or fully achieved. Strongest areas of performance were seen within Communication & Interaction and SEMH, where many pupils developed improved relationships, emotional regulation and engagement with school. Cognition & Learning outcomes indicate steady academic progress from individual starting points, while Sensory & Physical targets demonstrate increasing independence, regulation and participation in school life.

Social & Emotional- Boxall Progress

Strand	PPG Target 2024-2027	24/25 Achieved	25/26 Achieved
A: Gives Purposeful Attention	50% Achieved across School	36%	53%
B: Participates Constructively	50% Achieved across School	44%	60%
C: Connect Up Experiences	50% Achieved across School	67%	**71%**
D: Shows Insightful Involvement	50% Achieved across School	48%	57%
E: Engages Cognitively With Peers	50% Achieved across School	45%	51%

The school's Boxall Profile outcomes demonstrate strong progress in pupils' social and emotional development, with all five strands now exceeding the Pupil Premium target of 50% achieved across the school by 2027.

Compared with 2024/25, improvements were seen across every strand during 2025/26:

Strand	24/25 Achieved	25/26 Achieved	Change
A: Gives Purposeful Attention	36%	53%	+17%
B: Participates Constructively	44%	60%	+16%
C: Connects Up Experiences	67%	71%	+4%
D: Shows Insightful Involvement	48%	57%	+9%
E: Engages Cognitively with Peers	45%	51%	+6%

Key Headlines

- All five strands are now above the 50% PPG target, achieving the three-year target a year ahead of schedule.
- The greatest improvements were seen in:
    - A: Gives Purposeful Attention (+17 percentage points)
    - B: Participates Constructively (+16 percentage points)
- C: Connects Up Experiences remains the strongest area across the school, increasing from 67% to 71%.
- Improvements in D: Shows Insightful Involvement and E: Engages Cognitively with Peers indicate stronger self-awareness, engagement and peer interaction among pupils.
- The data suggests that targeted social and emotional interventions, nurture provision and relational approaches are having a positive impact on pupils' readiness to learn, participation and social engagement.

Impact Statement

The sustained improvement across all Boxall strands demonstrates that pupils are developing stronger emotional regulation, social understanding and learning behaviours. Achieving the school-wide PPG target across every strand indicates that the support provided is helping pupils become more engaged, resilient and better equipped to access learning and build positive relationships. This progress contributes positively to pupils' wellbeing, behaviour and overall educational outcomes.

Part B: Review of the previous academic year

Bridgelea Attendance Placement Type

2024-2025	PEX	APX	EHCP
NOP	16	4	107
Average	52.8%	85.1%	84.9%
Range	27.2% to 93.8%	62% to 93.1%	11.2% to 100%
SA	9 Ch with Avg 23.8%	None	4 Ch with Avg 29.1%
PA	4 Ch with Avg 85.2%	1 Ch with Avg 61.2%	50 Ch with Avg 78.5%
90+	3 Ch with Avg 96.7%	3 Ch with Avg 92.8%	53 Ch with Avg 95.2%
Average Attendance Progress 24/25 compared with 23/24	10% (Range -5.25 to 21.8%)	10.7%	12.6% (Range -25.5 to 91.3%)

DFE Attendance Data 2024/25

	Attendance	Absence	Unauthorised Absence
Aut 2024/25	81.5%	18.5%	7.8%
Spr 2024/25	80.6%	19.4%	7.2%
Sum 2024/25	78.8%	21.2%	8.7%
Overall 2024/25	80.3%	19.7%	7.9%

Manchester Attendance Data 2024/25

	% Attendance	% Absence	% PA Pupils	% SA Pupils
Primary	94.56%	5.44%	15.14%	1.46%
Secondary	92.17%	7.83%	20.44%	4.16%
All Through	93.09%	6.91%	19.74%	2.50%
PRU Combined	61.16%	38.84%	81.66%	48.10%
Special	83.94%	16.06%	41.28%	10.87%
Bridgelea	80.91%	19.09%	56.55%	15.17%