



Pupil premium strategy statement

2025/26

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. As a new academy we do not have any previous plans to review.

School overview

Detail	Data
School name	Two Bridges Academy
Number of pupils in school (EYFS – KS4)	113
Proportion (%) of pupil premium eligible pupils	40
Academic year/years that our current pupil premium strategy plan covers	2026/27
Date this statement was published	21/09/2026
Date on which it will be reviewed	September 2027
Statement authorised by	Carrie Osmond Headteacher
Pupil Premium lead	Tom Mullins AHT
Governor / Trustee lead	Gillian Foxton COG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total £61,950 Primary: £54,250.00 Secondary: £7700 CLA: £5,380
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	£61,950

Part A: Pupil premium strategy plan

Statement of intent

Research from Mencap shows that adults with learning disabilities are likely to have poorer outcomes than the general population in a range of areas:

- Employment: only 17% are in paid employment
- Health: life expectancy is 18 years shorted for women and 14 years shorter for men

The research also finds evidence of increased isolation and experiences of poor mental health.

Our pupil premium learners, are even further disadvantaged by their socio-economic situations so our aim is to use pupil premium funding to achieve and sustain positive outcomes for this group.

Although our strategy is focused on the needs of pupil premium learners, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non- pupil premium learners will be improved alongside progress for their non- pupil premium peers.

At the heart of our approach is high-quality teaching focussed on areas that pupil premium learners require most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

We will provide pupil premium learners with support to develop their communication and interaction skills and their skills for processing sensory information as these are key skills that lay the foundations for success in all areas of learning.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments and observations. This will help us to ensure that we offer them the relevant skills and experience they need to be prepared for each stage of their learning.

Challenges

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

Challenge number	Detail of challenge
1	Individual pupils' special educational needs in all areas of their EHCPs. Pupils with severe and profound and multiple learning disabilities require a personalised curriculum that focuses on their individual needs, while motivating them to engage in their learning. Consistency, repetition and overlearning is required for them to consolidate and generalise learning. This will support them to know and remember more over time.
2	Access to relevant, bespoke curriculum, including areas that support pupil's mental health and wellbeing Pupils with severe and profound and multiple learning disabilities require a curriculum that goes beyond the academic in order to allow them to develop the pre-requisite skills for learning.
3	Speech, language and communication needs (SLCN). All of our pupils have some degree of SLCN, varying from being completely non-verbal to having difficulties with understanding social communication. Disadvantaged pupils may have fewer opportunities to develop social interaction skills outside of school. Our data indicates that progress in Communication & Interaction is an area of strength for all our pupils, including pupil premium learners. We have a large number of non-verbal pupils (50%) and pupils for whom developing language and social communication is a priority, requiring very specialist support and approaches. The primary need of 79% of our students is ASC or SLCN.
4	Emotional regulation and / or sensory processing needs and challenging behaviour (SEMH needs) Pupils with severe or profound and multiple learning disabilities may not be able to understand or express their emotions. Many are significantly affected by sensory processing difficulties. Without a degree of emotional regulation they may be unable to fully engage in learning. This requires us to address pupil's sensory processing needs and related SEMH needs.

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
Increased engagement with learning by accessing a experiential and highly motivating curriculum which maximises opportunities for learning during child-led or unstructured activities.	Pupil progress information shows that pupil premium learners are meeting or exceeding their personal PLG targets. Assessment and monitoring of learning show high levels of engagement and capture application and generalisation of skills.
Improved progress in the area of Communication and Interaction, so that they can express their needs, wants and preferences.	Teacher assessments show that pupil premium learners make similar rates of progress as their non- pupil premium peers in the area of Communication & Interaction (i.e. Pupils in the same year group)
Improved staff knowledge, skills and confidence in delivering a range of programmes and interventions to support pupils in developing their Communication & Interaction skills.	Teacher assessments show that pupil premium learners make similar rates of progress as their non- pupil premium peers in the area of Communication & Interaction (i.e. Pupils in the same year group) Staff feedback for training sessions is positive and school leaders see evidence of teacher skills and confidence in delivering Communication & Interaction programmes and interventions.
Improved behaviour and engagement with learning.	Teacher assessments show that pupil premium learners make similar rates of progress as their non- pupil premium peers in the area of SEMH.
Improved parental engagement with learning and support strategies to ensure consistent approaches are used at home and school.	Parents engage with training and advice, implementing recommended strategies consistently at home. Evidenced by positive feedback, parent surveys, and discussions that demonstrate increased confidence in supporting their child's learning and development.

Activity in this academic year

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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD for programmes and interventions in the areas of Communication & Interaction, SEMH and therapeutic engagement. Evaluation and monitoring of CPD impact	<i>‘Communication is fundamental to children’s development; children need to be able to understand and be understood. Communication is the foundation of relationships and is essential for learning, play and social interaction. ‘</i> <i>The Communication Trust</i> The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	1, 2, 3, 4
Enhancing the range of engaging and motivating resources and enrichment activities available to support a language rich environment and personalised learning needs for Communication & Interaction.	<i>‘Are poor readers doubly disadvantaged in that they soon begin to lag behind their peers in both "skill" and "will"? If so, then their poor reading skills and low reading motivation may begin to influence each other.’ - Morgan & Fuchs, 2007</i> <i>‘Students with LD generally experience a strong correlation between their low extrinsic and intrinsic motivation and their poor academic performances.’ (Lepper, Corpus, & Iyengar, 2005; McGeown, Norgate, & Warhurst, 2012),</i> <i>‘Create activities that are relevant to students’ experiences and interests. Make it REAL.’</i> <i>Beverley Wieser CLD 2014</i>	1, 2, 3, 4

School Leaders in place to support areas which support Communication & Interaction.	<i>‘Communication is fundamental to children’s development; children need to be able to understand and be understood. Communication is the foundation of relationships and is essential for learning, play and social interaction. ‘</i> <i>The Communication Trust</i> The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	1, 2, 3, 4
Parental engagement programme to supporting children’s learning, attendance, behaviour and wellbeing.	EEF Teaching and Learning Toolkit: • Social and emotional learning • Behaviour interventions • SEMH training for all staff Personal Development curriculum • Parental engagement	1, 2, 3, 4

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

Budgeted cost: **£20,000**

	Evidence that supports this approach	Challenge number(s) addressed
Delivery of individual communication strategies identified by SaLT.	<i>‘Communication is fundamental to children’s development; children need to be able to understand and be understood. Communication is the foundation of relationships and is essential for learning, play and social interaction. ‘</i> <i>The Communication Trust</i> The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children’s speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	1, 4
Delivery of foundational skills interventions in Communication, Reading and Maths by HLTA or TA.	EEF Teaching and Learning Toolkit: <i>‘one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.’</i> <i>‘ interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.’</i>	1, 2, 3

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

Budgeted cost: **£21,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commissioned Occupational Therapist (sensory needs) x 0.5 days per week Including training opportunities	<i>'When a person is experiencing sensory overload, it can be incorrectly perceived as distressed behaviour. Sensory overload may also result in a withdrawal or complete shutdown. Making sure a student with sensory processing differences has the right sensory opportunities and environmental adaptations throughout their day, will remove barriers to learning and go some way to improve their wellbeing.'</i> Corinna Laurie, Clinical Lead Occupational Therapist National Autistic Society and Director of Evolve Children's Therapy Services Ltd	1, 2, 4
Enhancing the sensory regulation equipment and spaces available for pupil premium learners with enhanced sensory processing needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	1, 2, 4
Enhancing the play equipment available for pupil premium learners at early stages of development, who learn primarily through exploration and play.	EEF Teaching and Learning Toolkit: <i>'Positive outcomes have been identified for a range of early learning outcomes including language, early literacy, early numeracy and a range of other cognitive outcomes. Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.'</i>	1, 2, 4
Team Teach training and resources. Including refreshers	EEF Teaching and Learning Toolkit: • Social and emotional learning • Behaviour interventions Team Teach is a well-established and recognised de-escalation behaviour support approach.	1, 2, 4

Address specific needs of individual pupils to ensure improved attendance, behaviour and engagement with learning.	EEF Teaching and Learning Toolkit: • Social and emotional learning • Behaviour interventions • School uniform • One to one tuition • Parental engagement • Individualised instruction	1, 2, 3, 4
Establish a programme of training and advice to support parents with learning, wellbeing, safety attendance and behaviour.	EEF Teaching and Learning Toolkit: • Social and emotional learning • Behaviour interventions • School uniform • One to one tuition • Parental engagement • Individualised instruction	1, 2, 3, 4

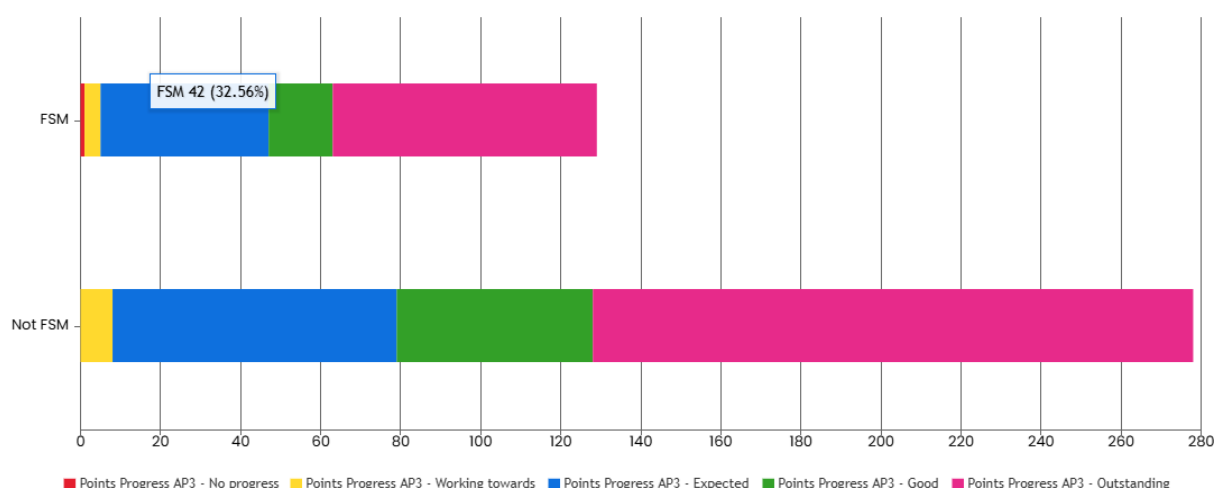
Total budgeted cost: £61,950

Part B: Review of outcomes in the previous academic year

This details the impact that out pupil premium activity had on pupils in the 2025/26 academic year.

Outcome 1: Increased engagement with learning by accessing a personalised curriculum

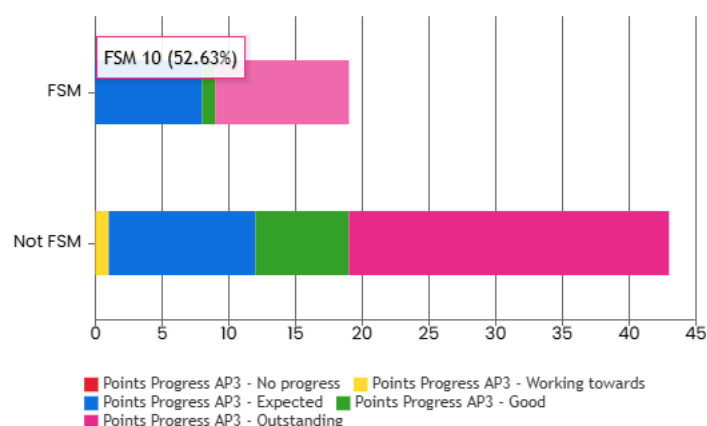
Pupil Premium: Analysis All Subjects (All Pathways, EYFS-KS4)



The above graph shows that 100% of pupil premium learners are meeting or exceeding their Priority Learning Goal targets.

Outcome 2: Improved progress in the area of Communication and Interaction, so that they can express their needs, wants and preferences

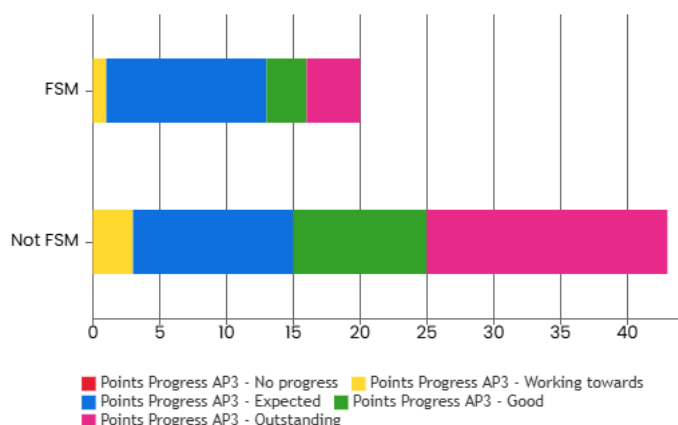
Outcome 3: Improved staff knowledge, skills and confidence in delivering a range of programmes and interventions to support pupils in developing their Communication & Interaction skills.



The above graph shows that Pupil Premium learners make progress at a similar rate to non-PP in Communication and Interaction.

- Teaching and support staff have had access to training for Makaton, VOCAs, Intensive Interaction, musical interaction and Communication Boards. Observations evidence records high levels of skill and confidence in delivering these programmes.
- Teaching and support staff have also been trained on personalised programmes for individual students e.g. Talk Tools, Speech Sounds, and Keyword Games. This has enhanced staff knowledge and understanding, and ensured that Pupil Premium students make progress at a similar rate to non-PP.

Outcome 4: Improved behaviour and engagement with learning



The above graph shows that Pupil Premium learners progress that is broadly similar to non-PP in the area of Social, Emotional & Mental Health.

The consistency of progress indicates that pupil premium funding has been effective in ensuring that we are able to make sufficient adaptations to remove barriers to learning for disadvantaged pupils.