

Bridgewater High School Pupil Premium Strategy Statement 2017-18

1. Summary information					
Academic Year	2017/18	Total PP budget	£180,115	Date of most recent PP Review	Nov 2016
Total number of pupils (y7-11)	1517	Number of pupils eligible for PP	170	Date for next internal review of this strategy	Nov 2017

2. Current attainment (2016/17 only)	
	Bridgewater Pupil Premium
% pupils achieving 9-4 in both English & maths	48
% pupils achieving 9-5 in both English & maths	19
% pupils achieving 9-4 in English	67
% pupils achieving 9-5 in English	52
% pupils achieving 9-4 in maths	52
% pupils achieving 9-5 in maths	19
% pupils achieving 2+A*-C in science (entries/cohort)	33/29
% pupils achieving 1+A*-C in languages (entries/cohort)	67/19
% pupils achieving the English Baccalaureate 9-4	5
% pupils achieving the English Baccalaureate 9-5	5
Progress 8 score average	-0.5
Progress English score	-0.3
Progress Maths score	-0.3
Progress Ebacc score	-0.4
Progress Open score	-0.9
Progress Science score	-0.1
Progress Languages score	-0.3
Progress Geography & History score	-0.2

September 2017

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Poor numeracy skills; homework completion; work rate in lessons; parental engagement (diminishing the difference in Maths)
B.	Poor Literacy; Lack of engagement with the subject including poor motivation; Students are unable to purchase the set texts. (diminishing the difference in English)
C.	Poor numeracy, literacy & language skills; homework completion; work rate in lessons; parental engagement (diminishing the difference in the Baccalaureate subjects)
D.	Involvement in enrichment activities (including stakeholder engagement)
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	FSM cohort have attendance lower than PP & all pupils
F.	The number of PP pupils who live in vulnerable circumstances and may require additional support from external agencies

4. Outcomes from 2016		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Diminished difference in Maths</p> <p>Improved numeracy skills – numeracy ninjas</p> <p>Improved homework completion rate – faculty detention records</p> <p>Improved understanding of classwork – test results</p> <p>Improved parental engagement – letters, email, phone call log</p>	<p>Pupils make progress through ‘ninja belts’ in line with their peers</p> <p>% of pp pupils on detention for homework to be in line with their peers</p> <p>Pupils test scores are in line with their peers</p>
B.	<p>Diminished difference in English</p> <p>Improve the standard of literacy.</p> <p>This will be measured through work scrutiny and assessment of PP students marks in Christmas mocks on the SSPV sections of the exam.</p> <p>Encourage high levels of motivation and engagement.</p> <p>This will be measured through students attendance to intervention sessions, lesson observations and student voice.</p> <p>Ensure all students have their own copies the set texts for English.</p> <p>Class teachers to check students have these and that they are using them in lessons and at home</p>	<p>The marks received by PP students will have improved from the Spring Y10 mock to the Christmas mock.</p> <p>Literacy within the books will be improved.</p> <p>Overall performance in the exam will improve.</p> <p>Students will be enthusiastic and confident when discussing the experiences in English. Their behaviour during lesson observations will also demonstrate this.</p> <p>Each students will have a copy and be using in on a regular basis to improve their knowledge.</p>

C.	Diminished difference in the Baccalaureate subjects Improved numeracy skills Improve the standard of literacy Improve the standard of language skills	Pupil progress is in line with that of their cohort in each Baccalaureate subject measured through external data (ASP) and internal progress meetings
D.	Continued involvement of pupils in the Oarsome project – new cohort from Y9 along with continuation from previous Y9 cohort. Summary document at the end will make clear the benefits to pupils. PISP conversations will highlight enrichment needs for PP pupils along with any barriers to their involvement (e.g. costs or transportation). Funding will support where cost is the primary issue. Use of SIMS Activities will provide the ability to track PP attendance to enrichment activities. Use of school app will ensure parents/carers are fully informed with enrichment activities (also including trips).	Weekly Y9 sessions delivered alongside Y10 fortnightly. 50% of PP pupils to undertake an enrichment activity for at least a term (this can include funded private music lessons). 50% of PP parents/carers to have registered with the school app by the end of the academic year.
E.	Increase in attendance of FSM pupils and diminishing of the gap in attendance with non FSM pupils	FSM pupils attendance is in line with non FSM pupils
F.	Strategic planning in place (PISPs) for all PP pupils to ensure child-centred coordinated support which is regularly updated based on need. PISPs will be reviewed and relevant information circulated to teaching/support staff	All PP pupils have PISP meetings on a termly basis with PAM/PAL which are formally recorded and which result in an updated PISP document being attached to pupil record. PISPs direct, and also reflect impact of, support/intervention being put in place in other areas (academic/pastoral)

5. Action Planning						
Academic year		2017/18				
demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
Area (Barrier to pupil premium pupils)	Strands (Actions to be carried out)	Monitoring	date	Review	Led by	
(B) diminish the difference of pupil performance in English	Identification of students to receive literacy based intervention in tutor/PSHE.	kp pj	Oct-17	Feb-18	JZM	
	Work scrutiny of Y11 PP books to check engagement and attainment.	kp pj	Once a term	May-18	JZM	
	Identification of cohort with the widest gap & consequent action	kp pj	Sep-17	Dec-17	JZM	
	Small group 1 to 1 support during the school day KS3	kp pj	After each interim	Dec-17	ML	

	Purchasing literature text books	kp pj	Sep-17	Dec-17	JZM
	CPD for cover supervisors and TAs	kp pj	Feb-18	Dec-17	JZM
	TA deployment to support vulnerable pupils	kp pj	Sep-17	Dec-17	JZM
	y11 intervention day	kp pj	Apr-18	May-18	JZM
	r67 & fresh start initiatives y7 pick up several pupil premium pupils	kp pj	Sep-17	Dec-17	ML
	PP meetings to happen with ML on allocated support days.	kp pj	Alternative curriculum weeks	Dec-17	ML
	Y9 boys to read with weak Y7 boys, including PP, during form time.	kp pj	Sep-17	Dec-17	ML
(C)diminish the difference of pupil performance in MFL	audit use of Enrichment and participation in trips/exchange by pupil Premium	Rg	tbc	Half termly	rg / Trip Leaders
	2017 GCSE performance pp v non pp calculated and analysed	Rg	Progress Meetings	Termly	rg / TL
	4matrix to provide break down of pp v non pp performance for ks4 & ks3	pj/tl	Progress Meetings	Termly	rg
	Concept of Go 2 pupils embedded for all staff and a focus for lesson observations	pj	Observation schedule dependent	Termly	rg
	Progress of Pupil Premium pupils in the lesson and over time to be a feature of all lesson observations	pj	Observation schedule dependent	Termly	rg
	Identification of cohort with the widest gap & consequent action	pj	termly	Termly	RG/PH
	Enrichment/intervention at KS4 to be timetabled into alternative curriculum weeks	pj	Alternative Curriculum Weeks	Termly	RG/PH
	Purchase of textbooks and/or revision guides and workbooks to enable parity with non-PP pupils.	pj	Beginning of school year (and as appropriate thereafter)	As new resources are used.	RG
	Route 67 groups taught literacy once per fortnight instead of MFL	pj	ongoing	Termly	Rg/ph
(C)diminish the difference of pupil premium performance in science	science support and enrichment to be timetabled into school day to support vulnerable pupils in KS3 and KS4	pj	autumn 17	Dec-17	adm
	extensive enrichment Tues, Weds and Thursdays after school to support vulnerable pupils at KS3 and KS4	pj	autumn 17	Jan-18	ess/lg
	Identification of cohort with the widest gap & consequent personalised approach follows	pj	autumn 17	Feb-18	HODS/ESS/LG
	Source revision guides for KS3 and KS4 PP pupils	pj	autumn 17	Mar-18	ess/lg
	all pupils to be directly invited (letter or phone call) to and encouraged to attend KS3 or KS4 enrichment sessions	pj	autumn 17	Apr-18	adm
	y11 intervention day	pj	tbc	May-18	adm/ess

	pupil premium students to be an 'agenda item' in faculty meetings	pj	autumn 17	Jun-18	adm
	Engaging parents and the community through science KS3 and KS4 workshops aimed at parental support for their child	pj	autumn 17	Jul-18	adm
	Supporting high attainers through STEM activities	pj	autumn 17	Aug-18	msh/me
	Helping vulnerable pupils through transition between and beyond schools by developing resources for KS2 into 3 and key stage 3 into 4.	pj	autumn 17	Sep-18	adm/lg/ess
(C)diminish the difference of pupil premium performance in geography	Identify pupil premium students	ks pj	sept	Lesson Observations	RGD - KS3 / KS - KS4
	4matrix to provide break down of pp v non pp performance for ks4 & ks3	ks pj	Sep-17	termly	RGD - KS3 / KS - KS4
	Encourage PP students to attend enrichment especially at KS4	ks pj	Sep-17	Ongoing	KS / MK / RGD / PDG / CU
	Revision guides to be purchased for all PP students at KS4	ks pj	Oct-17	Dec-17	KS
	In class support for teachers under allocation	ks pj	Sep-17	Ongoing	KS
	Move to Mixed ability teaching in year 10	ks pj	Sep-17	Ongoing	class teachers / 4 matrix
	Use of a geography dictionary at back of exercise books for pupils to build up required vocabulary	ks	Sep-17	Ongoing	class teachers
	A teaching and learning focus at department meetings to discuss strategies for raising the attainment of PP students and the effectiveness of such approaches	ks	Sep-17	Ongoing	MK
	Costs of the compulsory fieldwork day trips to be covered by PP cohort who do not return the voluntary contribution	KS	Oct	Before Salford Quays fieldwork	KS
	Support to R67 staff to deliver yr 7 entitlement	ks pj	Sep-17	termly	RGD / KS
	Geography to be given control of PP budget	ks pj	autumn 17	termly	KS
	Strategies for supporting PP students in mixed ability classes	KS	autumn 17	termly	MK
	Look into providing "geography pencil cases" to PP students who regularly do not have the basic resources	Class teachers	autumn 17	termly	KS
(C)Diminish the difference of pupil performance in History	Identify where pupil premium students are placed and analyse the gap in performance between PP and non-PP students	pj	autumn 17	Sep-17	ts /jh /amm
	A teaching and learning focus at department meetings to discuss strategies for raising the attainment of PP students and the effectiveness of such	pj	autumn 17	before october and review in Jan	ts
	Meetings with department teachers after each interim cycle to review progress of pp cohorts and strategies to be put in place to deal with underachievement	pj	autumn 17	after each interim cycle	ts /jh / amm
	Encourage pp students to attend enrichment at both KS3 and KS4	pj	autumn 17	ongoing	ts /jh /amm
	PP students who are underachieving at KS4 to attend intervention and catch-up sessions	pj	autumn 17	ongoing	ts

	Greater emphasis on literacy within History lessons at Key Stage 3 and 4	pj	autumn 17	routinely	ts
	Revision guides to be purchased for PP students at KS4	pj	autumn 17	Autumn term	ts/jh
	Use of 6th form students to provide support for vulnerable or less able PP students in GCSE lessons	pj	autumn 17	half-termly	ts
	History teachers under allocation to provide support for PP students as needed either on a 1 to 1 or small cohort basis	pj	autumn 17	half-termly	ts
	Closer work with Route 67 to ensure transition of PP students from R67 to mainstream Year 8 is smooth	pj	autumn 17	half-termly	amm
	Perhaps the use of a Year 11 intervention day to work with the PP cohort during an alternative curriculum week.	pj	autumn 17	feb	jh
	All classes at key stage 4 are to be mixed ability to support, challenge and inspire low ability PP students.	pj	autumn 17	termly	TS/jh
(C) Diminish the difference of pupil performance in ICT	Audit use of Enrichment and participation in trips for Pupil Premium	cb pj	autumn 17	Termly	ap
	Target enrichment opportunities through class tutors for PP pupils	cb pj	autumn 17	Termly	ap + all teachers
	Faculty Staff to provide enrichment opportunities after school to support vulnerable pupils at KS3	cb pj	autumn 17	Termly	ap + all teachers
	Faculty Staff to provide enrichment opportunities after school to support vulnerable pupils at KS4	cb pj	autumn 17	Termly	ap + all teachers
	Faculty Staff to provide enrichment opportunities in the form of a residential experience for KS3 pupils (Y9)	cb pj	tbc	Termly	ap + all teachers
	Faculty Staff to provide enrichment opportunities in the form of a day trip experience for KS3 pupils (Y8)	cb pj	tbc	Termly	ap + all teachers
	Teacher / Key Stage co-ordinator & HOF to use 4matrix to provide break down of pp v non pp performance for all subjects KS3 & KS4	cb pj	Sep-17	Termly	ap af
	Teachers to fully understand the concept of Go 2 pupils and this to be embedded for all staff and a focus for lesson observations	cb pj	autumn 17	Termly	ap + all teachers
	TA's deployment to support vulnerable pupils in ICT & C/S Classes	cb pj	autumn 17	Termly	ap + all teachers
	Monitor progress of Pupil Premium pupils in the lesson and over time to be a feature of all lesson observations	cb pj	autumn 17	Termly	ap af
	4matrix progress matrices used by class teachers to summarise expected performance per class		autumn 17	Termly	ap + all teachers
	Specific TA timetabled to support vulnerable pupils	cb pj	autumn 17	Termly	ap af
	Provision of some laptops (KS3/4) and revision guides (KS4)		autumn 17	Termly	ap af
	Y11 - GCSE ICT & C/S Intervention Sessions	cb pj	autumn 17	Termly	ap + all teachers
	Oarsome project to continue - new Y9 cohort along with continuation of previous Y9 group	ar	ongoing	Jul-18	ar

(D) Access to enrichment activities and parental engagement in terms of supporting this.	PISP conversations to take place which allow pupils to outline enrichment needs (inc. time/cost/transportation)	te	ongoing	Jul-18	te
	Use of school app to communicate with parents with regard to enrichment inc. trips	te	ongoing	Jul-18	te
(E) diminish the difference in attendnace between FSM and non FSM cohorts	PAM/PALS accountable on a weekly basis for driving on attendance	th	Sep-17	Termly	dm
	Increased budget for incentivised attendance activity. Possible PTA funding and external support. An extensive coordinated approach to education and promotion of importance with all stakeholders	th	autumn 17	Dec-17	dm
	provision of sick bay in lower school	th	autumn term	Dec-17	dm
	contact all primary schools with transitioning students to develop awareness of any potential attendance problems. families of students contacted and pretransfer meetings arranged	th	summer 18	Jul-18	dm
(F) The number of PP Pupils who live in vulnerable circumstances and may require support from external agencies	All PP pupils to be scheduled a PISP meeting with a member of pastoral staff once per term.	CU/MM	Termly	Termly	PAMs
(A) Diminish the difference of pupil performance in Maths	For pp pupils causing concern, exercise books should be marked as well as exit tickets to maximise opportunities for feedback - to be monitored through work scrutiny	th cb	spring 2018	summer 2018	cb
	Intervention to be delivered for pp pupils with poor test results - to be monitored through alternative curriculum week and/or intervention/enrichment	th cb	autumn 2017	spring 2018	ch/ag
	For pp pupils causing concern, change the seating plan so that they are sat next to a more able, hard working pupil who will actively help him/her with the work - to be monitored through learning walks and lesson observation	th cb	spring 2018	summer 2018	ch/ag
	PP pupils who are below target with unsatisfactory/satisfactory effort to go on a report card to improve effort and engagement - monitored through interims	th cb	spring 2018	summer 2018	ch/ag
	Class teachers to have high expectations of pp pupils, making an extra effort to build positive relationships, engage parents and maximise progress - monitored through pupil voice	th cb	spring 2018	summer 2018	gm
	Direct starter questions to pp pupils to check understanding; go to pp pupils straight away to ensure they know what to do; check-in regularly with pp pupils to ensure they are on task and making progress in line with their peers - to be monitored through lesson observations and pupil voice	th cb	spring 2018	summer 2018	cb
	Check that pupils are accessing SMHW, that parents have log-ins, that pupils are completing homework, refer to enrichment to complete homework if needed - to be monitored through SMHW, interims, pupil voice	th cb	spring 2018	summer 2018	gm
	Make sure pupils attend enrichment/intervention where needed, engage parents and collect pupils if necessary	th cb	spring 2018	summer 2018	ch/cb

6. Review of expenditure		
Previous Academic Year	2016-17	
Area	Strands	Impact
Analysis of gaps and consequent action	4matrix provided a break down of pp v non pp performance for all subjects at KS3. 2016 GCSE performance pp v non pp calculated for all departments. Termly pupil premium strategy meetings were held for each year group . Pupil Premium a permanent Faculty Line Management agenda item to discuss progress & expected performance	2017 GCSE performance shows 48% of pupils achieving 4+ in En&Ma and 26% achieving 5+ in En&Ma. 33% of Pupil Premium pupils achieved 2+A*-C in Science. 15% achieved an A*-C in Languages & 30% achieved an A*-C in Humanities (%s of whole year group and options dependant) Key Stage 3 & 4 progress meetings now compare performance of pupil premium pupils as part of the cohort analysis for all subjects. From this Go 2 Cohorts are identified as priority for each subject in each year group.
Greater accountability at class level for pupil premium performance	Concept of Go 2 pupils was embedded for all staff and a focus for lesson observations. Progress of Pupil Premium pupils in the lesson and over time was a feature of all lesson observations. 4matrix progress matrices were used by class teachers to summarise expected performance per class	Y11 Go 2 Pupil list provided for all staff January 2017. Progress of pupil premium pupils is referred to in lesson observations - this to be more consistently applied in 2017-18. Key Stage Progress Meetings Cohort analysis of pupil premium now includes analysis by high, mid or lower ability. (see progress meeting data). This to be included for AWoL 2017-18
Greater support and challenge of governance	Pupil premium report was presented to curriculum and scrutiny and finance committees. Pupil premium to be regular item for curriculum governors => exam analysis : September 2016 Full Governing Body and Curriculum Governors. Action plan and outcomes : November 2016 Curriculum Governors. Cpd on diminishing the difference for curriculum governors to be provided	Curriculum Governors were provided with CPD on Diminishing the Difference. Provisional exam analysis for Pupil premium performance to be given in September 2017. A fuller analysis, review of Pupil Premium Action Plan and Pupil Strategy Statement to take place at the February 2018 Meeting
Diminish the difference between pupil premium and non pupil premium attendance	The Pupil Premium Attendance Strategy was written and implemented. Pupil Premium attendance was a regular agenda item at Pastoral Line Management Biannual PISP meetings with individual pupils focussed on engagement and attendance for selected pupils.	whole school absence fell from 5.1%(2016) to 4.7%(2017). PP absence fell from 10.2% to 9%. PP persistent absence fell from 35% to 20.5%
Pupil Premium students are taught employability skills	50 pupils across Key Stage Three participated in 'Built for Business' with Manchester City.	Improvement in attendance in y8

Ensure Pupil Premium engage in extra-curricular and Enrichment programme	Individual and groups were identified for participation in trips and involvement in enrichment opportunities	7 Y9 pupils participated in the project during the Autumn, Spring and Summer terms culminating in competing in rowing regatta. Pupils were felt to have developed and improved confidence, fitness, decision making and teamwork. An example of where an individual pupil received focussed enrichment was a Y11 pupil receiving drum lessons throughout her GCSE study. Her drum teacher particularly helped with composing coursework for which Y11 pupil received a grade far above target
Diminish the difference of pupil performance in English	Y11 support was provided for up to 8 hours per week. Y11 identified as cohort with the widest gap & consequent strategies implemented .Small group 1 to 1 support provided during the school day at KS3. Literature text books were purchased for GCSE pupils. Y11 Intervention Day for English Literature took place. TA deployment was used to support vulnerable pupils. Y9 pupils were bought Romeo & Juliet books for their transition to GCSE. R67 & Fresh Start cohorts included several pupil premium pupils	67% of pp pupils achieving grade 4+ in 2017 and 56% of pp pupils achieved a grade 5+. Pupils benefited from Quality First Teaching as this was the first run-through of new specification and we felt that TA support was not appropriate. In Y11 11 students identified for extra support with - summer interims indicated that 82% were On or Borderline. At KS3 the 2 Y9pupils identified for 1to 1 support both achieved their target level of 5 by the end of KS3. Where TAs were deployed to work with pupils at risk of underachievement SEN K pupils generally achieved though issues remained with SEN E - the 3 pupils in the SEN E cohort not making expected progress had considerable pastoral needs so a pass was actually an achievement for those students. After the Intervention Day the English Literature PP gap diminished to less than 10%. In the Fresh Start cohort all showed good effort on summer interims - 38% were Exceeding and 38 were Mastering their attainment descriptors with 23% Securing. All had moved on from Developing .
provision of PEP for pupil premium plus pupils	The PEP was written for pupil premium + pupils with consequent meeting(s) between PAM and social worker	(for example) 2 x LAC in 2016-17 Y11-Pupil A supported with additional 1:1 sessions in core subjects over Easter. Laptop to support revision purchased. Pupil B received 1:1 support in core and option subjects in place of 4th option. Both received set of revision materials. Both attended intervention sessions.
Greater use of resource to meet individual pupil need	PAMs met with all Pupil Premium pupils to complete proforma monitoring progress and interventions and to monitor and act on absence rates of pupil premium pupils. Specific budget created for Pastoral intervention	PISP meetings identified areas where additional support would be beneficial. In conjunction with faculties PP students directed to attend intervention classes. Designated budget used to support some PP students through PDC, and within lessons. Warrington Wolves 'Wolfies' programme played a part in motivating a group of PP students. Attendance= Y11 Non PP 06/09/16 - 07/04/17= 95.18% Y11 PP (same period)= 91.5%
Diminish the difference of pupil performance in maths	KS4 coordinator enrichment to be timetabled into school day to support vulnerable pupils in PDC at KS4. KS3 coordinator enrichment after school supported vulnerable pupils at KS3. Sixth form mentors and 'additional staff' were deployed to support vulnerable pupils in lessons . Specific TA timetabled to support vulnerable pupils. All PP pupils provided with scientific calculators (KS3/4) and revision guides (ks4). All PP pupils invited to and encouraged to attend enrichment	<i>3 identified Y11 pupils at risk of failing all achieved a grade in GCSE Maths. 52% of pp pupils achieved grade C+ in 2016; this has remained steady with 52% of pp pupils achieving grade 4+ in 2017. In Y7 87% of Pupil Premium pupils made expected progress with 54% making more than expected progress. For Y7 Catch Up pupils 83% of pupils made expected progress with 41% making more than expected progress</i>