

Bridgewater High School Pupil Premium Strategy Statement 2017-18

1. Summary information					
Academic Year	2018/19	Total PP budget	£169 505	Date of most recent PP Review	February 2018
Total number of pupils (y7-11)	1534	Number of pupils eligible for PP	176	Date for next internal review of this strategy	Nov 2018

2.		3. Current attainment		
		2018 Results	2017 Results	
% pupils achieving 9-4 in both English & maths		52	48	
% pupils achieving 9-5 in both English & maths		24	19	
% pupils achieving 9-4 in English		76	67	
% pupils achieving 9-5 in English		48	52	
% pupils achieving 9-4 in maths		55	52	
% pupils achieving 9-5 in maths		28	19	
% pupils achieving 2+A*-C in science (entries/cohort)		tbc	33/29	
% pupils achieving 1+ 9-4/A*-C in languages (entries/cohort)		100/3	67/19	
% pupils achieving 1+ 9-5 in languages (entries/cohort)		100/3	-	
% pupils achieving the English Baccalaureate 9-4		3	5	
% pupils achieving the English Baccalaureate 9-5		3	5	
Progress 8 score average		-0.8	-0.5	
Progress English score		-0.4	-0.3	
Progress Maths score		-0.6	-0.3	
Progress Ebacc score		-1.2	-0.4	
Progress Open score		-0.8	-0.9	
Progress Science score		Tbc	-0.1	
Progress Languages score		Tbc	-0.3	
Progress Geography & History score		Tbc	-0.2	

4. 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; ability to complete extended writing pieces; 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.	PP cohort have attendance lower than non PP pupils
F	The number of PP pupils who live in vulnerable circumstances and may require additional support from external agencies

5. Outcomes for 2018-19		
	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.- measured through work scrutiny and assessment of PP students marks in Christmas & Easter mocks on the SSPV sections of the exam.</p> <p>Encourage high levels of motivation and engagement - 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 - class teachers to check students have these and that they are using them in lessons and at home</p>	<p>Pupil progress residual improved from that of 2018</p> <p>The marks received by PP students will have improved from the Summer 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 it on a regular basis to improve their knowledge.</p>

C	<p>Diminished difference in the Bacallaureate subjects</p> <p>Improved exam writing stamina</p> <p>Improved numeracy skills</p> <p>Improve the standard of literacy</p> <p>Improve the standard of language skills</p>	<p>Pupil progress residual improved from that of 2018. Pupil progress is in line with that of their cohort in each Bacallaureate subject measured through external data (ASP) and internal progress meetings or the gap has diminished</p>
D	<p>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.</p> <p>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.</p> <p>Use of school app will ensure parents/carers are fully informed with enrichment activities (also including trips).</p>	<p>Weekly Y9 sessions delivered alongside Y10 fortnightly.</p> <p>50% of PP pupils to undertake an enrichment activity for at least a term (this can include funded private music lessons).</p> <p>50% of PP parents/carers to have registered with the school app by the end of the academic year.</p>
E	<p>Increase in attendance of PP pupils and diminishing of the gap in attendance with non PP pupils</p>	<p>PP pupils attendance is in line with non FSM pupils</p>
F	<p>Strategic planning in place (PISPs) for targeted 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</p>	<p>Targeted 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. PAM/PAL would coordinate meeting with relevant subject staff for targeted pupils. PISPs direct, and also reflect impact of, support/intervention being put in place in other areas (academic/pastoral)</p>

6. Action Planning

Academic year

2018/19

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)	STRATEGY (Actions to be carried out)	(expected) IMPACT of strategy	LED BY (teacher overseeing strategy)	DATE to be completed by	date of REVIEW of strategy	teacher MONITORING that the strategy is taking place	cost
(A) Diminish the difference of pupil performance in Maths	Class teachers to have high expectations of pp pupils, making an extra effort to build positive relationships, engage parents and maximise progress	Pupils make good progress in lessons (in line with their peers)	CB	Ongoing	Dec-18	CB, AG, CH, GM (lesson obs, learning walks, work scrutiny)	£0
	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	Pupils make good progress in lessons (in line with their peers)	CB	Ongoing	Dec-18	CB, AG, CH, GM (lesson obs, learning walks, work scrutiny)	£0
	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	Pupils make good progress in lessons (in line with their peers)	CB	Ongoing	Dec-18	CB, AG, CH, GM (lesson obs, learning walks, work scrutiny)	£0
	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	Pupils make good progress in lessons (in line with their peers)	CB	Ongoing	Dec-18	CB, AG, CH, GM (lesson obs, learning walks, work scrutiny)	£0
	Greater parental contact and pupil voice for PP pupils who are below target with unsatisfactory/satisfactory effort	Pupils improve effort in lessons - resulting in greater progress	CB	Ongoing	Dec-18	CH, AG	£0
	Check that pupils are accessing mathswatch (completing homework, independent revision) and refer to enrichment / put on detention to complete homework if needed	Pupils complete homework and know how to revise using mathswatch	CB	Ongoing	Dec-18	GM	£0
	Intervention to be delivered during the school day for pp underperforming pupils	Gaps in knowledge, skills and understanding are filled - progress improves	CB	To start October 2018	Jan-18	CB	£100 per week

(B) diminish the difference of pupil performance in English	Y11 PP support during the school day - 5 hours a week from allocated tutor + bm 1 per week + kj after christmas	Improved GCSE results from the students and narrowed gap	JZM	Ongoing - set up by October half term	Christmas	JZM	15 per hour
	emphasis on good teaching in class with go 2 pupils => seating, checking understanding, quetsioning & marking	Improved GCSE results from the students and narrowed gap	jzm	Ongoing - set up by October half term	Christmas	JZM	-
	Identify cohorts with the biggest gap - teacher intervention in lessons.	Narrowing of the gap before Y11	JZM/ML	October half term	Christmas	JZM	NA
	Purchase lit texts and lang revision guide - Y9 through to 11	Improved GCSE results from the students and narrowed gap	JZM	Ongoing	Ongoing	JZM	Cost of books
	Y11 Warrington Wolves day for underachieving boys	Improved GCSE results from the students and narrowed gap	JZM	October half term	MOCKS	JZM	?
	Fresh start	Improved gap in Y7	JZM	Already in place	Christmas	JZM	NA
(C)diminish the difference of pupil performance in MFL	A+B2:B10udit use of Enrichment and participation in trips/exchange by pupil Premium	Pupil premium participation increases	RG		Half termly	Trip Leaders	-
	2018 GCSE performance pp v non pp calculated and analysed	Pupil premium differences in all year groups are diminished	RG	Progress Meetings	Termly	PJ	-
	4matrix to provide break down of pp v non pp performance for ks4 & ks3	Pupil premium differences in all year groups are diminished	RG	Progress Meetings	Termly	PJ/TL	-
	"Go 2 pupils" embedded for all staff and a focus for lesson observations	Greater meeting of pupil need and diminishing of difference at classroom level	RG/SLT Observer	Observation schedule dependent	Termly	Observers	-

	Identification of cohort with the widest gap & consequent action	Cohorts with greatest difference targetted for intervention	RG/JB		Termly	RG	-
	Enrichment/intervention at KS4 to be cross checked against PP cohort - changes made to enable their attendance where necessary	Dedicated time for the pupils most in need	RG/PH	Alternative Curriculum Weeks	Termly	RG	-
	Purchase of textbooks and/or revision guides and workbooks to enable parity with non-PP pupils.	No pupil unable to have the resource required.	RG	Beginning of school year (and as appropriate thereafter)	As new resources are used.	RG	KS4 - £8.50 per pupil
	Literacy groups across KS3 taught 2 periods MFL and 2 periods Literacy per fortnight (some PP pupils)	Greater access to curriculum	English/SEN	Ongoing	Ongoing	RG	-
	Online resource provided by school for all - check that PP pupils have access either at home or in school	Ensure parity between cohorts	RG	First half term	As PP register changes	RG	-
(C)diminish the difference of pupil performance in Geography	Identify pupil premium students	Go 2 pupils identified early to ensure their needs are met	RGD - KS3 / KS - KS4	End of sept 2018	Lesson Observations	KS	None
	4matrix to provide break down of pp v non pp performance for ks4 & ks3	Success of initiatives can be evaluated	RGD - KS3 / KS - KS4	Ongoing	Dec-18		time
	Encourage PP students to attend enrichment especially at KS4	Enrichment runs on Monday on Upper. Pupils can engage in smaller groups / interact with staff and be provided with the support required.	KS	Ongoing	Dec-18	KS / MK / RGD / PDG / CU	None
	Revision guides to be purchased for all PP students in year 10	Pupils start to revise out of school	KS	Oct-18	Jan-19	KS / MK / RGD / PDG / CU	£3.00 per student
	pupil premium students to be an 'agenda item' in faculty meetings	staff to develop dialogue on PP students sharing good practice ideas in supporting their progress	KS	01-Sep	Dec-18	KS	-

	Move to Mixed ability teaching in year 10	Smaller class sizes should allow more time to be allocated to each PP student	class teachers / 4 matrix	01-Sep	Dec-18	KS	None
	Use of a geography dictionary at back of exercise books for pupils to build up required vocabulary	Key vocabulary will become familiar to all PP students	class teachers	01-Sep	Dec-18	KS	None
	A teaching and learning focus at department meetings to discuss strategies for raising the attainment of PP students and the effectiveness of such approaches	pupil premium differences in all year groups are diminished	KS	Ongoing	Dec-18	MK	Time
	Costs of the compulsory fieldwork day trips to be covered by PP cohort who do not return the voluntary contribution	Will enable all PP pupils to attend and therefore complete the GCSE course	KS	Oct	Before Salford Quays fieldwork	KS	£20 per student
	Support to R67 staff to deliver yr 7 entitlement	Better prepare yr 7 students for transition to yr 8	RGD / KS	Jun-19	Jul-19	RGD	Time
	Strategies for supporting PP students in mixed ability classes	Resource of ideas built in to Lesson plans	KS	Ongoing	Ongoing	MK	Time
	Look into providing "geography pencil cases" to PP students who regularly do not have the basic resources	Remove time wasting barriers to learning / improve quality of notes and work for PP pupils	Class teachers	01-Jan	Only really possible if Geography given control of its PP budget	KS	tbc

(C) Diminish the difference of pupil performance in ICT	Target enrichment opportunities through class tutors for PP pupils	Extra opportunities provided for PP pupils to achieve to a greater / higher level	ap	On-going	Termly	ap + all teachers	-
	Faculty Staff to provide enrichment opportunities after school to support vulnerable pupils at KS3 - Due to staffing levels this will be offered on Upper Site after school.	Extra opportunities provided for PP pupils to achieve to a greater / higher level	ap	On-going	Termly	ap + all teachers	-
	Faculty Staff to provide enrichment opportunities after school to support vulnerable pupils at KS4	Extra opportunities provided for PP pupils to achieve to a greater / higher level	ap	On-going	Termly	ap + all teachers	-

Faculty Staff to provide enrichment opportunities in the form of a residential experience for KS3 pupils (Y9)	Learning Outside the classroom	ap	Summer Term - 2019	Spring 2019	ap + all teachers	tbc
Faculty Staff to provide enrichment opportunities in the form of a day trip experience for KS3 pupils (Y8)	Learning Outside the classroom	ap	Summer Term - 2020	Spring 2019	ap + all teachers	tbc
Teacher / Key Stage co-ordinator & HOF to use 4matrix to provide break down of pp v non pp performance for all subjects KS3 & KS4	Pupil premium differences in all year groups are diminished	ap	Autumn / Spring & Summer Term	Autumn / Spring & Summer Term	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	Greater meeting of pupil need and diminishing of difference at classroom level	ap	On-going	During Lesson Observations / Faculty Meeting	ap + all teachers	-
TA's deployment to support vulnerable pupils in ICT & C/S Classes	Extra level of support	ap	On-going	Termly	ap + all teachers	-
Monitor progress of Pupil Premium pupils in the lesson and over time to be a feature of all lesson observations		ap	On-going	Termly	ap af	-
4matrix progress matrices used by class teachers to summarise expected performance per class		ap	Autumn / Spring & Summer Term	Termly	ap + all teachers	-
Specific TA timetabled to support vulnerable pupils	Extra level of support	ap	On-going	Termly	ap af	-
Provision of some laptops (KS3/4) and revision guides (KS4)	Extra level of support	ap	On-going	Termly	ap af	
Y11 - GCSE ICT & C/S Intervention Sessions	Extra level of support	ap	On-going	Termly	ap + all teachers	-

(C)diminish the difference of pupil premium	purchasing of Tassomai + other whole cohort strategies	pupil premium differences in y11 are diminished	adm	autumn 18	Dec-18	kp	£5,000
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October 2018

performance in science	science support and enrichment to be timetabled into school day to support vulnerable pupils in KS3 and KS4	underperforming pupil premium students to receive one to one support either within lesson or PDC using free science staff	adm	autumn 18	Dec-18		free hours to be used of staff under allocation
	extensive enrichment Tues, Weds and Thursdays after school to support vulnerable pupils at KS3 and KS4	pupil premium differences in all years groups are diminished	ess/msh	autumn 18	Dec-18	adm	-
	Identification of PP cohort as Go To pupils.	pupil premium differences in all years groups are diminished	adm	autumn 18	Dec-18	All TLR science	-
	Work srutiny/ Lesson walk focus on PP- twice a year	pupil premium differences in all years groups are diminished	adm	autumn 18	Dec-18	All TLR science	-
	Source revision guides for KS4 PP pupils	pupil premium differences in all years groups are diminished	ess	autumn 18	Dec-18	adm	cost of guides
	Y11 intervention day PP??	pupil premium differences in all years groups are diminished	All TLR science	tbc	tbc	adm	-
	For pp pupils causing concern, change the seating plan so that they are sat next to a pupil that will help with focus if focu and learning needs improvement.	pupil premium differences in all years groups are diminished	all sciecn staff	yearly	Dec-18	to be monitored through learning walks and lesson observation	-
	Overpromoted PP at KS3 sets	pupil premium differences in all years groups are diminished	msh/ess	summer 19	Dec-18	adm	-
	Supporting high attainers PP through STEM activities	pupil premium differences in all years groups are diminished	me/svl	autumn 18	Dec-18	msh/ess	-
(C)Diminish the difference of pupil performance in History	PP identified at KS4 and a central file kept to record achievement of pp students in GCSE History, strategies used and measurable impact.	Better tracking of PP students to assess what is being done and how effective it is.	TS	Ongoing	Termly	TS	-
	Mixed ability teaching to be trialled in Yr. 8 to try and inspire / motivate / support lower ability PP students - following the format at ks4.	PP students make progress more in line with their peers (narrowing the gap)	TS	Sep-18	Termly	AMM	-

	Development of literacy within History lessons to try and raise the attainment of PP students	PP students make progress more in line with their peers (narrowing the gap)	TS, AMM, JH	Ongoing	Termly	TS, AMM, JH	-
	Develop the resilience of PP students where applicable	PP students more able to meet the demands of the History course, especially at KS4. A more 'can do' approach / attitude	AMM, JH	Ongoing	Termly	AMM, JH	-
	Focused intervention at KS4 - PP students to be provided with a revision guide and intervention to work with small groups of students	PP students make progress more in line with their peers (narrowing the gap)	JH	Ongoing	Termly	JH	-
	Staff, in every lesson, to ensure they question, touch-base, give additional support to pp students.	Staff are able to better ascertain levels of understanding and so intervene/support/challenge as necessary - raise attainment	TS	Ongoing	Termly	TS, JH, AMM	-
	Develop memory skills within History lessons	PP students make progress more in line with their peers (narrowing the gap)	TS	Ongoing	Termly	TS, JH, AMM	-
	Development of differentiated examination techniques at KS4 for PP students according to ability range.	PP students make progress more in line with their peers (narrowing the gap)	TS	Ongoing	Termly	TS, JH	-
	Meeting with department teachers after each interim cycle to review progress of pp students.	Better tracking of PP students to assess what is being done and how effective it is.	JH, AMM	Ongoing	Termly	TS	-
(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 if necessary).	Improved individual knowledge re. enrichment needs.	TE	ongoing	Jul-19	TE	n/a
	TE to collate and summarise above with action points where necessary.	Increased support for individual PP enrichment needs.	TE	ongoing	Jul-19	TE	n/a
	TE to investigate new filtering system for the school which allow use of SIMS Activities to track PP engagement and improve parental communication.	Improvement in PP attendance through improved monitoring/communication.	TE	ongoing	Jul-19	TE	tbc

	Y11 Pupil Premium pupils to be taken to University Open Day to raise aspirations	increased aspiration of Y11 cohort and expected rise in exam performance	tl	autumn	Dec-18	pj	tbc
(E) diminish the difference in attendnace between PP and non PP cohorts	introduction of new PISP process	increased PP attendance and reduced PP PA	PAM/PAL	ongoing	half termly	dm	tbc
	PAM/PAL to hold weekly meetings with PP pupils at risk of PA	increased PP attendance and reduced PP PA	PAM/PAL	ongoing	half termly	dm	tbc
	PAM/SLT meetings with EWO/ external agencies for selected pupils	increased PP attendance and reduced PP PA	PAM/PAL	ongoing	half termly	dm	tbc
	PP pupils at risk of PA receive daily contact in event of absence. Weekly attendance certificates sent home for those on PA concern	increased PP attendance and reduced PP PA	PAM/PAL	ongoing	half termly	dm	tbc
	half termly rewards for good attendance given to PP pupils as appropriate	increased PP attendance and reduced PP PA	PAM/PAL	ongoing	half termly	dm	tbc
(F) diminish the difference in curricular & attendance KPI between PP & non PP pupils in all year groups	PISP meetings to be targeted at specific individuals in each year group. Provisional PAM/PAL meeting with selected pupil in Autumn term followed by PAM/PAL meeting with selected teachers of pupil Autumn & Spring terms	PISP information shared with all relevant staff. Identified barriers for specific pupil underachievement identified and addressed by appropriate staff	mm cu	autumn and spring terms	Jul-19	dm	n/a

ABCD	Y11 mentoring scheme re written with greater focus on PP pupils	improved PP GCSE residual performance in all areas	SLT	fortnightly	Dec-18	kp	n/a
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Area (Barrier to pupil premium pupils)	Key Strategies	Impact
<p>diminish the difference of pupil performance in Maths</p>	<p>Class teachers had high expectations of pp pupils, emphasising building positive relationships, engaging parents and maximising progress Direct starter questions aimed at pp pupils to check understanding Principle of Go 2 Pupil embedded and used across the Faculty including regular Check-in with pp pupils to ensure they were on task and making progress in line with their peers Intervention held at least once a fortnight during the school day for pp pupils whose progress was a concern (with their own class teacher) Revision guides, workbooks and calculators purchased for pp pupils</p>	<p>2018 GCSE results saw an increase, from 2017, in the percentage of pupil premium pupils achieving 9-4 grades of 3% and an increase in the percentage of pupils achieving 9-5 grades of 9%. The gap between pupil premium and bridgewater non pupil premium has narrowed for the % pupils gaining both 9-4 (3%) and 9-5 (7%) In Y9, Y8 & Y7 pupil premium cohorts produced progress performances within expectation</p>
<p>diminish the difference of pupil performance in English</p>	<p>Identification of ks3 students to receive literacy based intervention in tutor registration - Y9 boys to read with selected Y7 boys, including PP, during form time. Work scrutiny of Y11 PP books to check engagement and attainment. Identification of cohort with the widest gap & consequent action – see ks3 progress meetings Purchasing literature text books CPD for cover supervisors and TAs TA deployment to support selected pupils Y9 higher ability intervention day r67 & fresh start initiatives y7 pick up several pupil premium pupils</p>	<p>2018 GCSE results saw an increase, from 2017, in the percentage of pupil premium pupils achieving 9-4 grades of 9%. The gap between pupil premium and non pupil premium has narrowed for the % pupils gaining both 9-4, 9-5 and 9-7. For Y8 & 7 pupil premium performance improved through the academic year in the AWoL curriculum In Y8 the internal gap to non pupil premium pupils reduced In Y8 & Y7 pupil premium cohorts produced progress performances within expectation In Y7 the pupils following the fresh start initiative performance improved through the academic year in the AWoL curriculum</p>
<p>diminish the difference of pupil performance in MFL</p>	<p>Audit carried out of Enrichment and participation in trips/exchange by Pupil Premium pupils 2017 GCSE performance pp v non pp calculated and analysed 4matrix to provided break down of pp v non pp performance for ks4 & ks3 Concept of Go 2 pupils embedded for all staff and a focus for lesson observations Progress meetings identified cohort with the widest gap & consequent strategies implemented Enrichment/intervention at KS4 to be timetabled into alternative curriculum weeks Purchase of textbooks and/or revision guides and workbooks for PP pupils. Selected Y7 MFL class, including within them pp pupils, taught literacy once per fortnight instead of MFL</p>	<p>Only 1 pupil premium pupil took Languages GCSE – they achieved a grade 6 and a consequent positive residual (4matrix) In Y9 the internal gap to non pupil premium pupils reduced in both French and German. For both the cohorts performance was within expectation. In Y8 French and German pupil premium cohorts both produced progress performances within expectation In Y7 French pupil premium cohorts produced progress performances within expectation. No pupil premium pupils followed German pp pupils taking part in German & French were able to access funding. Number of PP pupils taking part in exchange increased number of pp pupils taking MFL at gcse has increased</p>

<p>diminish the difference of pupil premium performance in science</p>	<p>Extensive enrichment provided Tuesday, Wednesday and Thursday after school to support pupils at KS3 and KS4 Identification of cohort with the widest gap & consequent strategies implemented at KS3 + KS4 Source revision guides for KS4 PP pupils Supporting high attainers through STEM activities .</p>	<p>2018 GCSE results saw an increase, from 2017, in the percentage of pupil premium pupils achieving 9-5 grades of 2%. The gap between pupil premium and Bridgewater non pupil premium has narrowed for the % pupils gaining both 9-4 and 9-5. In Y7 & Y8 Science pupil premium cohorts produced progress performances within expectation.</p>
<p>(C)diminish the difference of pupil premium performance in Geography</p>	<p>4matrix was used to provide break down of pp v non pp performance for ks4 & ks3 PP students were encouraged to attend enrichment especially at KS4 Revision guides were purchased for all PP students at KS4 Setting changed to Mixed ability teaching in year 10 – this was felt to be of benefit for lower/mid ability pupils including within this PP pupils Use of a geography dictionary at back of exercise books for pupils to build up required vocabulary Costs of the compulsory fieldwork day trips were covered for the PP cohort Go 2 Pupils used as key strategy for supporting PP students</p>	<p>2018 GCSE Humanities results saw an increase, from 2017, in the percentage of pupil premium pupils achieving 9-4 grades of 9% and an increase in the percentage of pupils achieving 9-5 grades of 6%. The gap between pupil premium and bridgewater non pupil premium has narrowed for the % pupils gaining both 9-4 and 9-5 For Y9, Y8 & Y7 pupil premium performance improved through the academic year in the AWoL curriculum In Y9 & Y8 the internal gap to non pupil premium pupils reduced In Y9, Y8 & Y7 pupil premium cohorts produced progress performances within expectation</p>
<p>Diminish the difference of pupil performance in History</p>	<p>the gap in performance between PP and non-PP students was analysed and Identify impact of where pupil premium students are placed PP a teaching and learning focus at department meetings to discuss strategies for raising the attainment of PP students and the effectiveness of such pp students encouraged to attend enrichment at both KS3 and KS4 and PP students who underachieved at KS4 attended intervention and catch-up sessions increased emphasis on literacy within History lessons at Key Stage 3 and 4 Revision guides purchased for PP students at KS4 All classes at key stage 4 were mixed ability to support, challenge and inspire low ability (PP) students.</p>	<p>2018 GCSE Humanities results saw an increase, from 2017, in the percentage of pupil premium pupils achieving 9-4 grades of 9% and an increase in the percentage of pupils achieving 9-5 grades of 6%. The gap between pupil premium and bridgewater non pupil premium has narrowed for the % pupils gaining both 9-4 and 9-5 For Y8 & Y7 pupil premium performance improved through the academic year in the AWoL curriculum In Y9 & Y8 the internal gap to non pupil premium pupils reduced In Y9, Y8 & Y7 pupil premium cohorts produced progress performances within expectation</p>
<p>Diminish the difference of pupil performance in ICT</p>	<p>Audit carried out of Enrichment and participation in trips for Pupil Premium PP pupils targeted through enrichment opportunities at both KS3 & KS4 Teacher / Key Stage co-ordinator & HOF provided break down of pp v non pp performance for all subjects KS3 & KS4 using 4matrix concept of Go 2 pupils embedded for all staff and a focus for lesson observations TA's deployed to support vulnerable pupils The monitoring of progress of Pupil Premium pupils in the lesson and over time was a feature of all lesson observations class teachers used 4matrix progress matrices to summarise expected performance per class some laptops (KS3/4) and revision guides (KS4) provided for pp pupils Y11 - GCSE ICT & C/S Intervention Sessions used to support pp pupils</p>	<p>In Y9, Y8 & Y7 pupil premium cohorts produced progress performances within expectation</p>

<p>Access to enrichment activities and parental engagement in terms of supporting this.</p>	<p>Oarsome project undertaken with selected Y9 pupils providing opportunity for rowing PISP meetings took place which allowed pupils to outline enrichment needs including time/cost/transportation requirements Survey of PP and non PP pupils undertaken to look at differences in enrichment attendance Whole school app used to communicate with parents with regard to enrichment including trips</p>	<p>PISP conversations did take place and alongside this a large sample of pupils, PP & non-PP, completed a survey with regard to enrichment. The results were analysed, including PP/non-PP comparisons, and action points generated. Transportation and cost were not deemed to be significant factors in taking part in enrichment. The two main points related to SIMS Activities and increased communication with stakeholders, which will be under consideration for 2018-19 The notifications aspect of the app has been successful in terms of increased communication with parents and gets used very regularly although measuring PP vs non-PP use of the app is more difficult as software cannot ascertain if notifications are switched on or not.</p>
<p>diminish the difference in attendance between PP and non PP cohorts</p>	<p>PAM/PALS took responsibility on a weekly basis for improving attendance An Increased budget for incentivised attendance activity was provided. Key lead out message of importance of high levels of attendance given to all stakeholders all primary schools contacted with transitioning students to develop awareness of any potential attendance problems.</p>	<p>Pupil Premium persistent absenteeism decreased by 1.2% continuing a trend over recent years (previous year 8.5% decrease). Strategies given brought about improved attendance for individuals within the PP cohort (based on sep-may half terms)</p>
<p>The number of PP Pupils who live in vulnerable circumstances and may require support from external agencies</p>	<p>All PP pupils held PISP meetings with a member of pastoral staff once per term.</p>	<p>Funding used to provide identified PP pupils with uniform, PE kit & dance kit. Funding used to contribute towards rewards trips, curriculum based visits and Y11 Prom. Funding also provided to partly fund cost of CPD and inclusion support. PISP meetings identified curriculum need and coordinated appropriate response</p>