



Bridgewater High School Pupil Premium Summary Statement February 2019

<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
<i>Pastoral Support</i>	The number of PP pupils who live in vulnerable circumstances and may require additional support from external agencies
<i>Attendance</i>	PP cohort have attendance lower than non PP pupils
<i>Maths & Numeracy</i>	Poor numeracy skills; homework completion; work rate in lessons; parental engagement (diminishing the difference in Maths)
<i>English & Literacy</i>	Poor Literacy; Lack of engagement with the subject including poor motivation; Students are unable to purchase the set texts. (diminishing the difference in English)
<i>Humanities Languages & ICT</i>	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)
<i>Other Subjects, Engagement Enrichment</i>	Involvement in enrichment activities (including stakeholder engagement)

1. Outcomes for 2018-19

Pastoral Support

Desired Outcomes :
Strategic planning in place (PISPs) for targeted PP pupils to ensure child-centred coordinated support that is regularly updated based on need.
PISPs will be reviewed and relevant information circulated to teaching/support staff

Autumn Term Progress

The PPISP meetings were carried out for all pupils in all year groups in the Autumn term. PAMs and PALs were taken off timetable to meet with all Pupil premium pupils. Pupil premium pupils were assigned either a Level 1 or 2 status dependent upon current need. Level 2 pupils were categorised as those pupils for whom there was a need for specific intervention. PPISPs for Level 2 pupils provide three targeted areas linked to lessons or attendance with identified staff attached to each of these targets. Level 1 pupils are identified as those for whom monitoring rather than specific intervention is more appropriate. Information on all Level 1 and Level 2 Pupils is communicated to staff. There will be follow up meetings with all pupil premium pupils later in the year. For Year 11 pupil premium pupil this will take place at February half term to allow further targets to be set as needed, ahead of the commencement of GCSE exams in May. Pupil premium funding was used to pay for cover costs to allow PAM and PAL to conduct their Pupil premium meetings

Pastoral staff at the school also oversee the provision of funding to meet individual pupil premium need as appropriate. Examples of pupil premium funding for the Autumn term include its use to provide uniform, PE kit and dance kit. This support also exists to meet curriculum needs as they arise such as food technology practical ingredients or art supplies. There are a small cohort of pupils for whom breakfast and break time snacks are provided as required - these are available through a drop-in to the pastoral support office and ensure that pupils can sustain focus on learning throughout the day. Pupil premium pupils are well known to support staff, which means that practical help in this way can be offered discretely and appropriately. For pupils with additional vulnerabilities/challenging circumstances we

provide bespoke packages of support to encourage pupils to foster positive relationships with staff and maintain engagement with school as much as possible. This has included personalised timetables, mentoring and tailored work with specialist staff such as our Mental Health Lead.	
Attendance	Desired Outcomes : Increase in attendance of PP pupils and diminishing of the gap in attendance with non PP pupils
<p>Autumn Term Progress</p> <p>Current pupil premium absence across years 7-11 is 9.6% against a national average of 7.8%. This figure does not show the progress made in lower school with initiatives to improve pupil premium attendance over the last three academic years. These figures currently are better than or close to the national average and stand at; Year 7 5%; Year 8 8%; Year 9 7%; Year 10 12%; Year 11 18% The school is working intensively with current years 10 & 11, completing home visits and mentoring.</p> <p>Pupil premium persistent absence (PPPA) has improved over the last three academic years. Currently it stands at 22% and is better than the national average of 23.5%. Various initiatives over the last three years have been implemented to improve pupil premium attendance. These include PPISPs, which identify barriers to learning for PP students, PAM/PAL weekly meetings with PP pupils at risk of PA, those pupils at risk of PA receive daily contact in event of absence and the use of individual targets and rewards such as weekly attendance certificates sent home for those on PA concern.</p> <p>The school also tracks PP attendance for those pupils at risk of PA and works closely with the Local Authority to support good attendance. Where PP students cannot attend school, they are supported with Ed Lounge, an online learning platform. For those students who live further afield the school minibus is used to pick up and drop off on a daily basis to ensure attendance at school. The school also runs attendance competition and rewards which promote and support good attendance.</p>	
Maths & Numeracy	Desired Outcomes : Diminished difference in Maths Improved numeracy skills – numeracy ninjas Improved homework completion rate – faculty detention records Improved understanding of classwork – test results Improved parental engagement – letters, email, phone call log
<p>Autumn data collection indicates an expected % of Pupil Premium pupil achieving a grade 5+ of 37% (+9% from 2018 GCSE result) and % achieving a grade 4+ of 50% (-5% from 2018 GCSE result). Maths progress 8 score is currently -0.47 (+0.16 from 2018 GCSE result). Most Y11 pupil premium pupils currently in school are in receipt of one extra maths lesson per week funded through pupil premium money. Pupil premium pupils are also encouraged to go to enrichment after school and/or lunchtime sessions in the library. Individual Maths tutoring has been funded for Pupil premium + pupils where it has been identified on their PEP. Year 10 P8 is currently positive for PP. For year 7, the strategies have provided a positive outcome for our pupil premium foundation cohort who are getting similar percentages mastering individual topics than non-pupil premium foundation students.</p> <p>Across all year groups class teachers are prioritising pupil premium pupils regarding engagement with pupils and contact with home, setting, in class marking of books and the use of exit tickets. Other classroom based strategies have included directing starter questions to pp pupils to check understanding, Go 2 pupil strategies, positive seating plans and priority checking of the use of mathswatch.</p> <p>Lesson observation evidence the targeting of Pupil Premium pupils in line with Go 2 Pupil strategies. Level 2 PPISP have been completed for Level 2 Maths pupils. Individual strategies for Level 1 PPISP pupils has also been collated and will be monitored. A member of the maths faculty (GM) is responsible for pp pupils in maths and has completed work scrutiny and mathswatchvle analysis to ensure that strategies are being used effectively.</p> <p>The above strategies will be continued for all pupil premium pupils who are a concern regarding progress.</p>	

English & Literacy	Desired Outcomes : Diminished difference in English 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. Encourage high levels of motivation and engagement - measured through students' attendance to intervention sessions, lesson observations and student voice. 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
-------------------------------	---

Autumn Term Progress
 Autumn data collection of English combined indicates an expected % of Pupil Premium pupil achieving a grade 5+ of 23% (down from 2018 GCSE result). The English faculty have identified 5+ as an area for improvement in the faculty. CPD is currently being provided within the faculty including using the examiners within the faculty to improve these results. The expected % achieving a grade 4+ is 60% (down from 2018 GCSE result) The progress 8 score is currently -0.83 . The Faculty have several strategies in place to ensure the improvement. English have predominantly addressed pupil premium performance through Quality First Teaching and Go 2 Pupil strategies. From February half term pupil premium funding will be used to bring in an English tutor to work with identified small groups of pupil premium pupils, HOF to take a further group of pupil premium students during form and PSHE with a focus on English Language writing skills. The whole faculty will be receiving training from the EDUQAS support officer on the November Language paper which should consolidate their understanding of the paper. This will allow pupil premium students to receive support through quality first teaching. Pupil Premium performance is also expected to improve from the involvement of some of these pupils in the wider initiatives of boys writing and GCSEpod.

Current review of Fresh start impact in Y8 is very positive with one student (PP) moving from our nurture cohort to foundation which will mean they will receive higher targets. All of the fresh start PP students are achieving mastering or exceeding on the nurture cohort with a view to them moving to foundation by the end of Y8.

Humanities Languages & ICT	Desired Outcomes : Diminished difference in the Baccalaureate subjects Improved exam writing stamina Improved numeracy skills Improve the standard of literacy Improve the standard of language skills
---------------------------------------	---

Autumn Term Progress
 Autumn data collection indicates a Baccalaureate progress 8 score at currently -1.05 (+0.19 from 2018 GCSE result).

Science : From January, a member of staff is now working with a small group of identified Y11 pupil premium pupils for an extra lesson per week. The introduction of Tassomai for all Y11 pupils is expected to improve Pupil premium performance in Science. Climate walks across departments and key stages will focus on Y11 PP from the start of the Spring term. In Y10 Science revision guides have been funded for all Pupil premium pupils. At KS3 all members of the Science department will develop a specific Pupil Premium pupil case study for individual strategy and impact over the Spring term. The Science department continue to follow the whole school Go 2 Pupil strategies

Geography : Autumn interim data shows positive Progress 8 score for Year 11 Geography pupil premium pupils. In Y10 Geography revision guides have been funded for all Pupil premium pupils. Pupil Premium is a standing agenda item at all faculty meetings. Most successful strategies for supporting pp in mixed ability classes include regular checking of pupil understanding, MAD time check PP changes, Smart Seating plans sand the use of pupils as experts to give summary to rest of class / résumé of last lesson including PP.

History:
 Autumn interim data shows positive Progress 8 score for Year 11 History pupil premium pupils. This year a central file is kept to record achievement of pp students in GCSE History, strategies used and measurable impact. Pupil proforma sheets are completed for the Autumn term and consequent HoF impact meetings with staff held
 Yr. 8 are in mixed ability classes. A few changes were made to classes in September based on early identified issues. There is a consensus that moving to mixed ability has been a success. Analysis of data will be used to identify any further areas for development. At KS3, there has been a focus on the development of literacy within lessons to raise the attainment of PP students including the creation of knowledge organisers for GCSE topics. The department follow the whole school Go 2 Strategies for Pupil Premium pupils and this is a focus for lesson observations. PP students have been given revision guides on all units studied so far.

ICT & Computer Science :

Autumn interim data shows positive Progress 8 score for Year 11 Computer Science and ICT pupil premium pupils. The department follow the school's Go 2 Pupil strategy and have individual intervention and strategy for all pupil premium pupils who may underachieve. PP pupils are priority cohort for enrichment and support 3 after school sessions at KS4 and 3 lunchtimes at KS3. One y8 pupil identified as gifted and 3 textbooks bought to support them. Revision guides have been funded for Computer Science & Business Studies PP Year 11 pupils. Computer Science pupils also have a Python revision guide as well.

MFL :

Autumn interim data shows positive Progress 8 score for Year 11 German pupil premium pupils. In Year 11, there are a small number of pupil premium pupils taking German who have met with the Head of Faculty on a regular basis to support progress as appropriate, including provision of individual revision strategy and grammar and translation workbooks funded from pupil premium money. At KS3 Year 8 reallocated a small number of pupil premium pupils between classes to support progress. The department follow the whole school Go 2 Strategies for Pupil Premium pupils and this is a focus for lesson observations. Pupil premium pupils participating in French visit and German exchanges have costs partly funded through pupil premium money

--	--

**Other Subjects,
Engagement & Enrichment**

Desired Outcomes :
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).

Autumn Term Progress

Autumn data collection indicates an Open Pot progress 8 score at currently -0.38 (+0.46 from 2018 GCSE result). All Y11 Pupil Premium pupils are taking part in the Senior teacher mentoring programme. Outside of the baccalaureate subject, Pupil Premium funding has been used for 9 Y11 pp pupils, whose marks for their practical component of their GCSE require improvement, course to complete a rock-climbing course. The Music department are currently looking to use Pupil Premium funding to pay for pupils to receive Music lessons as part of their GCSE Music course. In addition, all Y11 pupil premium pupils are in the process of receiving a Careers Interview using Pupil Premium funding.

Y11 Pupil Premium pupils were taken to University for an Open Day as part of looking raising aspirations. All y11 pp taking EPA subjects receive a ½ termly meeting with the Head of Faculty. The Oarsome project currently runs for 10 pupil in Year 9 and is funded from Pupil premium money

The involvement of Pupil premium pupils in Enrichment opportunities is under continual review for this academic year. The PPISP process is predominantly looking at targets based around academic achievement and attendance. The school will look to develop the enrichment side of the school as part of the process for the next academic year. The monitoring of this may developed through SIMS Activities for next year; investigations are to take place regarding its viability during the coming months so that PP attendance at enrichment activities can be measured in a robust way. PP profile sheets are to be developed and part of this will be an indication of which enrichment activities are being attended, as an interim measure.

A complete measure of parental involvement with the app will take place at the end of the year as indicated but taking Y8 as a sample year group, 40% of parents have signed up for the app so there is every indication that with an increased push we will hit the target of 50% by the end of the year.

Summary information					
Academic Year	2018/19	Total number of pupils (y7-11)	1534	Number of pupils eligible for PP	176
Date for next internal review of this strategy	TCAT external Review 13 th February 2019				

Expected Outcomes 2019 and Previous Years Performance				
	2019 Predicted results outliers removed	2019 Predicted Results	2018 Results	2017 Results
# pupils	24	30	29	25
% pupils achieving standard pass in both English & maths	58	63	52	48
% pupils achieving strong pass in both English & maths	29	33	24	19
% pupils achieving standard pass in English	71	60	76	67
% pupils achieving strong pass in English	29	23	48	52
% pupils achieving standard pass in maths	50	50	55	52
% pupils achieving strong pass in maths	42	37	28	19
% pupils achieving standard pass in science	46	37	24	33
% pupils achieving strong pass in science	21	17	21	-
% pupils achieving standard pass in humanities	58	50	37	30
% pupils achieving strong pass in humanities	42	37	21	-
% pupils achieving standard pass in languages	17	13	3	15
% pupils achieving strong pass in languages	17	13	3	-
% pupils achieving the English Baccalaureate 9-4	7	7	3	5
% pupils achieving the English Baccalaureate 9-5	7	7	3	5
Progress 8 score average	-0.29	-0.82	-0.83	-0.54
Progress English score	-0.83	-1.48	-0.38	-0.33
Progress Maths score	-0.38	-0.47	-0.64	-0.28
Progress Ebacc score	-0.37	-1.05	-1.24	-0.44
Progress Open score	0.2	-0.38	-0.86	-0.88

February 2019

