

Pupil premium strategy / self- evaluation (secondary) AUTUMN 2020

1. Summary information					
School	Bridgewater				
Academic Year	2020/21	Total PP budget	£180 940	Date of most recent PP Review	March 2020
Total number of pupils (y7-11)	1540	Number of pupils eligible for PP	183	Date for next internal review of this strategy	Spring 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Absence (until February half term 2020)	7.7%	<i>tbc</i>
Persistent absence (until February half term 2020)	18.7%	<i>tbc</i>
NEET pupils 2019-20	0	<i>tbc</i>

3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improve the quality of teaching: Ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving	<ul style="list-style-type: none"> • clarity is created at all levels of how the curriculum is sequenced and an assurance that content is challenging and builds on and supports learning • appropriate pedagogy is developed to support pupils to remember, long term, crucial content needed for subsequent learning (KOs) • Whole School Assessment is reviewed to better align with the Curriculum Intent and to support the identification of students falling behind in the lesson sequence. • Creation of whole school literacy policy which improves reading and inference.
B.	Improving Targeted academic support: Ensure the strategic targeted intervention to reduce gaps in knowledge which are evident on entry and for those not making good progress across the spectrum of achievement. Use classroom teachers, teaching assistants and tutors to provide early targeted academic support which is linked to classroom teaching	<ul style="list-style-type: none"> • targeted small group and 1:1 intervention, which have high impact in the short term, gets students 'back on track' • targeted small group 1:1 intervention during subject time to support those students who are at risk of falling behind the planned sequence of leaning, keeps pp pupils 'on track'. • students literacy skills, oracy skills and vocabulary is improved
C.	Wider strategies: Reduce the most significant non-academic barriers to success in school – attendance, engagement & post 16 aspiration	<ul style="list-style-type: none"> • NEET Figures remain at 0 • Attendance of pp pupils is increased • Persistent absence of pp pupils is reduced • the information sharing of the wider contexts of and individual barrier for PP students is improved • parental engagement for PP students is increased • student's engagement in enrichment activities is increased

- the long-term mental health of PP students is improved

All current initiatives will be reviewed January 2021

4. Planned expenditure				
Academic year	2020-21			
<i>The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</i>				
<i>i. Quality of teaching for all Ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.</i>				
	Target		Action	Who
1.	Create clarity at all levels of how the curriculum is sequenced and an assurance that content is challenging and builds on and supports learning	1.1	Create a minimum standard to assess curriculums against	TS
		1.2	Create opportunities for curriculums to be routinely discussed by curriculum leaders and teaching staff	KP/TS
		1.3	Provide a coaching model for curriculum leaders to guide their thinking.	TS
		1.4	Create a QA process of testing out clarity at the class teacher level.	PJ
2.	Develop appropriate pedagogy to support pupils to remember, long term, crucial content needed for subsequent learning (KOs)	1.1	Deliver CPD around memory and the use of KOs	TE/ADM
		1.2	Use tutor time to deliver a programme of memory/retrieval/revision skills to students form Y7-11	PJ
		1.3	Remodel Lesson observations to generate dialogue around pedagogy	TL
		1.4	Create a QA process of testing out clarity at the class teacher level.	PJ
3.	Review Whole School Assessment to better align with the Curriculum Intent and to support the identification of students falling behind in the lesson sequence.	1.1	Create a whole school assessment review group	TE/ADM/CB
		1.2	Create clarity about the WHY of assessment	TE/ADM/CB & GROUP
		1.3	Explore best and most suitable practice	TE/ADM/CB & GROUP
		1.4	Re draft assessment policy	TE/ADM/CB & GROUP
4.	Deliver a whole school literacy policy which improves reading and inference.	1.1	Use the EEF Implementation model to consider appropriate steps to consistently implement policy.	BM
		1.2		
		1.3		
		1.4		
Total budgeted cost				£52 472

li Targeted Support : Ensure the strategic targeted intervention to reduce gaps in knowledge which are evident on entry and for those not making good progress across the spectrum of achievement. Use classroom teachers, teaching assistants and tutors to provide early targeted academic support which is linked to classroom teaching

	Target		Action	Who
1.	Deliver targeted small group and 1:1 intervention, which have high impact in the short term, aimed at getting students 'back on track'.	1.1	Deliver tutor lead 1:3 sessions in the core for Y11 on Saturday mornings.	PJ
		1.2	Deliver small group 'progress sessions' at KS3, led by the most suitable middle leaders, to improve student's metacognition around knowledge retention.	TE
		1.3	Deliver targeted intervention in English and Maths at KS3 for those students who did not make appropriate progress at KS2.	BM CB/JZM
		1.4	Curriculum areas to target PP students with Compulsory Intervention.	PJ
2.	Deliver targeted small group 1:1 intervention during subject time to support those students who are at risk of falling behind the planned sequence of learning, to 'keep on track'.	1.1	Create a KS3 PP Progress Group to maintain a clear awareness of PP students within the core. Made up of KS3 Coordinators, SEN and SLT.	TE
		1.2	Identify students at risk of falling behind and use TAs to target support at aiming to minimise that risk and support in class learning.	TE/SZS KS3 Coordinators
		1.3	Deliver TA training and support materials to ensure they have impact.	SZS/KS3 Coordinators
		1.4	Prioritise access to SEN support bases before and after school	SZS
3.	Improve students literacy/Vocab/Oracy	1.1	Delivery 'Love of Reading' Library programme to increase library lending/use.	BM
		1.2	PP Library programme to increase library lending/use.	BM
		1.3		
		1.4		

Total budgeted cost £23 522

lii Other approaches : Reduce the most significant non-academic barriers to success in school.

	Target		Action	Who
--	--------	--	--------	-----

1.	Improve the information sharing of the wider contexts of and individual barrier for PP students	1.1	Ensure a comprehensive knowledge of PP students prior to transition KS2-3 and 3-4 or at point of admission using FFT and Primary data.	TH
		1.2	To establish a PP tracker to inform early interventions	DM
		1.3	To prioritise resources to identify potential SEN of PP pupils, eg, diagnostic testing	TH/SZS
2.	Improve parental engagement for PP students	1.1	To calendar a programme of parental support evenings to include sessions on SMHW/Knowledge Organisers etc	TE/TL
		1.2	To work alongside the PP Transition co-ordinator to meet with parents at the point of transition	DM/MM
		1.3	To ensure that PP students receive all forms of communication including personal phone calls to make them aware of key events	DM/MM
		1.4	To schedule 1:1 meeting with parents/carers after each interim cycle	PAM/PAL
3.	Improve POST 16 aspirations for PP students through CIAEG.	1.1	To ensure every PP student (KS4) has a 1:1 careers meeting	TL
		1.2	To provide trips/visits for PP cohorts to raise aspirations	TL
		1.3	To support PP students with college applications etc	TL
4.	Increase PP student's engagement in enrichment activities.	1.1	To provide an overview of PP entitlement e.g. Literacy leaders/Trips/visits	AR
		1.2	Investigate Low cost/High impact trips/visits	AR
		1.3	Use of SIMS activities to target specific pupils to attend enrichment-based activities	AR
		1.4	Pupil voice to establish what core opportunities PP pupils	AR
5.	Improve the attendance of PP students	1.1	To continue with the weekly monitoring of attendance in all current forms	DM
		1.2	To prioritise support for pupils on FSM including use of school transport	DM
		1.3	To continue with the SLA with the LA to support FTP	DM
6.	Improve the long-term mental health of PP students.	1.1	Ensure PP students are aware of support in school and locally	SW
		1.2	To ensure mental health awareness is delivered through the 'Sense of Wellbeing'	AR/MK
		1.3	Proactive targeted support for PP students at key points of change.	

Total budgeted cost	£99 517
----------------------------	---------

5. Review of Expenditure

Previous Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i Quality of teaching for all

Action	Intended outcome	<i>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</i>
Reduce gaps in subject knowledge through the provision of subject specific strategy including the appropriate use of knowledge organisers	<p>Reduce barriers to learning through gaps in subject knowledge curricular provision pedagogy subject specific provision</p> <p>Gaps in P8 score between pp & non pp reduced.</p> <p>Gaps in academic performance between Pp & non pp pupils reduced.</p>	<p>This training took place in the autumn term. Learning walks took place each term to look at pedagogy overall and perceived gaps in PP engagement and progress. Progress meetings became more curriculum focused overall (including how intent and implementation can support progress at all levels) and also included discussion of intervention processes which have supported individual PP pupils. In the vast majority of subjects at KS3, PP gaps are diminished. A new Learning Booster Programme was devised to provide PP pupils extra support through small group work on general learning skills (including the use of Knowledge Organisers). This was introduced fortnightly during half-hour form sessions in which Heads of Faculty delivered ways in which pupils could develop skills with particular reference to retention of knowledge.</p> <p>To avoid the progress of Pupil Premium pupils being less than that of non PP Pupils in lockdown due to home circumstances and access to technology, all PP pupils who required a laptop were provided with one as part of DfE Year 10 Scheme. Pupils in KS3 who could not access the required technology were provided with laptops from the school's existing stock. Pupils used the laptops to access on-line lessons and Microsoft teams during the summer term lockdown</p>
Provide a curriculum offer that meets the needs of individual pupils & the cohort as a whole		<p>New vocational courses were introduced including Business Studies switching from GCSE. This brought the total of vocational subjects to five. – Btec Musical Theatre, Acting, Dance, Digital Imedia & Business Studies. There is also be a selected offer of Btec PE, alongside GCSE, for identified pupils. As part of the Options process all Y9 pp pupils were assigned a member of SLT to oversee their choice of options and provide guidance on an individual basis</p>

Develop appropriate pedagogy to address needs of individual students		Case study intervention programmes were used in a variety of subjects (others chose to utilise their own approaches to PP support). The choice of pupils targeted via such support was informed by progress data. Faculty time was devoted to sharing good progress - for example a twilight sessions which included the opportunity for staff to discuss approaches to retrieval practice which can support all pupils. Differentiation CPD will follow was due to follow in the Spring Term but this did not take place due to lockdown
Total cost		50 382
ii Targeted support		
Action	Intended outcome	Estimated impact: <i>Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</i>
PISP meetings to identify individual barriers to learning and lead staff to provide & strategies to overcome pastoral/academic barriers	Individual pp pupil barrier to learning addressed through specific individual strategy. PP pupils have complete access to the curriculum through provision of kit and equipment as appropriate.	All Pastoral staff met with SLT ahead of October PPISPs for CPD on the new PISP meetings. The first round of PISP meetings was then completed in the Autumn term identifying targets for individual pupils. Follow up meetings took place for February 2020 to check on progress on the targets for each individual pupils

<p>closing the vocabulary gap through the love 2 read whole school initiative& the development of subject specific literacy through subject specific strategies</p>	<p>pp literacy barriers to learning reduced. Gaps in in library use between pp & non pp pupils reduced. Gaps in P8 score between pp & non pp reduced. Gaps in academic performance between Pp & non pp pupils reduced.</p>	<p>12 'Love of Reading' sessions took place across years 7 to 10. HoFs have carried out QA and this indicated that pupils engaged with the sessions. Sessions included the sharing of new vocabulary. These were continued during lockdown via YouTube videos. Also during lockdown live Zoom sessions were streamed from Lower Site library. Additionally, y7 and y8 had 30 minutes library enrichment slot with the school librarian. This included being read aloud to, a discussion of reading, vocabulary development and discussion of books. The school Librarian encouraged PP Pupils to take out at least one reading book each fortnight. Year 7 borrowing was 3.9 books for the general cohort and 2.5 for PP pupils Year 8 borrowing was 3.5 for the general cohort and 4.9 for PP pupils In February, the school started a 'Pen Pals' workshop for Y7 PP, linking with a school in Nepal. This will be revisited in Spring term 2021. In order to promote Reading for Pleasure, in Autumn 2020 the school purchased 'Book Buzz' books for all Y7 pp students which will be given out as gifts at an end of term Christmas library celebration. Subject teachers have identified curriculum-themed wider reading materials for use within their lessons as starter activities and will be embedding these in the spring term.</p>
---	--	---

improving academic performance in all year groups through subject specific identified strategies	Gaps in subject performance between Pp & non pp pupils reduced. Gaps in P8 score between pp & non pp reduced. Gaps in academic performance between Pp & non pp pupils reduced.	All Faculty development Plans included strategies for improving PP performance. These were reviewed in the Key Stage Progress Meetings at both KS3 and KS4. Impact so far was shown in Y11 Interim data and Y11 Mock Exam data which both had improved P8 performance compared to the same point in 2018-19 time last year for each of English, Maths, Ebacc, Open Pots and Overall performance. There was also improving performance for ks3 pp cohorts where the PP gap closed based on the previous set of data – for Y9 the gap closed in 10/14 subject areas and for Y8 in 10 out of 16
Total cost		22 500
iii Other approaches		
Action	Intended outcome	Estimated impact: <i>Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</i>
attendance strategies to increase attendance and reduce persistent absence	Pupil premium attendance to increase. Pupil premium persistent absence to fall. Reduction of gaps in pp v non pp attendance & pp v non pp persistent absence.	The Attendance dashboard was sent weekly to all pastoral staff highlighting performance of Pupil Premium attendance and FSM attendance. Overall pupil premium absence and persistent absenteeism were down on the previous year. Close monitoring and regular contact with parents following the school's attendance protocols has ensured Pupil Premium attendance is improving. This is supported by the school minibus which collects FSM pupils from the local area. PP funding has been used to provide bus passes for identified pupils. Pupil Premium attendance is monitored using the schools SIMS and CPOMS software. As of last full half term (February 2020) attendance was up at 92.3% highest it has been at that stage in the year. As of lockdown PPPA was the lowest it had ever been at 18.7%
provide a bespoke CEIAG programme to ensure all students successfully progress to further education, employment or training	PP pupils gain the academic qualification and the personal development to take their next steps in EET. They receive the information and personal & academic support from	No NEET PP pupils for those who left in June 2020. Only one NEET PP pupil in the last three years

<p>provide knowledge and information that enables parents/carers to effectively support pupils in their academic and social development</p> <p>PP Transition Coordinator to be deployed from current Pastoral Support structure to ensure knowledge of potential barriers to learning are established prior to joining.</p> <p>PP Tracker to be established monitoring hard and soft data. The tracker will be used to target intervention and support.</p> <p>All PP students experience a core offer of enrichment opportunities and experiences to improve aspiration.</p>	<p>parents/carers and the school to enable this to happen. There is no gap in Neet figures between pp & non pp pupils</p>	<p>All Pupil Premium Pupils received an interview with the Careers Advisor and were provided with ongoing support for their post 16 destinations</p> <p>Enrichment Summary Sept – January 104 PP pupils attended enrichment/intervention Y7 – 30 pp Pupils attended Y8 – 24 pp Pupils attended Y9 – 18 pp Pupils attended Y10 – 10 pp Pupils attended Y11 – 22 pp Pupils attended</p> <p>A number of PP students participated in our online enrichment programme 'Bridgewater Talks' during lockdown.</p> <p>A number of PP students took part in the school 2.6 Challenge during Lockdown as a way of engaging pupils in activities outside of the taught curriculum.</p> <p>PP pupils compete regularly for the school in inter school competitions across a wide range of sports.</p> <p>A small cohort of pupils take part in the School 'Oarsome' Rowing project which runs yearly</p>
Total cost	99 822	

6. Additional detail

PUPIL PREMIUM POSITION STATEMENT

AUTUMN 2020

Bridgewater High school is a highly inclusive school committed to the academic and personal development of all pupils including those who are disadvantaged. Following the 2019 exam results and the disappointing progress 8 score for Pupil Premium, the improvement of academic outcomes for Pupil Premium pupils became a key priority for the school and as part of this the School commenced a Five Year Pupil Premium Strategy.

In 2020 there was a narrowing of the gap in a number of areas between Pupil Premium and non-Pupil Premium grades

Bridgewater as a school recognises and places a high level of importance on the personal development and support all young pupils especially those who are Pupil Premium. The personal development and support that disadvantaged pupils receive at Bridgewater is a strength of the school

As part of the response to the long term support of pupil premium pupils there was a restructuring of the leadership priorities for Pupil Premium from Autumn 2019 to broadly fall into 3 areas :-

- Social and Personal Development
- Academic including Literacy and Vocabulary
- Aspiration + Engagement

A full report into the 2019 Pupil Premium Results can be found in the 2019-20 Pupil Premium Strategy.

2020 Exam Results & Centre Assessed Grades

although 2020 exam results were Centre Assessed Grades, it is still valid to compare the gap in performance between pp & non pp cohorts from 2019 GCSEs to 2020 CAGs

- Decreased gap between PP and non PP pupils by 3% for pupils achieving a standard pass in English
- Decreased gap between PP and non PP pupils by 4% for pupils achieving a standard pass in Maths
- Decreased gap between PP and non PP pupils by 13% of the cohorts achieving a standard pass in Science
- Decreased gap between PP and non PP pupils by 2% of the cohorts achieving a strong pass in Science
- Decreased gap between PP and non PP pupils by 23% of the cohorts and 24% of the entry achieving a standard pass in Humanities
- Decreased gap between PP and non PP pupils by 22% of the cohorts and 26% of the entry achieving a strong pass in Humanities
- The gap was maintained between PP and non PP pupils for pupils entered and achieving a strong pass in Science
- Decreased gap in P8 performance between PP and non PP pupils by 0.28
- Decreased gap in P8 performance for English between PP and non PP pupils by 0.13
- Decreased gap in P8 performance for Maths between PP and non PP pupils by 0.02
- Decreased gap in P8 performance for Ebacc Subjects between PP and non PP pupils by 0.41
- Decreased gap in P8 performance for Open Subjects between PP and non PP pupils by 0.42

Actions and strategies that the school undertook to improve on 2019 Pupil Premium performance included

- Focus on improved attendance
- Increased emphasis on Quality Teaching for all through school CPD
- Small group teaching & support for English

- Small group teaching & support for Maths
- Small group teaching & support for Science
- Whole school strategies such as Tassomai, GCSE Pod
- Individual subject Strategies as given in the Faculty Development Plans

TCAT Pupil Premium Review

As part of the process to improve the provision for Pupil Premium Pupils, Bridgewater was the first school to undertake a Pupil Premium Review in Spring 2020. The TCAT Review found the strengths of the provision for Pupil Premium at Bridgewater were :

Quality of teaching for all:

- There is equality in the curriculum provided to PP students and all have access to the full curriculum – there is no narrowing based on receipt of Pupil Premium
- HODs could clearly articulate their curriculum intent and could demonstrate how their curriculum is ambitious and builds on prior knowledge
- HODs could consistently demonstrate how student's workbook matched the curriculum map regardless of ability. It was clear that from workbooks that teachers were skilful in matching the level of challenge correctly to the ability of the class/set and were given autonomy to do so
- Work in student books demonstrates high expectations of all students, regardless whether PP or not
- Teachers could demonstrate who and where the PP students were in lessons without the need for seating plans/prompts
Target setting is based on FFT 20 to ensure that all PP students have aspirational and challenging targets, with further increases possible

Targeted support:

- The library scheme is a real strength of the school. More PP students in Year 8 have loaned books from the library than non-PP students. When speaking to Year 8 PP students they commented that they would not have gone to the library in social time or taken books out if it were not for the scheme. They also commented how the scheme has increased their vocabulary and was helping them access subject content in lessons and the wider curriculum
- Enrichment is strong. It is both varied and well considered to meet the needs and interest of the students in school. 57% of the whole school attend after school activities (one or more session weekly). PP student's attendance is broadly in-line with this where 55% of PP students attend. SIMS activities is well used to identify students who are PP and do not attend which is subsequently followed up by the pastoral team to increase the proportion of PP students engaging with the wider life of the school
The PD programme for the school is well planned, broad and well considered and has the potential to equip students with the knowledge and understanding to prepare students to be successful both academically and as good citizens when they leave Bridgewater High School

Other approaches:

- Attendance procedures have been revised by the newly appointed SLT lead, including a clear and well-communicated staged approach. All staff and students commented upon the high priority this is given by the school
- NEET figures for the school were 0% for 2019 with 0% forecast for 2020. This is due to strong implementation by the CEIAG team. Examples of this include early identification of potential NEET students, visiting school refusers at home and working closely with parents to strengthen relationships by delivering after school workshops
- A priority has been on raising aspirations of PP students making students reflect on what they want to do and the possibilities that are open to them. All of Year 10 have been taken to Liverpool University to look at possible routes to FE along with explanations around student finances and how barriers can be overcome. All visits are specifically tailored to the ability and subsequent appropriate progression. An example of this is HAPP students being identified for Oxbridge visits
- PISP – pastoral intervention happens twice a year identifying potential barriers and looking at individual student needs. This mentoring programme is a strength and well-coordinated by Pastoral middle leaders and provides bespoke support for all PP students depending on their specific barriers – be it attitudes to learning, progress or behaviour
- Pastoral middle leaders are able to use the lesson monitor data to proactively address issues and provide regular parental contact. Particularly strong practice was shared by Year 9 Head of Year
- KS4 student voice indicated that they felt supported by the school. Students spoke with confidence about what they were going on to do next year and what the entry requirements were to gain access on to these courses/qualifications
- All students were complimentary about the priority the school gives to mental health and the access to support available

- All staff and students spoken to throughout the review felt that they were known as individuals and felt well supported and cared for. The school knows it's PP students and their needs well
- Transition arrangements, including the explicit transition between KS3 and KS4 due to the school being on 2 sites, is planned well by linking with Primary feeders and KS3 staff

Areas for development for Pupil premium at Bridgewater were :

Quality of teaching for all:

- Consider the impact of differing expectations subjects have regarding lesson structures and approaches to lessons. This was evident through student voice and lesson visits. For example, expectations of students when completing an independent task. This may be students working in silence to ensure maximum concentration is given to the task to support students making the best possible progress
- Consider the differing approaches departments have regarding teacher feedback in books, especially within departments. Where a student had incorrectly answered a question in a QMA, it was not clear where/how the misconception had been addressed and whether the student could now correctly answer questions that were marked incorrect previously
- Examples of lack of engagement and off task behaviour was observed. Consider systems that support teachers to have higher expectations of all students and to address this behaviour quickly to ensure a focussed learning climate

Targeted support:

- Try to determine what proportion of PP students loan books from the library outside of the library scheme and in social time
- Consider the QA of knowledge organisers. KS4 students commented this was varied between and within subject areas and that some departments used them well yet not all
- Ensuring all staff (class teachers and middle leaders) are clear and consistent about what the whole school PP strategy is and how they support addressing the identified priorities – for example, some departments had identified other aspects they were focusing on, excluding the whole school aspects
- Consider how to ensure the successful implementation of the Love 2 Read literacy strategy
- Student feedback suggested this is not as embedded as Leaders believe and this is the cornerstone of the literacy strategy

Other approaches:

- Whilst attendance has improved, consider the delegation of resources to allow 95% to be the 'cut off' figure for intervention to take place. This would support further improvements in attendance and further raise expectations of staff and students. (Currently, the cut off for targeted work is 90% attendance)

Pastoral Support

No Pupil Premium pupils were NEET for 2020. Over the last three years only 1 Pupil Premium pupil has been NEET compared to two non Pupil Premium pupils. All Pupil Premium Pupils received an interview with the Careers Advisor and were provided with ongoing support for their post 16 destinations

The gap in number of fixed term exclusions for pupil premium pupils as a percentage of the cohort, compared to those for non-pupil premium pupils fell from 2018-19 by 5%. (Whilst the 2019-20 figures are to March 2020, whereas the 2018-19 figures are for the whole year, the change in gap analysis is statistically valid)

The PPISP process allowed identified Pupil premium pupils to meet with their respective Pastoral leads to review their academic and personal progress and identify where the school can support the pupil further. PPISP meetings were carried out for the identified pupils in all year groups in the Autumn term. PAMs and PALs were taken off timetable to facilitate this. PPISPs provided three targeted areas linked to lessons or attendance with identified staff attached to each of these targets.. Follow up meetings occurred in the spring term to review progress against targets. Pupil premium funding was used to pay for cover costs to allow PAM and PAL to conduct their Pupil premium meetings. The follow up PISP meetings due to happen in the summer term did not happen due to lock down. However Zoom meetings were held between Pastoral staff and identified pupils, both pp and non-pp, to provide welfare and curriculum support during lockdown both in term time and school holidays. Similarly home visits were conducted to check welfare of identified pp & non pp pupils.

Pastoral staff at the school also oversee the provision of funding to meet individual pupil premium need as appropriate. Examples of pupil premium funding included 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

See section 6 above

Academic Provision

Maths :

Y11 pupil premium pupils in school received one extra maths lesson per week funded through pupil premium money. The school also introduced a Saturday morning tutoring programme for Pupil Premium pupils. In addition Pupil premium pupils were also encouraged to go to enrichment after school. Individual Maths tutoring was been funded for Pupil premium + pupils where it has been identified on their PEP.

Across all year groups class teachers prioritised pupil premium pupils regarding engagement with pupils and contact with home, setting and the use of exit tickets. Other classroom based strategies 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.

Lesson observation evidenced the targeting of Pupil Premium pupils in line with Go 2 Pupil strategies. PPISP were completed for Maths pupils.. A member of the maths faculty is responsible for pp pupils in maths and completed work scrutiny and mathswatchvle analysis to ensure that strategies are being used effectively.

During lockdown the Faculty prioritised pp pupils for contacting home as needed and for giving feedback via mathswatchvle. Some high need PP pupils were given help over the phone or by zoom.

English :

The English Faculty implemented several approaches to support the achievement of Pupil Premium students predominantly via 'Quality First Teaching' and 'Go-to Pupil' strategies. This included providing high-quality reading materials and lesson resources to support acquisition and application of tier two and tier three vocabulary. Our librarian organised small group sessions for Year 7 and Year 8 to promote reading, increase fluency and worked to diminish the difference in reading attainment. Students in Year 11 received extra lessons to support their preparation for the English Language examinations. Building on the work from previous years, the Faculty received further training from our Key Stage 4 Co-ordinator to support the delivery of key aspects of the GCSE examination and raise student achievement in specific areas. The provision of resources including set texts and study guides ensured that all pupils were equipped for their examinations. Funding was used to pay for one-to-one tuition for some Year 11 students to further their attainment.

Students at Key Stage 3 and 4 received online lessons during the period of school closure. The Head of Faculty used this model to ensure that students were receiving clear support with their learning and could maintain contact with teaching staff. Students' achievement was monitored closely throughout the year. Colleagues increased AWoL targets to recognise attainment and instil a culture of success by providing extra motivation for students.

Science :

The Science Faculty's rationale is that the approach to closing the gap and improving the outcomes for our PP students is very much holistic in it's approach. This is based on the various elements of research that have suggested that 'quality teaching' is the largest marker for improving the outcomes for disadvantaged young people. Strategies included Mixed ability teaching across all year groups 7-11, aiming for aspirational effect and grouping of pupils to create mixed attainment working tables and therefore interaction . Quality of teaching emphasised Teaching to the top. In all classes teaching was aimed at 'teaching to the top' whereby lower attaining pupils were well supported in reaching as a high a level of attainment as possible. Differentiation in teaching was provided in the form of 'teacher support' and 'scaffolded' teaching resources and approaches. A Common homework approach was also used – approximately three quarters of homeworks were linked to Knowledge Organisers and focused on 'retrieval'. The other quarter of HWKs are exam based Questions pre-set for the entire Year and common across all year groups. This ensures consistent quality, of selected questions. Knowledge organisers were kept in pupil books. There was also an increased consideration of language used in teaching and opportunities for writing to address the vocabulary gap. CPD was provided by HoF on techniques to use in science lessons that would improve the literacy skills of all pupils especially those that are disadvantages.

Geography :

In Y11 Geography revision guides were funded for all Pupil premium pupils. Pupil Premium was a standing agenda item at all faculty meetings. Most successful strategies for supporting pp in mixed ability classes included regular checking of pupil understanding, MAD time check PP changes, Smart Seating plans and the use of pupils as experts to give summary to rest of class / résumé of last lesson including PP.

History:

PP students benefit from mixed ability teaching in History across key stage 3 and 4 and the same high expectations were in place for all students. Particular attention was paid to the placing of pp students within those mixed ability classes and the placement of teachers with certain classes. Department meetings always referred to the progress of pp students. The department followed the whole school Go 2 strategies for PP students and this was a focus for all quality assurance activities (e.g. lesson observations, work scrutiny, student voice). Revision guides were written to support progress and PP students were given both an electronic copy and hard copy. There was a push on knowledge retrieval / low stakes testing at the start of lesson and CPD delivered on this at a faculty/department level. This was to try and help students retain knowledge and routinely address knowledge gaps. Lesson scores of PP students were monitored and praise / intervention put into place as necessary. Improving the vocabulary of PP students was also focused on. For example, there are key word booklets (KS4) and continued use of knowledge organisers (KS4 and 3).

During lockdown the department continued to focus on the progress and well-being of PP students. Staff maintained contact with parents of pp students. For example, some staff phoned home and spoke to parents and/or students, some staff emailed parents to give both praise and/or to raise concerns. The standard of learning on-line was monitored and conversations had, where necessary, to ensure learning was engaging and challenging. Continuation of low stakes retrieval to support pp students developing a deeper knowledge. PP students had to submit work regularly for feedback so teachers could support and intervene as needed.

ICT & Computer Science :

The department followed the school's Go 2 Pupil strategy and had individual intervention and strategy for all pupil premium pupils who underachieved. PP pupils were a priority cohort for enrichment and support with after school sessions at KS4 and lunchtimes at KS3. Revision guides were funded for Computer Science & Business Studies PP Year 11 pupils. Computer Science pupils also had a Python revision guide. After school intervention sessions for Year 11 prioritised Pupil Premium pupils. An extra Computer Science support group was also put in place where students received weekly homeworks to complete to help with subject understanding - this was aimed at PP at first but then branched out to middle ability boys/ those severely under their target.

MFL :

In Year 11, the small number of pupil premium pupils taking French and German met regularly with the Head of Faculty to support progress as appropriate until school closure in March, including provision of individual revision strategy and grammar and translation workbooks funded from pupil premium money. Pupil Premium pupils also took part in the Priestley College Enrichment for Y11 and were represented in the OXNET events aimed at Y9. At KS3 Year 8 the Faculty continued the reallocation of a small number of pupil premium pupils between classes to support progress, that had proved successful in the previous academic year. The department followed the whole school Go 2 Strategies for Pupil Premium pupils and this is a focus for lesson observations. Pupil premium pupils participating in the German exchange had the cost partly funded through pupil premium money, until the national lockdown strategy cancelled the exchange. In lockdown the Faculty supported PP pupils through individual guidance provided through pupil & parental email and by attachment to SMHW, including the appropriate Knowledge Organiser pages for the module in progress at that time at KS3.

Open :

Outside of the baccalaureate subjects, the Music department used Pupil Premium funding to pay for pupils to receive Music lessons as part of their GCSE Music course. Art had equipment that pupils borrowed in lesson. Drama scripts were provided with no cost to all pupils. 1-1 sessions were provided for GCSE Dance and BTEC Dance : before schools/ after school and in core PE. Extra sessions were put in place to support PP for GCSE Dance: within Form times/ PSHE- personal development sessions. Extended intervention was provided for PP and non PP Year 11s for Theory GCSE papers: Dominos Pizza nights. In Dance and Musical Theatre: there was use of extra opportunities and auditions: individual advice given for PPs and non PP's applying to LIPA (after school sessions 1-1).All EPA Year 11 pupils met with the HoF once per half term to review progress

In Lockdown, Work was printed off for Art pupils who needed this. Work completion by email/ video/ phone was enabled through school funding of laptops. In Year 9 Option students in Dance (Current Year 10s) PPs and non- pp's attended through Zoom sessions. All work was made accessible through use of PDF's. Pupil and home contact was made with KS4 pupils.

Post lockdown:Year 11 PP pupils targeted for intervention after school in all EPA subjects. All pupils completed RAG's for EPA subjects to self-evaluate and monitor progress.

All EPA Year 11 pupils meet with the HoF once per half term to review progress (SUPPORT REPORTS) after Mock exams are completed

In Technology all Pupil premium pupils receive revision guides. In Design technology / Food Technology they also receive free materials / ingredients as appropriate. The Faculty also follow the school's Go 2 Pupils Strategy. Pupil premium are also priority pupils for intervention

In PE The Faculty prioritised the contacting of the Year 10 pp PE cohort weekly to support progress. A new Faculty KS4 revision booklet was designed and provided for PP pupils using PP money. PE kit was provided for all PP pupils requiring shirts, shorts, socks & footwear. One to one support was provided by the faculty for two pp pupils who had long term absence. Intervention sessions prioritised PP pupils. Adapted equipment was purchased using pp money for identified pp pupils with SEN. The Oarsome project ran for pupils in KS3 and was funded from Pupil Premium money

Pupil Premium pupils were involved in the School's Enrichment programme until it was suspended due to Lockdown in March 2020 (see the Enrichment Summary in 6(iii)). The involvement of Pupil premium pupils in Enrichment opportunities is under continual review for the new academic year. The school will look to develop the enrichment side of the school as part of the process for the new academic year. The monitoring of this is currently developed through SIMS: This year all staff will be required to register all pupils in enrichment sessions using SIMS Activities. PP attendance at enrichment activities can then be measured in a robust way in order to measure gaps between PP and non-PP involvement. This data can, in turn, be used to ensure that our provision and support for enrichment can address any gaps in our offer and uptake. PP profile sheets are to be developed which will not only provide key data for all staff regarding our PP cohort but will also provide an indication of which enrichment activities are being attended.

To ensure that any PP pupils are kept informed with any information sent via the school app, the app functionality of doubling up messages via email also is now used as a matter of routine.

Other Curricular Provision:

Pupil Premium funding has been used to provide alternative curriculum pathway through pupils attending Warrington Collegiate to access a Hairdressing course and the Walton Lea project on Animal management provided by Myerscough College