



Report on the Impact of Pupil Premium and Y7 Catch-up Funding 2019-20

At Bridgewater, a range of strategies are used to support all pupils, including those who are disadvantaged, whose achievements are below expectation. Pupil progress is tracked through internal systems, validated by external data, and pupils are directed to participate in these interventions as part of a coherent programme of study.

In common with other schools, Bridgewater received funding through the Pupil Premium and Y7 Catch-Up funding in 2019/20 which was then used support a wide range of strategies targeted to pupils as appropriate.

Pupil Premium Funding is received based on the number of pupils in the school who have been in receipt of Free School Meals within the last 6 years. Y7 Catch-Up funding is received based on those pupils who, following external and internal assessments are identified as benefiting from:

- a phonics based intervention programme
- the deployment of a Higher Level Teaching Assistant

Funding

	Pupil Premium	Y7 Catch- Up
No. of eligible pupils	201	38
Total funding received	£172,703	£17,500

Key Expenditure

Pupil Premium	Support Funding (£)
Quality of teaching for all	£50 382
Targeted support	£22 500
Other approaches	£99 822
Total Pupil Premium Expenditure	£172,703

Y7 Catch-Up Funding	Support Funding (£)
Phonics and Literacy Programmes	5, 460
Higher Level Teaching Assistant (contribution to salary)	12,040
Total Y7 Catch-Up Expenditure	17, 500



Key Objectives and Interventions

At both KS3 and KS4 the key objective is to develop and deliver personalised and targeted support programmes for each identified pupil. Pastoral managers work in conjunction with curriculum coordinators to ensure that each child receives the support they require. The aim is to support the pupil to meet or exceed their expected levels of progress. The support programmes include one or more of the following strategies:

Area	Strategy
Quality of Teaching	Reduce gaps in subject knowledge through the provision of subject specific strategy including the appropriate use of knowledge organisers
	Provide a curriculum offer that meets the needs of individual pupils & the cohort as a whole including the introduction of wider vocational courses at Ks4
	Develop appropriate pedagogy to address needs of individual students
Targeted Support	PISP meetings to identify individual barriers to learning and lead staff to provide & strategies to overcome pastoral/academic barriers
	closing the vocabulary gap through the love 2 read whole school initiative& the development of subject specific literacy through subject specific strategies
	improving academic performance in all year groups through subject specific identified strategies
	Intervention programmes at Year 11 particularly focused on Maths, English & Science
Other Interventions	attendance strategies to increase attendance and reduce persistent absence
	provide a bespoke CEIAG programme to ensure all students successfully progress to further education, employment or training
	The provision of the Personal Development Centre at KS4 providing one-to-one and small group work for identified students who operate personalised timetables



	Support for purchasing of items essential to course requirements
	Support for pupils to attend trips and extra-curricular activities
Y7 Catch Up Programmes	Establishment of phonics and literacy programmes for relevant students in Y7

Impact

The impact of these strategies is tracked through the school's internal data as well as through external data.

Y7 2019-20 Catch Up Cohort Rapid & Sustained Progress at end of Year 7	Autumn	Spring
Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in English	5	16
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in English	44	78

Pupil Premium Progress (Internal Data)

Internally pupils' progress is monitored during the year through assessment in each subject which identifies whether they are on target to progress as expected.

Year 7 (Autumn 2019) Expected Progress by end of Key Stage	Eligible for Pupil Premium	Non pp
Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in English	11	21
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in English	74	80
Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in Maths	60	76
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in Maths	91	96



Year 7 (Spring 2020) Expected Progress by end of Key Stage	Eligible for Pupil Premium	Non pp
Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in English	32	35
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in English	87	89
Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in Maths	61	70
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in Maths	91	95

In Year 7 the percentage of Pupil Premium pupils achieving both Rapid & Expected progress increased from Autumn to Spring for both English & Maths.

The gap between Pupil Premium and non Pupil Premium pupils fell for both Rapid & Expected progress in both English & Maths

Year 8 (Autumn 2019) Expected Progress by end of Key Stage	Eligible for Pupil Premium	Non pp
Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in English	9	25
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in English	86	88
Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in Maths	68	75
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in Maths	85	94

Year 8(Spring 2020) Expected Progress by end of Key Stage	Eligible for Pupil Premium	Non pp
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Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in English	36	41
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in English	94	95
Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in Maths	45	72
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in Maths	94	97

In Year 8 the percentage of Pupil Premium pupils achieving both Rapid & Expected progress increased from Autumn to Spring for English. The percentage of Pupil Premium pupils achieving Expected progress increased from Autumn to Spring for Maths
The gap between Pupil Premium and non Pupil Premium pupils fell for both Rapid & Expected progress in English. The gap between Pupil Premium and non Pupil Premium pupils fell for Expected progress in Maths.

Year 9 (Autumn 2019) Expected Progress by end of Key Stage	Eligible for Pupil Premium	Non pp
Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in English	19	38
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in English	73	90
Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in Maths	33	69
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in Maths	77	93

Year 9(Spring 2020) Expected Progress by end of Key Stage	Eligible for Pupil Premium	Non pp
Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in English	23	51
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in English	77	95



Fresh Start: % of pupils making rapid & sustained progress (Exceeding or Mastering) in Maths	28	70
Fresh Start: % of pupils making expected progress (Exceeding, Mastering or Securing) in Maths	67	93

In Year 9 the percentage of Pupil Premium pupils achieving both Rapid & Expected progress increased from Autumn to Spring for English. The percentage of Pupil Premium pupils achieving rapid progress increased from Autumn to Spring for Maths

Y11 2020 Results

although 2020 exam results were Centre Assessed Grades, there is still a valid comparison to be made with 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

Pupil Premium Funding 2020/21

	Pupil Premium 2020/21
No. of eligible pupils	183



Total funding expected	£180 940
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The funding received in 2020/21 will continue to be focused on developing individual and personalised programmes of support for identified pupils. Pastoral managers, in conjunction with curriculum leaders, will take a lead role in developing, monitoring and evaluating relevant programmes for identified pupils employing the strategies described above. There will be three priority areas which the school will focus on for Pupil Premium :-

- Quality Teaching for All
- Targeted Support
- Other Approaches

Impact of the Pupil Premium strategy is measured through external examination data, external attendance data, internal assessment data, an outcomes review by the Curriculum Governors subcommittee and a TCAT Whole School review.

The Pupil Premium Strategy will be reviewed by TCAT in the Spring term 2021