



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bridgewater High School
Number of pupils in school	1673
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	29.10.24
Date on which it will be reviewed	September 2025
Statement authorised by	Keiron Powell (Principal)
Pupil premium lead	Peter Jones (Deputy Headteacher)
Governor / Trustee lead	Ms E Magee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,821
Recovery premium funding allocation this academic year	£61,336
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£183,157
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Key Outcomes 2024

<p><i>Attendance</i></p>	<p>At October 2024, Pupil premium attendance across all year groups is currently 90% compared to non pupil premium 95.8%. Pupil premium is strongest in Year 8 (93%). Currently Pupil Premium Persistent Absence is 5% lower than the national average and the school is ranked in the top 25% of schools.</p>
<p><i>Examination performance</i></p>	<p>Basics 4+5+</p> <p>Basics 4+ increased by 14% to 66% reducing the gap between PP and non PP students by 17%, Basics 5+ increased by 4% to 32% reducing the gap by 4%</p> <p>Maths 4+ increased by 16% to 72% , reducing the gap by 19% Maths 5+ increased by 15% to 47%, reducing the gap by 14%</p> <p>English Bacculaureate 4+ was 13%. English Bacculaureate 5+ was 6%, both up from 0 the previous year</p> <p>There were also a number of increases in attainment and a reducing of the gap in Science, Humanities and Languages.</p> <p>Initial internal analysis of Progress 8 score shows and improvement of 0.56 and a narrowing of the gap by 0.88. The Progress 8 score for English improved by 0.01 and there was a reducing of the gap of 0.43. For Maths the P8 score improved by 0.83 and the gap reduced by 1.03. For the Ebbac subjects the P8 score improved by 0.91 and the gap reduced by 1.01. For the Open subjects the P8 score improved by 0.35 and the gap reduced by 0.9.</p> <p style="text-align: right;">Compared to 2023 results</p>
<p>NEET figures (2023)</p>	<p>No Pupil Premium pupils have been NEET for 2019, 2020 &amp; 2021. There were 2 Pupil Premium Pupils who were NEET for 2022. There is 1 Pupil Premium Pupil who is NEET for 2023</p>

## Statement of Intent

Bridgewater High School is committed to providing a first-class education for all its students. Disadvantaged students are no different. They have the same entitlement to access this first-class education which is why we expect them to follow the same curriculum as non-disadvantaged students.

However, we recognise that some Disadvantaged students in particular may have barriers that prevent them fully accessing this first-class curriculum. Therefore, our primary strategy is to identify what these barriers to learning are and then to provide students with the strategies to overcome these barriers.

The structure of the strategy adopts the principle outlined as “A tiered approach to Pupil Premium spending” in THE EEF GUIDE TO THE PUPIL PREMIUM (June 2019 EEF) focussing on

- Teaching
- Targeted Academic Support
- Wider Strategies

The strategy will help every young person develop as a whole person, fulfil his/her potential and contribute towards a future built upon the social and economic well-being of the individual, the local community and the wider world.

At Bridgewater we are committed to providing a curriculum that is broad, balanced, and challenging, which builds rich knowledge and develops skills which prepare students for their next steps in education, training and employment.

Bridgewater High students join the school with higher than average levels of attainment and the majority move onto A-Levels and University. Our curriculum is designed around making that route accessible for all.

The planned curriculum aims to develop students personally, through planned tutorial programmes and the taught curriculum. It intends to educate students to live safe, healthy and fulfilling lives, who have the confidence to make a positive contribution to society and become responsible citizens. (see Personal Development).

To enable this to happen our curriculum is planned around the following 6 dimensions:

1. Clarity around the sequence of learning over 5 years.
2. Clarity around the knowledge and the application of knowledge.
3. Vocab and literacy
4. Subject content which is Aspiring, Inspiring and ‘Real World Learning’
5. Memory and Cognition.
6. Assessment. Clarity around the end points and the assessment of what students know and can do.

### Bridgewater Personal Development Intent

Bridgewater High is committed to the holistic development of every student.

Our approach to Personal Development aims to keep all students in education and to provide them with the lifelong skills to access both the taught curriculum and their inner self. We aspire for students to be resilient, confident and independent to empower them to continue to live safe, healthy and fulfilling lives as they contribute to modern Britain.

To enable this to happen Personal Development is planned around the following 6 dimensions:

1. Sense of Responsibility and Respect
2. Sense of Resilience
3. Sense of the modern world
4. Sense of Aspiration
5. Sense of Health and Wellbeing
6. Sense of Safety and Resilience

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1a b	<ul style="list-style-type: none"><li>• Progress in lessons</li><li>• engagement in the taught curriculum</li></ul>
2	<ul style="list-style-type: none"><li>• Gaps in knowledge (including literacy, vocabulary &amp; oracy skills)</li></ul>
3a b c	<ul style="list-style-type: none"><li>• Attendance</li><li>• Engagement in school life of parents &amp; carers</li><li>• Aspirations post 16</li></ul>

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<b>Improve the quality of teaching:</b> 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"><li>• develop consistent high-quality teaching through Explicit Instruction with a focus on metacognition and student agency</li><li>• develop the implementation of Assessment to better align with the Curriculum Intent and to support the identification of students falling behind in the lesson sequence.</li><li>• Provide alternative pathways to identified pupils</li></ul>
<b>Improving Targeted academic support:</b> 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"><li>• targeted small group and 1:1 intervention, which have high impact in the short term, gets students 'back on track'</li><li>• improve students literacy skills, oracy skills and vocabulary</li></ul>
<b>Wider strategies:</b> Reduce the most significant non-academic barriers to success in school – attendance, engagement & post 16 aspiration	<ul style="list-style-type: none"><li>• NEET Figures remain at or close to 0</li><li>• Attendance of pp pupils is increased</li><li>• Persistent absence of pp pupils is reduced</li><li>• the information sharing of the wider contexts of and individual barrier for PP students is improved</li><li>• parental engagement for PP students is increased</li><li>• student's engagement in enrichment activities is increased</li><li>• the long-term mental health of PP students is improved</li></ul>

## Teaching

Ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.

strand	action	evidence supporting this approach	challenge number(s) addressed
Ensure effective curriculum intent and implementation across the curriculum	implement the white rose maths SoW across KS3 to ensure consistency of pedagogy and ensure pupils are GCSE ready.	The EEF Guide To Supporting School Planning: A Tiered Approach To 2021” identifies teaching as the most important factor in improving outcomes for pupils with particular reference to the following :- 1 high quality instruction in the classroom 2 deep subject knowledge and a flexible understanding of the content 3 High-quality assessment 4 Whole-school planning that focuses on high-quality teaching with sustained professional development	1a
	implement precise STEM strategies within the science curriculum so that pupils gain a deeper understanding of key knowledge.		
	develop oracy skills across the curriculum to give pupils skill and confidence in public speaking in line with TCAT oracy strategy		
	Develop pedagogy to support metacognition so that there is a consistency in the expectation of pupils across the curriculum		
	implement ongoing revision techniques and skills so that pupils are best prepared to manage revision independently and develop long-term memory recall skills as evidenced by an increase in revision style homeworks and a noticeable improvement in summative assessment results, particularly at KS3.		
	Develop curricular structure for the provision of pre learning materials		
Ensure assessment of curriculum impact is meaningful and facilitates good pupil progress	Produce a communication strategy for assessment across the school which informs parents’ understanding and advises on how they can support as well as allowing feedback from the parental body to inform our delivery. This will be evidenced via parental surveys at key points.		1b
	Ensure that all assessments lead to meaningful formative feedback so that pupils can improve understanding. This will be evidenced by routine work scrutiny processes highlighting instances where formative feedback aids pupil progress.		

	<p>Ensure Feedback from assessment is used to improve curriculum sequencing &amp; classroom pedagogy. This will be evidenced, at KS3, via action points (and regular revisiting re. their progress) created at KS3 progress meetings</p>		
	<p>Provide pupils with a range of formative assessment strategies in the classroom which is then used by teacher to shape future learning for that cohort of learners. This will, again, be evidenced by routine work scrutiny processes highlighting instances where formative feedback aids pupil progress.</p>		
<p>Ensure sufficient capacity in relation to inclusive practice</p>	<p>To provide an educational option for all students including those at risk of exclusion. By exploring a variety of Alternative Provision pathways and evaluating cost implication. To engage with AP provision where resources and finance allow.</p>		1c
<p>Provide pupils with the awareness, skills and opportunities to develop agency</p>	<p>To implement a study culture which focuses on developing the skills of independent learning and metacognition. This will be evidenced through the number of new workshops, presentations and study culture-focused homeworks.</p>		1a
	<p>To ensure that all pupils are aware of what agency is and have opportunities to practise from Year 7 to Year 11.</p>		
	<p>To devise strategy aimed at encouraging a positive work ethic amongst pupils through motivational and inspirational messaging and a comprehensive rewards system.</p>		
	<p>To provide all pupils with equal access to a core enrichment offer which allow all pupil to experience difference and diversity.</p>		
	<p>provide pupils in Years 7 &amp; 8 with an appreciation of the modern world through the effective use of 'Lyfta' which provides opportunities for all pupils to develop cultural awareness</p>		

*Budgeted cost: tbc*

## 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

strand	action	evidence supporting this approach	challenge number(s) addressed
1 to 1 and small group tuition	Deliver subject specific support through the after school enrichment and the Y11 pastoral programmes	The EEF Guide To Supporting School Planning: A Tiered Approach To 2021” Identifies key areas for Targeted academic Support :- High-quality one to one and small group tuition Teaching assistants and targeted support Academic tutoring	2
	Deliver small group tutoring in Maths & English to pupils identified as below expected progress to close gaps in knowledge	The Guide states “High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that	
	Provide Exam specific revision programme and support structure for Y11 pupils within the school timetable	some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support	
Interventions to support language development, literacy and numeracy.	Provide a suite of reading interventions aimed at struggling readers (including EAL) using Lexonik Leap, Lexonik Advance, Learning Village and Reading Plus.	Alex Quigley’s research states that Reading is the key to learning. Academic reading helps pupils access subjects across the school curriculum. As such, every teacher should know how children learn to read, before going on to ‘read to learn’.	2
	Faculties implement the teaching of key vocabulary through the use of Frayer models.	The EEF reports that Fresh Start shows	
	Faculties develop subject-specific wider reading.	‘considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.’	
	Faculties ensure literacy marking takes place where appropriate in subject areas.	Pupils on Read Write Inc. Fresh Start made three months additional progress in reading, measured	



	<p>Faculties improve reading through the use of the 'TCAT Reads' strategies in particular reciprocal reading.</p>	<p>using the New Group Reading Test, during the five-and-a-half-month trial.</p>	
	<p>Form tutors read a range of texts to their groups as part of the 'Love of Reading' programme. Sessions include vocabulary development as well as reciprocal reading strategies.</p>	<p>The National Literacy Trust identified that there are high levels of reading need in secondary schools. Evidence indicates a need to target: reading proficiency, including accuracy, fluency and comprehension; reading behaviour; and reading affect, including how motivated students are to read. The 'Love of Reading' programme seeks to respond to this by involving teachers from all faculty disciplines and using 'expert readers' to demonstrate and encourage reading proficiency.</p>	
	<p>Deliver small group tutoring in Maths &amp; English to pupils identified as below expected progress to close gaps in knowledge including 'Fresh Start Phonics' to aid literacy progress.</p>		
	<p>To promote a reading habit and encourage vocabulary development, enrichment sessions are delivered by the school librarian for students in Years 7 to 11 who are in receipt of PP funding.</p>		

*Budgeted cost: tbc*

### Wider Strategies

Reduce the most significant non-academic barriers to success in school.

strand	action	evidence supporting this approach	challenge number(s) addressed
Improve the information sharing of the wider contexts of and individual barrier for PP students. Improve parental engagement for PP students	To prioritise resources to identify potential SEN of PP pupils, e.g., diagnostic testing	The EEF Guide To Supporting School Planning:A Tiered Approach To 2021 states :- “School leaders and teachers ....sustain communications and partnerships with parents and care givers during school closures. Close engagement during this challenging time was clearly crucial to ensure that pupils were supported to learn and thrive, and that parents were able to provide this support without the expectation that they fulfil the role of teacher.”	3ab
	to provide in school support through pastoral support teams to ensure pupils engage in lessons and the day to day life of the school		
	To ensure that PP students receive all forms of communication including personal phone calls to make them aware of key events		
	To calendar a programme of parental support evenings to include sessions on eg ks4 gcse courses		
Improve POST 16 aspirations for PP students through CIAEG.	To deliver a comprehensive careers programme in line with Gatsby principles	To ensure that all PP pupils have a positive transition from school to post 16 education/training and start confidently in their new settings. Helping pupils to make the right choices is closely linked to success in their new setting and enables them to better adapt to new academic challenges and curricu-lums. New transition points are significantly important for PP pupils.	3c
	To ensure every PP student (KS4) has a 1:1 careers meeting		
	To provide trips/visits for PP cohorts to raise aspirations		
	To support PP students with college applications etc		
	to inform pupils/parents of apprenticeship opportunities as they arise		
	To continue with the weekly monitoring of attendance in all current forms	“The EEF Guide To Supporting School Planning:A Tiered Approach To 2021” states:-	3a

Improve the attendance of PP students	To prioritise support for pupils on FSM including use of school transport	“..Schools will be deploying a range of wider strategies to support their pupils .... There may be new barriers to success in school, such as reduced attendance... which may affect the behaviour of some pupils”	
	To continue with the SLA with the LA to support FTP		
Improve attendance at Enrichment and intervention sessions for PP pupils to support their social and academic development. Increase participation in wider enrichment opportunities such as educational visits to support and promote an interest in learning.	increase access to extra-curricular opportunities for vulnerable pupils		
	Use of Arbor and Pastoral Support to target specific pupils to attend enrichment-based activities. Rewards based incentives for pupils attending intervention sessions.		
	To increase the range of educational visits to support the curriculum offer for all pupils and support PP Pupils with the costings of these trips.		
	Pupils encouraged to attend breakfast revision and intervention sessions with free breakfast provided. Pupils also have option to a quiet place of study during lunch times.		
Improve the long-term mental health of PP students: sessions for those identified as vulnerable given personal mental health by investing in counselling and support	Ensure PP students are aware of support in school and locally. Identified pupils are provided with 1:1/small group appointments with BYP to sustain high levels of wellbeing	Our own evidence collected from a number of survey’s (Wellbeing Survey, Pupil voice, Learning Walks and QA etc) highlights key areas where pupils need additional support. HOY”s and aHOY”s have flexibility within the PD mapping to respond to emerging needs and sessions were put in place accordingly.	3abc
	To ensure mental health awareness is delivered through the ‘Sense of Wellbeing’		
	Proactive targeted support for PP students at key points of change.		
			3ab

*Budgeted cost: tbc*

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

GCSE outcomes for disadvantaged students showed considerable improvement from 2023. The proportion of PP students achieving Basics 4+ rose by 14% to 66% reducing the gap between PP and non PP students by 17%, with 32% achieving Basics 5+ (increasing by 4% and reducing the gap by 4%).

In Maths 72% of PP pupils achieved 4+(increasing by 16% and reducing the gap by 19%) and 47% achieved 5+(increasing by 15% and reducing the gap by 14%)

In the English Baccalaureate 13% of PP pupils achieved 4 and 6% achieved 5+, both up from 0 the previous year

There were also a number of increases in attainment and a reducing of the gap in Science, Humanities and Languages.

#Initial internal analysis of Progress 8 score shows an improvement of 0.56 and a narrowing of the gap by 0.88.

The Progress 8 score for English improved by 0.01 and there was a reducing of the gap of 0.43. For Maths the P8 score improved by 0.83 and the gap reduced by 1.03. For the Ebbac subjects the P8 score improved by 0.91 and the gap reduced by 1.01. For the Open subjects the P8 score improved by 0.35 and the gap reduced by 0.9.

Attendance for PP students in 2023-24 was 90.3%, which was in line with the previous year and above the national average for PP students in state secondary schools. Interventions throughout the academic year supported 72% of PP students over 5 half terms to maintain or improve their attendance above 90% for the year.

*# figures to be confirmed externally*

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexonik Leap	Lexonik
Lexonik Advance	Lexonik
Reading Plus	Dreambox
Learning Village	Learning Village