

Pupil Premium Strategy / self- evaluation AUTUMN 2021

| 1. Summary information | | | | | |
|--------------------------------|-------------|----------------------------------|----------|--|------------|
| School | Bridgewater | | | | |
| Academic Year | 2021/22 | Total PP budget | £190,390 | Date of most recent PP Review | March 2020 |
| Total number of pupils (y7-11) | 1546 | Number of pupils eligible for PP | 202 | Date for next internal review of this strategy | tbc |

| 2. Current attainment | |
|---------------------------------------|---|
| 2021 Teacher Assessed Grades | Diminishing of Difference PP v Non PP Summer 2020 v Summer 2021 |
| standard pass in both English & Maths | 13% |
| strong pass in both English & Maths | 23% |
| standard pass in English | 5% |
| strong pass in English | 10% |
| standard pass in Maths | 10% |
| strong pass in Maths | 14% |
| | |
| NEET pupils 2018-20 | 0 |
| | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|--|--|
| Academic barriers (issues to be addressed in school, such as poor literacy skills) | |
| A. | <ul style="list-style-type: none"> Progress in lessons engagement in the taught curriculum lower levels of literacy |
| B. | <ul style="list-style-type: none"> Gaps in knowledge (including literacy, vocabulary & oracy skills) |
| Additional barriers (including issues which also require action outside school, such as low attendance rates) | |
| C | <ul style="list-style-type: none"> Attendance Engagement in school life of parents & carers Aspirations post 16 |

| 4. 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 learning, 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 to be 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 2022

| 5. Planned expenditure | |
|------------------------|---------|
| Academic year | 2021-22 |

Improve the quality of teaching: Ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.

| | 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 Complete COVID GAP Analysis and amend Curriculum models accordingly | 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. FDP incorporates development of appropriate pedagogy online and implement a Remote Learning Scaffold to gain consistency in quality online teaching (EEF) | PJ |

| | Target | | Action | Who |
|----|--|-----|---|-------------------|
| 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 Staff awareness now needs to be raised re. ensuring KOs are being utilised through online learning also. | TE/ADM |
| | | 1.2 | Use tutor time to deliver a programme of memory/retrieval/revision skills to students form Y7-11 Use selected tutorial sessions to deliver support for pupils in learning remotely | PJ |
| | | 1.3 | Remodel Lesson observations to generate dialogue around pedagogy Deliver the "The Big Share" (Prof networking) | TL/TS/TE/KP/PJ |
| | | 1.4 | Create a QA process of testing out clarity at the class teacher level. FDP incorporates development of appropriate Pedagogy online and implement a Remote Learning Scaffold to gain consistency in quality online teaching (EEF) | 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 including how best to assess through online learning (post-lockdown also). | 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 |

ALLOCATION = 81500

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

| | 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 Maths sessions in school for Y11 on Saturday mornings. Implement an Online Tutorial session on Saturday mornings for pupils when Learning Remotely | PJ/CB |
| | | 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 Create targeted intervention sessions delivered in person for pupils working in school including modifying of curriculum for y9 pupils in light of option choices Look at how small group teaching is delivered as per KP scaffold. | TE/BM CB/JZM |

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|----|---|-----|---|------------------------|
| | | | | TE/CB/BM/AJ |
| | | 1.4 | Curriculum areas to target PP students with Compulsory Intervention. Improve the pedagogy provided for pupils learning in school during lockdown Spring 2021 Implement online targeted support sessions for small groups of identified pupils in y10 & 11 delivered through enrichment curriculum | PJ PJ/TS |
| 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 (with LG/CH/KJ/SZS) |
| | | 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. This will no longer be TAs but external tutors. | TE 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 |
| | | 1.1 | Delivery 'Love of Reading' Library programme to increase library lending/use. | BM |
| 3. | Improve students literacy/Vocab/Oracy | 1.1 | PP Library programme to increase library lending/use. | BM |

ALLOCATION = 41350

Wider strategies 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, e.g., 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 |

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|----|--|-----|---|---------|
| 4. | Increase PP student's engagement in enrichment activities. | 1.3 | To support PP students with college applications etc | TL |
| | | 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. | DM/JAH/ |
| 7 | Improve staff understanding of ACES impact | 1.1 | All staff to complete 3 part training module on the Impact of Aces and how to better inform practice in the classroom | DM/MM |
| | | 1.2 | All staff to complete above as appraisal target | DM/MM |

ALLOCATION = 68400

| 6. Review of Expenditure | |
|---|---------|
| Previous Academic year | 2020-21 |
| 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. | |

Improve the quality of teaching: Ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.

| Target | Action | Review September 2021 |
|--|--|--|
| Create clarity at all levels of how the curriculum is sequenced and an assurance that content is challenging and builds on and supports learning | Create a minimum standard to assess curriculums against | Initial process took place. TS had curriculum conversations with all HoFs/HoDs and there was a QA process. All areas received an overview of curriculum strengths and areas for development. |
| | Create opportunities for curriculums to be routinely discussed by curriculum leaders and teaching staff Complete COVID GAP Analysis and amend Curriculum models accordingly | Reflective / self-evaluation documents were produced to focus conversations on the curriculum (based on the totality of the curriculum and the 6 guiding principles of the curriculum intent overview). Links to curriculum conversations highlighted in 1.3 |
| | Provide a coaching model for curriculum leaders to guide their thinking. | Partly linked to 1.2. TS produced the process to develop curriculum conversations in the short term and long term. TE and TS to lead out but disrupted by COVID |
| | Create a QA process of testing out clarity at the class teacher level. FDP incorporates development of appropriate pedagogy online and | Process created and implemented Spring Term 2020. Faculties reached various points with the process. The Remote learning Scaffold was incorporated into FDP Feb 2021. The process will be reviewed and incorporated into the Quality Assurance & Standards Tracker for Autumn 2021 |

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|--|--|--|
| | implement a Remote Learning Scaffold to gain consistency in quality online teaching (EEF) | |
| Develop appropriate pedagogy to support pupils to remember, long term, crucial content needed for subsequent learning (KOs) | Deliver CPD around memory and the use of KOs Staff awareness now needs to be raised re. ensuring KOs are being utilised through online learning also. | TE has delivered CPD to all staff and this material has been shared with other TCAT T&L leads. The EEF Online Learning Scaffold references recall, and further sharing will take place. PD session (ADM) created for pupils based on how they learn 'How the brain works?' and the importance of cognitive load theory linked to memory. Delivered by tutors. The use of KOs to support learning was a feature throughout lockdown, particularly in practical subjects for which lockdown meant a shift in focus towards theoretical knowledge. This was evidenced through pupil voice. Staff were also guided through how KOs were to be utilised for the knowledge tests which all of Y7 took part in (COVID permitting). |
| | Use tutor time to deliver a programme of memory/retrieval/revision skills to students form Y7-11 Use selected tutorial sessions to deliver support for pupils in learning remotely | Progress Tutorials programme published and running for both 2019-20 and 2020-21. The programme was continued throughout the time when the school was shut and pupils learnt remotely. Selected sessions in both the Autumn & Spring terms 2021 were adapted to support pupils in learning remotely. The programme has now reverted to in-school teaching for the Summer term and will be reviewed for 2021-22 |
| | Remodel Lesson observations to generate dialogue around pedagogy Deliver the "The Big Share" (Prof networking) | |
| | Create a QA process of testing out clarity at the class teacher level. FDP incorporates development of appropriate Pedagogy online and implement a Remote Learning Scaffold to gain consistency in quality online teaching (EEF) | Process created and implemented Spring Term 2020. Faculties reached various points with the process. The Remote learning Scaffold was incorporated into FDP Feb 2021. The process will be reviewed and incorporated into the Quality Assurance & Standards Tracker for Autumn 2021 |
| Review Whole School Assessment to better align with the Curriculum Intent and to support the identification of students falling behind in the lesson sequence. | Create a whole school assessment review group | New group set up including 4 members of SLT. |
| | Create clarity about the WHY of assessment | Discussion amongst the group has led to a new assessment policy document (see below) with a particular focus on the WHY of assessment. |
| | Explore best and most suitable practice including how best to assess through online learning (post-lockdown also). | All HoDs/HoFs contributed to the new policy which features a large array of good practice, always indicating WHY it is used and what action it leads to. Discussions in Curriculum Conversations also highlighted strong online assessment practice. |
| Re draft assessment policy | Assessment policy fully re-drafted and shared with HoFs and KS3 coordinators. | |
| Deliver a whole school literacy policy which improves reading and inference. | Use the EEF Implementation model to consider appropriate steps to consistently implement policy. | Covid disruption prevented new whole school strategy merge din to Reading Strategy Covid Recover Plan |

SPENDING = 115 398

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

| Target | Action | Review September 2021 |
|--|--|--|
| <p>Deliver targeted small group and 1:1 intervention, which have high impact in the short term, aimed at getting students 'back on track'.</p> | <p>Deliver tutor lead 1:3 Maths sessions in school for Y11 on Saturday mornings. Implement an Online Tutorial session on Saturday mornings for pupils when Learning Remotely</p> | <p>Saturday morning sessions have been running every Saturday morning since January 2020 when the school has been open to Y11 pupils. Online Saturday Intervention sessions took place in February 2021. Face to face sessions resumed again in person during the Spring Term 2021 for Y11 and continued until they left school. A short programme of Saturday sessions was undertaken by Y10 at the end of the Summer term . They will continue this as Year 11 at the end of September 2021</p> |
| | <p>Deliver small group 'progress sessions' at KS3, led by the most suitable middle leaders, to improve student's metacognition around knowledge retention.</p> | <p>These sessions did take place before lockdown, but a number of logistical issues hindered their success somewhat. The sessions ceased at lockdown. Knowledge retrieval has, however, become a fundamental part of pedagogy across Bridgewater and learning walks in the summer term focused on how pupils were being aided routinely with regard to knowledge retrieval.</p> |
| | <p>Deliver targeted intervention in English and Maths at KS3 for those students who did not make appropriate progress at KS2 Create targeted intervention sessions delivered in person for pupils working in school including modifying of curriculum for y9 pupils in light of option choices Look at how small group teaching is delivered as per KP scaffold.</p> | <p>The KS3 Catch-up programme was fully operational throughout the second half of the year, featuring mostly online tuition via TLC Live. TLC Live commended us on the strong level of attendance and engagement from Bridgewater pupils. Where certain pupils did not engage so well with the online set-up, one-to-one tuition with a visiting tutor was provided instead. Various forms of measurement have now been used to ascertain which pupils would benefit most from continuing with the tuition and Y7 data will be analysed for a post-December start.</p> <p>The Accelerate programme was fully operational in Y9 whereby pupils missed lessons they have not opted for next year so as to give them "head-start" sessions for those subjects they *have* chosen.</p> |
| <p>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'.</p> | <p>Curriculum areas to target PP students with Compulsory Intervention. Improve the pedagogy provided for pupils learning in school during lockdown Spring 2021 Implement online targeted support sessions for small groups of identified pupils in y10 & 11 delivered through enrichment curriculum</p> | <p>After school Compulsory Intervention commenced Autumn 2020 for Year 11. In school Maths Intervention sessions run for identified pupils. Online and in school 1 to 1 tutor programme implemented for identified pupils in Maths, English, Science, History. In person support sessions run in school for identified pupils during lock down from February 2021 When Identifying pupils for whom Intervention is Compulsory all Departments start with the PP cohort. This was continued with the return to school of Y11 in the Spring Term 2021 and then extended to Years 7 to 10 upon their return The programme will be continued into 2021-22</p> |
| | <p>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.</p> | <p>Lockdown has made this harder to facilitate but TE has set up a timetable for when PP pupils can be withdrawn from other subjects in order to receive extra assistance with the core subjects, ready for their return. This started w/c 22nd March. See 1.3</p> |
| <p>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'.</p> | <p>Identify students at risk of falling behind and use TAs to target support at aiming to minimise that risk and support in class learning. This will no longer be TAs but external tutors.</p> | <p>See 1.3</p> |

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|---------------------------------------|---|--|
| | Deliver TA training and support materials to ensure they have impact. | More TA's trained to test and deliver interventions. KS4 interventions under review. |
| | Prioritise access to SEN support bases before and after school | Once SEN/PP review has been completed (End Feb 2021) PP with SEN K will have a named TA who will track progress/interventions. |
| | Delivery 'Love of Reading' Library programme to increase library lending/use. | These sessions ran for Y7 and Y8 throughout first half of academic year 2019/20 and the first term of academic years 2020/21. Teams live event for World Book Day to follow 4 th March 2021 |
| Improve students literacy/Vocab/Oracy | PP Library programme to increase library lending/use. | Data indicated that PP borrowing increased |

SPENDING = 37780

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

| Target | Action | Review September 2021 |
|---|--|---|
| Improve the information sharing of the wider contexts of and individual barrier for PP students | 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. | Knowledge of PP cohort up to date 8-11. Year 7 visits did not happen live but did virtually details of Year 7 on tracker. |
| | To establish a PP tracker to inform early interventions | Tracker established- complete PISPS process continued through autumn and spring 2020-21 live and virtually |
| | To prioritise resources to identify potential SEN of PP pupils, e.g., diagnostic testing | Diagnostic tools purchased training of staff underway. Need to identify pupils on current data. SEN/PP spreadsheet tracker with testing completed and RAG rating for those to be tested based on Core subject target level and performance. |
| Improve parental engagement for PP students | To calendar a programme of parental support evenings to include sessions on SMHW/Knowledge Organisers etc | Delayed due to Covid Restrictions |
| | To work alongside the PP Transition co-ordinator to meet with parents at the point of transition | Delayed due to Covid restrictions |
| | To ensure that PP students receive all forms of communication including personal phone calls to make them aware of key events | Delayed due to Covid restrictions. Virtual Parents Evenings during school lockdown prioritise the contact of PP families to ensure that they had been able to make appointments. |
| | To schedule 1:1 meeting with parents/carers after each interim cycle | Delayed due to Covid restrictions - Year 9 PP pupils had a virtual Options meeting with Y9 PAM. |
| Improve POST 16 aspirations for PP students through CIAEG. | To ensure every PP student (KS4) has a 1:1 careers meeting | All Y11 PP pupils received a 1 to 1 careers interview. This was done face to face and remotely. |
| | To provide trips/visits for PP cohorts to raise aspirations | Delayed due to Covid Restrictions |
| | To support PP students with college applications etc | |

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| | | All PP students were given support with their post 16 applications. |
| Increase PP student's engagement in enrichment activities. | To provide an overview of PP entitlement e.g. Literacy leaders/Trips/visits | Core offer being developed covering all wider strategies |
| | Investigate Low cost/High impact trips/visits | Purchase of Virtual trip trialled in line with Holocaust Memorial Day. AR to continue to look at further visits using Personal Development Weeks. |
| | Use of SIMS activities to target specific pupils to attend enrichment-based activities | Used throughout the Summer Term to track PP attendance. AR has the stats which make very positive reading. |
| | Pupil voice to establish what core opportunities PP pupils | PP pupils represented on Student Leadership Team. Further PP Pupils added to Leadership team for this academic year. |
| Improve the attendance of PP students | To continue with the weekly monitoring of attendance in all current forms | ongoing |
| | To prioritise support for pupils on FSM including use of school transport | Delayed due to Covid restrictions |
| | To continue with the SLA with the LA to support FTP | ongoing |
| Improve the long-term mental health of PP students. | Ensure PP students are aware of support in school and locally | MH support part of ONGOING PD curriculum for all |
| | To ensure mental health awareness is delivered through the 'Sense of Wellbeing' | MH support part of ONGOING PD curriculum for all. PP pupils contribute positively to PD curriculum and access all materials that promote and support Mental Health |
| | Proactive targeted support for PP students at key points of change. | Year 11 PP received Careers guidance Year 9 PP Received Individual Options Support |
| Improve staff understanding of ACES impact | All staff to complete 3 part training module on the Impact of Aces and how to better inform practice in the classroom | 2 sessions delivered to all staff in November 20 and January 21 |
| | All staff to complete above as appraisal target | |

SPENDING = 86797

7. Additional detail

PUPIL PREMIUM POSITION STATEMENT

AUTUMN 2021

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 2021 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

2019-2021 Headline Measures

The fall in PP P8 performance from 2018 was predominantly due to the impact of a higher proportion of the Pupil premium Cohort not filling one or more of the elements of the Progress 8 measure. None of the six Pupil premium pupils identified as Outliers & high needs took a full set of qualifications – this was due to specific decisions to reduce the curriculum of these pupils and not enter them for the full Progress 8 model. These decisions were taken on an individual basis based on the best interests and well-being of each of these pupils. As the entry pattern below suggests this was a different position for the pupil premium cohort compared to 2017 & 2018

| 2017 | 2018 | 2019 | 2020 CAGs | 2021 TAGs |
|---|--|--|--|--|
| <p>Progress 8 Entries 20 entries. 1 excluded (no ks2 score).</p> <p>Subject Entries 18 pupils are entered for the maximum 10 slots</p> <p>1 pupil(s) have not had their English score doubled</p> <p>2 pupil(s) have one empty Ebacc slot and 1 pupil(s) have two empty Ebacc slots</p> <p>1 pupil(s) have one empty Other slot and 1 pupil(s) have two empty Other slots</p> | <p>Progress 8 Entries 28 entries. 1 excluded (no ks2 score).</p> <p>Subject Entries 26 pupils are entered for the maximum 10 slots</p> <p>1 pupil(s) have not had their English score doubled</p> <p>1 pupil(s) have three empty Ebacc baskets and 1 pupil(s) have one empty Ebacc basket</p> <p>1 pupil(s) have three empty Other slots and 1 pupil(s) have two empty Other slots</p> | <p>Progress 8 Entries 27 entries. 1 excluded (no ks2 score). 2 other pupils disapplied – both Outliers & high needs</p> <p>Subject Entries 19 pupils are entered for the maximum 10 slots</p> <p>2 pupil(s) have nothing in their English basket 4 pupil(s) have not had their English score doubled</p> <p>3 pupil(s) have nothing in their Maths basket</p> <p>5 pupil(s) have three empty Ebacc slots, 1 pupil(s) have two empty Ebacc slots and 3 pupil(s) have one empty Ebacc slot</p> <p>5 pupil(s) have three empty Other slots and 2 pupil(s) have one empty Other slot</p> | <p>Progress 8 Entries 33 entries. 1 excluded (no ks2 score)</p> <p>Subject Entries 25 pupils are entered for the maximum 10 slots</p> <p>1 pupil has nothing in their English basket 5 pupil(s) have not had their English score doubled</p> <p>1 pupil has nothing in their Maths basket</p> <p>2 pupil(s) have three empty EBacc baskets 6 pupil(s) have one empty EBacc basket</p> <p>5 pupil(s) have three empty Open slots and 1 pupil has two empty Open slots</p> | <p>Progress 8 Entries 32 entries. 6 excluded (no ks2 score)</p> <p>Subject Entries 29 pupils are entered for the maximum 10 slots</p> <p>1 pupil have not had their English score doubled</p> <p>1 pupil have three empty EBacc baskets 4 pupil(s) have one empty EBacc basket</p> <p>3 pupil(s) have one empty Open slot and 4 pupil(s) have two empty Open slots</p> |

In 2019 the impact of six outlier / high needs pupils from a cohort of 30 (including two discounted via the table checking exercise) was a drop in the Progress 8 Score for Pupil premium pupils of around 0.4. (all pp including outlier / high needs pupils = -1.06; pp with outlier / high needs pupils removed = -0.63)

In 2020 there were seven pupil premium pupils who were included in the high needs category, from a cohort of 34. The impact of the seven high needs pupils was a drop in the “Progress 8” score for Pupil premium pupils of “0.37”

In 2021 there were nine pupil premium pupils who were included in the high needs category, from a cohort of 34. The impact of the nine high needs pupils was a drop in the “Progress 8” score for Pupil premium pupils of “0.33”

(2020 & 2021 analysis based on 2019 data)

2021 Results & Teacher Assessed Grades

although 2021 results were Teacher Assessed Grades, it is still valid to compare the gap in performance between pp & non pp cohorts from 2020 CAGs to 2021 TAGs. In 2021, in comparison to 2020, there were decreased gaps between PP and non PP pupils of :-

- 13% for pupils achieving a standard pass in both English & Maths
- 23% for pupils achieving a strong pass in both English & Maths
- 5% for pupils achieving a standard pass in English
- 10% for pupils achieving a strong pass in English
- 10% for pupils achieving a standard pass in Maths
- 14% for pupils achieving a strong pass in Maths
- 11% of the entry and 13% of the cohort achieving a strong pass in Science
- 15% of the entry and 2% of the cohort achieving a standard pass in Languages.
- 31% of the entry and 5% of the cohort achieving a strong pass in Languages
- 26% of the entry and 11% of the cohort achieving a standard pass in the English Baccalaureate
- 10% of the entry and 5% of the cohort achieving a strong pass in the English Baccalaureate
- 0.38in overall 'P8 performance'
- 0.50 in 'P8 performance' for English
- 0.55 in 'P8 performance' for Maths
- 0.26 in 'P8 performance' for Ebacc Subjects
- 0.33 in 'P8 performance' for Open Subjects

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

Pastoral Support

No Pupil Premium pupils have been NEET for 2018, 2019 & 2020. All Pupil Premium Pupils received an interview with the Careers Advisor and were provided with ongoing support for their post 16 destinations

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.

Pupil premium attendance across all year groups 88.84%. Pupil Premium persistent absence was 28.7%. PP attendance in Year 7 and 9 was strong in light of previous years and with the background pandemic. Year 8 and 11 impacted by difficult cohorts of complex students whose attendance as a result was impacted. Strategies employed to tackle problems with attendance in all year groups were rewards, minibus collection, PPISP meeting, mentoring and use of the EWO to support good attendance.

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.

Academic Provision

Maths :

The Maths Faculty have implemented various strategies to improve outcomes for pupil premium pupils. Last year we developed our mastery approach to teaching and learning Maths to ensure that all pupils develop a deep understanding of the subject. In addition to delivering 'Quality First Teaching' we prioritised pp pupils with regards to engagement (including contact with home), monitoring, feedback and intervention. Classroom-based strategies included positive seating plans, directing starter questions to pp pupils, 'going to' pp pupils first to check understanding and prioritising pp pupils for feedback. Outside the classroom, pp pupils received extra lessons either during the school day or on a Saturday morning to plug gaps and deal with misconceptions on a more individual basis.

During lockdown the Faculty prioritised pp pupils for engagement in lessons, contacting home as needed and for giving feedback via online platforms. At KS4, PP pupils who came into school were taught Maths by tutors from an outside agency.

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. 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. This included the detailed moderation process that went alongside that awarding of Centre Assessed Grades. The provision of resources including set texts and study guides ensured that all pupils were equipped for their examinations.

For the previous Year 11, an improvement from the 2019 interims has been shown. The Autumn 2020 mock exam data showed a narrowing of gaps between PP and non-PP students whereby the gap between such pupils decreased by 5% for pupils achieving a standard pass in English.

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. During the period of school closure from January 2021, colleagues ensured that PP students were encouraged to respond to questions

via Teams chat and given guidance on their work as necessary. In addition, the acting Head of Faculty and AHT delivered extra online support lessons for the Year 11 Pupil Premium students only in order to alleviate concerns and provide extra guidance on aspects of the English Language course via small group teaching.

We have continued to deliver lessons using high-quality, challenging, reading materials and lesson resources. This is an aspirational model so that all students are building their cultural capital and their aptitude for text analysis and reading for meaning. During the second lockdown, we continued to use the EEF framework to ensure that students were engaged in a variety of ways, and did not always need to be using a computer. We have encouraged students to handwrite as much as possible to maintain a focus on technical accuracy and so that students with less access to technology felt included and able to succeed.

From September 2020, intervention programmes have focused on supporting the specific needs of all students in terms of addressing gaps in knowledge. Pupil premium students are encouraged to attend these lessons, either with their class teachers or to follow a bespoke programme.

Key Stage Three Literacy lessons are planned to address gaps in students' reading and writing in order to diminish the difference across year groups. Further work on technical accuracy, vocabulary and inference skills are embedded within lessons to aid progress.

Students' achievement is monitored closely throughout the year. Colleagues increased AWoL targets to recognise attainment and instil a culture of success by providing further motivation for students.

Science :

Strategies of support for disadvantaged pupils focussed specifically on Tier 1 Teaching as identified in the EEF 'Tiered approach to Pupil Premium spending 2019 as well as a more focused approach on Tier 2 Targeted academic support implemented following PP science tracker monitoring.

Tier 1 strategies included a drive for a consistent approach to teaching and learning in science, a need for improved awareness of how children learn best, a move to mixed ability groups balanced with Advanced, Intermediate & foundation pupils, the introduction of a Mastery booklet to support pace of lesson/teaching to the top, a common homework approach, Consideration of language/ increasing writing opportunity by addressing the vocabulary gap for all pupils and the production of Knowledge organisers and Mastery booklets for all pupils at A4 across all years. As of Sept 2021, booklets will be used for all topics at KS3 and kS4, all content included.

Tier 2 strategies focussed on PP After-school Intervention, Remote Learning and Y9 and Y10 catch up sessions. During lockdown Spring 2021, staff worked with selected PP students in small groups after school sometimes 1:1. Sessions ran for approximately 30 minutes with the focus of each session being student wellbeing and bespoke remote learning intervention. Following lockdown in January 2021, on return of pupils, selected Y9 and Y10 pupils, seen to be underachieving and part of our PP cohort were invited to catch up science sessions each week, learning gaps identified by HODs and staff allocated to these sessions taught and sought to close identified learning gaps.

As a faculty, all staff continued to follow the whole school 'Go To' policy of support for disadvantaged pupils. All PP pupils are provided with the textbooks they need for GCSE work i.e. x2 lab books; some are given revision guides in addition according to needs and benefits of having such a guide

Geography:

The move to mixed ability teaching groups from Yr 7 to Yr 11 is considered one of the biggest drivers of change with a "teaching to the top" mentality to raise PP expectations but supporting those that need it. In Y10, Geography revision guides were funded for all Pupil Premium pupils as well as financial support for GCSE fieldwork (where needed). Grade booster sessions were available for all students but if gaps appear for PP pupils, they are encouraged to attend where their class teacher specifically can give them extra time and support. Pupil Premium was a standing agenda item at all faculty meetings and PP progress was routinely discussed. The 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 by Pupil Premium students.

History:

PP students benefited 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. 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 aimed to help students retain knowledge and routinely address knowledge gaps. 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).

Business, 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 were underachieving. PP pupils were a priority cohort for enrichment and support with after school sessions at KS4. Revision materials were funded for Computer Science, Business Studies and iMedia students. In addition, Catch Up Saturdays ran between October half term and Christmas for iMedia with additional controlled assessment sessions for PP students. Past Paper booklets were used to assess knowledge weekly and provide regular exam practice. SWAYs were used to supplement revision guides and provide structured guidance and links to help support PP students with guidance on answering extended questions. During the first half term PP students were given extra support in learning how to access their One Drive to ensure that when the inevitable lockdown arrived, they could continue to seamlessly access their work. ExamPro and Smart Revise was purchased to help PP students to become competent in exam skills. The faculty progress tracker was used to identify and flag concerns, staff focused on SEN/PP/Behaviour concerns and RAG rating was used to identify students 2 grades or more below for compulsory intervention.

MFL :

In Year 11, the small number of pupil premium pupils taking French and German were provided with grammar and translation workbooks funded from pupil premium money. Pupil Premium pupils also took part in the OXNET events aimed at Y7 and 8. 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 2 previous academic years. The department followed the whole-school Go 2 Strategies for Pupil Premium pupils (the strategy having been a focus for lesson observations pre-pandemic). 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.

EPA

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 BTEC Dance : before schools/ after school and in core PE. In Dance and Musical Theatre, there was use of extra opportunities and auditions: individual advise given for PPs and non PP's applying to LIPA/ Performing arts Colleges (after school sessions 1-1). All EPA Year 11 PP pupils were overseen by HOF/ HOD post lockdown.

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. Post lockdown, Year 11 PP pupils were targeted for intervention (theory and practical) after school in all EPA subjects including clear feedback support. All pupils completed RAG's for EPA subjects to self-evaluate and monitor progress.

The Faculty Prioritised use of contact to Year 10/11 PP and non pp cohort who needed additional support via lockdown. Dance did alternative pre-recorded lessons to aid students who were behind in their coursework. Across the faculty Teams and individual resource folders were used for students who needed written support. There was the use of extra opportunities and online workshops provided remotely for PPs and Non pps for KS3 and 4 and the Dance department funded the following: e.g Hamilton workshop with professional dancer via Teams, Year 9 option workshops on return to school with a local dance artist and extra opportunities for remote performances as part of the Dance for comic relief video across TCAT (April 2021) and the Strictly dance challenge (Dec 2020). Work was saved in a variety of formats with alternatives created to support PP/ Non pp students and work packs were sent home for Individual's who needed it. PDC time and NXF's (NXH) gained time were used during Core PE slots for Y10 PP students to catch up on written coursework. All Year 10s and 11s given individual target areas on return to school after lockdown to self evaluate and monitor progress. Alternative work booklets/ tasks were created electronically where necessary (KS3/4)

Design and Technology

In the Faculty there are the same expectations for Pupil premium pupils as the rest of the cohort. At KS4 to support them further, they receive free revision guides/workbooks. In all years in Design Technology / Food Preparation and Nutrition they also received free materials [through the post in lockdown]/ingredients as appropriate [supermarket vouchers during lockdown]and were given one to one guidance at KS4 in what to produce to help the achieve their target grade.] The Faculty also follow the school's Go 2 Pupils Strategy. Yr10 and 11 Pupil premium were also priority pupils for after school intervention sessions. PP students and their parents were contacted during lockdown to ensure they understood tasks and were supported in completing them and submitting them online. During lockdown, high quality online lessons were provided that included video demonstrations recorded by staff, specific to lesson content and SMHW quizzes to encourage confident recall/knowledge retrieval.

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. There was 1-1 staff student AOP coursework provision for AQA GCSE PE. There was also 1-1 teaching for the Cambridge National Sport and the Media and exam preparation. The Sport+ programme was created for students to interact and engage with students of similar abilities from other schools in the TCAT trust.

During the second Lockdown in Jan 2020, pupil premium pupils were able to take part in the school led Lockdown Challenge where pupils completed a list of activities linked to the theme of 'Head, Heart and Hands'. The uptake from pupil premium pupils was exceptionally high and consistent with those numbers of non pupil premium.

On the back of the Post-Christmas lockdown, we recognised that students would need additional opportunities to re-connect with each other and engage in activities outside of their taught curriculum. Therefore, we relaunched our Enrichment Programme with a wide range of activities on offer. The focus, certainly in the lower year groups, was all about fun and engaging activities and allowing pupils' the opportunity to re-establish a sense of social connectivity. In Years 9 and 10, there was a combination of enrichment and intervention-based activities as part of the catch-up plan.

Since March, all staff are required to register all pupils in enrichment sessions using SIMS Activities. 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. Furthermore, PP attendance at enrichment activities can be measured in a robust way in order to measure gaps between PP and non-PP involvement. The numbers of students in attendance at enrichment sessions from March 2020 is summarised below: -

| Year Group | No of Students attended at least 1 session | % of Year Group who have Attended at least 1 session | No of Pupil Premium | % of PP Cohort | No of Pupils with SEN |
|-------------------|---|---|----------------------------|-----------------------|------------------------------|
| 7 | 205 | 67% | 20 | 53% | 16 |
| 8 | 183 | 58% | 28 | 50% | 19 |
| 9 | 178 (52 Pupils Intervention) | 56% | 31 | 96% | 25 |
| 10 | 214 (23 enrichment) | 69% | 37 | 95% | 26 |
| Total | 780 | 63% of students | 116 | 70% of PP Students | 86 |

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 to further encourage attendance at our enrichment activities.

Other Curricular Provision:

Pupil Premium pupils have accessed alternative provision placements at the Walton Lea project on Animal management, provided by Myerscough College, & KASSIA

TCAT Pupil Premium Review March 2020

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)