

# 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	1584
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2019-24
Date this statement was published	Autumn 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Keiron Powell
Pupil premium lead	Peter Jones
Governor / Trustee lead	Mark Kueres

## Key Outcomes 2022

Attendance	Attendance was 88.1%. This was 2.9% above National figures  <p style="text-align: right;">Figures up to June 2022. National comparison with FFT data</p>
Examination performance	<p>Progress 8 : 0.40 increase in overall score for pp pupils</p> <p style="padding-left: 40px;">0.09 for English</p> <p style="padding-left: 40px;">0.46 for Maths</p> <p style="padding-left: 40px;">0.60 for Ebacc</p> <p style="padding-left: 40px;">0.46 for Open Subjects</p> <p>Basics : 10% increase for pp pupils achieving a standard pass &amp; a reduction in the difference in performance between pp and non pp pupils of 8%</p> <p>Maths : 18% increase for pp pupils achieving a standard pass &amp; a reduction in the difference in performance between pp and non pp pupils of 15%</p> <p>There was a 1% increase for pp pupils achieving a strong pass.</p> <p>English :The % of pp pupils achieving a standard pass was unchanged. There was a reduction in the difference in performance between pp and non pp pupils of 1%</p> <p style="text-align: right;">Compared to 2019 results</p>
NEET figures (2021)	No Pupil Premium Pupils were NEET  <p style="text-align: right;">2022 NEET figures tbc</p>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	tbc
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	tbc

## Part A: Pupil Premium strategy plan

### 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, through strong Ebacc subject pathways, specific teaching of meta-cognition in all key stages and **bespoke pathways for those students who may be disadvantaged through social or SEND circumstances.**

As an academic school that is inclusive of every pupil, the planned curriculum recognises the value that creative, practical and vocational learning brings to students character and personal development and aims to use this to complement traditional pathways.

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.

We regard Personal Development as equally important as the taught curriculum as this will provide the skills and nurture the qualities needed for all pupils to make the most of future opportunities and we provide **bespoke pathways for those students who may be disadvantaged through social or SEND circumstances.**

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

7. Sense of Responsibility and Respect
8. Sense of Resilience
9. Sense of the modern world
10. Sense of Aspiration
11. Sense of Health and Wellbeing
12. Sense of Safety and Risk Awareness

## Challenges

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

Challenge number	Detail of challenge
1a b c	<ul style="list-style-type: none"> <li>• Progress in lessons</li> <li>• engagement in the taught curriculum</li> <li>• lower levels of literacy</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.

<i>Intended outcome</i>	<i>Success criteria</i>
<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>• 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</li> <li>• develop consistent high-quality teaching through Explicit Instruction with a focus on metacognition and student agency 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.</li> <li>• Creation of whole school literacy policy which improves reading and inference.</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	<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>• students literacy skills, oracy skills and vocabulary is improved</li> </ul>

<p>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</p>	
<p><b>Wider strategies:</b> Reduce the most significant non-academic barriers to success in school – attendance, engagement &amp; post 16 aspiration</p>	<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>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £tbc

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Ensure subject curricular remain sequenced to support pupils in remembering, long term, crucial content needed for subsequent learning</p>	<p>“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 :-</p>	<p>1b 2</p>

develop consistent high-quality teaching through Explicit Instruction with a focus on metacognition and student agency	1 high quality instruction in the classroom 2 deep subject knowledge and a flexible understanding of the content 3 High-quality assessment	1a 1b 2
Review Whole School Assessment to better align with the Curriculum Intent and to support the identification of students falling behind in the lesson sequence.	4 Whole-school planning that focuses on high-quality teaching with sustained professional development	1a 2
Deliver a whole school literacy policy which improves reading and inference.	Alex Quigley’s research states Reading is the key to learning. Academic reading helps pupils access the school curriculum. As such, every teacher should know how children learn to read, before going on to ‘read to learn’. The EEF reports that Fresh Start shows ‘considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.’ Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial. EEF identifies comprehension-based interventions as high-impact. Evidence suggests that 6 hours on this programme can lead to pupils making Reading Age gains of 27 months	1c

### ***Targeted academic support***

Budgeted cost: *tbc*

<b><i>Activity</i></b>	<b><i>Evidence that supports this approach</i></b>	<b><i>Challenge number(s) addressed</i></b>
KS4 Deliver targeted small group and 1:1 intervention, which have high impact in the short term, aimed at getting students ‘back on track’.	The EEF Guide To Supporting School Planning: A Tiered Approach To 2021” Identifies key areas for Targeted academic Support :-	1abc 2

	High-quality one to one and small group tuition Teaching assistants and targeted support Academic tutoring	
KS3 Deliver targeted small group or 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'	The Guide states “High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that 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”	1abc 2

## Wider strategies

Budgeted cost: **tbc**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the information sharing of the wider contexts of and individual barrier for PP students	The EEF Attainment Gap Report states “The transition between phases of education –notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils’ needs as soon as possible in order to put in place effective support to help those falling behind to catch up.”	3bc
Improve parental engagement for PP students	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.”	3b
Improve POST 16 aspirations for PP students through CIAEG.	To ensure that all PP pupils have a positive transition from school to post 16 education/training and start confidently in their new settings.	3c



	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 curriculums. New transition points are significantly important for PP pupils.	
Increase PP student's engagement in enrichment activities. Continue to deliver an extensive enrichment programme aimed at developing student's social skills, confidence and providing additional opportunities to explore Interests and Create Broader Perspectives.	<p>Extracurricular activities have a wide range of benefits, proven by research including developing social skills, confidence and positive outcomes such as improving attendance at school.</p> <p>They also provide a space for children and young people to learn new skills, have fun and relax away from their academic work</p>	3b
Improve the attendance of PP students	<p>"The EEF Guide To Supporting School Planning:A Tiered Approach To 2021" states:-</p> <p>"..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"</p>	3a
Improve the long-term mental health of PP students: sessions for those identified as vulnerable given personal mental health	<p>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.</p> <p>HOY"s and aHOY"s have flexibility within the PD mapping to respond to emerging needs and sessions were put in place accordingly.</p>	3ab

**Total 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 2021 to 2022 academic year.

#### **PUPIL PREMIUM POSITION STATEMENT**

Bridgewater High school is a highly inclusive school committed to the academic and personal development of all pupils including those who are disadvantaged. 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

In 2022 there was a narrowing of the gap from 2019 results in a number of areas between Pupil Premium and non-Pupil Premium grades

#### **2022 Results**

In 2022, in comparison to 2019, analysis of results indicates the following :-

There are improvements in Pupil Premium P8 score of

- 0.40 for the overall p8
- 0.09 for English
- 0.46 for Maths
- 0.60 for Ebacc
- 0.46 for Open Subjects

Basics (using 4matrix to be confirmed)

- 10% increase for pp pupils achieving a standard pass. There was a reduction in the difference in performance between pp and non pp pupils of 8%

## English

- The % of pp pupils achieving a standard pass was unchanged. There was a reduction in the difference in performance between pp and non pp pupils of 1%

## Maths

- 18% increase for pp pupils achieving a standard pass. There was a reduction in the difference in performance between pp and non pp pupils of 15%
- 1% increase for pp pupils achieving a strong pass.

## Science

- 8% increase for pp pupils from the whole cohort achieving a standard pass. There was a reduction in the difference in performance between pp and non pp pupils of 6%
- 7% increase for pp pupils from the whole cohort achieving a strong pass.

## Humanities

- 19% increase for pp pupils from the whole cohort achieving a standard pass (and an 8% increase of the entry). There was a reduction in the difference in performance between pp and non pp pupils of 19% for the cohort (and an 8% decrease in difference for the entry)
- 11% increase for pp pupils from the whole cohort achieving a strong pass (and a 4% increase for the entry). There was a reduction in the difference in performance between pp and non pp pupils of 6% for the cohort

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

- Focus on improved attendance
- Increased emphasis on Quality Teaching for all
- 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

## **Pastoral Support**

No Pupil Premium pupils have been NEET for 2019, 2020 & 2021. All Pupil Premium Pupils received an interview with the Careers Advisor and were provided with ongoing support for their post 16 destinations

Pupil premium attendance from September 2021 to June 2022 across all year groups 88.1%. This was strong in comparison to the TCAT figure of 88.6% and the National FFT figure of 85.2%. This figure was particularly strong in Years 7(92.6) and 8(91.8)

Pastoral staff at the school also oversee the provision of funding to meet individual pupil premium need as appropriate. Examples of pupil premium funding include its use to provide uniform, PE kit and dance kit. This support also exists to meet curriculum needs as they arise such as Food Technology practical ingredients or art supplies. There are a small cohort of pupils for whom breakfast and break time snacks are provided as required - these are available through a drop-in to pastoral support 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. We believe that 'quality first teaching' for all, alongside bespoke intervention strategies for pp pupils, is the way to achieve this. We continue to develop a mastery approach to teaching and learning Mathematics. This is led by the Head of Faculty who successfully completed her training with The NW Turing Maths Hub to become a secondary mastery specialist in 2022. The Maths Faculty worked collaboratively to improve the quality of lesson plans. In particular, lessons increased pupils' Mathematical vocabulary and improved teacher explanations to ensure that pupils develop a deep conceptual understanding alongside procedural fluency. Links within and between topics are made more explicit and there is more opportunity to practice, including retrieval practice. The mastery approach of taking small steps and ensuring that no child is left behind directly benefits pp pupils. 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. Regular work scrutiny of pp pupils and robust tracking of assessment data for pp pupils ensured that classroom strategies were effective. 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

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 and Head of English to support the delivery of key aspects of the GCSE examination and raise student achievement in specific areas. This included a detailed moderation process after the November and April mock exams. The provision of resources including set texts and study guides ensured that all pupils were equipped for their examinations.

We have continued to deliver lessons using high-quality, challenging, reading materials and lesson resources. We also have a 'teach to the top' approach to ensure that there is pace and challenge in all lessons. This is an aspirational model so that all students are building their cultural capital and their aptitude for text analysis and reading for meaning.

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 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:

The uptake of science as an option (triple science) continues to rise, increasing from 14% of the cohort in 2019 to 32% in 2022. We firmly believe this is due to our change in an approach to teaching mixed ability classes from Y7 to Y11 and our desire to encourage all students to embrace and achieve in Science. Our strategies of support for disadvantaged pupils also continue to focus 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 include 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, carefully balanced between the identified prior attainment cohorts of our advanced, intermediate and foundation pupils. The introduction of a mastery booklet to support pace of lesson/teaching to the top has helped pupils be more independent in their learning. Our common homework approach (aimed at avoiding disadvantage in terms of resource and parental support in the home), consideration of language used in the classroom/ increasing writing opportunity by addressing the vocabulary gap for all pupils and the production of knowledge organisers all pupils across all years all contribute to support our desire to close the gap between our pupil premium and non-pupil premium cohorts.

Tier 2 strategies continued to focus on our targeted disadvantaged pupils invited to after-school intervention as well as Y11 catch up/tutoring sessions. In addition we planned and delivered small group sessions, timetabled within the active Y11 science timetable, so that Chemistry (an identified area of weakness for our disadvantaged) are provided with bespoke, small group teaching support. Non pupil premium were also involved. 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. x3 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 whilst 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. Grade booster sessions (intervention) were available for all students but where gaps appeared for PP pupils, they were encouraged to attend when their class teacher specifically can give them extra time and support.

Pupil Premium is a standing agenda item at all faculty meetings and PP progress is routinely discussed. The most successful strategies for supporting PP in mixed ability Geography classes include; regular checking of pupil understanding, MAD time - checking 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

In History we have continued with mixed ability setting at Key Stage 3 and 4 to ensure a sense of aspiration and belonging for all disadvantaged students. Within the classroom we have maintained our ‘teach to the top’ approach to ensure challenge is embedded for all whilst ensuring that there is sufficient support for those students who require it. We have tried to develop PP student’s cultural capital through the deeper implementation of wider reading within lessons. This gives students a better ‘feel’ and understanding of other cultures, stories, voices and opinions, whilst exposing students to a wider vocabulary and developing their engagement with reading. To ensure PP students are kept on track re: progress there has been a series of targeted interventions at KS4. This has included compulsory intervention/support and enrichment opportunities. There has also been a series of termly meetings put in with History staff to prioritise the discussion of students in KS4 classes and to support teachers with classroom strategies to help raise the attainment of PP students. Focusing on classroom teaching and learning has had some impact at KS3 as in the last progress meetings, the gap between PP and non-PP students had closed in all year groups. At KS4 the gap for the 2022 cohort was -1.52 but for the Year 10 (based on the last mocks) was -0.22. Although there is still work to do the gap is reducing in most areas.

## ICT / Computer Science / Business

Within the classroom we continue to challenge students by teaching to the top and scaffolding where needed to allow all students to experience challenge. Where scaffolding is needed it is temporary in its nature being removed when students have developed the skills and knowledge they need to access the curriculum content. The department follows the school’s Go 2 Pupil strategy and had individual intervention and strategy for all pupil premium pupils who are underachieving. Revision resources and past paper booklets are used to assess knowledge weekly, and provide regular exam practice. Interactive resources such as Smart Revise and Seneca have been 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 are given extra support in learning how to access their One Drive to ensure that they know how to upload files, respond to teacher feedback in order to improve their work and produce high quality documents. The faculty progress tracker is used to identify and flag concerns, staff focused

on SEN/PP/Behaviour concerns and RAG rating are used to identify students 2 grades or more below for compulsory intervention. In faculty time we have introduced opportunity to prioritise the discussion of students in KS4 classes and to support teachers with classroom strategies to help raise the attainment of PP students. This has included identifying students for compulsory intervention/support and enrichment opportunities.

## 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 and 9. Setting structure at KS3 teaches broader mixed ability classes where the timetable allows, but PP pupils are also in the highest dual language class. The department followed the whole-school Go 2 Strategies for Pupil Premium pupils. Pupil premium pupils are given booklets for KS3 teaching, which are replaced as necessary. Extra support and home contact is prioritised for PP pupils. PP pupils were invited to additional after school support sessions in Y11. PP pupils are discussed at Faculty meetings on a regular basis, both individually and as cohorts within year groups. PP pupils have been a focus of both learning walks and work scrutiny throughout the academic year 2021-2022 and will continue to be moving forward.

## 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 accessible equipment for all lessons. Drama scripts were provided with no cost to all pupils. 1-1 sessions were provided for BTEC Dance: before schools/ after school. EPA Year 11 PP pupils were overseen by HOF/ HOD in final two terms. Laptops and extra time within was provided in lessons for pupils in Musical Theatre (EAL student). Year 11 PP pupils were targeted for intervention (theory and practical) after school in all EPA subjects including clear feedback support. TCAT Production at The Parr Hall, Battle of the Bands, Dance Oscars at The Brindley Theatre and the school production for all pupils including PP and SEND pupils (as well as other enrichment within and outside subject opportunities). Support work was available online for all pupils. The Faculty followed the schools Go2 PP Strategy using 1:2:1 teaching with practical and creative support. Departments discuss progress and development for PP and SEND pupils.

## Design Technology:

All students who are FSM have received free ingredients/materials for practical lessons in DT and Food Preparation and Nutrition across KS3 and KS4. FSM KS4 students in DT and Food Preparation and Nutrition have received free revision guides and workbooks to support their learning and homework. All PP/FSM students have been 'Go2 students' in all classes. Extra support and more frequent contact with home has been given for all students where appropriate. Small groups of students have been targeted for intervention where necessary for GCSE NEA in DT and Food Preparation and Nutrition. Expectations are the same for all PP/non-PP students

PE :

The Faculty prioritised the contacting of the Year 10/11 pp PE GCSE 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. The Faculty actively follows the school's Go 2 Pupils Strategy. Pupil Premium was a standing agenda item at all faculty meetings and PP progress was routinely discussed. Intervention sessions prioritised PP pupils. Adapted equipment was purchased using pp money for identified pp pupils with SEN. The Oarsome project runs for pupils in KS3 and was funded from Pupil Premium money. There is 1-1 staff student AOP coursework provision for AQA GCSE PE. There is also 1-1 teaching for the Cambridge National Sport and the Media coursework modules and exam preparation techniques. A fortnightly Sport+ programme was created for students to interact and engage with students of similar abilities from other schools in the TCAT trust.

### **The Enrichment Curriculum**

As a school we offer a wide range of activities after school ranging from academic intervention through to our enriching based activities which are the focal part, especially at Key Stage 3.

These activities are an important and exciting feature of school life and contribute enormously to our students' academic, personal and social development.

The focus for these sessions is predominantly about pupils interacting and connecting with each other whether that be through sports, arts, or any fun based activity.

Our extensive enrichment programme also encourages pupils to develop their physical and mental well-being, their teamwork, an appreciation for Arts and Culture and an awareness of their role within the wider community.

Sessions are predominantly ran by school staff however we are moving towards a hybrid model of using more external organisations to support our Enrichment Programme. Examples include 'First Aid for Children Workshops' and 'Bike Right' Sessions. PP Pupils are targeted here and supported through funding where necessary and appropriate.

Pupil premium pupils attend enrichment activities well and are specifically targeted by Heads of Year to attend enrichment activities, with support provided where necessary. Furthermore, we provide additional opportunities for our Pupil Premium Pupils which includes the '**Oarsome**' Rowing Project and targeted activities through the Youth Sports Trust and the Warrington Wolves Foundation.

All staff are required to register all pupils in enrichment sessions using Arbor. 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.

### **Other Curricular Provision:**

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



## Externally provided programmes

Programme	Provider
National Tutoring Programme	Appla
National Tutoring Programme	TLC

### Outcomes of the Pupil Premium Action Plan 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	Summary
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	Curriculum conversations took place between all HoFs/HoDs and SLT. All areas received an overview of curriculum strengths and areas for development. Consequently work was completed on curriculum content, curriculum maps, authentic links, schemes of work. All staff across the school now have a curriculum folder with all key documents in. Work has also been completed with HoFs on schemes of work. Schemes of work are in place and hofs are working to achieve commonality across the school.
	Create opportunities for curriculums to be routinely discussed by curriculum leaders and teaching staff.	Reflective / self-evaluation documents were produced to focus conversations on the curriculum. Links to curriculum conversations are highlighted in below. All HoDs completed a COVID GAP Analysis and amended Curriculum models accordingly. The focus for the school how we ensure the implementation of the curriculum effective for SEND students. This was an element of the staff training day July 2022. Curriculum conversations were also carried out with each faculty/department in May/June to ensure curriculum priorities and development were discussed with all TLR holders within a faculty. There continues to be significant benefit from HoF mtgs on a Monday and Wednesday morning re: curriculum discussions

	Provide a coaching model for curriculum leaders to guide their thinking.	linked to the above. SLT produced a process to develop curriculum conversations in the short and long term. A number of staff are now undergoing training on instructional coaching and evidence from the EEF on teaching and learning – this is being used to drive improvements in curriculum implementation. The main principles of the Great Teaching Toolkit has been introduced to HoFs. HoFs have been guided through reflecting on the ‘activating hard thinking’ element of the toolkit. This will be used next year to provide a model for guiding further development.
	Create a QA process of testing out clarity at the class teacher level.	<p>Incorporated in to the SLT QA structure for 2021-22. particularly relevant to Learning Walk, Work book scrutiny &amp; Lesson planning review. Outcomes recorded in SLT QA tracker. Predominant strengths included</p> <ul style="list-style-type: none"> <li>• Schemes of Work followed consistently</li> <li>• sequencing of lessons</li> <li>• knowledge retrieval activities implementation</li> <li>• substantive &amp; disciplinary knowledge evident</li> <li>• evidence of formative &amp; summative assessment (low stakes) + formal</li> <li>• work predominantly at appropriate level and challenge</li> <li>• engagement of pupils</li> </ul>
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.	<p>SLT delivered CPD to all staff and this material has been shared with other TCAT T&amp;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. This was delivered by tutors during 2021-22.</p> <p>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).</p> <p>SLT reviewed the purpose of KOs and how pupils will be tested on their content to align more with the current emphasis literacy. Staff have received training to support the delivery of Frayer models</p> <p>Following discussions with HoFs the use of KOs will now be part of the big roll-out re. Homework in 2022-23.</p>

	Use tutor time to deliver a programme of memory/retrieval/revision skills to students form Y7-11	<p>The programme was developed for 2021-22 following on from previous feedback The programme aims to provide our pupils with the</p> <ul style="list-style-type: none"> <li>- skills to access &amp; make links across the taught subject curriculum opportunities to develop their own independence, confidence and resilience</li> <li>- lifelong skills to take into post 16 Education, Employment and Trainin</li> </ul> <p>There are five themes that now run through the Progress Tutorial curriculum :- Knowledge &amp; its Application, Vocabulary &amp; Literacy, Memory, Assessment, CEIAG</p> <p>Heads of faculty and SLT QA the process through learning walks of each session</p> <p>For 2022-23 this will be further developed through a new tutorial programme covering Personnel Development Curriculum, Student Agency and Literacy</p>
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	This will be a school priority for 2022-23
	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. Update Feb 22 – assessment has become embedded into curriculum maps. Pupil voice sessions (the results of which are to be look at in curriculum review meetings) gave opportunities for pupils to talk about <u>subject-specific</u> assessment processes and how well they understood/valued them.
	Re draft assessment policy	The assessment policy has been re-written and shared with all HoFs in order to inform future faculty assessment work. Progress meetings continue to identify students falling behind based on assessments and, prior to this, any pupils identified in the intervening time can be placed on our tutoring programmes where appropriate.

<p>Deliver a whole school literacy policy which improves reading and inference.</p>	<p>Use the EEF Implementation model to consider appropriate steps to consistently implement policy.</p>	<p>Breakfast and after-school reading intervention now running for Y7 and Y8 using Rapid Plus and Achieve 3000 online Literacy packages. Delivered by Sara Rothwell TA. Lexonik Leap and Lexonik Advance running for EAL pupils, delivered by Sara Rothwell. Fresh Start has run for a small cohort identified as struggling with phonics. Additionally, Library sessions have run fortnightly for all Y7 and Y8 PP pupils, focusing on vocabulary development and developing Love of Reading (including engaging with the school library). Reading provision was inspected by Sarah Mullen (BCA) in April 2022. Viz “It is clear from talking to students and observing guided reading sessions in the library that a strong culture of reading is established at the school particularly in year 7 and 8.. Reading enrichment sessions are targeted at some key groups (e.g. PP) to ensure all students are being immersed in reading for pleasure and the librarian is very skilled in bringing these sessions alive for the students. Underpinning these sessions is a real understanding of building vocabulary. Students who attend these sessions read at home regularly and can name their favourite authors.</p>
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**SPENDING = tbc**

**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	Summary
<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.</p>	<p>The Saturday Maths Intervention provides an hour’s small group tutoring for Pupil Premium &amp; SEND (+ other identified Go 2 ) pupils. Twenty two pupils were involved in the programme including 11 pupil premium pupils and 6 SEN K pupils. Non-attendance of pupils was followed up with phone contact with parents/carers ahead of the session the following week. Pupil voice carried out at the end of the Summer term was very positive about the use of the sessions</p>
	<p>Deliver small group ‘progress sessions’ at KS3, led by the most suitable middle leaders, to improve</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 identify where good practice is taking place.</p>

	<p>student's metacognition around knowledge retention.</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 ran through 2021-22, featuring mostly online tuition via TLC Live. TLC Live have commended us on the strong level of attendance and engagement from Bridgewater pupils. 8 months progress, on average, has been attained in roughly just one term. Where certain pupils do not engage so well with the online set-up, one-to-one tuition with a visiting tutor has been provided instead. In the summer term Pupils' reading ages were re-tested and cohorts identified for intervention. Breakfast and after-school reading intervention ran for Y7 and Y8 using Rapid Plus and Achieve 3000 online Literacy packages. Delivered by Sara Rothwell TA.</p>
	<p>Curriculum areas to target PP students with Priority Support.</p>	<p>The focus of the programme is to address gaps in learning that may have developed during the 2020 &amp; 2021 lockdowns. The expectation was that students attended these where a need had been identified either by the class teacher or the individual student. Furthermore, identified students were directed to these sessions by teachers as requiring Priority Support. This blended approach gives students the flexibility to identify their own gaps in learning whilst giving teachers the opportunity to direct students to sessions they think will benefit them most. Where pupils were identified as being Priority Support, non-attendance resulted in follow up contact home with parent/carers.</p> <p>Of 39 pp pupils, five pupils are supported through other processes than the after-school intervention programme. An additional pupil is part of the School's Designated Provision.</p> <p>Of the remaining 33 pp pupils, 27 were invited to the Spring Term intervention programme for at least one subject. The remaining six pupils have not been identified as requiring Priority Support in any of their subjects</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'.	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.	This has been addressed instead via the TLC Live programme (see above) but the KS3 coordinators have been involved in selecting pupils for tuition.
	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.	The Use of TAs to support pupil progress in the classroom was part of whole school CPD provided for all teaching staff Summer 2022. External tutors from Applia & the National Tutor programme supported in school interventions for identified pupils
	Deliver TA training and support materials to ensure they have impact.	More TA's trained to test and deliver interventions, Fresh Start, Lexonic Leap and Advanced, Rapid Read. KS4 interventions under review.
	Prioritise access to SEN support bases before and after school	The Teaching and Learning Centre at Lower Site was open before and after school for use by PP/SEN students for homework support. Y7/8 SEN/PP pupils were also targeted for Y7/8 Literacy intervention Rapid Read before / after school.
Improve students literacy, Vocab & Oracy	Delivery 'Love of Reading' Library programme to increase library lending/use.	These ran throughout the year for Y7 and Y8. Library. Library lending data indicates that the borrowing of books by pupil premium pupils increased and that PP borrowing now exceeds non-PP borrowing in Y7 and Y8.
	PP Library programme to increase library lending/use.	

**SPENDING = tbc**

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

Target	Action	Summary
<p>Improve the information sharing of the wider contexts of and individual barrier for PP students</p>	<p>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.</p>	<p>All Year 7 disadvantaged pupils were monitored academically and pastorally. Pastoral support staff were attached to those who required further support. From this, pupils identified as vulnerable pupils were placed on the VPR. Following ks2 data analysis selected pupils were placed on Numeracy &amp; Literacy catch up programmes.</p>
	<p>To prioritise resources to identify potential SEN of PP pupils, e.g., diagnostic testing</p>	<p>Diagnostic tools of SNAP SpLD and SNAP behaviour were purchased and cpd in their use was provided for Pastoral support staff and a number of TAs. Pupils were discussed through the RETRACK programme and those in need of support were tested. GL Literacy assessment more TA's trained to test and targeting PP/SEN.</p>
<p>Improve parental engagement for PP students</p>	<p>To calendar a programme of parental support evenings to include sessions on SMHW/Knowledge Organisers etc</p>	<p>Face to face ks4 parental information meeting for PP and other targeted pupils were arranged by HOY in Spring term. the school has now moved to the Arbor platform- the engagement of parents will be measured on this with a view to supporting parents/carers wherever possible in engaging with electronic platforms.</p>
	<p>To work alongside the PP Transition co-ordinator to meet with parents at the point of transition and schedule 1:1 meeting with parents/carers after each interim cycle</p>	<p>Selected PP pupils were met with by Pastoral staff to review and support option choices. Year 9 PP pupils had 1 to 1 meeting with Head of Year</p>

	To ensure that PP students receive all forms of communication including personal phone calls to make them aware of key events	Virtual Parents Evenings prioritise the contact of PP families to ensure that they had been able to make appointments.
Improve POST 16 aspirations for PP students through CIAEG.	There is proactive targeted support for PP students at key points of change.	All Year 11 PP received Careers guidance including a 1 to 1 careers interview. For transition from KS3 to KS4 selected pupils receive a bespoke transition package to support key points of change. Selected PP pupils were met with by Pastoral staff to review and support option choices
	To provide trips/visits for PP cohorts to raise aspirations	All Y10 PP pupils to have a transition trip to Priestly College/Warrington Vale Royal in summer term. All Y10 PP pupils to have a virtual Work experience day.
	To support PP students with college applications etc	All PP students given support with post 16 applications. Many pupils were seen more than once and parental communication made.
Increase PP student's engagement in enrichment activities.	Investigate Low cost/High impact trips/visits	TCAT purchased Lyfta Software to provide pupils with the opportunity to experience different cultures and perspectives through online immersive sessions. All pupils in Year 7 & 8 now benefit from one PSHE session on Lyfta per week. The school will continue to support PP pupils with the funding of trips and visits through the school eg Y7 Conway Residential
	Use of SIMS activities to target specific pupils to attend enrichment-based activities	Used throughout the Autumn and Spring Term to track PP attendance. SLT track attendance and Heads of Year target specific pupils for enrichment
	Develop opportunities PP pupils to be involved in pupil leadership	PP pupils have representation on Student Leadership Team. PP pupils are also identified to support key school advents throughout the year eg Y6 Open Night



Improve the attendance of PP students	To continue with the weekly monitoring of attendance in all current forms	Pastoral Teams on both sites monitor pp & fsm attendance on a weekly basis. Attendance Reset strategy which supported the improvement in whole school attendance. A Successful rewards package for good attendance including 'Fastpass' and 'the FA Cup' was introduced. New software packages Arbor, Show my homework and FFT Aspire were also introduced to support monitoring
	To prioritise support for pupils on FSM including use of school transport	The school minibus provides a taxi service to and from school for selected fsm pupils at both ks3 & ks4
	To continue with the SLA with the LA to support FTP	The school attendance officer continues to work with the EWO supporting attendance and prosecutions where required.
Improve the long-term mental health of PP students.	Ensure PP students are aware of support in school and locally	Mental Health support is part of the ongoing Personal Development curriculum for all. PP pupils contribute positively to the PD curriculum and access all materials that promote and support Mental Health. PP pupils receiving additional Mental Health support through targeted sessions where applicable
	To ensure mental health awareness is delivered through the 'Sense of Wellbeing'	

**SPENDING = tbc**