

Pupil premium strategy statement – Bridgewater High School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1686
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Keiron Powell
Pupil premium lead	Duncan Morrison/Alan McMahon
Governor / Trustee lead	Elle Magee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£234.50

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.

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.

Core Philosophy Personal Development is as vital as academic learning, equipping students with essential skills for future opportunities. We offer tailored support for students facing social or SEND challenges.

As a school we focus on developing:

- Resilience, responsibility, and respect
- Understanding of the modern world
- Aspirations

- Health, wellbeing, and personal safety

Delivery Methods Personal Development is delivered primarily through tutorial sessions including:

- Life Skills/PSHE via Wellio
- Assemblies
- Skill Power sessions using Skills Builder
- Love of Reading sessions
- Global cultures (Lyfta platform for Year 7) and Global Headlines (Years 8–10)
- Enrichment activities, trips, and experiences C

Challenges

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

Challenge number	Detail of challenge
1	The prior attainment of the PP cohort is lower than our non -PP cohort with more PP pupils starting Year 7 not having made expected progress at KS2. PP pupils are more likely to have a lower than chronological reading age.
2	Whilst above the National Average PP attendance is lower than non pp attendance. PP attendance decreases at a higher rate as pupils go through Key Stages 3 and 4.
3	Whilst attainment is higher than the National Average PP students achieve less well and make less progress.
4	Within the PP cohort there is a bigger representation of SEN needs including EHCP's.
5	Whilst lower than the National Average PP pupils are more likely to receive a suspension from school.
6	PP pupils show less aspiration and be less confident in their post 16 choices.
7	Pupil Premium children are more likely to identified vulnerabilities and be on the school's own VPR. (Vulnerable Pupils Register)
8	Parental Engagement- Parents of PP children are less likely to attend Information evenings and Parents evening.
9	Pupil Premium children are less likely to attend as wide a variety of enrichment and extra- curricular activities as non pp peers.

Intended outcomes

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

Intended outcome	Success criteria
PP pupils make increased levels of progress in line with National Average	Interim assessment data, mock exam data and GCSE outcomes show increasing levels of progress for the PP cohort

PP pupils increase levels of attainment in line with National Average	Interim assessment data, mock exam data and GCSE outcomes show increasing levels of attainment for the PP cohort
PP pupils' attendance increases in line with National Average	PP attendance has increased overall and within each year group
There is a core enrichment offer in place for all PP pupils	PP pupils attend enrichment opportunities in line with non-PP pupils
There is a Careers Pathway + programme for all PP pupils in Year 11	All PP pupils have made confident decisions on post 16 provision and do not become NEET
Parental engagement of PP pupils is in line with parental engagement of non PP families	PP pupils from families with the most barriers to success have support in place to help succeed.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 115 398

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a whole school ethos of attainment for all through our policy of 'Everyday excellence' which focuses on the minimum standards expected in a classroom.	The EEF Guide To Supporting School Planning: A Tiered Approach To 2021" identifies teaching as the most important factor in improving outcomes for pupils with particular reference to the following :- 1 high quality instruction in the classroom 2 deep subject knowledge and a flexible understanding of the content 3 High-quality assessment 4 Whole-school planning that focuses on high-quality teaching with sustained professional development	1 and 3
Provide consistently high quality teaching for all by embedding the principles of Explicit instruction and developing the Theories of Action as part of our whole school CPD programme	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 whole-school planning that focuses on high-quality	1 and 3

	teaching with sustained professional development	
Meet individual learning needs by embedding the Theories of Action on Cold Calling, active Circulation, of speaking frames etc to help student oracy, building positive relationships with all our students & meeting individual need	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 high quality instruction in the classroom & deep subject knowledge and a flexible understanding of the content	1 and 3
Review and develop subject curricular to remove in built barriers to learning. Ensure the outcomes of the Francis Review are implemented in light of and future social, technological and global changes	the Curriculum and Assessment Review 2025 prioritises addressing the "existing blocks to progress and good outcomes" – especially for those who are from socioeconomically disadvantaged backgrounds, have special educational needs or disabilities, or are otherwise vulnerable and to stretch the most able pupils to achieve even higher"	1 and 3
Build on the work of previous years to strengthen assessment practices by considering and developing the Timing of Assessments during the year, providing consistent academic rigour and greater standardisation between subjects. As part of the process there will be further work on Pupil Revision Materials, Communication with parents/carers and formative Feedback across subjects and key stages	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 high-quality assessment	1 and 3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £32 672

Activity	Evidence that supports this approach	Challenge number(s) addressed
To engage with AP provision that can meet the needs of students and have positive pastoral and academic outcomes	Appropriate commissioning of Alternative Provision, where the host school retains 'ownership' of the pupil and works with the provision to provide an appropriate curriculum ensures that some pupils who otherwise would dis-engage from education can make progress and achieve.	1 6 7 1 6 7
Deliver subject specific support through the after school enrichment and the Y11 tutor intervention programmes	The EEF Guide To Supporting School Planning: A Tiered Approach To 2021" Identifies key areas for Targeted	1 6 7

	academic Support :- High-quality one to one and small group tuition Teaching assistants and targeted support Academic tutoring	
Deliver small group tutoring in Maths & English to pupils identified as below expected progress to close gaps in knowledge		1,2,3,4
Provide Exam specific revision programme and support structure for Y11 pupils within the school timetable	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	1,2,3,4
Provide a suite of reading interventions aimed at struggling readers (including EAL) using Lexonik Leap, Lexonik Advance, Learning Village and Reading Plus.	Alex Quigley's research states that Reading is the key to learning. Academic reading helps pupils access subjects across the school curriculum. As such, every teacher should know how children learn to read, before going on to 'read to learn'. 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 three months additional progress in reading, measured using the New Group Reading Test, during the five-and-a-half-month trial.	1,2,3,4
To develop an 'Upgrade Intervention' Timetable for PP pupils at KS3 prior to KS3 end of year exams	Evidence form the EEF suggests that students make on average +4months progress from involvement in small-group tuition.	1,2,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £86 279

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop a whole school Dis-advantaged Tracker to identify barriers of disadvantaged cohort and their progress and engagement in school.	Our PP pupils engage less in school as the they progress through the year groups. Therefore, we will monitor their holistic progress more consistently to ensure that we can provide early intervention to overcome barriers	2,7,8
To ensure that PP families receive appropriate and	Stakeholder engagement works best when communication is timely, relevant and in a	2,7,8

meaningful communication including personal phone calls to make them aware of key events.	format familiar for the intended audience. We will develop, through the communication strategy methods of communication that will work best with the families of PP pupils.	
Share newsletters with families, with targeted support for PP students and alternative methods of delivery where necessary	Stakeholder engagement works best when communication is timely, relevant and in a format familiar for the intended audience. We will develop, through the communication strategy methods of communication that will work best with the families of PP pupils	2,7,8
By targeting rewards at those students with the best levels of attendance, punctuality and behaviour we can motivate and encourage ALL students to continue to improve in these key areas.	Pupils need to feel that they belong in school and that they are respected and liked. For PP pupils this is often and even greater need. Rewards will be targeted to this group to improve self-esteem and confidence.	2,7,8
To deliver a comprehensive careers programme in line with updated Gatsby Principles which prioritises PP pupils	School data confirms that in recent years PP have been over represented in NEET figures, In line with the increased expectations of the Gatsby Benchmarks we will prioritise the PP cohort in the school career offer through the development of a Career + Pathway for all PP pupils Year 7-11	2,7,8
To support financial implications towards belonging through support for; uniform, access to equipment and trips.	In ensuring that pupils feel that they belong pupils need to see that they are the same as other pupils. In removing the financial barrier for some families pupils are able to access the same opportunities as their peers.	2,7,8
To target support for Mental Health in use of 'Strengthening Minds' and in collaboration with BYP for our PP students	PP pupils are over represented on the schools VPR demonstrating an increased need for support for SEMH related problems.	

Total budgeted cost: £234,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance	For the academic year 2024/25 Pupil Premium Eligible whole school attendance was 87.92% compared with not Pupil Premium Eligible of 94.9%. This was above national average.
Examination performance	The % of the pp cohort achieving an English Bacculaureate strong pass was increased by 2%, and increased by 7% of the entry. The gap between the pp and non pp cohorts reduced by 4% of the entry In English, 49% of pupils achieved the Basics 4+ measure. 42% achieved this for Basics 5+ In Maths, 40% of pupils achieved the Basics 4+ measure. 32% achieved this for Basics 5+
NEET figures (2024)	There is 1 Pupil Premium Pupil who is NEET for 2023. There are currently 3 pupils NEET for 2024 (tbc)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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

