

Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Bridgnorth Endowed School
Number of pupils in school	571
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2021 -2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Sue Underhill
Pupil premium lead	Suzi Summerhayes
Trustee lead	Anne Bamford

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,800
Recovery premium funding allocation this academic year	£14,256
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£93,056

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, including EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery through reading and numeracy interventions. We will also be using the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Challenge number	Detail of Challenge
1	<p>Level of literacy. According to Hart and Risley (1995), when students from lower SES groups start school, they have, on average, spoken about 2.5 million words, whereas those from higher groups have spoken 4.5 million words (Hattie, 2008, p.62). Hutchison and Dunford (2016) state that by the age of three, disadvantaged children are – on average – 18 months behind their peers in early language development and typically the gap continues to widen as children move through the education system (Sharples et al, 2011).</p>
2	<p>Acquisition of surface learning. Black and William (2018) argue that: “Children from working class families, who are only familiar with the restricted code that is required of their everyday language, may find it difficult to engage with the elaborated code that is required by the learning discourse of the classroom and which those from middle class families experience in their home lives.” Hirsch (1999) presents this as “the children who possess intellectual capital...have the mental scaffolding and Velcro to catch hold of what is going on, and they can turn the new knowledge into still more Velcro to gain still more knowledge”.</p>
3	<p>Attendance. In ‘A guide to absence statistics’ the DfE reference multiple pieces of international research showing the statistical link between absenteeism and underachievement. Gottfried (2014) showed “significant relationships between school absences and neighbourhood attributes such as poverty, family structure, homeownership status, and race”.</p>
4	<p>Behaviour. Once students are in school, they need to be able to pay attention in order to access the learning. The DfE state quite simply in ‘Supporting the attainment of disadvantaged pupils’ that “More successful schools make sure they have effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.”</p>
5	<p>Sense of belonging. The Matthew Effect, a concept coined by Rigney (2010), explores the educational context behind the idea the “the rich shall get richer, and the poor shall get poorer.” Success breeds further success, which leads to greater engagement in school both inside and outside of the classroom, and by definition the opposite is true for students who perceive themselves to ‘fail’ – it entrenches the view that school is not for them. All of the above heavily contribute to the overall sense of belonging that students feel.</p>

Intended Outcomes

Intended Outcome	Success Criteria
<p>Improve the reading age of PP students in Years 7 to 9</p> <p>All PP students to have a functional reading age</p>	<p>Using the Accelerated Reader (AR) adaptive reading age test:</p> <ul style="list-style-type: none"> On average, PP students have functional reading age, and all will increase their reading age. The gap between PP students and their peers narrows on average. <p>PP students whose reading ages do not improve receive targeted intervention – IDL on-line Literacy sessions - which leads to subsequent improvement.</p>
<p>For PP students in all years to acquire sufficient surface knowledge to access the curriculum, develop secure understanding of concepts and experience academic success.</p>	<p>The school's internal assessment system will show:</p> <ul style="list-style-type: none"> PP students will consistently achieve 90%+ on knowledge/fact tests. PP students will produce authentic assessment responses which are at least in line other students, as judged by the standards expected for students of the same target grade. Where they do not achieve the standards expected first time, teachers will use a range of strategies to ensure that the student spends more time learning the key knowledge/skills until the appropriate standard is reached. <p>Termly whole school tracking data shows achievement gaps closing with peers.</p>
<p>Improve attendance.</p>	<ul style="list-style-type: none"> Overall attendance of PP students is improving with gaps to other students closing. Where there are persistent or recurring absence issues, appropriate intervention is in place in line with the school's attendance policy.
<p>Behaviour in lessons is improved with fewer instances of low-level disruption.</p>	<ul style="list-style-type: none"> Revised behaviour system is applied consistently by all staff and enables parents and students to monitor behaviour. Increased number of positive behaviour points awarded by teachers. Reduction in number of negative behaviour points awarded. <p>On average, PP students have fewer detentions and spend less time out of lessons in the consequence room.</p>
<p>Extended school day staffed from 8:15 to 5:00pm Monday – Thursday 4:30pm on Friday.</p>	<p>Extra-curricular provision at lunchtimes and extended school day are accessed by PP students at least as often as their peers on average.</p>

Activity in this Academic Year

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD programme for all teachers:</p> <p>SEND CPD and signposting</p> <ul style="list-style-type: none"> • Teachers will employ a range of strategies from the training to improve support for SEND students and get a better understanding of the difficulties they face. • Improved wellbeing of SEND as they feel understood. <p>Literacy CPD</p> <ul style="list-style-type: none"> • Whole school focus to improve literacy across all subjects <p>Attainment and Closing the Gap focused CPD tbc</p> <ul style="list-style-type: none"> • Improved attainment as differentiation specifically supports learning needs through mentoring and coaching <p>Purchase of The Key on-line CPD package Nation College On-line CPD package + On-line Safety package for staff and parents</p>	<p>High quality teaching for all. Quality of teaching</p> <p>Effect size = 0.77 (Hattie, 2009, p244).</p> <p>Students' wellbeing supports improved progress.</p> <p>EEF suggest that 'investment in professional development, training...is the key ingredient of a successful school'</p>	<p>1, 2, 5</p> <p>£350</p>

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in 4Matrix programme to track pupil progress</p> <ul style="list-style-type: none"> School is able to analyse student performance against target grades and gaps between disadvantaged students and peers. <p>Appropriate interventions can be targeted at students who are falling behind</p>	<p>Must be able to analyse class data in order to identify where disadvantaged students are underperforming</p>	<p>1, 2, 5</p> <p>£200</p>
<p>Provide KS4 with on-line knowledge booklets (hard copies where necessary)</p> <ul style="list-style-type: none"> To be used to learn the core content of each subject as part of a catch-up session; during study periods; some tutor times; and individual study at home. Long term memory and ability to recall information is improved – which helps students to learn new information in lessons. Better understanding shown in fact tests and assessments. 	<p>Knowledge as the foundation for deeper conceptual understanding (SOLO taxonomy)</p> <p>Carroll’s model for learning (time spent/time needed)</p>	<p>1, 2, 5</p> <p>£500</p>

<ul style="list-style-type: none"> To support home learning during periods of isolation. 		
<p>Purchase of AR software package to promote reading and assess comprehension for years 7-9</p> <ul style="list-style-type: none"> Reading age tests allow for termly monitoring and identification of appropriate books for students. All students read a book which sits in the zone of proximal development based on their reading age. Using some tutor times, set for homework and set time within English lessons Time is spent reading an appropriate fiction book which is then supported by a further half an hour's lesson in English each week for monitoring and discussion On average, PP students' reading ages increase at a greater rate than one year of time spent, and gaps with peers are narrowed. 	<p>A less than functional reading age is barrier to accessing the curriculum.</p>	<p>1, 2 £700</p>
<p>Purchase Accessit library software together with Wheelers eBook & Wellness</p>	<p>The DfE suggests 'Having access to resources and having books of their own has an impact on children's attainment.' The inclusion of eBooks means access to over 1,600 texts</p>	<p>1, 2 £450</p>

<p>packages to re-establish our library</p> <ul style="list-style-type: none"> To encourage reading for pleasure; improve focus and memory; improve ability to empathise; to reduce stress; builds a mature vocabulary 		
<p>Continue to provide staffing for breakfast and after school homework clubs, with the aim that extra-curricular provision and extended school day are accessed by PP students at least as often as their peers on average</p>	<p>Providing students with the opportunity to have breakfast helps concentration in lesson, and a study space allows for homework to be completed consistently. Homework (secondary school) effect size = 0.64 (Hattie, 2009, p244).</p>	<p>5 £7,000</p>
<p>IDL on-line Literacy Programme</p> <ul style="list-style-type: none"> Specific barriers to achievement in literacy are identified for disadvantaged and SEN students who are falling behind in English and/or have a less than functional reading age <p>Students show sustained improvement in spelling, vocabulary and reading for meaning.</p>	<p>The results of the 2018 Lancaster University study are similar to previous findings and shows the flexibility and robustness of the IDL Intervention. This research confirms that recent changes and updates made to the programme have been positive and IDL Literacy continues to be a proven solution for improving learners' reading and spelling ability.</p>	<p>1, 2 £300</p>
<p>IDL on-line Numeracy Programme</p> <ul style="list-style-type: none"> Specific barriers to achievement in numeracy are identified using KS2 SATs in maths and internal data 		<p>2 £200</p>

<ul style="list-style-type: none"> Students show an improvement in basic number skills 		
<p>National Tutoring Programme</p> <ul style="list-style-type: none"> Close the gaps in maths and English Focus on year 11 and year 7 	<p>As suggested by the DfE</p> <p>EEF suggest 'structured small group interventions...essential'</p>	<p>1, 2</p> <p>Additional contribution: £4650</p>

Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA X2</p> <ul style="list-style-type: none"> To support student wellbeing and mental health. Students are equipped and better organised in their study habits. Behaviour and concentration in lessons is improved as a result of increasing sense of confidence and wellbeing. Support in managing friendships. Support in managing anger. 	<p>EEF suggests 'most significant non-academic challenges...may negatively impact upon academic attainment'</p>	<p>4, 5</p> <p>£13,700</p>
<p>Personal Support Assistant X4 to assist HofHs with a focus on pp students</p> <ul style="list-style-type: none"> Closely monitor and support pp students' attendance, 	<p>To focus on the nationally recognised gap in attainment for disadvantaged students</p>	<p>3, 4</p> <p>£15,200</p>

behaviour/AFL and attainment.		
<p>Attendance Officer</p> <ul style="list-style-type: none"> • Monitoring attendance with a focus on the disadvantaged • Weekly reporting on target groups • Liaise with PSAs for persistent absences • Liaise with EWO 	Improving attendance has a direct link to improved achievement.	<p>3</p> <p>£3,500</p>
<p>Purchase software to be used by all teachers to promote positive behaviour across the school (Arbor).</p> <ul style="list-style-type: none"> • All staff follow the behaviour system consistently. • Students and parents have access to live behaviour data, which has a positive impact on their actions. • School leaders able to analyse patterns of behaviour and plan interventions accordingly. • A consistently high level of positive points awarded by all staff improves student attitudes and provides access to trips/rewards. • Improvement in student behaviour through reduction in low level disruption, leading to better progress. • Homework is set and submitted on 	<p>Classroom management effect size = 0.52 (Hattie, 2009, p244).</p> <p>Homework (secondary school) effect size = 0.64 (Hattie, 2009, p244).</p>	<p>4, 5</p> <p>£2,500</p>

<p>Arbor, the amount of homework set and completed is significantly increased.</p> <ul style="list-style-type: none"> The SEN needs and intervention sections support teachers in adapting to additional needs for individual students and supporting and integrating strategies 		
<p>PLC maximum 1:6 staffed by a teacher.</p> <ul style="list-style-type: none"> Short-term intervention provision to support specific barriers to achievement in all subjects. Disadvantaged students who are falling behind are identified. Disadvantaged students identified through attendance officer. Vulnerable students struggling to access the curriculum due to emotional needs are supported. This leads to a personalised teaching focus and applying self-regulation strategies before reintegrating back into the classroom. Students show sus- 	<p>Provides students with a safe place to close the gaps in learning</p> <p>Provides a safe space to explore strategies to support emotional wellbeing and behavioural self-regulation.</p>	<p>3, 4, 5</p> <p>£27,500</p>

tained improvement and wellbeing.		
<p>Duke of Edinburgh Certificate of Achievement for years 9 and 10</p> <p>Some year 9s and 10s to do the DofE Award</p> <ul style="list-style-type: none"> • The certificate in skills, volunteering and physical section • The award additionally requires an expedition and/or residential fee 	Builds resilience and a sense of community	5 £550
<p>Educational visits</p> <ul style="list-style-type: none"> • To ensure PP students have the same opportunity to participate 	Part of an inclusive curriculum	5 £500
<p>Branded clothing; equipment; revision materials; and short-term transport support</p> <ul style="list-style-type: none"> • To ensure PP students are prepared for school. • To have revision material not provided in school. • To reduce attendance issues. 	<p>Students feel part of the school community and ready to learn as they look the same as their peers and have the right equipment: improved attitude to Learning.</p> <p>Students have access to suggested revision materials to support learning outside of school</p> <p>Transport helps support attendance where families are struggling.</p>	3, 5 £1,000

Total budgeted cost: £78,800

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 academic year 2021/22.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Whilst there were no closures due to COVID-19 during this period, the impact which disrupted all subject areas was still being felt especially by those disadvantaged students who had missed out on specific targeted interventions during periods of lockdown.

External exam results for 2021/22 suggest that the performance of disadvantaged pupils in achieving English & Maths at grade 4+ was less than the national average at 38%. The EBacc entry was also less than the national average with entries for the disadvantaged pupils being 33%. These results were heavily impacted upon by 5 students who were being educated elsewhere or joined us in year 10. However, raising attainment for the disadvantaged is a priority for the school.

Attendance for 2021/22 was 82% for Ever 6 FSM students and lower than the previous year, therefore, continues to be a focus of our current plan.

The introduction of PSAs had teething problems and didn't have the desired effect on the attendance of pupil premium students; however, the number of students accessing the support offered had significantly increased by the end of the school year. Impact on the wellbeing of disadvantaged pupils was difficult to measure. Therefore, more targeted monitoring and support is being developed in 2022/23.

All pupil premium students identified through AR as having a less than functional reading age had IDL on-line literacy and group reading support in 2021/22 – all pupil premium students improved their reading age and secured a functional reading age.

The extra-curricular provisions at lunchtimes were voluntary during 2021/22 and not as successful as we hoped, therefore, in 2022/23, sessions are now compulsory to ensure participation.

In 2021/22, all 24 students who had National Tutoring in English were pupil premium students. 22/24 students who had National Tutoring in maths were pupil premium.

Externally Provided Programmes

Programme	Provider
SALT	Shropshire LA
Boxing/Mentoring Programme	BrightStars
NTP Maths & English 1:3	Protocol
1:1 Maths Tuition	Protocol
IDL online Literacy and Numeracy	IDL