

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School Overview

Detail	Data
School name	Bridgnorth Endowed School
Number of pupils in school	601
Proportion (%) of pupil premium eligible pupils	10.1%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sue Underhill
Pupil premium lead	Sara Gresko
Trustee lead	David Beech <i>(Updated)</i>

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,090
Recovery premium funding allocation this academic year	£23,253
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£134,267.25</b>

## 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 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	<b>Level of literacy.</b> 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).
2	<b>Acquisition of surface learning.</b> 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”.
3	<b>Attendance.</b> 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”.
4	<b>Behaviour.</b> 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.”
5	<b>Sense of belonging.</b> 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.

## 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"> <li>On average, PP students have functional reading age, and all will increase their reading age.</li> <li>The gap between PP students and their peers narrows on average.</li> </ul> <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"> <li>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.</li> <li>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</li> <li>key knowledge/skills until the appropriate standard is reached. Termly whole school tracking data shows achievement gaps closing with peers.</li> </ul>
<p>Improve attendance.</p>	<ul style="list-style-type: none"> <li>Overall attendance of PP students is improving with gaps to other students closing.</li> <li>Where there are persistent or recurring absence issues, appropriate intervention is in place in line with the school's attendance policy.</li> </ul>
<p>Behaviour in lessons is improved with fewer instances of low-level disruption.</p>	<ul style="list-style-type: none"> <li>Revised behaviour system is applied consistently by all staff and enables parents and students to monitor behaviour.</li> <li>Increased number of positive behaviour points awarded by teachers.</li> <li>Reduction in number of negative behaviour points awarded.</li> </ul> <p>On average, PP students have fewer detentions and spend less time out of lessons in the expectations 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"> <li>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.</li> <li>Improved wellbeing of SEND as they feel understood.</li> <li>SPECTRA sessions, delivered by external practitioner</li> <li>SPECTRA intervention sessions delivered with Tas present to increase skill set</li> </ul> <p>NPQs taken up by several staff, including NASENCO</p> <p>Literacy CPD</p> <ul style="list-style-type: none"> <li>Whole school focus to improve literacy across all subjects</li> </ul> <p>Pupil Premium CPD</p> <ul style="list-style-type: none"> <li>Whole staff CPD on understanding the different areas of Pupil Premium qualification</li> <li>Strategies to support the progress of students in receipt of Pupil Premium funding specific to their criteria</li> </ul>	<p>High quality teaching for all. Quality of teaching</p> <p>Effect size = 0.77 (Hattie, 2009, p244).</p> <p>SPECTRA</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>Cover Costs</p>	<p>1, 2, 5</p> <p>£350</p> <p>£1045</p> <p>£205 per days (5) x staff (5) = £5125</p>

<p>Attainment and Closing the Gap focused CPD</p> <ul style="list-style-type: none"> <li>Improved attainment as differentiation specifically supports learning needs through mentoring and coaching</li> </ul> <p>Purchase of The Key on-line CPD package National College On-line CPD package + On-line Safety package for staff and parents</p>		£1245
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### 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"> <li>School is able to analyse student performance against target grades and gaps between disadvantaged students and peers.</li> </ul> <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>£1170 (4Matrix Desktop)</p>
<p>Purchase Educake software to support academic support in core subjects</p>	<p>Knowledge as the foundation for deeper conceptual understanding (SOLO taxonomy)</p> <p>Carroll's model for learning (time spent/time needed)</p>	£2520

<p>Purchase of AR software package to promote reading and assess comprehension for Years 7-9.</p> <ul style="list-style-type: none"> <li>• Reading age tests allow for termly monitoring and identification of appropriate books for students.</li> <li>• All students read a book which sits in the zone of proximal development based on their reading age.</li> <li>• Using some tutor times, set for homework and set time within English lessons</li> <li>• Time is spent reading an appropriate fiction book which is then supported by a further half an hour lesson in English each week for monitoring and discussion</li> <li>• Drop Everything and Read sessions occur daily, providing all students with additional time to read.</li> <li>• Baseline testing through CAT4 tests to assess students with greater needs around verbal reasoning and comprehension skills.</li> <li>• On average, PP students' reading ages increase at a greater rate than one year of time spent, and gaps with peers are narrowed.</li> </ul>	<p>A less than functional reading age is barrier to accessing the curriculum.</p>	<p>1, 2</p> <p>£3068</p>
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<p>Purchase of Edukey Provision Map to build and maintain all SEND and intervention support plans</p> <ul style="list-style-type: none"> <li>• Create and maintain plans for all students receiving intervention</li> <li>• Easily accessible plans which tutors and all supporting staff can access and amend</li> <li>• Full training provided for all staff to ensure plans are reviewed and fulfilled appropriately</li> </ul>	<p>As stated in the SEND Code of Practice</p> <p>‘...schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes’.</p>	<p>2, 3, 4</p>
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## Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA X 3</p> <ul style="list-style-type: none"> <li>To support student wellbeing and mental health.</li> <li>Students are equipped and better organised in their study habits.</li> <li>Behaviour and concentration in lessons is improved as a result of increasing sense of confidence and wellbeing.</li> <li>Support in managing friendships</li> <li>Support in managing anger</li> </ul>	<p>EEF suggests ‘most significant non-academic challenges...may negatively impact upon academic attainment’</p>	<p>4, 5</p> <p>Training for ELSA: £1670 for two staff £13,700 INCLUDES 9 HRS PER WEEK, £900 SUPERVISION &amp; TRAINING Cover (3 days x 3x ELSA)</p>
<ul style="list-style-type: none"> <li>ComBAT programme initiated to provide emotional wellbeing support in school to students who experience low mood or significant difficulty regulating emotions.</li> </ul>	<p>Research by Sandbrook, (2003) suggests that pupil learning progress can increase as the research identifies a correlation between positive emotional literacy and progress in literacy, numeracy and indeed all aspects of learning.</p>	<p>2 staff x £96.56 per day x 3 = £579.36</p>
<p>Pupil Support Assistants X4 to assist</p>	<p>To focus on the nationally recognised gap in attainment for disadvantaged students</p>	<p>3, 4</p>

<p>HofHs with a focus on pp students</p> <ul style="list-style-type: none"> <li>Closely monitor and support pp students' attendance, behaviour/AFL and attainment.</li> </ul>		<p>£22,725 EQUATES TO ¼ OF EACH OF THEIR TIME = 1 fte PSA</p>
<p>Attendance Officer</p> <ul style="list-style-type: none"> <li>Monitoring attendance with a focus on the disadvantaged</li> <li>Weekly reporting on target groups</li> <li>Liaise with PSAs for persistent absences</li> <li>Liaise with EWO</li> </ul>	<p>Improving attendance has a direct link to improved achievement.</p>	<p>3</p> <p>£4775.39 (1 day per week)</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"> <li>All staff follow the behaviour system consistently.</li> <li>Students and parents have access to live behaviour data, which has a positive impact on their actions.</li> <li>School leaders able to analyse patterns of behaviour and plan interventions accordingly.</li> <li>A consistently high level of positive points awarded by all staff improves student attitudes and provides access to trips/rewards.</li> </ul>	<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>

<ul style="list-style-type: none"> <li>Improvement in student behaviour through reduction in low level disruption, leading to better progress.</li> <li>Homework is set and submitted on Arbor, the amount of homework set and completed is significantly increased.</li> </ul> <p>The SEN needs and intervention sections support teachers in adapting to additional needs for individual students and supporting and integrating strategies</p>		
<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"> <li>The certificate in skills, volunteering and physical section</li> </ul> <p>The award additionally requires an expedition and/or residential fee</p>	Builds resilience and a sense of community	5 £550
<p>Educational visits</p> <p>To ensure PP students have the same opportunity to participate</p>	Part of an inclusive curriculum	5 £500 e.g. Drama trips English Theatre Trips Activities Week

<p>Branded clothing; equipment; revision materials; and short-term transport support</p> <ul style="list-style-type: none"> <li>• To ensure PP students are</li> <li>• prepared for school.</li> <li>• To have revision material not provided in school.</li> </ul> <p>To reduce attendance issues. Shoes, revision materials, transport purchased for struggling families</p>	<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>	<p>3, 5 £1,700</p>
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**Total budgeted cost: £134,267.25**

## 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 2023/24.

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. This is particularly being felt in the children

External exam results for 2023/24 suggest that the performance of disadvantaged pupils in achieving English & Maths at grades 9 – 4 was slightly below the national average for disadvantaged pupils (37.5% compared with 43.4% nationally) and matching the national average at grades 9 – 5 (25% in school and 25% nationally). This was a cohort of only 16 PP students. However, we recognise the moral obligation to strive to close the gap to non-disadvantaged pupils nationally (53.1% at grades 9 – 5 and 72.7% a Grades 9 – 4) and this therefore continues to be a priority for the school in forming next year's plan. EBacc entry for disadvantaged pupils is higher than the national average for non-disadvantaged pupils (56.3% in school and 44.7% nationally) which suggests that there is full access to an ambitious, academic curriculum where appropriate. The average EBacc points score of 2.9 for disadvantaged pupils is slightly below the national average for disadvantaged pupils of 2.99, and below the national average for non-disadvantaged pupils.

Attendance for 2023/2024 was 90.1% for Ever 6 FSM students which was an increase from 89.88% the previous year. This number has now increased for two consecutive years.

This increase shows the positive impact of our interventions and support this year, and we continue to make this a priority for our future planning.

The use of PSA support has been successful this year, with students and parents citing the beneficial pastoral support to staff during meetings, conversations and feedback. Pastoral support continues to be an area of focus and is prioritised in future intervention planning. The appointment of a new pastoral Assistant Head for September 2024 has been very positive, with a new behaviour system and pastoral interventions having been implemented this academic year.

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 2024 / 2024 – all pupil premium students improved their reading age.

Extra-curricular sessions were timetabled on all students timetables this year and attendance is compulsory. Students have had the choice of their enrichment clubs and feedback from students and parents has been overwhelmingly positive. Enrichment clubs are being reviewed and improvements in the design are being developed to ensure that these clubs continue to be successful.

PP students were prioritised in NTP allocation and all PP students in KS3 identified as working below their target or below ARP received additional tutoring in both Maths and English. The full NTP allocation was used.

## Externally Provided Programmes

Programme	Provider
SALT	Shropshire LA
Boxing/Mentoring Programme	BrightStars
NTP Maths & English 1:3	Protocol
1:1 Maths Tuition	Protocol
IDL on-line Literacy and Numeracy	IDL
Educational Psychology	Shropshire LA