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	602
Proportion (%) of pupil premium eligible pupils	16.9%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sue Underhill
Pupil premium lead	Sara Gresko
Trustee lead	David Beech

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,700
Recovery premium funding allocation this academic year	£0
Total budget for this academic year	£109,700

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	**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).
2	**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".
3	**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".
4	**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."
5	**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.

Intended Outcomes

Intended outcome	Success criteria
Improve the reading age of PP students in Years 7 to 9 All PP students to have a functional reading age	Using the Accelerated Reader (AR) adaptive reading age test: • 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. PP students whose reading ages do not improve receive targeted intervention – IDL on-line Literacy sessions - which leads to subsequent improvement.
For PP students in all years to acquire sufficient surface knowledge to access the curriculum, develop secure understanding of concepts and experience academic success.	The school's internal assessment system will show: • 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. Termly whole school tracking data shows achievement gaps closing with peers.
Improve attendance.	• 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.
Behaviour in lessons is improved with fewer instances of low-level disruption.	• 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. On average, PP students have fewer detentions and spend less time out of lessons in the expectations room.
Extended school day staffed from 8:15 to 5:00pm Monday – Thursday.	Extra-curricular provision and extended school day are accessed by PP students at least as often as their peers on average.

Activity in this Academic Year

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD programme for all teachers:	High quality teaching for all. Quality of teaching	1, 2, 5
SEND CPD and signposting • 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. • LSAT training for staff to deliver SEND sessions • Educational Psychology input through training to delivered to TAs to run further targeted interventions	Effect size = 0.77 (Hattie, 2009, p244). Students' wellbeing supports improved progress. EEF suggest that 'investment in professional development, training…is the key ingredient of a successful school'	£350 £1045
NPQs taken up by several staff, including NASENCO		
Literacy CPD • Whole school focus to improve literacy across all subjects	Cover Costs	£205 per days (5) x staff (5) = £5125
Pupil Premium CPD • Whole staff CPD on understanding the different areas of Pupil Premium qualification • Strategies to support the progress of students in receipt of Pupil Premium funding specific to their criteria		

Attainment and Closing the Gap focused CPD • Improved attainment as differentiation specifically supports learning needs through mentoring and coaching RADY focused CPD • Improved understanding of pupils that meet RADY criteria and understanding of students' needs who meet this Appointment of RADY Champion in seconded leadership position Purchase of The Key on-line CPD package		£1245 £1,950

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in SISRA programme to track pupil progress • School is able to analyse student performance against target grades and gaps between disadvantaged students and peers. Appropriate interventions can be targeted at students who are falling behind	Must be able to analyse class data in order to identify where disadvantaged students are underperforming	1, 2, 5 £1099 + 1155
Purchase Educake software to support academic support in core subjects	Knowledge as the foundation for deeper conceptual understanding (SOLO taxonomy) Carroll's model for learning (time spent/time needed)	£2520 Science £880
Purchase of AR software package to promote reading and assess comprehension for Years 7-9 • 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.	A less than functional reading age is barrier to accessing the curriculum.	1, 2 £3068

• 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 lesson in English each week for monitoring and discussion		
• Allocated reading comprehension activities built in to tutor time and further supported in English lessons. Further opportunity for comprehension practice embedded into all areas of the curriculum, supported by staff CPD.		
• Baseline testing through CAT4 tests to assess students with greater needs around verbal reasoning and comprehension skills.		
• On average, PP students' reading ages increase at a greater rate than one year of time spent, and gaps with peers are narrowed.		

Introduction of phonics intervention.	Support learners with reduced functional reading skills who have not yet developed the skills to decode words.	£995
Additional phonics intervention built into year 7 and year 8 English lessons, key students identified and supported through targeted small group intervention. Teaching Assistant time spent in groups of no more than 3, 20 minutes per lesson		£820 (2x Staff) £2,305 (2x Teaching Assistants, 4 lessons per week for 20 minutes)

Continue to provide staffing for after school homework clubs, with the aim that extracurricular provision and extended school day are accessed by PP students at least as often as their peers on average	Providing students with a study space allows for homework to be completed consistently. Homework (secondary school) effect size = 0.64 (Hattie, 2009, p244).	5 £5,451 Lunchtime £3,074.56

IDL on-line Literacy Programme • Specific barriers to achievement in	The results of the 2018 Lancaster University study are similar to previous findings and shows the flexibility and	1, 2 £499 for programme

literacy are identified for disadvantaged and SEN students who are falling behind in English and/or have a less than functional reading age Students show sustained improvement in spelling, vocabulary and reading for meaning. Teacher and TA cost 1 hour per week	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.	£1,866
IDL on-line Numeracy Programme • Specific barriers to achievement in numeracy are identified using KS2 SATs in maths and internal data Students show an improvement in basic number skills	Another research project, Lifting Barriers, was funded by the Big Lottery in 2014. This study included around 1,200 students and confirmed that IDL produces significantly faster reading and spelling related improvements than non-specialist teaching methods – with an average 10 months improvement in reading and 11 months improvement in spelling after just 26 hours on the IDL programme. Lancaster University (2018)	2 £299
Creation of in-house monitoring process which allows for students' SEND plans to be completed and reviewed in line with SEND guidance and policies. Create and maintain plans for all students • receiving intervention • Easily accessible plans which tutors and all	As stated in the SEND Code of Practice '…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	2, 3, 4

supporting staff can access and amend Full training provided for all staff to ensure plans are reviewed and fulfilled appropriately	revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes'.	

Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA X 3 • 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	EEF suggests 'most significant nonacademic challenges…may negatively impact upon academic attainment' 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.	4, 5 Training for ELSA: £1670 for two staff £14,047 INCLUDES 9 HRS PER WEEK, £900 SUPERVISION & TRAINING Cover (3 days x 3x ELSA)
Pupil Support Assistant X4 to assist	To focus on the nationally recognised gap in attainment for disadvantaged students	3, 4
HofHs with a focus on pp students • Closely monitor and support pp students' attendance, behaviour/AFL and attainment.		£25,645 EQUATES TO ¼ OF EACH OF THEIR TIME = 1 fte PSA
Attendance Officer • 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.	3 £5,449 (1 day per week)

Purchase software to be used by all teachers to promote positive behaviour across the school (Arbor). • 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 Arbor, the amount of homework set and completed is significantly increased. • The SEN needs and intervention sections support teachers in adapting to additional needs for individual students and supporting and integrating strategies	Classroom management effect size = 0.52 (Hattie, 2009, p244). Homework (secondary school) effect size = 0.64 (Hattie, 2009, p244).	4, 5 £2,500
PLC maximum 1:6 staffed by a teacher and support unit staffed by teacher • 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.	Provides students with a safe place to close the gaps in learning Provides a safe space to explore strategies to support emotional wellbeing and behavioural self regulation.	3, 4, 5 £31,135 + £23,745.50 ER £25,645 Nurture £33,573

• This leads to a personalised teaching focus and applying self-regulation strategies before reintegrating back into the classroom. • Students show sustained improvement and wellbeing.			
Duke of Edinburgh Certificate of Achievement for Years 9 and 10 Some Year 9s and 10s to do the DofE Award • 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 £1000	
Educational visits • To ensure PP students have the same opportunity to participate	Part of an inclusive curriculum	5 £500 e.g. Drama trips English Theatre Trips Activities Week	
Branded clothing; equipment; revision materials; and short-term transport support • To ensure PP students are • prepared for school. • To have revision material not provided in school. • To reduce attendance issues. Shoes, revision materials, transport purchased for struggling families	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. Students have access to suggested revision materials to support learning outside of school Transport helps support attendance where families are struggling.	3, 5 £1,700	

Total budgeted cost: £128,830.56 all areas highlighted in green and costed

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 2024 / 2025.

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 who have joined the school in the last 3 academic years (those in years 7, 8 and 9).

External exam results for 2024/25 show that Attainment 8 for disadvantaged pupils (36.9) is above the national average for disadvantaged pupils (34.9). The performance of disadvantaged pupils in achieving English & Maths at grades 9 – 4 was above the national average for disadvantaged pupils (50.0% compared with 43.4% nationally) and matching the national average at grades 9 – 5 (25% in school and 25.6% 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 (52.8% 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 lower than the national average for non-disadvantaged pupils (25.0% in school and 45.0% nationally) which, whilst lower, is prone to larger swings due to the small size of the disadvantaged cohort. All pupils were given full access to an ambitious, academic curriculum where appropriate and all had the option to choose the EBacc if they wished. The average EBacc points score of 3.1 for disadvantaged pupils is slightly above the national average for disadvantaged pupils of 3.02, but below the national average for non-disadvantaged pupils (4.49).

Attendance for 2024/2025 was 88.8% for Ever 6 FSM students which although is a decrease from the previous year of 90.1%, it is still above the national average of 87.8%.

We continue to support pupils with interventions, including a new role to support pupils who are not attending school, demonstrating our commitment towards supporting pupils with positive attendance, as we continue to make this a priority.

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 / 2025.

Extra-curricular sessions were timetabled on all students timetables this year and attendance was 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. Plans for the next academic year are to include extra-curricular

clubs after school and a modification to the school day, with increased revision sessions available to KS4.

Externally Provided Programmes

Programme	Provider
SALT	Shropshire LA
Boxing/Mentoring Programme	BrightStars
Life Shed – mentoring and emotional regulation support	Life Shed
The Right Path	The Right Path
IDL on-line Literacy and Numeracy	IDL
Educational Psychology	Dr Daniel Cumber EP
SPECTRA	SPECTRA (Shropshire LA)