



Bridlington School recognises that all students, regardless of their background and socio-economic status, should have equal access to a curriculum that will enable them to make rapid and sustained progress resulting in the attainment of outstanding GCSE outcomes. Through exceptional rates of progress, and the achievement of high attainment levels, all students will ultimately have the opportunity to secure placed at outstanding Post-16 educational providers. High quality impartial Careers Advice and Guidance is given to all students to ensure that they make appropriate, informed choices and that they made a smooth transition on to Post-16 programmes of study and apprenticeship programmes.

**What is the Pupil Premium?**

- The **Pupil Premium Grant (PPG)** is the name of the funding given directly to public funded schools to support disadvantaged students who receive free school meals, who are in public care or young people whose parents are in the armed forces. Funding is available to maximise their progress and close the attainment gap between them and their peers.
- At Bridlington School we refer to these students as the Pupil Premium (PP) Cohort.
- The total PPG includes, pupil premium, COVID catch up premium, service children, catch up premium to support students whose literacy and numeracy skills are below average at the end of Year 6 and any monies received for LAC (Looked after) students.
- This statement covers academic years 2019/20 – 2020/21. It was last reviewed in October 2020 and will be reviewed again in October 2021.

	2019 / 2020
<b>Number of pupils and Pupil Premium Grant received</b>	
Funding to support Pupil Premium students	£377,740
Funding to support Service students	£2,700
Funding to support Year 7 'Catch Up' interventions	£18,682
Funding to support LAC students	£10,812
<b>Total amount of Pupil Premium Grant received (PPG)</b>	<b>£409,934</b>
<b>Performance of PP cohort at end of KS4</b>	
Total number of pupils on roll	931 (Oct 19)
Percentage of students eligible for Pupil Premium Support	46%
<b>Total number of students who can access the PPG</b>	<b>429</b>
Number of Pupil Premium	404
Number of Service Premium	9
Number of LAC	16
Attainment 8	N/A
Progress 8	(18/19 National PP -0.45) N/A

**The Department for Education (DfE) and the Pupil Premium**

The DfE have emphasised that 'the government is quite serious in its ambition not to micromanage schools'; 'schools should be the decision-makers, using evidence to inform professional judgements'. The DfE has no particular view on using the Pupil Premium funding for student specific or whole-school initiatives as long as strategies are implemented which will support disadvantaged students, facilitate their progress and maximise their attainment.

Ultimately the funding must be effectively used to narrow the gaps in both progress, and attainment, between disadvantaged students and their non-disadvantaged peers within a school

context of generally improving attainment. The Education Endowment Foundation (EEF) has produced a teaching and learning toolkit to help teachers and schools use the pupil premium effectively to support disadvantaged pupils.

### **Ofsted and the Pupil Premium**

Ofsted supports that schools and academies should have the autonomy to decide how the Pupil Premium is spent and confirm that there are no specific evaluation schedules or judgements to be made about Pupil Premium spending. They are clear that Pupil Premium money can be spent 'where school leaders feel it is most needed' and place emphasis on the need to accurately track student progress and robustly evaluate the impact of strategies funded by the Pupil Premium.

Within the inspection process a key element is primarily about evaluating how well individual children and learners benefit from the education provided by the school or provider. The inspection process tests the school's or provider's response to individual needs by observing how well it helps all children and learners to make progress and fulfil their potential. In making judgements, inspectors will pay particular attention to the outcomes for a number of groups. Disadvantaged Learners, Children Looked After and Care Leavers are a point of focus within this process.

### **Bridlington School's Core aim**

Our core aim is to raise the attainment and progress of pupils eligible for pupil premium funding so that their performance compares favorably with Non-Pupil Premium peers nationally.

The PP Strategy for academic years 2019/20 – 2020/21 aims to address inequalities in the education of pupils from low-income families and raise the attainment of these pupils. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- improve levels of attainment and progress;
- close attainment gaps relative to national averages (including PP vs Non PP);
- enhance reading, writing, mathematics and communication skills;
- engage and develop learning through a comprehensive extra-curricular provision;
- subsidising enriching experiences that PP cohort might otherwise miss;
- have a clear focus on all of the PP cohort, including those with SEND and more able pupils and support pupils in becoming aspirational, confident and successful learners
- reduce absence of PP cohort especially persistent absence
- overcome the impact of COVID-19 pandemic

We believe that outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

### **Analysis of barriers to learning for our premium and catch up-cohorts**

- Poor attendance;
- Poor Literacy and numeracy Skills;
- High Fixed Term Exclusions;
- Complex Social Issues – dysfunctional home lives;



- Lack of ability to / understanding of how to support educational progress from parents / carers.
- Wider impact of the COVID-19 pandemic

PPG Statement for 2019 – 2020 – Review of Impact			
Barriers to learning summary	PPG spend (£409,934)	How the PPG was spent	Impact
Intervention and support for literacy and numeracy	£34,407	Intervention small groups Lexia Reading programme, Accelerated Reader Blackwell Spelling Numeracy Ninja Literacy and Numeracy Co-Ordinator Y7 Catch Up to get Year 7 to expected standard Sisra Analytics	<ul style="list-style-type: none"> <li>The percentage of PP cohort achieving both English and Maths at grades 9-4 in Year 11 was 39% compared to a national like for like figure for PP of 44%).</li> <li>Attainment of students in the English element are in line with the national PP performance. School PP attainment in the English element was 8.09 compared to a national PP figure of 8.09.</li> <li>Progress of PP students is above progress of PP students nationally in all elements. English PP student Progress 8 score is -0.14 compared to a national PP progress 8 score of -0.44. In maths the PP comparison is -0.07 school vs -0.39 national</li> <li>Year 7 catch up numeracy ninja intervention started with students achieving an average point score of 19.5 and finished the cycle with an average score of 22.8 making a 3.3 average point gain for the full year compared to 1.7 in 17/18.</li> <li>Year 7 literacy catch up intervention achieved average progress of 15 months per student in reading age compared to 11 months in 17/18.</li> </ul>
Intervention and support for behaviour, attendance and pupil well-being	£184,470	Specialist behaviour interventions Attendance officer & incentives Pastoral Manager support and Positive Discipline rewards Alternative provision	<ul style="list-style-type: none"> <li>Attendance for the PP cohort shows the gap between school PP and national PP attendance is narrowing compared to 17/18 for absence (narrowed by 0.9%) and persistent absence (narrowed by 0.8%).</li> <li>Lower than national average for the percentage of the PP cohort (Ever 6) receiving one or more than one Fixed Term Exclusion (FTE). One or more Fixed Term exclusion was 7.49% compared to National Average of 10.24%. Similarly 4.11% of students received more than one FTE %</li> </ul>



			<p>compared to National Average of 4.75%. (Note validated data is from 2017/18)</p> <ul style="list-style-type: none"> <li>• Seven (4 in KS4 3 in KS3 - £30K) commissioned places in alternative provision.</li> <li>• 11% of all bullying incidents involved PP cohort vs 15% of non-PP cohort. Less bullying incidents involving PP cohort than in 17/18.</li> </ul>
Programmes to motivate and raise aspirations for the PP cohort	£79359	<p>Progress projects Motivational workshops and guest speakers Academic mentoring CIAG programmes</p>	<ul style="list-style-type: none"> <li>• Full program of motivational assemblies including external speakers completed.</li> <li>• 32 visitors in school or external events took place to raise aspirations of PP cohort.</li> <li>• 41 trips signposted to PP students.</li> <li>• Bespoke PP program for most targeted Year 7 students</li> </ul>
Support for learning in classroom, 1:1 tuition support and after school extended learning	£85,989	<p>After school programmes Eng/Ma intervention Teaching assistant Show my Homework Holiday tuition</p>	<ul style="list-style-type: none"> <li>• 79% of PP cohort attended period 6 after school intervention throughout Year 11 compared to 82% of non PP cohort.</li> <li>• 62% of PP students attended holiday intervention.</li> <li>• GCSE Pod (3-5 min revision videos) 1775 streamed and 97 downloaded. 254 streamed in maths and 612 streaming in English.</li> <li>• Show my Homework, 90% of parents feel it helps them support their child at home (88% in 17/18)</li> </ul>
Programmes to improve the quality of teaching and learning	£17,960	<p>Whole school CPD and Leading Teaching and Learning Programmes Sisra Observe</p>	<ul style="list-style-type: none"> <li>• January INSET Amjad Ali- Focus on Fostering resilience and independent learners -an area that is particularly weak for PP students</li> <li>• Revision Workshop for all Y11 focusing on exam skills / staff embedded strategies in lessons</li> <li>• Foster coaching culture to ensure consistency in T and L (External Coaching Course for 5 staff July 2019)</li> <li>• Time dedicated to Teacher Development Research Groups throughout the year focus on:</li> </ul>



			<ul style="list-style-type: none"> <li>○ Nurture Teaching Strategies</li> <li>○ Pace and Signposting Progress</li> <li>○ Effective Questioning Strategies</li> <li>○ Mental Health and Resilience</li> <li>○ Content and Memory Recall</li> <li>○ Challenge and Differentiation</li> <li>○ Behaviour Management Strategies</li> <li>● Support in Curriculum Time from Assistant Head for Teaching and Learning to develop engagement strategies for PP cohort.</li> </ul>
Personalised resources and equipment for targeted pupils	£3,772	Revision guides Specialist equipment Pupil specific resources	<ul style="list-style-type: none"> <li>● Revision guides and resources provided for PP students</li> <li>● Flip card revision cards</li> <li>● Highlighters provided</li> </ul>
Enriching experiences (curricular and extra curricular)	£3,977	Education visits Extensive extra curricular activities Enrichment opportunities	<ul style="list-style-type: none"> <li>● 12 university visits available to PP cohort</li> <li>● In school extra-curricular programme available and PP students signposted to this.</li> <li>● Theatre trips and CIAG / aspirational visits available as per school calendar.</li> </ul>



### Overall Evaluation

From 2016, the primary indicator of school performance became Progress 8. The headline measures that appear in annual performance tables would normally be:

- Progress across 8 subjects
- Attainment across the same 8 subjects
- Percentage of pupils achieving the threshold in English and mathematics. A grade 4 will be referred to as a 'standard pass' and a grade 5 as a 'good pass'
- Percentage of pupils achieving the English Baccalaureate

**Due to the national lockdown from March – July 2020, Year 11 students did not sit their GCSE exams and therefore we do not have comparable data from their GCSE examinations.** Instead students received Centre Assessed Grades (CAG). We are pleased with the outcomes that our students received for 2019/20.

### Careers Information and Guidance and Destination Information

Our Pupil Premium students are given priority access to one-to-one meetings with our Careers advisor alongside the Senior Leadership team to ensure that all students move to an appropriately ambitious Post-16 provision for them. We continue to strive toward our target of 0% NEET in 2020/21.

Post-16 Provision/Provider	Overall	PP
Bridlington School Sixth Form	58	24
East Riding College	61	30
Scarborough Tec	4	1
Scarborough Sixth Form	13	5
Wyke Sixth Form	1	1
Apprenticeship	3	1
Other Provision	19	5
NEET	4	2