

## Pupil premium strategy statement

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	Bridlington School
Number of pupils in school	1032 (Y7-11 948)
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kate Parker-Randall, Headteacher
Pupil premium lead	Andrew Moncur, Deputy Headteacher
Governor / Trustee lead	Sue Gollop, Vice Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425930
Recovery premium funding allocation this academic year	£66792
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£492722</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Bridlington School we aim to create successful learners who enjoy learning, make good progress and achieve excellence. We want all students to be confident individuals who are able to live safe, healthy, fulfilling lives and be responsible citizens who can make a positive contribution to society.

Our curriculum is:

- Is rooted in our school **TORCH** values;
- **Is ambitious for all students** no matter what their starting point;
- **Develops positive attitudes** to learning through high quality teaching and learning opportunities;
- Is sequenced around a **spiralling curriculum** that moves knowledge into long term memory;
- Prioritises **feedback, retrieval practice and assessment** to give students lots of opportunities to reflect on and improve their learning;
- Promotes an **inclusive culture** that allows every student to experience success and prepare them for their **next steps**;
- Prioritises the **development of reading**.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Attendance</u></b>: Absence is negatively impacting disadvantaged students' progress.</p> <p><b><u>Absence</u></b>: Our attendance data over the last 3 years indicates that absence among disadvantaged students has been on average 2% lower than the national figure for disadvantaged students. The in school gap over the last 3 years indicates that disadvantaged student absence is on average 5% lower than non-disadvantaged student absence.</p> <p><b><u>Persistent Absence</u></b>: Our attendance data over the last 3 years indicates that persistent absence among disadvantaged pupils has been on average 10% lower than the national figure for disadvantaged students.</p>
2	<p><b><u>Poor literacy (reading)</u></b></p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p>

To allow us to assess each child's ability in reading we use Access Reader Tests, ART to test students' ability in analysis, literal comprehension, inference and vocabulary.

Over the last 3 years disadvantaged pupils arrive below the age-related expectations compared to their peers. This gap remains steady during pupils' time at our school.

	PP	Non-PP	Gap
Year 7 2021/22	32	36.5	-4.5
Year 7 2020/21	33.6	37.4	-3.8
Year 7 2019/20	38.9	42.6	-3.7

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**High number of Suspensions (Fixed Term Exclusions)**

In 18/19 and 19/20 total suspensions and repeat suspensions of disadvantaged students was in line with national figures for schools of similar deprivation.

In 2020/2021 disadvantaged students made up 79% of all suspensions. Disadvantaged students made up 80% of repeat suspensions.

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**Complex Social Issues**

Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

During the pandemic, teacher referrals for support markedly increased.

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**Poor resilience to challenges**

Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.

Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.

This is indicated across the curriculum.

The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.

This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.

