

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 (3 year plans are recommended)	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	£422110
Recovery premium funding allocation this academic year	£66792
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£488902

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><u>Absence</u>: Absence is negatively impacting disadvantaged students' progress.</p> <p><u>Absence</u>: Our absence data over the last 3 years indicates that absence among disadvantaged students has been on average 2% higher 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% higher than non-disadvantaged student absence.</p> <p><u>Persistent Absence</u>: Our attendance data over the last 3 years indicates that persistent absence among disadvantaged pupils has been on average 10% higher than the national figure for disadvantaged students.</p>
2	<p><u>Poor literacy (reading)</u></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>

	<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.</p> <p>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.</p> <table border="1" data-bbox="363 465 1227 640"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 7 2021/22</td> <td>32</td> <td>36.5</td> <td>-4.5</td> </tr> <tr> <td>Year 7 2020/21</td> <td>33.6</td> <td>37.4</td> <td>-3.8</td> </tr> <tr> <td>Year 7 2019/20</td> <td>38.9</td> <td>42.6</td> <td>-3.7</td> </tr> </tbody> </table>		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
	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														
3	<p><u>High number of Suspensions (Fixed Term Exclusions)</u></p> <p>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.</p> <p>In 2020/2021 disadvantaged students made up 79% of all suspensions. Disadvantaged students made up 80% of repeat suspensions.</p>																
4	<p><u>Complex Social Issues</u></p> <p>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.</p> <p>During the pandemic, teacher referrals for support markedly increased. In Autumn term 2021/22, 113 pupils were referred to the well-being team (69 of whom are disadvantaged). These students currently require additional support with social and emotional needs, with 36 pupils (21 of whom are disadvantaged) currently receiving one-to-one or small group interventions.</p>																
5	<p><u>Poor resilience to challenges</u></p> <p>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.</p> <p>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 results in students showing unacceptable behaviour and them showing signs that they are a reluctant learner.</p> <p>This is indicated across the curriculum, particularly maths and science (supported by internal data collection of ‘Attitude to Learning’ grades).</p> <p>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.</p>																

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

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.	<p>Sustained high attendance demonstrated by 2024/2025:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being in line with the national average. The in school absence gap between disadvantaged and non-disadvantaged students to be no greater than 2%. Persistent absence amongst disadvantaged students is reduced by 5%.
Improved reading comprehension amongst disadvantaged students across Key Stage 3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved attainment and attitude to learning amongst disadvantaged students across the curriculum by the end of Key Stage 4.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Internal data collection supports this.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £113,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refinement of Whole School T&L, assessment and feedback policy	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners: EEF metacognition & Self-Reflection and EEF Guidance report</p>	2, 4, 5
Establish what makes a great teacher	To support students in developing positive working relationships with teachers, students need to feel supported within lessons. This will enable them to have sufficient time to practise retrieval, ask questions and get desired help: Rosenshine's Principles in Action .	1, 5
Purchased of literacy bases standardised assessments. Training to be provided for staff to ensure reading assessments are interpreted correctly.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	2

<p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>The role of subject-specific CPD and curriculum development in effective teaching is vital: Prioritising subject-specific CPD in your school</p>	<p>5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>5</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to One tuition for students who are behind the average score for their age in</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4, 5</p>

<p>English and Maths. In addition, the purchase of specific software to support. Ruth Miskin training for English teachers and Hegarty Maths subscription to support learning in Mathematics.</p>	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Using National Tutoring Programme as school lead tutoring to allow the weakest readers to catch up.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4, 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £294450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles as set out in DFE improving school attendance advice</p>	<p>DFE guidance has been informed by engagement with schools that have significantly reduces persistent absence levels. Improving School Attendance</p>	<p>1</p>
<p>Adoption of cognitive behavioural therapy intervention for specific students who require support in</p>	<p>There is evidence to suggest that Cognitive Behaviour therapy (CBT) can have a high impact on risk behaviours and behavioural difficulties. https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/</p>	<p>4, 5</p>

regulating their behaviour and emotions		
SMASH	Social skills training supports children to think before they act, understand other people's perspectives, communicate effectively, and use strategies for managing impulsiveness or aggression. Research suggests that children who develop social skills and self-control are less likely to become involved in crime and violence. Social skills training - Youth Endowment Fund	4
Review of behaviour policy	Behaviour in schools and classroom management has been the focus of a great deal of research, theory, policy and media attention (Ball et al., 2012). Despite this, pupil behaviour remains a challenging area for all stakeholders in the education of children and young people and is commonly cited as one of the most difficult tasks that both experienced and new teachers have to contend with in schools (Barmby, 2006; Jennings & Greenberg, 2009; Kokkinos, 2007). Research suggests that both (i) understanding of pupil behaviour and (ii) how best to train and support teachers to manage pupil behaviour is contested (Beaman et al., 2007; Powell & Tod, 2004). Todd & Ellis (2018) highlight that many in education have a view on what behaviour management is, how it should be approached and a conviction that more can be done. Improving Behaviour in Schools EEF Preventing children from being excluded from school might protect them in several ways. Interventions to prevent school exclusion YEF	1, 4, 5
Improving attendance	Improving attendance comes from having a clear vision for attendance underpinned by high expectations and core values which are communicated to and understood by staff, pupils and families. Improving school attendance DFE	1,4
Improve well-being	Education staff have a key role to play in supporting children and young people's wellbeing and mental health. By helping children and young people acknowledge and understand how they feel, education staff can help prevent normal emotions from developing into more entrenched mental health issues. Through identifying warning signs early, they can also help ensure children and young people get the right support. Promoting and supporting mental health and wellbeing in schools and colleges GOV.UK	1,3,4,5

	EEF Special ~Education in Mainstream schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
Commissioned Places	Despite there being little rigorous evaluation research documenting the effectiveness of alternative education programmes that can link specific programme characteristics with specific student outcomes [1] much of the literature on alternative education does present features or characteristics thought to be essential to the success of alternative education efforts: Achieving successful outcomes through alternative education provision CfBT Education Trust	1, 4, 5

Total budgeted cost: £423400

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 2020 to 2021 academic year.

Within the academic year 2020-21 we successfully met the following outcomes:

Intervention and support for literacy and numeracy:

- Whilst no official progress data is published for this academic year, funding was used to provide support for students to ensure the percentage of PP cohort achieving both English and Maths at grades 9-4 in Year 11 is in line with the national average.
- Support was provided to all students at Key Stage 3 with the continued use of Numeracy Ninja resources to support students in their mathematical ability.

Intervention and support for behaviour, attendance and pupil well-being:

- Attendance figures were impacted by the global pandemic.
- Funding used to develop whole school behaviour policy.
- Specialist behaviour interventions put in place to support those pupils not engaging with school policy.
- Training and support for Pastoral Managers.
- Development of rewards.

Programmes to motivate and raise aspirations for the PP cohort:

- Full program of motivational assemblies including external speakers completed.
- 32 visitors in school or external events took place to raise aspirations of PP cohort.
- 41 trips signposted to PP students.
- Bespoke PP program for most targeted Year 7 students