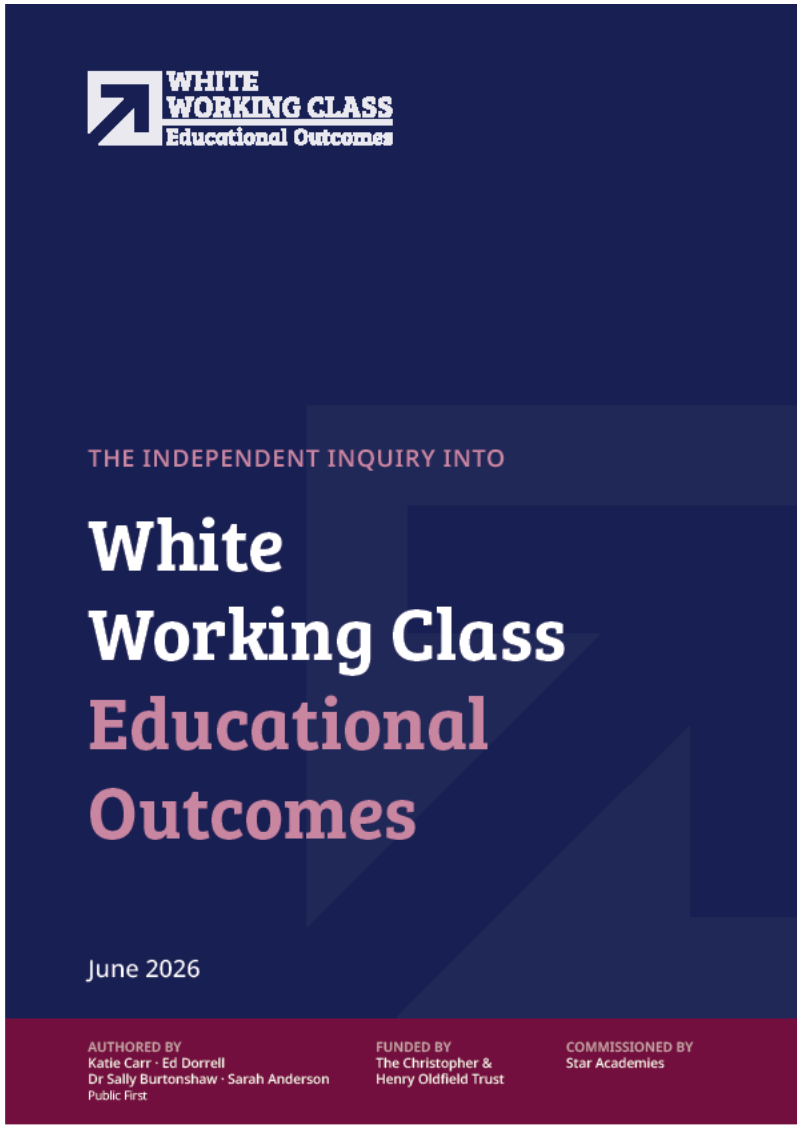
Achievement for All Young People in Hillingdon (AfA) Programme

Secondary / Post-16

Session 5- Uxbridge College

Session 5: How Effective Is Our PP Strategy?

- Welcome and Introductions
- Dormers Wells High School Presentation – Roisin Walsh
- Break
- Dialogic Book Talk in KS3: Dr Wayne Tennant, Brunel University
- Widening Access for Hillingdon Children: Karen Western, Brunel University
- How Effective Is Our PP Strategy?
- Next Steps



Five major findings emerged:

01 The education system is not set up to serve white working class children and families.

02 White working class communities and the education system are misaligned in how they define success and the purpose of education.

03 White working class families have a poorer experience of the school system than their peers.

04 Transitions are key pressure points where gaps widen and engagement declines for white working class young people.

05 White working class educational outcomes are shaped by both the education system, and wider community and economic conditions.

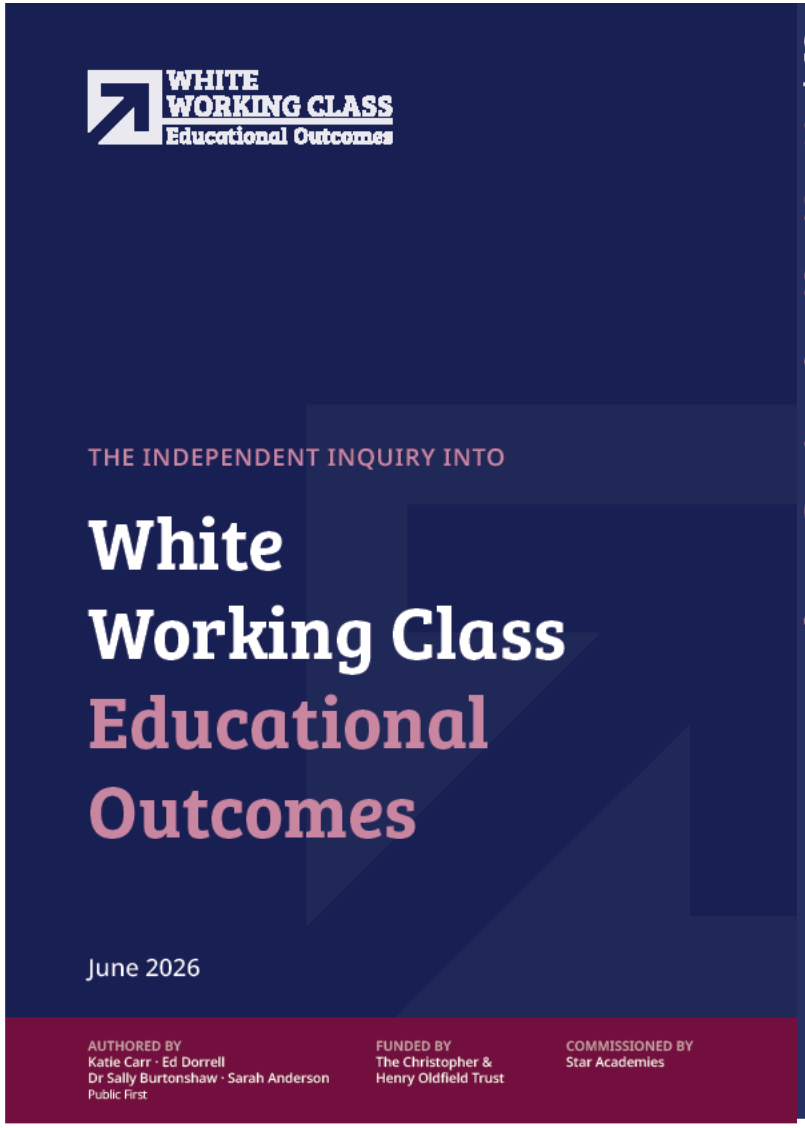
HILLINGDON LONDON

Brunel University of London

HLP Hillingdon Learning Partnership

Education Endowment Foundation

www.hillingdon.gov.uk



Secondary education

1. Reforming the transition from primary to secondary school.
2. Reprioritising Key Stage 3 as a critical phase of secondary education.
3. Strengthening curriculum delivery at Key Stage 4.
4. Developing high-quality vocational and applied pathways at Key Stage 4.
5. Improving careers education in schools and making learning feel more relevant to pupils' futures.
6. Ensuring every young person leaves school or college with a clear destination and is prepared for the transition.
7. Widening access to the highest performing schools.

Tertiary education

1. Empowering FE colleges to be high-quality, local engines of progression.
2. Massively expanding apprenticeship opportunities in white working class communities.
3. Reimagining higher education and Level 4+ pathways to prioritise flexibility, locality and work.
4. Reducing the financial risks associated with further and higher study.
5. Introducing free access to local public transport for all under 21s.

How

Review – identify – address

Collaborate

Share practice
Explore what works
Apply and review impact

Manageable
Practical
Evidence based
Supportive

Dormers Wells High School

Roisin Walsh, Executive Headteacher



Leading a whole school community built on equity and inclusion

Dormers Wells High School
Opening the door to success





Dormers Wells
High School
Opening the door to success



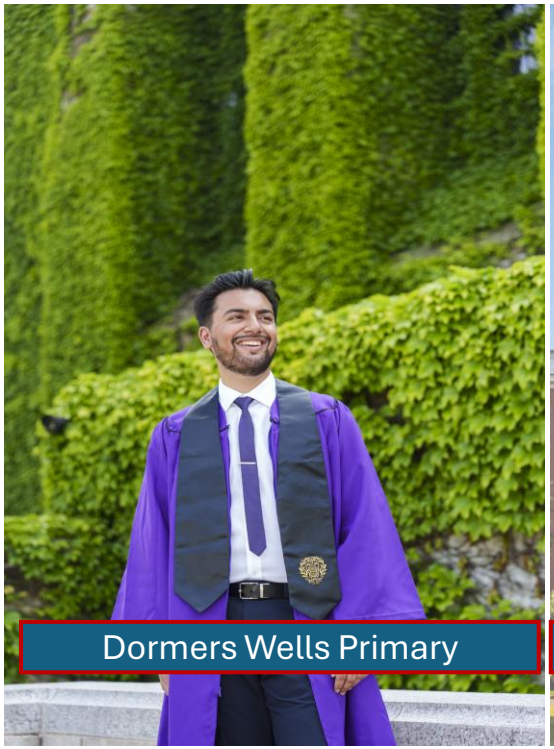
- 1500 students on roll
- 98.6% are from a minority ethnic group
- 84% of student's first language is not English
- 40% FSM
- Attendance is high -96%
- 90% of our Y13 students go to university
- 30% to Russel Group universities
- Consistently above the national average for 4 &5+ EM

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Lady Margaret



Dormers Wells Primary



Three Bridges

Fullbright Scholars: Lady – New York University Abu Dhabi, Yash – Northwestern University , Yahya – Harvard

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Dormers Wells Learning Trust



Dormers Wells High School

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Dormers Wells Primary School

Ages 3 to 11 • Mixed sex

Progress measures for the 2022 to 2023 academic year

This is historic data. This page shows final progress scores for pupils who completed key stage 2 in the summer of 2023.

Progress score in reading, writing and maths

The academic progress that pupils make from the end of key stage 1 to the end of key stage 2.

Reading

The banding for this school is 'well above average' because the score is greater than or equal to 3.1, and the entire confidence interval is above 0.

Banding	**WELL ABOVE AVERAGE**
Score	5.3
Confidence interval	3.8 to 6.7

Writing

The banding for this school is 'well above average' because the score is greater than or equal to 2.9, and the entire confidence interval is above 0.

Banding	**WELL ABOVE AVERAGE**
Score	7.6
Confidence interval	6.3 to 9.0

Maths

The banding for this school is 'well above average' because the score is greater than or equal to 3.2, and the entire confidence interval is above 0.

Banding	**WELL ABOVE AVERAGE**
Score	7.1
Confidence interval	5.8 to 8.5





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English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	54.4%	45.2%	Above
2023/24 (final)	56.4%	45.9%	Above
2022/23 (final)	60.1%	45.3%	Above



Progress 8

Year	This school	National average	Compared with national average
2023/24 (final)	0.63	-0.03	Above
2022/23 (final)	0.69	-0.03	Above

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Disadvantaged pupils' English and maths GCSE grade 5 or above

The achievement of disadvantaged pupils at the end of Year 11 is impressive.

nglish and maths

Year	This school	National average	Compared with national average
2024/25 (provisional)	51.6%	25.6%	Above
2023/24 (final)	50.0%	25.8%	Above
2022/23 (final)	60.3%	25.2%	Above

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Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (provisional)	51.6%	25.6%	Above
2023/24 (final)	50.0%	25.8%	Above
2022/23 (final)	60.3%	25.2%	Above

Over the last 3 years, the attainment and progress of these pupils are significantly above those of disadvantaged pupils and non-disadvantaged pupils nationally.

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Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (provisional)	46.6	34.9	Above
2023/24 (final)	47.2	34.6	Above
2022/23 (final)	53.0	35.0	Above

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Disadvantaged pupils' Progress 8

Year	This school	Nati
2023/24 (final)	0.56	-0.57
2022/23 (final)	0.83	-0.57

A message from Bridget Phillipson



Dear Roisin,

Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Dormers Wells High School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.

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Dormers Wells High School

URN: 145348

Address: Dormers Wells Lane, Southall, Middlesex, UB1 3HZ

DORMERS WELLS LEARNING TRUST

Inspection report: 3 February 2026

Exceptional	●
Strong standard	● ● ● ● ●
Expected standard	●
Needs attention	
Urgent improvement	

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Habits of Success for
STRONG STARTS

Determination
- Get up early enough to be ready for the day
- Practise working hard (even when it's uncomfortable)
- Always answer the question to the best of your ability
- Learn how to study on your own
- Keep a positive outlook, treating failure as part of the journey

Wisdom
- Keep yourself well: look after yourself in and out of school
- Ask the question to yourself first
- Use your diary to plan ahead
- Read independently every day
- Always remind yourself of the bigger picture: what do you want in the long-term?

Honesty
- Treat those around you with kindness and respect
- Establish different friendships through earning trust
- Take pride in your work
- Respect yourself and be proud of who you are

Service
- Join at least one club
- Talk about learning outside of lessons
- Support others that need help
- Seek ways to make your school and community a better place

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DWHS
CHARACTER VALUES

DETERMINATION



We never give up

WISDOM



We respond to problems in a calm and balanced way

HONESTY



We are open and true to others and to ourselves

SERVICE



We contribute to the school and our wider community

DWHS Opening the door to success

Dormers Wells High School
Opening the door to success



DWHS Pupil Premium Strategy Web

PUPIL PREMIUM
30.2% (406)

Progress and achievement

P8 +0.94 | 5+ EM 51.6%

- Additional teachers in the core
- Ongoing CPD for PP gaps
- PIXL
- HAPs and Oracy focus
- Y7 literacy
- GCSE Pod
- Maths tuition
- 1:1 tuition (40%)
- Easter revision (40%)
- Science tuition

Widening Participation/Personal Development

- 32 clubs
- Trips and enrichment
- MISST
- PP Champions
- Student leadership
- Student voice
- Sports Equipment

Inclusion and Attendance

- Breakfast club (42%)
- Mentoring (40%)
- Attendance officer
- Parent ambassador
- Uniform and equipment
- Therapeutic thinking
- Tracking and parental engagement

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‘The school’s pupil premium strategy is crafted extremely well to enhance the experiences of disadvantaged pupils. Leaders ensure that resources are used wisely and for maximum impact. This includes the provision of effective support for pupils’ learning, attendance and enrichment activities. Staff tailor specific support so that different groups of pupils learn effectively and are successful.’

Inspection report: 3 February 2026

THE SUTTON TRUST

Education Endowment Foundation

voice 21

THE NATIONAL PUPIL PREMIUM EVENT 2026

Dormers Wells High School

Opening the door to success



Activity:

'Leaders ensure that resources are used wisely and for maximum impact.'
(Inspection report: 3 February 2026)

If an inspector asked you to prove maximum impact for your last £10,000 of PP spend, what is the single strongest piece of data you would put on the table?
Please discuss in pairs or trios.

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Activity:

'Leaders ensure that resources are used wisely and for maximum impact.'
(Inspection report: 3 February 2026)

If an inspector asked you to prove the impact for your last £10,000 of PP spend, what is the single strongest piece of data you would put on the table?

Was it a Progress 8 score like our +0.94, or something more foundational like our 96% attendance rate?.

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Inclusion and Attendance

Activity - In pairs or trios, please discuss two ways you have creatively used the pupil premium funding to improve **Inclusion and Attendance** and the impact of these.

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Inclusion and Attendance

DWHS PP	DWHS all	National all	National disadvantaged
95%	95.6%	91.8	89%



Breakfast club (42%)
- Mentoring (40%)
- Attendance officer
- Parent ambassador
- Uniform and equipment
- Therapeutic thinking
- Tracking and parental engagement

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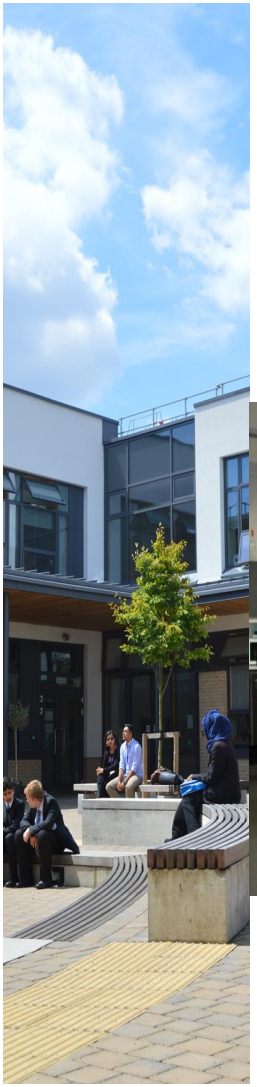
Inclusion and Attendance

- Uniform and equipment
- Therapeutic thinking
- Tracking and parental engagement

Achievement points	NPP	PP	Grand Total
Year 7	143.86	143.8	143.83
Year 8	84.61	93.94	88.28
Year 9	80.93	77.08	79.43
Year 10	81.72	82.13	81.88
Year 11	33.97	36.43	34.75
Whole	**83.13**	**88.87**	**85.30**



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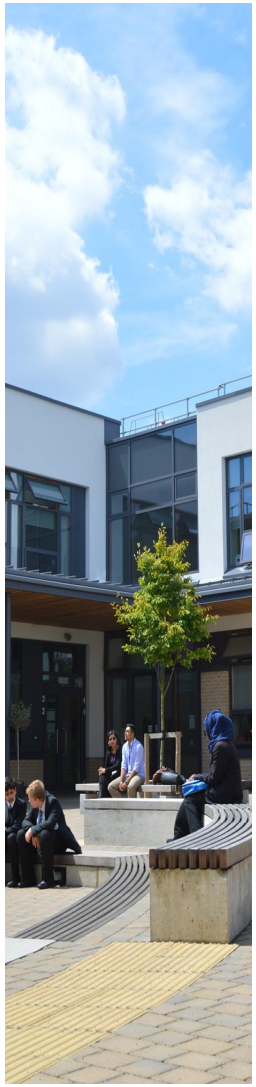
Inclusion and Attendance



- Uniform and equipment
- Therapeutic thinking
- Tracking and parental engagement

Behaviour points	NPP	PP	Whole
Year 7	13.44	13.73	13.56
Year 8	19.21	34.45	25.20
Year 9	18.57	20.91	19.48
Year 10	14.06	21.29	16.86
Year 11	14.96	19.37	16.36
Whole	**16.03**	**21.97**	**18.28**

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Inclusion and Attendance

Inclusion and Attendance

· PP lead has led a segments of the middle leaders CPD with year leaders to discuss strategies for engaging pupil premium students and their families around the issues of attendance.

· Strong pastoral work and attendance welfare officer have a strong outcome on the fifty lowest attending year 7-11's, 90% have improved attendance from half term one to half term two.

· Parent ambassador – meeting with key groups with CL and Pastoral teams

· Breakfast club- Breakfast club attendance (over 120 a day) continues to be exceptionally strong with pupil premium students making up 37.40% of those who attend.

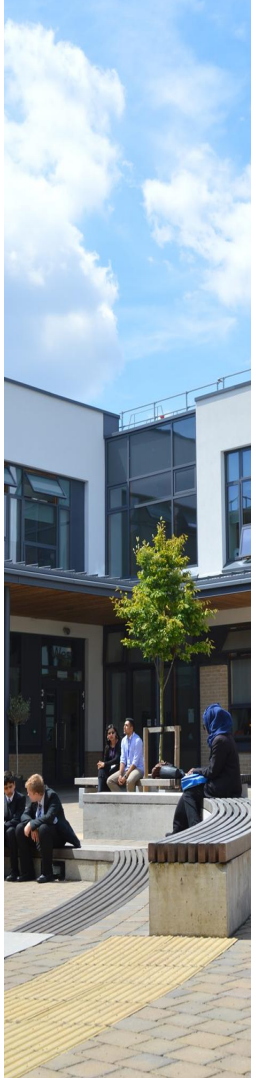
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Widening Participation/Personal Development

Activity:
In pairs or trios, please discuss two ways you have creatively used the pupil premium funding to improve **Widening Participation and Personal Development** and the impact of these.

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Widening Participation and Personal Development

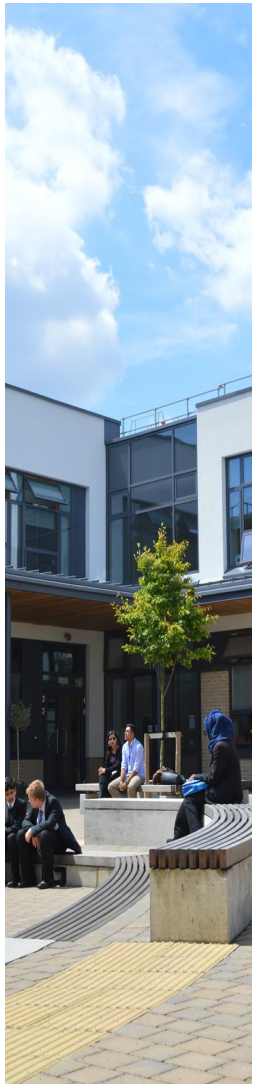
The school is consistently pushing for excellence in all that it does. Leaders are unrelenting in their ambition for all pupils. They use funding wisely to ensure that disadvantaged pupils have equal access to high-quality educational provision. All staff embrace the school's aim to improve the life chances of every pupil, including those who may face barriers to learning.

Inspection report: 3 February 2026



Dormers Wells High School

Opening the door to success



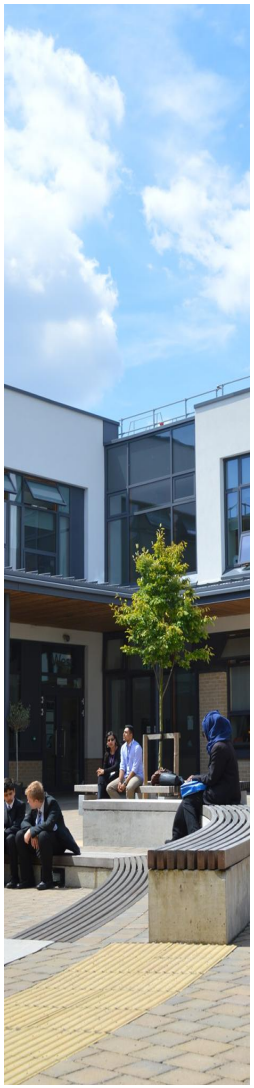
Widening Participation and Personal Development

- 32 clubs
- Trips and enrichment
- MISST
- PP Champions
- Student leadership
- Student voice
- Sports Equipment





Dormers Wells High School
Opening the door to success



Widening Participation/Personal Development

Year	PP (%)
7	46 (31.8%)
8	31 (37.8%)
9	26 (37.7%)
10	15 (44.1%)
11	5 (21.7%)
Sixth Form	4 (36.4%)

SPRING TERM CLUBS LIST

Club	Date	Time	Location	Teacher
International eve rehearsal	Monday	1:35-2:10	DR 2	Miss Bryan
K pop	Monday	3:15-4:30	Art 4	Miss Bryan
Girls Football	Monday	3:15-4:15	Pav	SPM
Journalism	Tuesday	1:35-2:10	Art 4	Miss Bryan
Piano & Keyboards	Tuesday	3:15-4:15	Music 1	Mr Maradona
Violins for Staff	Tuesday	3:45-4:15	Music 2	Ms Pikulyk
Flutes for Staff	Tuesday	4:15-4:45	Music 2	Ms Pikulyk
Strings - Violins & Violas Y8	Tuesday	3:15-3:45	Music 2	Ms Pikulyk
AI & 3D Printing	Tuesday	3.15-4.45	ICT2	Mr Cheng
Y5 Junior Programmer Club	Tuesday	3.30-4.30	ICT3	Mr Cheng
Swimming - Girls only	Tuesday	3:15-4:30	Sports hall	Miss Bryan
Boys Football Y9 & 10	Tuesday	3:15-4:15	Pav	SPM
Boys basketball Y9-11	Tuesday	3:15-4:15	Sports hall	Mr Cheney
Netball	Tuesday	3:15-4:15	Pav	Miss Javed
School production	Tuesday	3.15-5:00	DRAMA 3	Miss Dodds
Brain teasers & puzzles	Wednesday	1:35-2:10	Business area	Miss Bryan
Chinese Calligraphy	Wednesday	3.30-4.30	Library	Mr Wong
International Eve rehearsal	Wednesday	3:15-4:30	Main Hall	Miss Bryan
Girls football	Wednesday	3:15-4:15	Pav	SPM
Badminton	Wednesday	3:15-4:15	Sports hall	Paul (external)
Student Choir	Wednesday Week 2	3:15-4:30	Music 1	Ms Thomas
Chess	Thurday	1.35-2.10	HS1	Mrs Nebar
Crochet	Thursday	1:35-2:10	Art 4	Miss Bryan
Dungeons and Dragons	Thursday	3:30-4:30	English break out	Miss Seymour
Boys Football Y7 & 8	Thursday	3:15-4:15	Pav	Mr Borrett
Boys basketball Y7 & 8	Thursday	3:15-4:15	Sports hall	Mr Roberts
Netball	Thursday	3:15-4:15	Pav	Mrs Chohan
Cooking	Thursday	3:15-5:00	Food tech	Miss Bryan & Mrs Whitehead
School production	Thursday	3.15-5pm	DRAMA 2	Mr Cirillo
Modern Orchestra (Audition required)	Thursday	3:15-4:30	Music 1	Mr Maradona, Ms Pikulyk and Ms Thomas
KS3 French Club	Thursday Week 1	Lunch time	MFL3	Mr Pawula
Sculpting	Friday	3:15-4:30	Art 4	Miss Bryan
Film club	Friday	3.15-5:00	English 4	Ms. Quinn-Guest
School production	Friday	3.15-5:00	music 1	Mr Ghosh

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Widening Participation/Personal Development

	Form representatives (90)	Executive Council (10)	House Leaders (22)	Y11 Prefects (80)	Head/Deputy Students and HTAs (18)
PP	30%	36%	53%	22%	38%



Trip	Total	PP_T	%
yr 7-8 92-120 Royal Gunpowder Museum	92	34	36.96
yr9+10 87- 90 London zoo & Kew Gardens	87	25	28.74
yr7+8 SCI + Bridge building (119-120)	118	41	34.75
137-137 PE Olympics	137	45	32.85
yr 9+10 Brighton (89-90)	90	34	37.78
23-24 Ready steady cook	23	10	43.48
yr 7 +8 40-40 Royal + robot programming	40	11	27.5

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Widening Participation and Personal Development
MISST





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Widening Participation and Personal Development

- PP students are proportionally represented on the school leadership teams' structure (2024/5).
- HAP PP students are proportionally represented on the Interventions put in place by the Raising standards lead.
- ALL PP students have the opportunity to play a classical musical instrument through the MISST programme.
- PP lead working with Enrichment lead team- Current attendance to clubs show that attendance of pupil premium students is high and monitored regularly.

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Progress and achievement

P8 +0.94 | 5+ EM 51.6%

Activity:
In pairs or trios, discuss two ways you have creatively used the pupil premium funding to improve **Progress and achievement** and the impact of these.

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Progress and achievement

They use funding wisely to ensure that disadvantaged pupils have equal access to high-quality educational provision.
Ofsted 2026



Progress and achievement

- Additional teachers in core subjects
- On going CPD for PP gaps
- PIXL
- HAPs and Oracy focus
- Y7 literacy
- GCSE Pod
- Maths tuition
- 1:1 tuition (40%)
- Easter revision (40%)
- Science tuition

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Progress and achievement

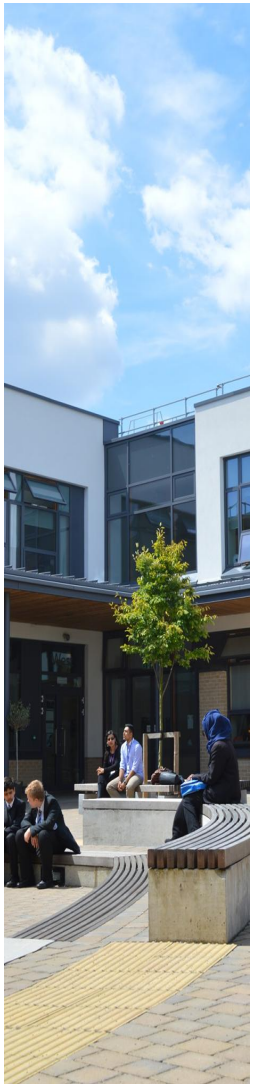
Progress and achievement

P8 +0.94 | 5+ EM 51.6%

- Maths tuition
- 1:1 tuition (40%)
- Easter revision (40%)
- Science tuition



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Progress and achievement

Progress and achievement

- Additional teachers in the core
- On going CPD for PP gaps
- PIXL
- HAPs and Oracy focus

	English Language - GCSE	English Literature - GCSE	Mathematics GCSE	Biology GCSE	Chemistry GCSE	Combined Science GCSE	Physics GCSE
All 244(200)	244(200)	243(199)	244(200)	86(78)	86(78)	158(122)	86(78)
P8 Score:	+0.38	+0.58	+1.56	+1.13	+0.91	+0.57	+0.45
APS:	4.93	5.07	5.62	6.13	5.95	4.39	5.51
PP 73(63)	73(63)	72(62)	73(63)	24(23)	24(23)	49(40)	24(23)
P8 Score:	+0.29	+0.53	+1.43	+1.53	+1.09	+0.38	+0.61
APS:	4.79	5.00	5.38	6.25	5.79	4.27	5.29
NPP 171(137)	171(137)	171(137)	171(137)	62(55)	62(55)	109(82)	50(47)
P8 Score:	+0.42	+0.60	+1.61	+0.96	+0.83	+0.66	+0.38
APS:	4.99	5.09	5.73	6.08	6.02	4.45	5.60
Lowest P8 1	SKs (7)	SKs (7)	M10 (3)	S3 (5)	S3 (5)	S10	S2 (11)
P8 Score:	-0.94	-1.19	-0.99	0.88	0.28	-1.05	0.25
APS:	2.57	2.29	1.60	5.40	4.80	1.92	4.64

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Progress and achievement

- Additional teachers in the core
- On going CPD for PP gaps in all subjects
- PIXL
- HAPs and Oracy focus



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Progress and achievement

Measure	DWHS PP Students	National All Students	National non-PP	Performance
A8 2025	46.6	45.9	50.3 (DWHS 48.9)	Above all students nationally
PP 5+ Eng/Maths 2025	51.6%	45.2%	52.8% (2024/25)	Significantly above all students nationally In line with national non-PP
PP 4+ Eng/Maths 2024/25	68%	64.6%	N/A	Well above national



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Progress and achievement

- In-school gap of 8 percentage points (52% PP vs 60% non-PP 5+EM) is significantly smaller than the national gap between disadvantaged and non-disadvantaged students.
- Targeted Interventions: The 29 students who were tutored on the 1 to1 programme made more progress than their peers, with EM Tuition students achieving 1.11 APS in English Language compared to 0.73 for non-tutored students, and 1.04 in Maths compared to 0.70.
- 80% of the students who engaged in the science tuition achieved a 4+ compared to 67% who were not part of the programme, and 60% achieved a 5+ compared to 51%.

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At DWLT our whole school long term approach is built on equity and inclusion

Dormers Wells High School
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Dormers Wells High School

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Dialogic Book Talk

Dr Wayne Tennant, Brunel University

Brunel University of London



Reading in Transition

Dr Wayne Tennent

Secondary AfA Event

30-6-2026

Brunel
University
of London

1. What happens when we read?



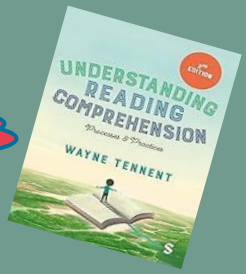
Brunel University of London

How do we comprehend this?

'Professional thieves operate at this station'

What does this statement mean?
Look closely at the composition of the statement.
Analyse it and consider how we get to this meaning.
What challenges might this present to a 10 year-old, for example?

The Components of Comprehension (Tennent, 2026)



Sentences

Words

Linguistic Processes

Cultural

Experience

Knowledge Bases

Domain

General

Text Familiarity



Professional thieves operate at this station'

Reading Goals

Metacognitive Processes

Cognitive Processes

Memory

Decoding

Motivation

Inferences

Comprehension Monitoring

Standards of coherence

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Building meaning in Lord Fox by Robert Nye

There was once a young woman called Lady Mary who had two brothers called Forbes and Edward.

They lived together in the wild border country between England and Scotland, in a fine house which stood on a cliff overlooking the sea.

Lady Mary was beautiful, and she had more men waiting to marry her than she could count on the fingers of both hands.

Forbes and Edward were very proud of their lovely sister, and anxious that she should choose well amongst her suitors.

But among her suitors was a certain Lord Fox.

Lord Fox was handsome, rich and witty, though nobody seemed to know much about him.

He was new to the border country, it was said.

young woman – Lady Mary – brothers – Forbes – Edward

They – lived together – wild border country – England – Scotland – fine house – stood – cliff – sea

Lady Mary – was beautiful – had more men waiting to marry her than she could count on the fingers of both hands

Forbes – Edward – were very proud – sister – anxious – choose well – suitors

But among her suitors was – certain Lord Fox

Lord Fox – was handsome – rich – witty – though nobody know much – him

He – new – border country – it – said



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2. Approaching reading in schools: The underlying problem



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George Sampson

"Every teacher is a teacher of English because every teacher is a teacher *in* English."

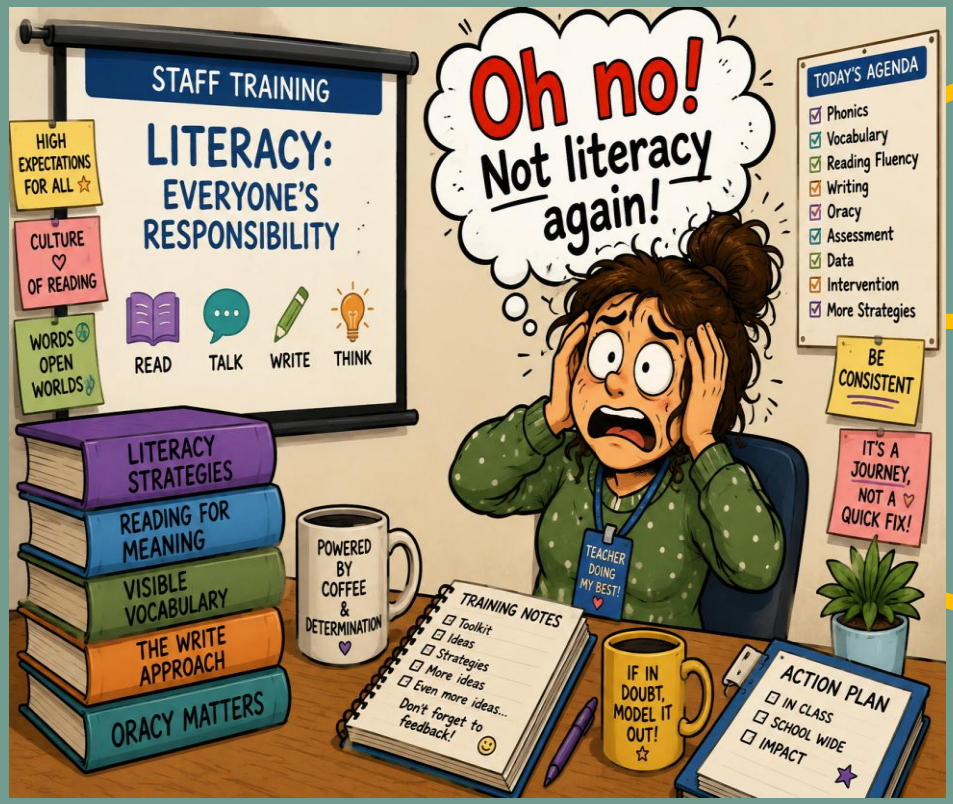
1922

English for the English : a chapter on national education / by George Sampson

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Shanahan & Shanahan (2012)



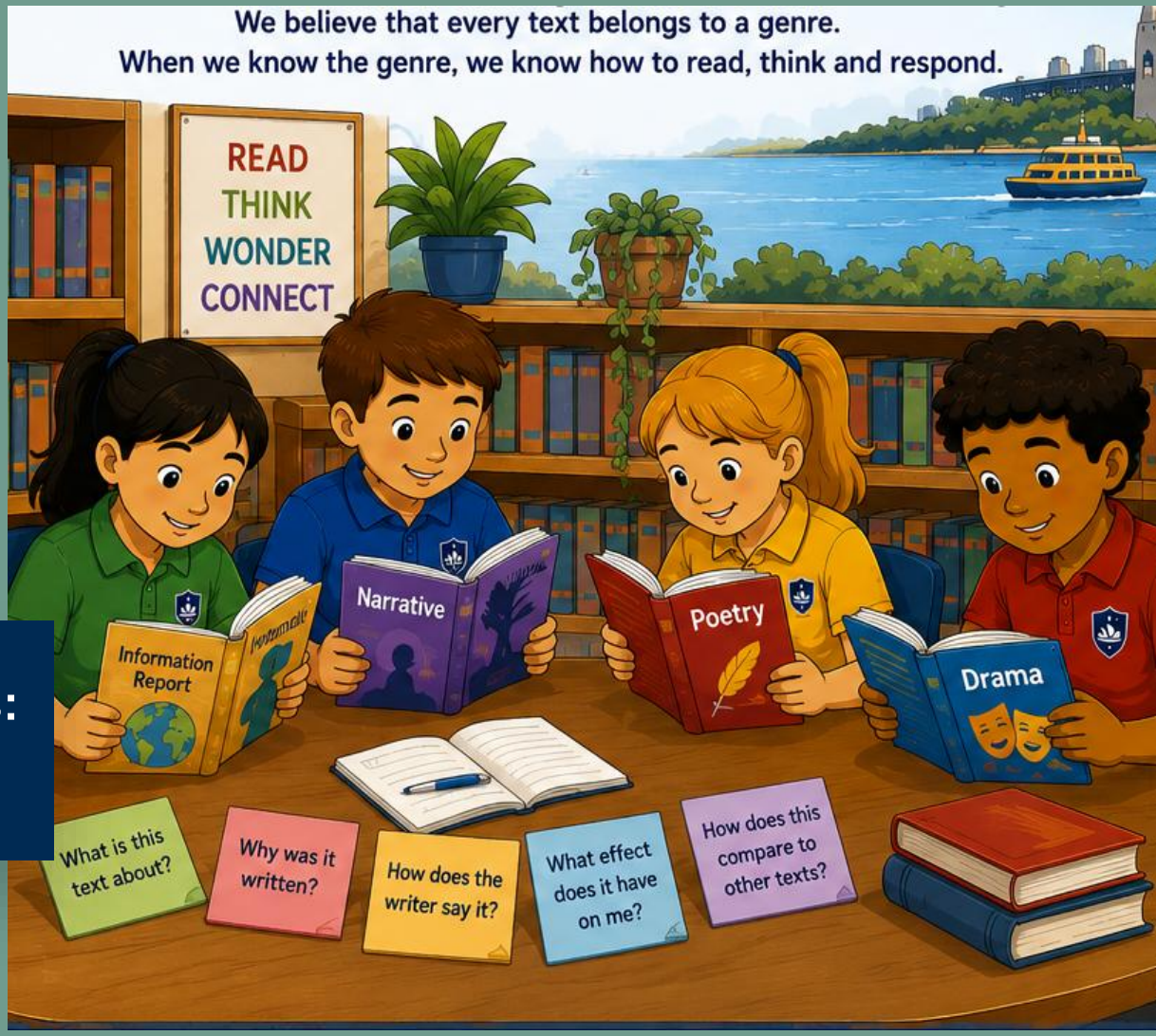
Basic Literacy
Decoding and knowledge of high-frequency words

Content literacy
Generic comprehension strategies, study skills, and common word meanings

Disciplinary Literacy
Specifically focused on the unique skills and tools that the experts in a discipline use

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3. Going beyond subjects: The Sydney School



The Genre-Based Sydney School

Systemic Functional Linguistics (SFL)

Halliday & Matthiesen (2004)

Considers language as a social semiotic system. This describes mean-making as a social practice which takes place in specific social and cultural circumstances.

History	Geography	Science

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Many everyday words alongside academic vocabulary	More everyday vocabulary mixed with technical terms	More abstract phenomena and processes

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Arguments based on evidence	Describes spatial relationships	Often organised around explanation and causation
Often chronological	Uses technical terms, but often fewer per sentence	High density of technical vocabulary
Some nominalisation (Turning whole processes into nouns)	Frequent use of maps, photos, and familiar places	Extensive nominalisation and technical noun groups

Science

Giky Martables

The protuberances of the giky martables are perfunctory and enable them to search and easily locate their talibands.

When the talibands are disard, they perform this ritual more often, sometimes in groups but more often in pairs or singly.

They have even been known to excalibate the twigs and plants in their path, leaving chaos in their wake.

In the early spring, if the temperature rises, they bimimer their dresarwars,

sometimes travelling large distances before they macoca and cafuffle in woods or hedges

Adapted from Dallas, D. (1980) *Teaching Biology Today*. Hutchinson & Co.

Science

Giky Martables

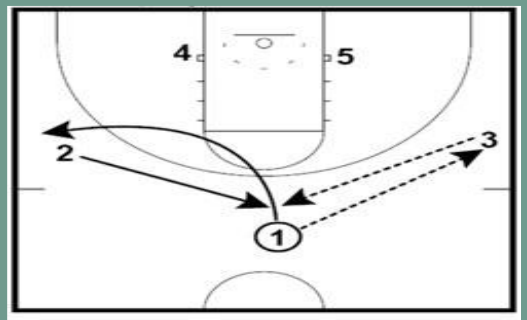
The protuberances of the giky martables are perfunctory and enable them to search and easily locate their talibands. When the talibands are disard, they perform this ritual more often, sometimes in groups but more often in pairs or singly. They have even been known to excalibate the twigs and plants in their path, leaving chaos in their wake. In the early spring, if the temperature rises, they bimimer their dresarwars, sometimes travelling large distances before they macoca and cafuffle in woods or hedges.

1. *What allows the Giky Martables to locate their talibands?*
2. *What happens when the temperature rises in spring?*
3. *When do the Giky Martables perform the ritual most?*
4. *How do the Giky Martables sometimes destroy an ecosystem?*
5. *What do you think is meant by the term "protuberances"?*
6. *Suggest a reason why they might perform the ritual singly or in pairs rather than in groups?*
7. *To what Classification Kingdom do you think Giky Martables belong? Give a reason for your choice*

Adapted from Dallas, D. (1980) *Teaching Biology Today*. Hutchinson & Co.

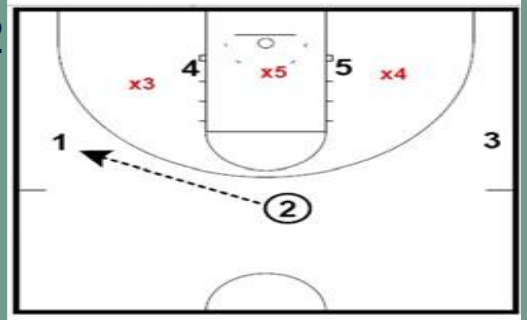
PE – North Carolina lob play (Read, 2014) Use this play against a 2-3 zone

1



- 1 passes to 3 and exchanges with 2
- 3 passes to 2 at the top

2



2 reverses the ball to 1 on the wing.

3



4 sets the screen on X4 and 5 sets the screen on X5. 3 cuts hard to the rim for the lob pass – doesn't have to be a dunk – can be a lay-in

Associated Vocabulary

- Cuts
- 2-3 zone
- Basket
- Block
- Defence
- Offence
- Key
- Exchange
- High post
- Lay in
- Dunk play
- Reverse
- Rim
- Screen
- Passes
- Lob
- Wing

1. Point Guard
2. Shooting guard
3. Small forward
4. Power forward
5. Center

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"Childhood is a complex dialectical process characterized by periodicity, unevenness in the development of different functions, metamorphosis or qualitative transformation of one form into another, intertwining of external and internal factors, and adaptive processes which overcome impediments that the child encounters."

Learning to read is a messy process



Lev Vygotsky 1896 –1934

Widening Access

Karen Western, Brunel University



Bridging Scholars Programme

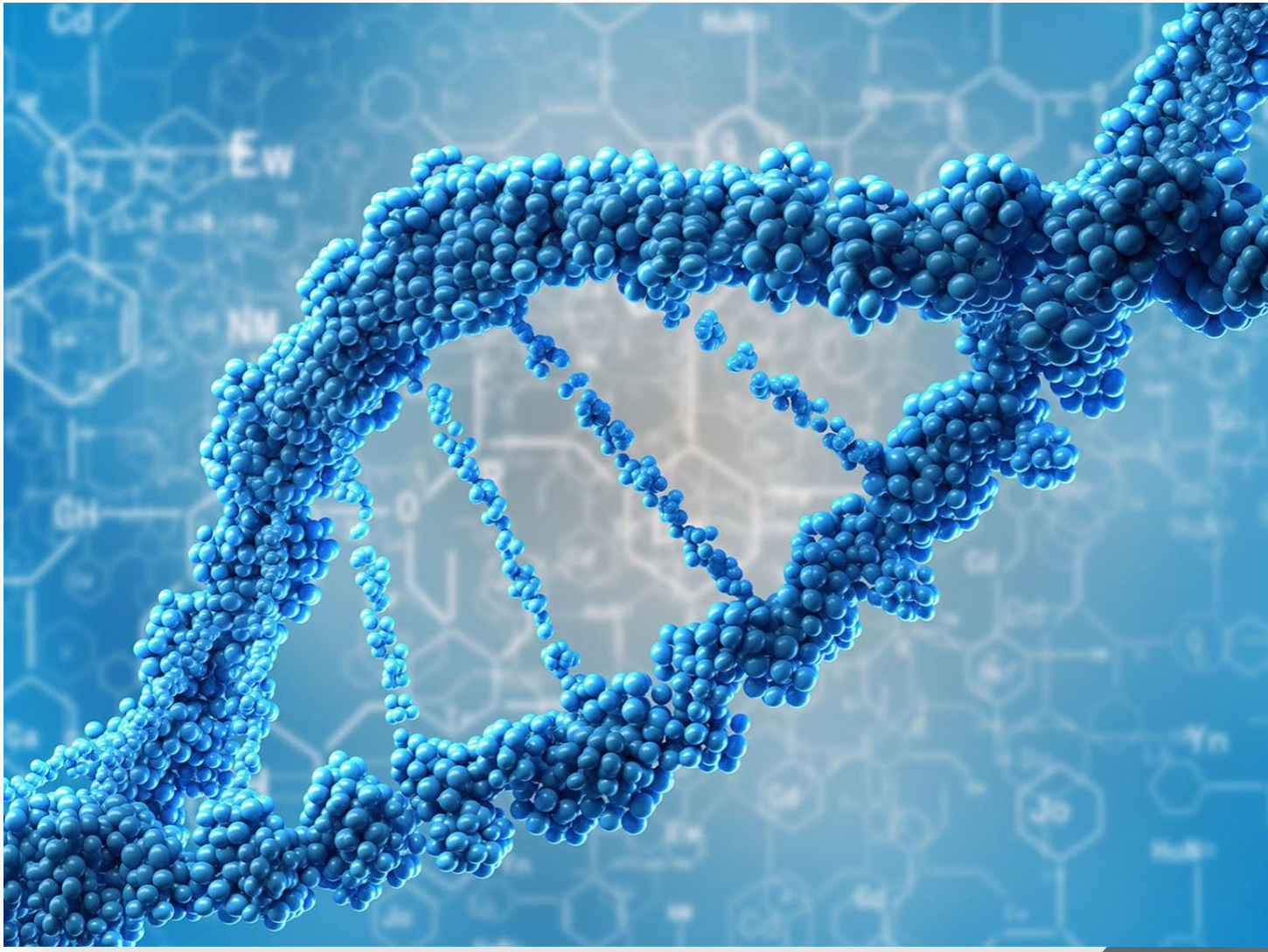
June 2026

Kate Darvill
Karen Western

Brunel
University
of London

Brunel University of London

BRIDGING SCHOLARS



Year 9 – Year 12

Inspiring and Engaging STEAM Workshops

Our Goal

- To complement and support academic studies whilst expanding visions of future possibilities.
- To support widening participation and ‘narrowing the gap’

BRIDGING SCHOLARS

Scholars to improve:

- **C**ommunication
- **C**ritical Thinking
- **C**ollaboration
- **C**reativity

Examples of workshops that scholars may participate in:

Designing a product, manufacturing, marketing it, working on finance
Presenting and persuading your ideas to a panel of experts
Working in a team to develop environmental solutions; dealing with an epidemic
3D printing, coding, wiring to add movement to prosthetics
Learning to debate and persuade others
Participating in a film school project

CREST AWARDS

NFTS NATIONAL FILM AND TELEVISION SCHOOL

Brunel University of London

Programme structure

- Saturday programmes 9.30-2.30
- x 6 Year 9 inc summer holiday trip
- x 6 Year 10
- x 3 Year 11 + GCSE masterclasses and revision support
- x 3 Year 12 careers guidance, university application support

Dates 2026-2027

Year 9	Year 10
	September 26th
November 28th	November 14th
January 16th	January 16th
February 27th	February 27th
April 24th	April 24th
June 12th	June 12th

Following our successful pilot this year with a small Year 9 cohort, we will take both Yr9 and Yr10 students from Sept 2026

Pilot - Year 9 Events 2026

- April 25th – STEAM (CREST) project start – 3D printing / Discover Economics – Denise Hawkes (Kings College, London)
- May 16th - STEAM (CREST) project part 2 – coding/ "Be the best you can be" Workshop with Former GB athlete Lee Shinkin
- June 27th - STEAM (CREST) project part 3 – linking code to 3d printing of prosthetic limbs/ Story telling workshop with Jordan Campbell, Dutchpot stories
- Summer holidays trip August 15th – National Film & TV School, Beaconsfield – workshops and tour

Using our Brunel Student Ambassadors

- All from Widening Participation backgrounds
- Different degree courses: Journalism, History, Computer Science, Global Challenges, Medicine
- Board games/ice-breakers to encourage socialising between schools
- Newsletter/Blog produced by Ambassadors with Scholars' input

Yr 9 Scholar's Quote:

- In the past 2 sessions, I learnt a lot about economics, the use of prosthetic equipment and the value of never giving up. From Max and Angelina, I learnt the amount of design and thought that goes into making a customised prosthetic. I am also very interested in the CREST awards and the reward system. From the economic part of the program, I learnt possible sexist views in the workplace, an angle I didn't consider and really how economics work. I love economics and this part was one of my personal favourites. Lastly, the favourite part of the program so far was the Judo Athlete: Lee. His story was so inspiring to me his multiple injury setbacks and the cone challenge was very fun. Just so say, I have absolutely loved our past 2 sessions and how magnanimous the ambassadors are which is always a good bonus!

BRIDGING SCHOLARS







Criteria for Selection

- Please note that the funding source for this programme requires that all Bridging Scholars should have an entitlement to the Pupil Premium at the time of selection and a potential to eventually embark on university studies.

Criteria …

- Students experiencing a level of disadvantage which impacts on their performance within school.
- Care experienced
- Military families
- Romany/travellers
- Young Carers
- Traumatic Experiences affecting education

What we need from schools

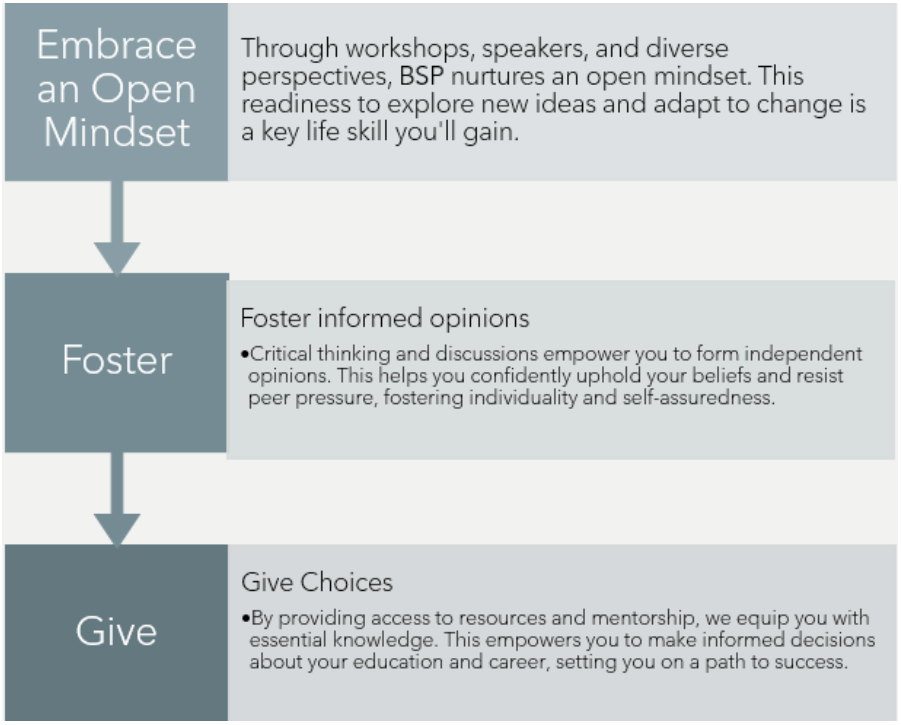
1. Identify students for recruitment – provide selection criteria
2. Encourage and coordinate students and parents to Brunel evening recruitment events:

   Yr10 – Thursday 17th September / + later Zoom meeting

   Yr 9 - Thursday 12th November / + later Zoom meeting

   On night signup by parents/students
3. Provide attainment status (end of year results)
4. School coordinators to send event information/invites to parents/scholars – Google classroom?
5. Follow-up attendance and feedback

Key messages/skills



The programme is completely free of charge.
Stationery, certificates, prizes will be issued.
Lunch and refreshments are provided.
Transport costs may be met*

Bridging Scholars Programme

Kate Darvill
Karen Western

Bridgingscholars@brunel.ac.uk



The EEF Guide to the Pupil Premium

The tiered approach to Pupil Premium spending

Education Endowment Foundation

High quality teaching

- Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils
- Professional development to support the implementation of evidence-based approaches
- Mentoring and coaching for teachers
- Recruitment and retention of teaching staff
- Technology and other resources to support high quality teaching and learning



Targeted academic support

- One to one, small group or peer academic tuition
- Targeted interventions to support language development, literacy and numeracy
- Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching assistant deployment and interventions
- Extended school time, including summer schools

Wider strategies

- Supporting pupils' social, emotional, and behavioural needs
- Supporting attendance
- Extracurricular activities
- Breakfast clubs and meal provision
- Communicating with, and supporting, parents



For further support and resources search "EEF Pupil Premium"

Top 3 themes (Primary and Secondary)

Top 3 themes Nursery/Infant schools:

Theme	% schools
Attendance	100%
Social and Emotional Wellbeing	66%
Low starting points on entry to EYFS	66%

Top 3 themes primary:

Theme	% schools
Attendance	69%
Maths	54%
=Literacy =Parental Engagement	46%

Top 3 themes secondary:

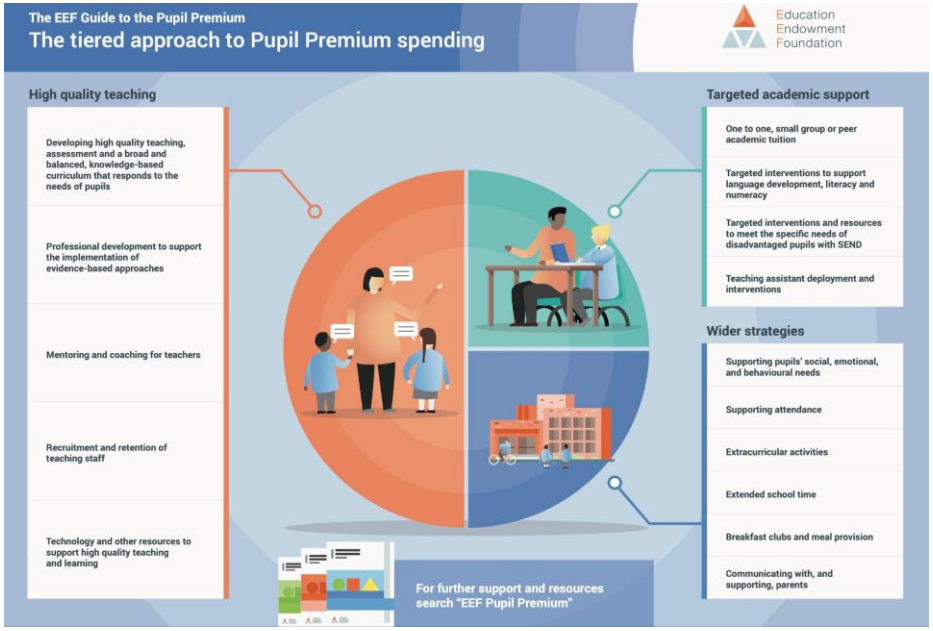
Theme	% schools
Attendance	80%
Low aspirations	80%
Entry to Y7 below age related expectations	60%

Pupil Premium Strategy analysis: *key findings*

- Expenditure doesn't always mirror the tiered approach.
- It is crucial to ensure that the largest amount of money is spent on high quality teaching.

School A: 41% pupil premium
Teaching: 9%
Targeted academic support: 27%
Wider strategies: 61%

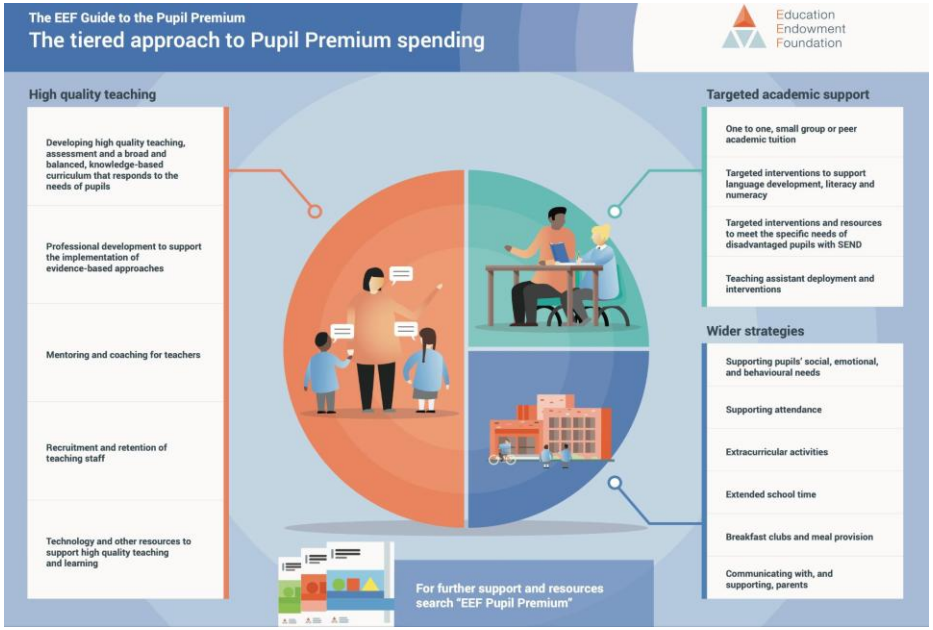
School B: 24% pupil premium
Teaching: 20%
Targeted academic support 63%
Wider strategies 17%



Pupil Premium Strategy analysis: *key findings*

In addition, money allocated to Quality First Teaching is often not for activities that will improve Quality First Teaching e.g

- specialist teacher for an intervention,
- funding the music programme
- additional support staff
- smaller class sizes.

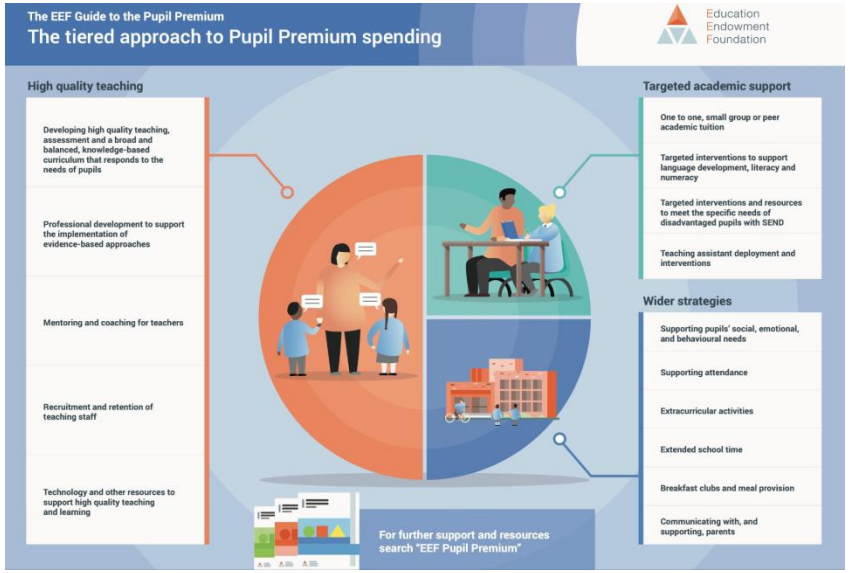


Pupil Premium Strategy analysis: *key findings*

Whilst schools articulate the intention to be inclusive and to prioritise high quality teaching, few of the associated activities are specific to where the evidence tells we have a strong impact

- Feedback
- Metacognition
- Adaptive Teaching strategies

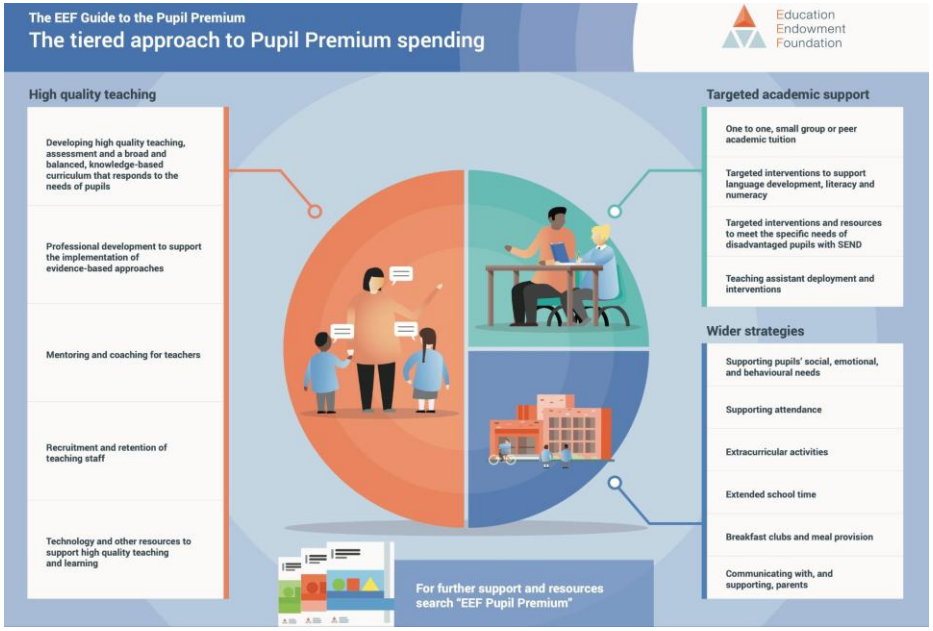
(each featured in 2 activities out of 31 sampled statements)



Pupil Premium Strategy analysis: *key findings*

- Statements could demonstrate much more specificity in defining the challenges unique to the communities they serve. Our average rating on this was between red and amber
- „ In our sample, challenges were rarely framed positively to support community and school relationships

"Our data and lesson observations suggest many lower attaining/SEND disadvantaged pupils find it challenging to access certain components of the curriculum. The disadvantaged/SEND students receive a higher number of consequences for not completing homework in relation to their non-disadvantaged peers. Data analysis would suggest a lack of motivation and understanding were the reasons for the completion of homework or tasks"



Discussion questions

1. What proportion of your PP Strategy spend goes on: QFT; Interventions; Wider Strategies?
2. What has been your school's focus?
3. What have you done differently based on the AfA offer about what works?
4. How does your transition process ensure the most vulnerable are well supported through transition?
5. How do the views of disadvantaged students influence your approach?
6. How well do you work with parents as partners in learning?
7. What has been the impact on student progress?
8. What might you need to focus on next year?

Thank You!

Achievement for All (AfA) Programme - Leap