

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	Woolwich Poly School for Boys.
Number of pupils in school	
1	7-11 (34%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	TBC
Statement authorised by	T. Lawrence, Head Of School.
Pupil premium lead	K. Charway Assistant Headteacher.
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£400,622.00
Recovery premium funding allocation this academic year	£60,903.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Covid 19 catch up fund carried forward from previous year	£ 29,799.00
£ 491,324.00	

Part A: Pupil premium strategy plan

Statement of intent

Our existing strategy was planned to be realised over the three-year period from 2019-2021. Whilst we have been working towards the overarching objective.

Despite their backgrounds and challenges faced, it is our intent that all students make good progress and realise their full academic potential at Woolwich Poly School For Boys.

The main focus of our strategy is to ensure that we provide and identify high leverage support and frameworks to ensure that our PP students at all attainment levels. We take an approach that is rooted in improving our offer and provision for all learners, this includes other disadvantaged groups.

Our existing approach orbits around 'quality first teaching' as a focal point. We ensure that resources go far to ensure that the quality of education and associate support is good as this is proven to have the highest leverage at closing the attainment gap. Whilst we prioritise the attainment and achievement of our PP pupils it is also unwavering intent that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers, this is in line with our Trust ethos 'success for all'.

Our review of our provision in the previous academic year indicates that our plans for disadvantaged pupils need to be further reaching, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Thus going forward we intent to implement the NTP's three tier approach to school led tutoring, tuition partners and academic mentors.

Given the lasting impact of the pandemic we anticipate that our strategies and approach need to be agile, with the ability to respond to academic and pastoral challenges faced by our pupils, we will prioritise our student's emotional and mental wellbeing. We are committed to diagnostic assessment and research informed interventions, and not based on stereotyping groups of pupils.

We believe that all students, regardless of background or challenges faced, should have access to the opportunities that schools can provide.

Our Pupil Premium strategies support disadvantaged students to make good progress and achieve high attainment across a broad curriculum. Our approach is robust and responsive, rooted in diagnostic assessment and not assumption.

We create opportunities to develop character and nurture aspiration, in an environment where all staff share a responsibility for the outcomes of our disadvantaged pupils.

Challenges

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

Challenge number.	Detail of challenge
1	Literacy skills on entry to Year 7 are low for many students which slows progress across the curriculum and remain lower in KS3 than required for the GCSE curriculum.
2	Pupils entering the school who are eligible for PP have lower numeracy levels, which prevents them from making as much progress.
3	Support for students who have fallen behind due to lockdown and other reasons in KS4 and 5. The reason for falling behind are complex and exacerbated by both lockdown and the emotional stability of many students post lockdown. There are also a small number of students in Year 11 and 13 whose attendance is a real concern
4	Increasing numbers of students of all ages evidencing mental health, welfare and safeguarding concerns. The increased level of need has led to strain on both pastoral and safeguarding systems. This is further exacerbated by a paucity of external support as services are stretched. Also there are increasing numbers of mental health/safeguarding/social care involvement with students and families.
5	Pupils entering the school who are eligible for PP sometimes have historical low attendance to school, which means they have gaps in their knowledge and affects the progress they, thus in some cases we are working against persistent absenteeism.
6	The need to provide consistent quality teaching in a school that faces the national challenge of recruitment of less experienced teaching staff (trainees, ECT and ECT+1) as well as staff new to the school.
7	The complex needs of some of our most disadvantaged students cannot be met in a class of 30 students. These students need specialised planning and teaching to enable them to access the requirements of the national curriculum.
8	To further improve reading catch up in KS3. The proportion below their expected reading is between 27 – 31% (2021/2022). The challenge is to reduce the gap further. We also start each year with a new Year 7 who have the greatest need.
9	Some students in older years (Years 9-11) have affiliations with, or are strongly influenced by, gang culture leading to disaffection from school.

Intended outcomes

Intended outcome	Success criteria
Maintain the good performance of disadvantaged children across the curriculum and to close the gender gap for those with disadvantage as well as for boys without disadvantage.	Our disadvantaged pupils will make as good progress as those who are not disadvantaged. Evidenced through progress 8 scores at GCSE and the gap between.
The students in KS3 below their chronological reading age make more than 12 months reading progress in order to close their chronological reading age gap.	<p>Reading and comprehension taken at regular planned intervals throughout KS3.</p> <p>Overtime we will see less divergence between disadvantaged and non-disadvantaged pupils.</p> <p>Teachers will also be led to contribute to this in lessons with 'Read Now' and deliberate in class strategies, also teachers will be led make better use of this learning data in planning.</p>
Improved metacognitive and recall skills among disadvantaged pupils across all subjects.	<p>Learning walks, observations particularly focused on disadvantaged pupils and their ability, to more able students, to monitor and regulate their own learning.</p> <p>Better completion of homework completion rates across all classes and subjects.</p> <p>Better completion of exam and c/w questions that require higher order thinking skills.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Pupils will report good mental health in pupil surveys carried out at the end of each academic year (2021-22, 22-23 and 23-4) during the cycle. Pupil premium students taking part in extracurricular activities at a similar rate to students without disadvantage.</p> <p>Onsite provision will be made available for students who's mental wellbeing is challenged.</p>
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance through to 23/24 demonstrated by: Overall attendance figures for disadvantaged children being greater than 95% No gap in the number of disadvantaged students who are persistently absent compared to children without disadvantage
All trainees (ATTs) and early careers teachers (ECTs) and new staff are effectively trained, mentored and supported. They become effective teachers through these programmes of support	<ul style="list-style-type: none"> • ATTs successfully complete first year of training, obtain QTS and remain in Poly MAT. • NQTs successfully complete first year of ECT programme and remain within Poly MAT. 80% retention into ECT+1 • ECTs +1 are consistently good teachers, 80% remain with MAT.
Students in KS4 are supported to achieve pass in either/both maths and English to increase their eligibility for higher level post 16 courses. Additional	<ul style="list-style-type: none"> • 75% of students meet the eligibility criteria for Ark sixth form. • 80%+ of student's progress to good/outstanding post 16 provision.

<p>support/interventions enable students in Year 11 and 13 to improve their outcomes where they have fallen behind.</p>	<ul style="list-style-type: none"> • Progression support post 16 identifies key students who need additional support. 60%+ progress to top 1/3 universities
<p>Improve engagement with homework. Parents to be clear as to what homework is set and when the due dates are to improve parental engagement. Children to be clear on how and when homework is set and homework procedures to be consistently applied across the school. Study spaces in school to be available before, after school and during school holidays.</p>	<ul style="list-style-type: none"> • Reduction in number of disadvantaged children receiving missed homework mentions on SIMS to be monitored on a half-termly basis. • Parents will report a better understanding of homework (parent questionnaire).

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 254,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment, retention and professional development of Leadership and subject specialists for Maths, English, Physics, Chemistry and Humanities</p> <p>Also maintain a good staff to student ratio to facilitate smaller group tuition.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2</p>
<p>Intensive mentoring for ATTs, ECTs (NQT), and NQT+1: every trainee teacher and NQT+1 has their own mentor, and weekly leveraged mentoring. Where there are identified issues, these are addressed swiftly with a support plan.</p>	<p>The quality of teaching is the highest lever for pupil progress (Sutton Trust, 2011). As a school, with a rising proportion of trainees and Early Career Teachers, it is imperative to ensure that these teachers are well supported and teach effectively. Weekly leveraged mentoring leads to rapid improvements, as outlined in publications such as Getting Better Faster (Bambrick Santoyo) as evidenced by the review of Year 1 of our pupil premium strategy.</p>	<p>1,2</p>
<p>High quality evaluation and feedback for all teachers evaluating and developing all teachers.</p> <p>Staff coaches are trained as coaches after completing and passing CPD with Bromley Collegiate.</p>	<p>The quality of teaching is the highest lever for pupil progress (Sutton Trust, 2011) and high quality evaluation and feedback enables all teachers to develop their teaching.</p>	<p>1,2</p>
<p>Bespoke CPD for all teachers including extensive leadership</p>	<p>High quality leadership in schools has a significant</p>	<p>1-9</p>

<p>development through the NPQs and training through partnering with Ross McGill's 'teacher toolkit' CPD series for schools.</p> <p>In particular, this activity is enabling the development of a skilled middle leadership who are able to tackle the challenges listed above.</p> <p><i>Middle leaders CPD also includes placements of a number of staff on NPQML and NPQSL development programmes.</i></p>	<p>positive impact on pupil progress, as shown through many research studies, for example for the National College of Leadership (2011) High quality school leadership focusses on the specific skills and the specific problems to be resolved in the schools contexts (Rees 2020), and this is supported by the high quality training offered internally. CPD for leaders is vital for quality and retention - e.g. Fletcher-Wood and Zuccollo (2019) who suggest - "If teachers are being supported to improve, they should be happier, and more likely to stay"</p>	
<p>Individual mentoring of boys including disadvantaged boys who are making less than expected progress.</p>	<p>EEF findings suggest that "Mentoring interventions may be more beneficial for these (disadvantaged) pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support."</p>	<p>3,5,7,9</p>
<p>CPD and intervention in to equip teachers to use effective techniques to embed the teaching and learning foci</p> <ul style="list-style-type: none"> • <i>Metacognition.</i> • <i>Retrieval practice.</i> • <i>Homework.</i> • <i>Independence..</i> • <i>Checking for understanding.</i> • <i>Responsive teaching.</i> • <i>Vocabulary and instruction.</i> 	<p>https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/literacy-ks3-ks</p> <p>Recommendation 2 of EEF literacy guidance focusses on the value of targeted vocabulary instruction in every subject.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,6,8</p>
<p>Implementing a whole school reading policy focusing on</p> <ol style="list-style-type: none"> a) Reading for pleasure, b) reading catch-up and C) training staff 	<p>"Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment ."</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file</p>	<p>1,6,8</p>

	EEF guidance recommends building teacher expertise across the school in disciplinary literacy because “Reading, writing, speaking and listening are at the heart of knowing and doing science, art, history and every other subject i	
Improving reading skills focus on improving literacy with an emphasis on Year 7. Teaching assistant staff to run interventions outside of lesson time.	All students with reading ages significantly behind to be of https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
Further improve the use of data to inform intervention by employing a staff data lead who is tasked with monitoring and reporting on progress of groups across the school.	https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Gathering-and-Interpreting-Data-Summary.pdf	

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

Budgeted cost: £ 233,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged pupils targeted for literacy and numeracy interventions in KS3</p> <ul style="list-style-type: none"> • Reading test bought in for all year 7 and 8 students - with those below reading age to be retested in May 2021 • Literacy intervention for KS3 pupils in order to improve reading age – Book and Breakfast; EAL AM Reg reading; peer mentor reading intervention) (EEF reports + 4 months through small group tuition) • English KS3 curriculum reviewed with greater time allocated to reading and comprehension, 	<ul style="list-style-type: none"> • Considerable impact on reading age improvement for students in Year 7. Retesting demonstrated an average of 31 months reading progress for students receiving 1:1 support (Pupil Premium Review 2020/21) 	

<p>focusing upon inference as highlighted in SATs as the weakest reading skill (EEF report +6 months through reading and comprehension) 5</p> <ul style="list-style-type: none"> • Literacy catchup in Summer Holidays – kindles for students to enable access to myOn. • Maths KS3 curriculum to be redrafted with more emphasis on geometry and statistics as shown to be a weakness in SATs 		
<p>Disadvantaged students prioritised for GCSE interventions</p>	<ul style="list-style-type: none"> • Strategy meeting for years 11 and 10 pupil premium students in key groups – HPA; WB; SEN – IEP produced. • 50% on Saturday Intervention sessions and half term intervention sessions invites to be PP students. (EEF reports + 4 months through small group tuition) • Free revision guides provided for all year 11 students • Revision residential (= Covid-19 dependent) • One to one tuition (EEF +5 months with 1:1 intervention) • Homework Clubs (EEF +5 months for secondary homework) as and when Covid restrictions allow • The Bridge English and Maths Catchup 	
<p>Targeted lessons, revision and Study support before and after school for year 11 students.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	
<p>Specific numeracy and literacy lessons for year 7</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	

<p>Small group tuition/ intervention in targeted subject area across subject areas.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>School holidays and summer School programme. Run an extensive summer school programme covering many years offering targeted catch- up matched to need.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	
<p>Saturday and holiday sessions for targeted students [Autumn term - Summer 1 2022]</p>	<p>Attendance at these sessions has been excellent across previous academic years [pre-covid]. All students engage [PP and non-PP]. Student feedback states that these are an important part of the overall support & revision package. These sessions have had a direct impact on the quality and outcomes of NEA components of creative subjects as well as core and Ebacc subjects.</p>	
<p>Subsidised music tuition for disadvantaged pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>To improve outcomes for students who need additional support through an additional class in many subjects and year groups.</p>	<p>Incorporating PP spend to ensure we have additional teaching groups where possible is vital for quality of teaching for all. The variety and complexity of children's needs are severely restricted and disadvantage not attended to, in a class of 30 students. Control of class size is absolutely central to effective teaching in our setting. Where class size of 20 may not meet the definition of small-class</p>	

	<p>provision, shows the impact of allocating experienced teachers to the set, demonstrated through attainment and progress outcomes (see evidence in 20/21 Pupil Premium Review). Some settings use the term “nurture” to describe their lowest attaining set; however, we do not deviate from the core curriculum with these groups. We ensure that experienced teachers have the confidence to make the lessons accessible to their smaller number of high- needs and/or disadvantaged learners.</p>	
<p>Homework Club is targeted at students who have low completion of homework particularly in all key stages. These students are required to attend after and or before school each week. Low homework returns are analysed by data team and actioned by HOYs/ Hods who follow up with parents and students to support.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>Targeted Study Support Programme across all subjects in learning support.</p>	<p>Attendance at these sessions has been excellent across previous academic years [pre-covid]. All students engage [PP and non-PP]. Based on previous cohorts; pupil premium and other underperforming students respond to targeted support Student feedback states that these are an important part of the overall support & revision package.</p>	
<p>The Bridge provision</p>	<p>The Bridge supports students with their motivation, specifically for students who struggle to adapt to school life, providing an enriched curriculum.</p> <p>The Bridge students have been introduced to our new</p>	

	<p>interventions lead by our staff such as:</p> <ul style="list-style-type: none"> - Wellbeing sessions - Asdan Road wise short course - Asdan Sports & Fitness short course - Asdan PHSE short course - AHOY - Boxing Outreach sessions – Includes Asdan Sports & Fitness certificate - Access Sports BMX programme – Includes Bikability certificate - Tump 53 includes - Asdan Gardening short course certificate - Gamechangers from The National Literacy Trust <p>In addition, we have timetabled on-site interventions led by Bridge staff where students from all year groups have benefited from weekly wellbeing sessions, retracking groups and PHSE groups.</p> <p>We have also provided support to other referred students from various year groups who are having difficulties either in school or at home. We have achieved this by supporting in class and one to ones in the Bridge</p>	
Implement Yr12 to Yr11 peer mentoring	Clear data from the previous cohorts that those students mentored make positive	

	progress and improve outcomes from EoY 10 through to GCSE outcomes Peer mentoring focuses on study habits and techniques, along with organisation and motivation.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 58,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a whole school approach to mental health through enhancement of the PHSE curriculum and social and emotional learning days.	adolescent-mental-health-summary.pdf – Universal (SEL) is proven to have a more beneficial effect on children’s wellbeing.	
Therapeutic support	Trained therapist is best placed to provide therapeutic support to our most vulnerable/highneed students. Families of our students typically cannot afford to pay for this type of support externally and without the support these students would not have their mental health needs met appropriately.	
Increase the capacity of safeguarding and behavioural team to meet the increased demands on school since lockdown.	The Safeguarding team has been expanded this year to create more capacity to meet the growing mental health and safeguarding needs in school. The newly appointment of Deputy Designated Safeguarding Lead / Deputy Head Of Pastoral, enabling them to attend the increased case load meetings with professionals and families and intervene with students in a timely fashion. Expand the capacity of the behaviour/welfare team to support the behaviour team and post school liaise with local community and support students to remain safe outside of school.	
Raise aspirations by further	https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-	

extension of raising aspirations activities inKS4	match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers	
Subsidised cultural experiences e.g. Art gallery visits/theatre trips.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	

Total budgeted cost: £ 545,952.40

Part B: Review of outcomes in the previous academic year (S. Gurney)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Measure	Activities	Review June 2021
Consistently outstanding teaching practice by teachers	<ul style="list-style-type: none"> • feedback; metacognition; retrieval practice; regular homework – is embedded in all lessons; monitored through LW • Priority feedback both during lessons (live marking), homework, tests and PPEs (EEF research (EEF reports +8 when feedback is used to support student progress)). • Review marking and feedback policy – CPD from L&A Team • CATs profiles to inform RAPs • Seating plans have PP highlighted • Targeted questioning during lessons 	<ul style="list-style-type: none"> • Ongoing. CPD on retrieval practice and POP quizzes • On going • CPD Summer Term CM – Feedback • Needs to be actioned • Actioned • Actioned. Ongoing
Literacy focus	<ul style="list-style-type: none"> • Reading test bought in for all year 7 and 8 students, with those below reading age to be retested in May 2021 • Oral communication- CPD and embedded into SoL; led by Lit Lead (EEF +5 through embedding oracy into the curriculum) • Read Now activity embedded in all lessons – staff briefing share of good practice and LW monitoring (EEF report +6 months through reading and comprehension) • Minibites session for new staff development. • MyOn – online reading books accessible for all students to encourage home reading. • Accelerated Reader for all year 7 and 8 students – reading lessons planned into KS3 English 	<ul style="list-style-type: none"> • Retest – July 2021. Progress shown for 89% of below age readers with two tests. • On hold due to Covid – time out of school. Focus on other strategies first. • Ongoing but SoL showing Read Now in at least 50% of lessons in all subjects at KS3. • Minibite session delivered on line January 2021 • MyOn pushed for use during home learning. Take up low at KS4. Will not renew subscription – books ‘too American’. • AR Policy developed. Reading lessons in

	<p>Curriculum – dedicated reading lessons.</p> <ul style="list-style-type: none"> • Library trolleys set up by English department • Literacy catchup in Summer Holidays – kindles for students to enable access to myOn. • No More Marking Baseline Writing Task for all year 7 students. • Literacy focus- Disciplinary Literacy - CPD 	<p>year 7/8 curriculum. STAR tests Jan and July. Library lessons restricted. And restricted access to books</p> <ul style="list-style-type: none"> • Kindles provided for 40 children. • Baseline writing task. Average writing age of PP Pupils – 8year 10months. SoL adapted in English to support writing.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Covid-19 restrictions – bubble teaching has meant limited access to library sessions. • Time spent self isolating • Lack of technology at home – provision of laptops; dongles • Combinations of HPA and PP, WB and PP, SEND and PP that require particular focus for RAPs, teaching and intervention; PP on their own make good progress commensurate or even higher than national averages • NSR and below reading age. • Vocabulary gap. • Lack of culture capital 	
<p>Measure</p>	<p>Activities</p>	<p>Interim Review</p>

<p>Disadvantaged pupils targeted for literacy and numeracy interventions in KS3</p>	<ul style="list-style-type: none"> • Reading test bought in for all year 7 and 8 students - with those below reading age to be retested in May 2021 • Literacy intervention for KS3 pupils in order to improve reading age – Book and Breakfast; EAL AM Reg reading; peer mentor reading intervention) (EEF reports + 4 months through small group tuition) • English KS3 curriculum reviewed with greater time allocated to reading and comprehension, focusing upon inference as highlighted in SATs as the weakest reading skill (EEF report +6 months through reading and comprehension) • Literacy catchup in Summer Holidays – kindles for students to enable access to myOn. • Maths KS3 curriculum to be redrafted with more emphasis on geometry and statistics as shown to be a weakness in SATs 	<ul style="list-style-type: none"> • As above • Small groups at am reg with volunteer teachers. No cost. Limited due to lock down. 60 students Covid catch up reading – all PP • On going • Completed • ongoing
<p>Disadvantaged students prioritised for GCSE interventions</p>	<ul style="list-style-type: none"> • Strategy meeting for years 11 and 10 pupil premium students in key groups – HPA; WB; SEN – IEP produced. • 50% on Saturday Intervention sessions and half term intervention sessions invites to be PP students. (EEF reports + 4 months through small group tuition) • Free revision guides provided for all year 11 students • Revision residential (= Covid-19 dependent) • One to one tuition (EEF +5 months with 1:1 intervention) • Homework Clubs (EEF +5 months for secondary homework) as and when Covid restrictions allow • The Bridge English and Maths Catchup 	<ul style="list-style-type: none"> • Ongoing • Monitored and achieved. • Provided for all PP pupils by depts. • Unable to happen •
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Low level of independent reading amongst disadvantaged pupils: access to good quality reading material at home 	

	<ul style="list-style-type: none">• Historically low attendance of disadvantaged students to interventions• NSR and below reading age• Average writing age of Year 7 judged at 9years and 9 months (national average is 9yrs 7mths)• Coivd-19 restrictions	