

Pupil premium three year strategy statement

School overview

Metric	Data
School name	Woolwich Polytechnic School for Boys
Pupils in school	1181
Proportion of disadvantaged pupils	452
Pupil premium allocation this academic year	
Academic year or years covered by statement	Years 7-11.
Publish date	October 2019
Review date	July 2020
Statement authorised by	
Pupil premium lead	S. Gurney
Governor lead	Ellen Halstead

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.26 (+0.01)
Ebacc entry	44.4%
Attainment 8	44.6 (49.4)
Percentage of Grade 5+ in English and maths	45.5% (59.9%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve national average for attainment for all pupils	Sept 2022
Attainment 8	Achieve national average for attainment for all pupils	Sept 2022
Percentage of Grade 5+ in English and maths	Achieve national average English and maths 5+ scores	Sept 2022
Attendance	Maintain above national average attendance for disadvantage pupils and reduce the number of pupils with persistent absence persistent.	July 2022

HPA	HPA PP attainment to be in line with non PP HPA attainment	Sept 2022
<i>Improved engagement and participation of pupil premium students.</i>	90+ attendance to interventions and trips by PP students invited.	Sept 2022

Teaching priorities for current academic year

Measure	Activities	Review June 2020
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 • CATs profiles to inform RAPs • Seating plans have PP highlighted • Targeted questioning during lessons 	<ul style="list-style-type: none"> • Weekly SLT drop ins to scheduled lessons targeting specific groups of students. Identified through RAPs and PP register. Feedback allows follow up through RSL/HOY. Half termly book scrutiny by the T&L team to include minimum 50% PP students. • Ongoing strategy – part of non negotiable for department strategy. Needs reminders through dept meetings; HoDs ensuring that markbooks/planners have students identified • Tbc • Information collated- needs more rigorous use • Completed for 2019/20. Strategy part of non-negotiables for department strategy. Monitor t ensure ongoing good practice. • Completed for 2019/20. Strategy part of non-negotiables for department strategy. Monitor t ensure ongoing good practice. •
Literacy focus	<ul style="list-style-type: none"> • Reading test bought in for all year 7 students with those below reading age retested in Sept year 9. • Oracy- 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 sessions for new staff development. • Structured writing support for GCSE exam 	<ul style="list-style-type: none"> • All year 7 and 8s have had reading test. Lockdown has meant that we have been unable to retest to see progress. PP year 7 and 8 students prioritised for reading intervention through EAL support; SEND; year 12 peer readers (not consistent); small group reading with member of SLT) Needs a higher priority moving forward. • Oracy inset with ML Autumn 2 led by Mat Lit Co. Planned strategies now missed due to Covid-19 closure. Continue 2020/21 • Read Now embedded in SOL including new KS3 SoL. Staff briefing sharing of activities

	preparation (highlighted in Ofsted 2019 report)	<p>linking reading into vocab/tier 2 and 3 words priority .</p> <ul style="list-style-type: none"> • Minibites session help – November 2019. Calendared for forthcoming years. • Ongoing strategy. Priority for new Lit lead appointment.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • 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 	
Projected spending	£20,824	

Targeted academic support for current academic year

Measure	Activities	Interim Review
Disadvantaged pupils targeted for literacy and numeracy interventions in KS3	<ul style="list-style-type: none"> • Reading test bought in for all year 7 students with those below reading age retested in Sept year 9 • 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) 	<ul style="list-style-type: none"> • All year 7 and 8s have had reading test. Lockdown has meant that we have been unable to retest to see progress. PP year 7 and 8 students prioritised for reading intervention through EAL support (18); SEND (ACE; dyslexia centre; book and breakfast); year 12 peer readers (20 students) (not consistent); small group reading with member of SLT 5). Tutor group reading activities. Needs a higher priority moving forward. • As above • Reading lesson with class reader in year 7 and also individual reading with use of a reading log. Ongoing strategy built into new curriculum.

	<p>through reading and comprehension)</p> <ul style="list-style-type: none"> • 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"> • Ongoing
Disadvantaged students prioritised for GCSE interventions	<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 • One to one tuition (EEF +5 months with 1:1 intervention) • Homework Clubs (EEF +5 months for secondary homework) • The Bridge English and Maths Catchup 	<ul style="list-style-type: none"> • Prioritised for Poly Gold activities. 90%+ attendance to the Saturday school intervention sessions. SLT monitoring of HPA PP students started in January. Attendance of students to The Bridge for registration, mentoring. Disaffected year 10/11 – including 18 yr 9-11 attended offsite provision – Archways; Flower Skills. • As above • Revision guides provided for Dec PPs for all PP students in year 11. • Not undertaken due to Covid-19 closure • One to One tuition for selected PP students. • Period 7 for English, Maths and Science – priority for these sessions • The Bridge supported 16 PP students with English and Match catchup sessions throughout the year. Impact for year 11 difficult to measure until results. Year 10 to continue
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low level of independent reading amongst disadvantaged pupils: access to good quality reading material at home • Historically low attendance of disadvantaged students to interventions • NSR and below reading age 	

Projected spending	£143,313	
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Wider strategies for current academic year

Measure	Activities	
<i>Improved engagement and participation of pupil premium students.</i>	<ul style="list-style-type: none"> • Improve engagement of students through university talks/trips; access to cultural enrichment in subject areas. • Review of curriculum at KS3 providing more culture capital and a greater learning experience • Alternative provision to support students with low self esteem/attendance. • Careers interviews for year 11 disadvantaged students. • University experience from Year 7-11 – ambassador visits; workshops; university residentials • Pixl Edge Programme • The Bridge – interventions to support potential school refusers and persistent absentees. 	<ul style="list-style-type: none"> • Part of department and pastoral strategy. 4 year 9 students attended a university STEM residential October half Term fed back to governors. Art trip for year 11 and 9. Drama trip for year 10 students. Year 11 and 10 students – Macbeth theatre trip. • Curriculum replanned for Sept 2020 start for all subjects. Reading and cultural capital embedded as standard requirement. • Archways; The Bridge; Flower Skills. • Careers interviews completed for priority PP year 11 (those who were least engaged/making least progress. SLT mentoring – discussions about sixth form choices and ensuring that. All year 10 PP had WeX placement. • As above • 52 Year 7/8 PP (HPA making least progress) were prioritised for the Pixl Edge programme. The began in October 2019 working in the library during tutor time and some PD sessions. Will continue into year 9. All students near completion of Apprenticeship Level; 1 student has certificated and working at graduate level. • The Bridge activities include Safecore (10); Tump 53(13); BMX (19); one to One mentoring (28); Breakfast Club(10); ASDAN (32).
Attendance	<ul style="list-style-type: none"> • First day calling – PP priority. • The Bridge – interventions to support potential school refusers and persistent absentees. • Retracking • Alternative provision 	<ul style="list-style-type: none"> • Ongoing. • As above • Retracking supported 15 PP students across the school • As above
Barriers to learning these priorities	<ul style="list-style-type: none"> • Lack of culture capital. • Persistent absenteeism 	

Projected spending	£271,837	
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Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated for staff development	Sharing of good practice in 3 minute slot in Friday briefing departmental time. 1-1 coaching and teacher support walks
Targeted support	Ensuring that all teacher support reading and reading comprehension in lessons. Marking and feedback policy needs to be followed by all staff.	Seating plans to have reading age data highlighted; PP students are targeted for reading and questioning. Feedback is timely. 1-1 coaching L&T meetings for CPD, focusing upon highest impact strategies Targeted intervention sessions
Wider strategies	Cover for staff. Not all universities are close. Calendar is tightly packed with event.	Use of school mini buses, guidance for parents for trips to universities during school holidays. Make use of visiting ambassadors in lessons. HoYs plan times with least impact on whole school business

NB – Covid-19 causing closures has restricted the progress of many of the programmes, especially the input for support in the lead up to public exams.

Some key changes –

All departments devised a departmental PP strategy with non negotiables listed –

- PP students highlighted in mark books and seating plans – all teachers to know who they are in their classroom
- PP students have a voice at least one per lesson – either reading out loud, targeted for questioning; one to one feedback; check in for understanding
- Year 11 students provided with revision materials free of charge
- 50% of intervention and enrichment lists to be PP
- 50% of books for book scrutiny should be from PP students

Departments used the same key priorities as the whole school, priorities and defined clearly how they were going to contribute to these whole school PP priorities.

Literacy Strategy – this prioritised PP students.

Covid-19

FSM –

- vouchers provided by school until Endred.
- Top up meal packs distributed by SLT to those families most in need.

Home learning –

- All students surveyed prior to whole school closure to identify those who had no laptop or table; no internet access. We were then able to loan laptops.
- All students being contacted on a regular basis (every two weeks for all; weekly for some) by pastoral team to check on welfare.
- SLT contacting students not engaging on online learning and were able to follow up by providing further laptops for those sharing with numerous household members. Dongles provided to support those without/limited internet access.
- Resources provided for year 10 and 12 art students to be able to continue with valuable coursework counting towards their final grade 2021
- School Hub – vulnerable and key worker students. Attendance has ranged between 20-30 students. Further expansion to include more year 10s
- Partial opening – year 10 coursework bubbles – all students invited. HOYs prioritising follow up of PP students to ensure attendance.
- Counselling service maintained remotely
- Recovery Curriculum planned- further detail in strategy for new academic year,
- Summer School –

Year 10

- Students selected for the Year 10 Summer School are all from the **Triple Science** classes. All PP students across both Higher and Foundation tiers have been invited.

HPA PP	8 (out of 59)
Foundation PP	12 (out of 15)
Total PP	20
PP WB (HPA)	2 (out of 59)

Year 7

- **22 PP out of 60 invited.** Please note that the Year 7 Transition Summer School is funded by MOPAC and selection of pupils to the programme have to fit their set criteria.
- Please be aware that the PP list we have at the moment is not 100% accurate as the data would have been collected in Spring 2019; we did not have a Spring 2020 census. We also only have UPN's for 185 students so there are 55 students that until September unfortunately we cannot check.