

Woolwich Polytechnic School for Boys

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1552
Proportion (%) of pupil premium eligible pupils	7-11 (35%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Tom Lawrence, Head of School
Pupil premium lead	Caren Onanda, Associate SLT
Governor / Trustee lead	Debbie Hawgood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£420,384.96
Recovery premium funding allocation this academic year	£111,575.00
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£531,959.96

Part A: Pupil premium strategy plan

Statement of intent

We are a school that believes that all students, regardless of their background, can succeed if given outstanding teaching and pastoral care.

Despite their backgrounds and challenges faced, it is our intent that all students make good progress and realise their full academic potential at Woolwich Polytechnic 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' and "behaviour for learning" as focal points. 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 for pupils whose education has been worst affected, including non-disadvantaged pupils. Thus, going forward, we intend to implement the NTP's three tier approach to school led tutoring, tuition partners and academic mentors. We are continuing to improve our students' literacy skills with trained LSA's.

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, but also to close the learning gap created. Our approach is robust and responsive, rooted in diagnostic assessment and not assumption. We have used creative and proactive strategies, but also ensured that our PP high achievers are supported.

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

Challenge number	Detail of challenge
1. Low levels of literacy.	<p>Literacy skills on entry to Year 7 are often low for many students, which slows progress across the curriculum and can impede progress in KS4. In September 2023, 31% of Y7s had a reading age below their chronological RA. In Y8, the figure was 77%; Y9 38% and in Y10 47% respectively.</p> <p>17% of disadvantaged students in Y7 had a reading age below their chronological age compared to 15% of non-disadvantaged students. The DfE 2021 'Understanding Progress' report indicates that by summer 2021 in reading, "pupils from disadvantaged backgrounds experienced, on average, 23.8 scaled score points learning loss, compared with 10.5 points for their more affluent peers".¹ The report also showed that learning loss in the year 2020-2021 was greater in areas of high deprivation, such as Greenwich, where WPSfB is located. Greenwich is the sixth most deprived local authority in England.</p>
2. Reduced parental availability for academic support.	<p>Many parents do not confidently access the platforms where communication takes place and independent learning is set. Some of these parents themselves may have a low level of literacy and IT skills and rarely attend parents evening. Our challenge is to engage these parents and support them in better supporting their children's academic progress.</p>
3. Independent learning and organisation.	<p>Many students may struggle to complete independent learning. In Autumn 1 2023, 21% of negative points and resulting detentions for disadvantaged students at WPSfB, were for incomplete homework².</p> <p>Many may not have a physical quiet workspace at home, or a laptop and access to the IT resources. The majority of students are distracted by electronic devices (PlayStation/Xbox/mobile phones etc.) and may spend more time on social media or gaming, rather than completing their independent learning.</p> <p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations, especially at GCSE level.</p>
4 Behaviour	<p>Our observations suggest many disadvantaged pupils lack self-regulation strategies when faced with challenging tasks, incidents and events, notably in the monitoring and evaluation of their responses to teachers.</p>

¹ [Understanding Progress in the 2020/21 Academic Year - Complete findings from the spring term Oct-2021 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101421/understanding-progress-2020-21-report.pdf)

² WPSfB internal behaviour data.

	<p>In Autumn 1 2023, 60% of negative points and resulting detentions for disadvantaged students at WPSfB, were for disrespectful/defiant behaviour.³</p> <p>This suggests we need to continue to invest in Behaviour for Learning training for both students and staff, with investment in restorative and therapeutic strategies.</p>
5 Well-being and mental health, especially post-Covid	<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 on lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, particularly those from disadvantaged backgrounds. These findings are supported by national studies which include The Impact of COVID-19 on Learning: A review of the evidence.⁴</p> <p>Pastoral referrals for support remain high. 113 pupils (53% of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
6 Attendance	<p>Attendance concerns amongst our PP students has many underlying factors. Pupils entering the school who are eligible for PP sometimes have historical low attendance to school, which means they have gaps in their knowledge which affects the progress they can make. In some cases, we are working against persistent absenteeism, with behaviour and emotional concerns, as well as safeguarding issues from primary school.</p>

³ WPSfB internal behaviour data.

⁴ [The Impact of COVID-19 on Learning: A review of the evidence](#)

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects.	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.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improvement in 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.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant decrease in negative events for disruptive behaviour in lessons.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils reducing and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent reducing and the figure among disadvantaged pupils being equal to or lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2023-24** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£205,262**

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, Biology and Humanities staff. Also maintain a good staff to student ratio to facilitate smaller group tuition.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>3 and 4</p>
<p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will first be rolled out in core subjects, followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4 and 5.</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1</p>

<p>It will be rolled out first in small group Learning Support intervention to help raise attainment for disadvantaged SEN pupils, followed by subjects identified as priorities.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£70,494**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Using LSAs to deliver RT strategies and other literacy interventions such as Lexia during breakfast clubs, AM reg and withdrawal sessions.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF's independent evaluation found that children who were identified by their teachers as struggling with reading and offered Lexia made the equivalent of one additional months' progress in reading, on average, compared to other children identified as struggling readers who did not take part in Lexia. Lexia trial</p>	<p>1 and 6.</p>
<p>Continuing with the National Tutoring Programme which provides a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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 and 3.</p>

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

Budgeted cost: **£256,204**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to invest in cognitive behavioural therapy (CBT) interventions for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with the LA and use of staff CPD time to share and practise strategies.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	4 and 5
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff are given pastoral time every Wednesday to work in teams to tackle poor attendance, contact home and follow up on absences. Heads of Year also meet weekly with our attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6

officers and follow up with home visits and family meetings.		
Continuing to support AM revision clubs through staffing and provision of free breakfast for Y11 PP students. This will be supported by free revision/ study guides for PP KS4 students.	EEF guidance and research confirms that homework clubs can help to overcome independent learning barriers by offering pupils the resources and support needed to undertake homework or revision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2, 3 and 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £531,960

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score for our disadvantaged pupils was -0.37 in comparison to -0.07 for the non-disadvantaged cohort. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 42.66 for our disadvantaged pupils and 46.4 for the whole cohort. See DfE guidance for more information about KS4 performance measures.

DfE has discouraged comparison of a school's 2023 performance data with results in 2022. This is because there was a government objective to return outcomes to 2019 levels to prevent further grade inflation. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2023, with adaptations such as advance information which were present in 2022 removed. There was also a return to grade boundaries akin to 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.91 and for non-disadvantaged pupils it was 46.19. For Progress 8, the national average score for disadvantaged pupils was -0.57 and for non-disadvantaged pupils it was -0.03.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

These results mean that we need to focus more resources on addressing the specific barriers pertaining to our disadvantaged students if we are to meet our 2024/25 targets, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Measure	Activities	Autumn 2023: review of impact
Adopting a whole school approach to mental health through enhancement of the PHSE curriculum and social and emotional learning days.	<p>Purchasing of Jigsaw PSHE programme to ensure a consistent offer to all students.</p> <p>Youth Mental Health First Aiders - selected members of staff trained to be mental health leads to support students appropriately.</p> <p>School Mental Health Lead appointed</p> <p>Available resources to guide parents and children via website.</p> <p>MH workshops booked for each year group for Autumn and Spring Terms</p>	<p>Resources accessible and available to all tutors. LW show that all staff deliver the programme.</p> <p>Posters around school to inform students and staff of who the YMHFAs are.</p> <p>Website area dedicated to mental health guidance.</p> <p>Year 11 Exam Stress Workshop completed.</p>
Therapeutic support	<p>We increased the numbers of counsellor in school. We have a new counsellor in the sixth form, an extra counsellor in the main school (part time). Exam stress groups for year 11 students, transition groups</p>	<p>We have started the transition groups for year 7. There are some groups on Identity for year 11 students by the counsellor in the Bridge. In the new year (2024), the same group will extend to year 10.</p>
Increase the capacity of safeguarding and behavioural team to meet the increased demands on school since lockdown.	<p>Refocus room open- with a person in charge of developing a program, so that students do not reoffend.</p> <p>behaviour lead DH with a team of behaviour RSLs- analyse data, look at trends, ensure that behaviour policies and consequences are followed by tutors and HOYs.</p> <p>Use of the school AP- increase numbers of people in AP to support more students. Use of different resources and activities in the AP.</p>	<p>Refocus program and Reflection intervention have been put in place in order to support students with behaviour issues.</p> <p>Refocus program will be used for a day and the reflection intervention will be used for students who have had more than two visits to the refocus program. They will spend 3 days with the person in charge of the intervention. The AP will also be used for students who have had some serious</p>

		<p>behaviour issues and who need a respite. They will follow a two-week program and will be reintegrated slowly into mainstream. A Wellbeing support referral has been created, where Head of Years can refer students for different services where needed.</p>
<p>Bespoke CPD for all teachers including extensive leadership</p>	<p>Bespoke T&L CPD delivered once a half-term on:</p> <ul style="list-style-type: none"> a. Behaviour for learning, b. Modelling, c. scaffolding 	<p>Comparative data is showing increased levels of progress when comparing Autumn term 2022 and Spring term 2023 - the following areas are either fully embedded or embedded in lessons observed in summer term 2023: Meeting/greeting students at the door (+91%), seating plans (94%), scaffolding/modelling (100%), No talking for 5 minutes (97%), Actively checking understanding (95%). This year T&L CPD will focus on the quality of feedback and SEND provision in the classroom (this to be reviewed half-termly)</p>
<p>Recruitment, retention and professional development of Leadership and subject specialists for Maths, English, Physics, Chemistry and Humanities Also maintain a good staff to</p>	<p>Small group tuition for KS3 and KS4 in core and other subjects. Recruitment of staff for leadership within core departments; Heads of Departments, Deputy Head of departments and KS3 coordinator.</p>	<p>Good recovery of KS4 students aiming to boost students to pre-pandemic attainment levels. Good progress of PP students in some core departments.</p>

<p>student ratio to facilitate smaller group tuition.</p>		
<p>Intensive mentoring for Year 1 ECTs, and Year 2 ECTs Every Year 1 ECT and Year 2 ECT has their own mentor - weekly leveraged mentoring for Year 1 ECTs and fortnightly leveraged mentoring for Year 2 ECTs. Where there are identified issues, these are addressed swiftly with a support plan. Weekly minibites session led by different members of staff.</p>	<p>During academic year 2023-24, 6 year 1 ECTs and 6 year 2 ECTs have continued to engage with full induction programme that is a funded, provider-led programme. Training Programme has been designed and delivered by UCL Institute of Education accredited by the DfE.</p> <p>School continues to liaise for the key information with Thames South Teaching School Hub (TSH) as our appropriate body. Support from the appropriate body has been instrumental for the effective delivery of Induction programme.</p> <p>Both year 1 and year 2 ECTs and their mentors completed online UCL progress trackers for modules during autumn 1 and 2.</p> <p>During each half term, year 1 ECTs have been formally observed by induction tutor/member of SLT and received verbal and written constructive coaching feedback to develop their practice. 1/6 year 1 ECT has been provided further strategies to making improvements and re-observed.</p> <p>During each term, year 2 ECTs have been observed by induction tutor/member of SLT and received verbal and written constructive</p>	<p>Induction tutor registered all year 1 and year 2 ECTs and their mentors on DfE portal.</p> <p>All ECTs and their mentors have access to UCL portal to obtain overview about summary of each module and engage with ECF programme.</p> <p>Completion of each module monitored by UCL and Thames South Teaching School Hub and induction tutor informed if anyone needs reminders.</p> <p>The schedule of minibite sessions has been pasted at the end of the document.</p> <p>All ECTs are on track to making satisfactory progress towards Teachers' Standards, evident through lesson observation and termly progress review.</p> <p>All progress reviews have been authorised and confirmed through email with general comments....ECTs' progress review gives a clear picture of the ECT's strengths and areas for development,</p>

coaching feedback to develop their practice. 2/6 ECTs have been provided further strategies to making improvements and re-observed.

In addition, year 2 ECTs shall receive coaching in line with whole school coaching programme.

We have a team of proficient ECT mentors to support year 1 ECTs: many ECT mentors are part of coaching team and 3/6 mentors have completed 2-year training programme through attending self-study programme and UCL facilitated developmental sessions.

School has maintained the consistency and assigned 4/6 same mentors to year 2 ECTs during the second year of their induction.

There are regular opportunities to share good practice during weekly minibite (CPD) sessions as well as attending support sessions offered by UCL facilitators.

Furthermore, induction tutor at WPfB hosted first PolyMAT event that was attended by 12 WPfB ECTs, 12 WPfG ECTs and 1 ECT from BBPS along with their mentors to share explicit approaches for managing behaviour effectively.

On regular basis, Induction tutor liaises with year 1 ECTs: meets them during weekly minibite (CPD) sessions to offer timely, adept support for any issues as they arise. In addition, school has well-grounded provision of counselling and

with specific targets which will help them to develop their practice further. There are clear references to the targets set at the last reporting occasion and this makes it easy to see the progress made this term.

	<p>ECTs can discuss any concerns regarding their welfare with designated deputy Headteacher.</p> <p>Termly progress review has taken place for each year 1 and year 2 ECT to provide information regarding the progress being made against Teachers' Standard and submitted to the appropriate body via Thames South Teaching School Hub's online ECT support and induction management system.</p>	
<p>High quality evaluation and feedback for all teachers evaluating and developing all teachers. Staff coaches are trained as coaches after completing and passing CPD with Bromley Collegiate</p>	<p>Coaching CPD delivered by SSAT to all T&L coaches. Good practice modelled and embedded throughout coaching programme</p>	<p>End of year coaching evaluation shows high level of teachers' satisfaction: 92% of teachers thought coaching helped them achieved their goal/ 94% thought their coach helped explore what was important to them/ 100% of teachers would very likely or likely recommend their coach</p> <p>Please note that the coaching programme will be run internally for the academic year 2023-2024 (focus: Feedback)</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. Middle leaders CPD also includes placements of a number of staff on NPQML and NPQSL development programmes.</p>	<p>NPQ and staff development led by LK a number of staff have been put on NPQSL (approximately 6 in the past 2 years) to develop them in terms of skills and leadership.</p> <p>new middle leaders undertook a in house course prior/ during covid which focused on holder team to account, monitoring team performance.</p> <p>Middle leaders last year and this year took part in coaching with Joanna Gledhill. These were done in quads.</p> <p>Unfortunately the NPQML no longer exists - therefore school has used national college for curriculum development and online CPD has been offered to all ML which are aligned to the school priorities of monitoring and standards</p>	<p>The main strengths identified from completing CPD include better use of data and self-leadership, the main areas middle leaders stated they needed to develop were effective leadership of a team and managing team performance Through the CPD this has improved wider communication. Middle leaders stated through completing a 360 evaluation twice, made them more reflective of their practice and self-aware. Middle leader found the CPD sessions, the coaching, time to strategically plan and discussions with other middle leader particularly useful in their development.</p>
<p>CPD and intervention in to equip teachers to use effective techniques to embed the teaching and learning foci: Metacognition.</p> <ul style="list-style-type: none"> • Retrieval practice. <ul style="list-style-type: none"> • Homework. • Independence. • Checking for understanding. • Responsive teaching. <ul style="list-style-type: none"> • Vocabulary and instruction. <p>Poly pop quiz Read now activities</p>	<p>Bespoke CPD was offered during the academic year 2021-2022 on these T&L aspects. These aspects were also key foci in our T&L programme. T&L CPD was delivered half-termly and these aspects were reviewed through our Learning walk monitoring system. These aspects are regularly reviewed through our Evaluation cycles</p>	<p>2022-2023 review of these T&L aspects in lessons [the percentage shows the lessons that were either Fully Embedded/or Embedded]: Retrieval Quiz is used in lessons (77%), Homework is set weekly in lessons (41%) [a Lead Practitioner was appointed in January 2024 to lead on Homework intervention across the school to improve homework completion, setting and monitoring], Independent practice is planned for (97%),</p>

		<p>Teachers check students' understanding (91%), Responsive teaching (86%), New material is presented in small steps (94%), Read now tasks are planned for (89%)</p>
<p>Implementing a whole school reading policy focusing on a) Reading for pleasure, b) reading catch-up and C) training staff- LSAs</p>	<p>Reading for pleasure: Discussed in late summer 23 during PLL for rolling out Autumn 23. 10-minute literacy lesson during tutor time is to promote a love for reading, enhance critical thinking skills, and develop effective communication abilities in students. The curriculum aims to engage students in various activities centred around the theme of literature, enabling them to deepen their understanding of books, characters, and literary concepts. Outcome: Tutors have been conducting the sessions biweekly with numeracy. B) Reading catch up – As above. Intervention was focused on pupils who were below their chronological reading age from data obtained from whole cohort NGRT reading test and AR reading tests conducted during the adapted English curriculum in the school library. Focused on bottom</p>	<p>Impact</p> <ul style="list-style-type: none"> • Range of progress – between 1 month to 2 years. • Year 7 -75% made at least at least 3 months progress, majority have made 1 year progress. 3 didn't make any progress due to poor attendance. Key Y8 student started with a RA of 8 finished at 10.04 after attending interventions <ul style="list-style-type: none"> • Year 8 – 87.5 % made at least 3 month progress, 37.5% made over 1 year progress, Another Y8 student - 1 year progress. Third Y8 student – 2 year progress.

	<p>10% who are not SEN and some PP students. C) No training was provided due to budget and time constraints.</p>	
<p>Improving reading skills focus on improving literacy with an emphasis on Year 7. Teaching assistant staff ran interventions outside of lesson time.</p>	<p>Interventions for reading were conducted for Year 7 and 8 students who are currently reading below their expected age level. These students participate in two weekly sessions that are led by LSAs supervised by the Literacy Coordinator. The sessions took place for 30 minutes before the start of AM registration. The interventions providing weekly reading and termly testing using AR.</p> <p style="text-align: center;">Who</p> <ul style="list-style-type: none"> • Year 7-8 (24 students) • Below chronological age readers • Not on SEND register. • Data based on AR test <p style="text-align: center;">How</p> <ul style="list-style-type: none"> • 4 x 30-minute sessions per week (am) • 6 weeks initially but have extended for some pupils 	<p style="text-align: center;">Impact</p> <ul style="list-style-type: none"> • Range of progress – between 1 month to 2 years. • Year 7 -75% made at least at least 3 months progress, majority have made 1 year progress. 3 didn't make any progress due to poor attendance. Key Y8 student started with a RA of 8 finished at 10.04 after attending interventions • Year 8 – 87.5 % made at least 3-month progress, 37.5% made over 1 year progress, Another Y8 student - 1 year progress. Third Y8 student – 2-year progress.

	<ul style="list-style-type: none"> • LSAs with reading intervention experience • AR test at the end of term 	
<p>Further improve the use of data to inform intervention by using our school data lead, who is tasked with monitoring and reporting on progress of groups across the school. Data to be used in RAP meetings weekly mainly for KS4 and KS5 students.</p>	<p>This year we enhanced our use of data through the RAP process. Pupil premium data was used to select students for in depth discussions regarding progress, attainment, and pastoral issues. These meetings resulted in targeted interventions in small groups for core subjects where PP students were given priority.</p>	<p>This led to a positive impact on outcomes with students who received small group tuition outperforming the rest of the cohort by an average of 14% at each 4+ grade level in English, Maths and Science.</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) 5 Read now activities in every lessons. Literacy qualified LSAs to do reading interventions with targeted students. • Literacy catchup in Summer Holidays – kindles for students to enable access to 	<p>Disadvantaged pupils targeted for literacy and numeracy interventions in KS3</p> <p>Reading interventions were implemented for Year 7 and 8 students who are presently reading below their anticipated age level. These individuals engage in a weekly session in learning support. The sessions, occurring 30 minutes before the commencement of AM registration, involve weekly reading activities and termly testing using AR. There was a mixture of PP students and those below their chronological reading age. Reading test bought in for all year 7 and 8 students - with those below reading age</p> <p>NGRT credits were purchased in the summer term for whole cohort reading tests.</p> <p>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)</p> <p>This was over seen by the English department and discontinued for this academic year.</p> <p>Literacy qualified LSAs to do reading interventions with targeted students</p> <p>LSAs run weekly reading interventions for Year 7 and 8 students who have been identified as below reading age. These sessions are held in small groups before</p>	<p>Outcome – Year 7 and 10 tests completed; Year 9 arranged for January 24. Year 8 RA Data is obtained for AR test conducted in Summer 23.</p> <p>Literacy intervention for KS3 pupils to improve reading age – Book and Breakfast; EAL AM Reg reading; peer mentor reading intervention) (EEF reports + 4 months through small group tuition)</p> <p>This was not continued last year. – due to the lack of sixth form mentors in 2022</p> <p>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)</p> <p>Outcome: Regular update of pupil reading ages. During this period there was targeted class interventions for students who are below reading utilising tracked data obtained by STAR assessments, 4 times over the year. Data was extracted and uploaded the Bromcom for up to date reading ages.</p>
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<p>myOn.</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 	<p>school and students will use the Accelerated reader programme throughout the year to monitor progress.</p>	<p>Literacy qualified LSAs to do reading interventions with targeted students Outcome: Range of progress – RA increased between 1 month to 2 years, with regular attendance. Students with poor attendance did not make good progress.</p>
<p>Disadvantaged students prioritised for GCSE interventions</p>	<p>Our extended schools offer of additional classes on Saturdays and holidays has been an effective tool in closing the disadvantage gap. Groups invited for interventions were stipulated to include PP, SEND and LAC students taking precedence over academic data. In addition to our extended school offer:</p> <ul style="list-style-type: none"> • PP students given free revision guides. • RAP meetings focused on PP and HPA/PP • The Bridge intervention for vulnerable students. • Small group tuition on 1:6 ratio or less. 	<p>The outcome of this commitment to prioritising disadvantaged students led to a much lower gap than both the RBG and National averages. The basics Gap at 4+ was 8% compared to 22% in the borough and 30% Nationally. The basics gap at 5+ was 9% compared to 21% in Greenwich and 27% nationally.</p>

<p>Targeted lessons (period 7), revision and Study support before and after school for year 11 students.</p>	<p>Students were provided with after school (period 7) support in core and foundation subjects 3 to 5 days per week.</p>	<p>This additional time allowed for enhanced confidence in core subjects where outcomes were 9.5% higher than the national average at grades 9-5.</p>
<p>Specific numeracy and literacy lessons for year 7</p>	<p>Literacy and Numeracy programmes have run through KS3 and Y10 during Autumn term 2023 during tutor time.</p>	<p>Targeted PP intervention of students who are below RA to start during Spring term 2024 (impact to be evaluated by March 2024)</p>
<p>Small group tuition/ intervention in targeted subject area across subject areas.</p>	<p>P7 for core subjects and Saturday morning small group intervention.</p>	<p>This additional time allowed for enhanced confidence in core subjects where outcomes were 9.5% higher than the national average at grades 9-5.</p>
<p>School holidays and summer School programme. Run an extensive summer school programme covering many years offering targeted catchup matched to need.</p>	<p>This year we delivered summer schools for new year 7s, 10s and 11s. Some of our most vulnerable students were introduced to their new environment in a smaller setting with a variety of team building and educational sessions. Students with EHCP plans, SEND needs and PP were given priority which provided an opportunity to build relationships with key workers and pastoral leads</p>	<p>The year 11 summer school focused on literacy catch up with students receiving 3 days of support along with workshops on how to organise time, revision resources, and target setting.</p>
<p>Saturday and holiday sessions for targeted students [Autumn term - Summer 1 2022</p>	<p>Saturday and holiday sessions had a small group tuition strand (discussed above) and a whole group option subject strand targeted towards years 10, 11, 12 and 13.</p>	<p>Attendance to sessions averaged 70% in the run in to public examinations and had a beneficial effect on reported levels of preparedness. This offer mitigates the lack of private tuition opportunities available to disadvantaged</p>

		pupils. Built into the budget is a food spend to ensure all students receive free refreshments to aid concentration and engagement.
To improve outcomes for students who need additional support through an additional class in many subjects and year groups.	Increase in the number of teaching groups to facilitate support for students who require it. Change to tutor time schedule to support learners.	Better in class support and focus on students who require smaller group sizes.
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.	Homework club runs in Learning Support on a Monday, Tuesday and Thursday after school. There are two members of staff available to support the pupils with their homework. A register of attendees is taken. Parents and staff are able to ask for specific pupils to attend and homework club staff will monitor their attendance and feedback.	Students with low HW completion targeted and follow-up learning walks intervention to be put in place to support students with low completion rate - December 2023 Bromcom analysis revealed 31% of all negative Poly points are currently for behaviour [highest indicator currently] (2082 Poly Points) [the second highest: Students late to school [17%]
Targeted Study Support Programme across all subjects in learning support. - Lego therapy - Reading support - Dyslexia test done and targeted support - ELSA - Draw and talk - In class support - Social skills group	Interventions running in Learning Support from January 2024 are: Zones of Regulation Speech and Language intervention as identified on care plans Reading Intervention Literacy Support Numeracy Support Homework Club Calm Club at break and lunchtime Social Skills group Personalised timetables Well-Being interventions	At WPSfB's we understand that interventions need to suit the needs of the pupils. Staff will meet to discuss the needs of the pupil so that identified support and intervention can then take place. Many interventions such as literacy, reading and maths support can be adapted to suit the exact needs of the pupils. A baseline and exit measure is

	<p>such as ELSA and Draw and Talk</p>	<p>recorded for most interventions to ensure that pupils are making appropriate progress. At the end of the intervention information on progress will be shared with teachers, students and parents.</p>
<p>The Bridge provision</p>	<p>Counselling ASDAN courses with year 11 students Boxing AHOY Retracking Game changers</p>	<p>All the interventions are happening. Some students have been referred to the AP because of serious behaviour issues and have spent some amount of time. A mixture of year 9,10, 11 and 8 students attend the AHOY program. Another year 7 transition group are engaging with the game changers program. Apart from year 11, other students are taking different ASDAN qualifications, such as sports leadership.</p>