

## Pupil Premium Departmental Strategy : Mathematics.

### Woolwich Poly Strategy Aims

Aim	Target	Target date
Progress 8	Achieve <b>above</b> national boys average for attainment for all pupils	Sept 2022
Attainment 8	Achieve <b>above</b> national boys average for attainment for all pupils	Sept 2022
Percentage of Grade 5+ in English and maths	Achieve <b>above</b> 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 2021
<i>Improved engagement and participation of pupil premium students.</i>	90+ attendance to interventions and trips by PP students invited.	Sept 21

### Non-negotiable strategies to support our disadvantaged students

- 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

## Mathematics Department teaching priorities

Measure	Activities
<p><b>Consistently High quality of teaching &amp; learning.</b>  <b>'Big idea' - Quality teaching helps every child.</b><sup>[MSG1]</sup></p>	<ul style="list-style-type: none"> <li>• Internal department CPD programme to develop pedagogy, in line with whole school agreed principals.</li> <li>• Support each member of the teams engagement in the whole schools coaching programme.</li> <li>• Focus on Mastery teaching – as a principal of learning within Mathematics – especially in KS3.</li> <li>• Teaching focused on meta-cognition and self regulation.</li> <li>• Focus on feedback – entrenching and codifying an agreed and effective approach in Mathematics.</li> </ul>
<p><b>Build stronger literacy skills for learners of Mathematics.</b>  <b>'Big idea' - Support middle and high attainers too.</b></p>	<ul style="list-style-type: none"> <li>• Departments literacy representative to play an integral role in the development of the departments literacy policy.</li> <li>• Create clear focus and identify what are good and effective literacy skills for Mathematics e.g decoding, comprehension and interpreting. (Reading and comprehension strategies).<sup>[MSG2]</sup></li> </ul>
<p><b>HPA, PP students to perform in line with their non PP counterparts.</b><sup>[MSG3]</sup>  <b>'Big idea' - Schools can make a difference.</b></p>	<ul style="list-style-type: none"> <li>• Department to fully engage with the RAP process and put in place actions to ensure rapid and sustained progress amongst PP students.</li> <li>• Make use of the schools new reading age data to inform in class practice</li> <li>• Design effective trips and experiences for PPP students to combat a lack of culture capital</li> <li>• All students in KS4 to know their CG and what they need to do to achieve their Target grade.</li> <li>• Encourage HPA , PP students to attend programmes like 'Kings Factor' and other supportive programs to boost attainment of HPA, PP.</li> </ul>
<p><b>Creating and maintaining – high expectations of our disadvantaged students.</b><sup>[MSG4]</sup></p>	<ul style="list-style-type: none"> <li>• Agreed language around disadvantaged students e.g (not low ability but low attaining students).</li> <li>• Teachers taught to believe that ability is not fixed- CPD.</li> <li>• Ensure that our departments setting structure does not penalise disadvantaged students.<sup>[MSG5]</sup></li> </ul>

**\*\* Department Targeted academic support priorities**

Measure	Activities
Disadvantaged pupils targeted by in class interventions toolkit. <b>'Big idea' - Quality teaching helps every child.</b>	<ul style="list-style-type: none"> <li>PP students are all highlighted in teachers seating plans and all teachers must hear those students speak in the lesson eg reading out loud; questioning; one to one feedback.<sup>[MSG6]</sup></li> </ul>
Disadvantaged students prioritised for GCSE interventions.	<ul style="list-style-type: none"> <li>Use of Venn diagrams data for departmental RAPs in department meeting time to select right students for intervention</li> <li>Ensure that all intervention list follow a minimum of 50% PP students.</li> <li>Weekend away trip targeted at PP students, with payment structure to reduce the immediate burden of the financial constraint.</li> </ul>
Independent learning / deliberate practice activities to have scaffolds and clear direction. <sup>[MSG7]</sup>	<ul style="list-style-type: none"> <li>Clear target (5) , (7) and (9) packages designed for PP students to work through to meet their targeted grades. On Maths Watch and PIXL App.</li> </ul>

**\*\* Department wider strategies**

Measure	Activities
Improved engagement and participation of pupil premium students.	University ambassadors to come in and work with some of our PP students. Also Maths specific university & enrichment trips.
Attendance	Have some INSET for staff during department time to widen our expertise with these students and any factors the pastoral team identify can improve their attendance.
attainment	Some tutors are being provided for some of these students and we work closely with them to support them further.

Useful reads

- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>
- <https://dannicholls1.wordpress.com/2015/05/17/disadvantaged-children-low-attainment-not-low-ability/>
- <http://www.thinkingreading.net/professional-reading-1/resources>
- <http://www.sec-ed.co.uk/knowledge-bank/three-tenets-of-effective-pupil-premium-practice/>