

Pupil premium three year strategy statement

School overview

Metric	Data
School name	Woolwich Polytechnic School for Boys
Pupils in school	1553 (inc sixth form)
Proportion of disadvantaged pupils	415 (7-11)
Pupil premium allocation this academic year	£411,605
Academic year or years covered by statement	Years 7-11.
Publish date	October 2020.
Review date	July 2022
Statement authorised by	
Pupil premium lead	S. Gurney
Governor lead	Ellen Halstead

Disadvantaged pupil performance overview for last academic year

Progress 8	No published data
Ebacc entry	No published data
Attainment 8	No published data
Percentage of Grade 5+ in English and maths	No published data

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 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"> •
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 sessions 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 Curriculum – dedicated reading lessons. • Library trolleys set up by English department • Literacy catchup in Summer Holidays – kindles for students to enable access to myOn. 	

	<ul style="list-style-type: none"> • No More Marking Baseline Writing Task for all year 7 students. • Literacy focus- Disciplinary Literacy - CPD 	
Barriers to learning these priorities address	<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 	
Projected spending	£28,899	

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 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) 	

	<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 	
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 (= 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 	
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 • Average writing age of Year 7 judged at 9years and 9 months (national average is 9yrs 7mths) • Covid-19 restrictions 	
Projected spending	£135,866	

Wider strategies for current academic year

Measure	Activities	
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Improved engagement and participation of pupil premium students.	<ul style="list-style-type: none"> • Improve engagement of students through university talks/trips; access to cultural enrichment in subject areas. • Alternative provision to support students with low self esteem/attendance - ASDAN courses at KS4 • The Bridge workshops at KS3 • Careers interviews for year 11 disadvantaged students. • University experience from Year 7-11 – ambassador visits; workshops; university residentials - making use of virtual opportunities • Pixl Edge Programme • The Bridge – interventions to support potential school refusers and persistent absentees. • Roll out of new KS3 curriculum which has literacy; culture capital; metacognition at the heart of the plans which support disadvantaged children. 	<ul style="list-style-type: none"> • .
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 	
Barriers to learning these priorities	<ul style="list-style-type: none"> • Lack of culture capital. • Persistent absenteeism • Covid 19 	
Projected spending	£246,840	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Covid-19 – bubbles and students self isolating. Year groups at home requiring on-line learning 	Ensuring students have access - laptops

	<ul style="list-style-type: none"> Ensuring enough time is allocated for staff development 	<p>Sharing of good practice in 3 minute slot in Friday briefing departmental time.</p> <p>1-1 coaching and teacher support walks</p>
Targeted support	<ul style="list-style-type: none"> Ensuring that all teacher support reading and reading comprehension in lessons. Marking and feedback policy needs to be followed by all staff. 	<p>Seating plans to have reading age data highlighted; PP students are targeted for reading and questioning. Feedback is timely.</p> <p>1-1 coaching</p> <p>L&T meetings for CPD, focusing upon highest impact strategies</p> <p>Targeted intervention sessions</p>
Wider strategies	<ul style="list-style-type: none"> Covid –19 restrictions on trips etc 	<p>Make use of virtual resources1</p>

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 use 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.