

Pupil Premium Departmental Strategy : Science

Woolwich Poly Strategy Aims

Aim	Target	Target date
Progress 8	Achieve national boys average for attainment for all pupils	Sept 2022
Attainment 8	Achieve national boys 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 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

Science Department teaching priorities

Measure	Activities
Consistently outstanding teaching practice by teachers	<ul style="list-style-type: none"> • <i>Lesson targets given to WB/PP; HPA/PP first</i>
Literacy focus	<ul style="list-style-type: none"> • <i>QWC questions embedded into curriculum with scaffolding provided; teachers to target PP students for intervention first when working through these questions</i> • <i>Embed real life examples into curriculum including career links to improve engagement with subject content. Bigger focus on Science in Sports as this appeals to most students</i>

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.
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***Science* Department Targeted academic support priorities**

Measure	Activities
Disadvantaged pupils targeted for literacy and numeracy interventions in KS3	<ul style="list-style-type: none"> • 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. • QWC questions embedded into curriculum with scaffolding provided; teachers to target PP students for intervention first when working through these questions
Disadvantaged students prioritised for GCSE interventions	<ul style="list-style-type: none"> • Use of Venn diagrams data for departmental RAPs in department meeting time to select right students for intervention • 50% of intervention lists is PP. • Rewards card for PP attendance with science postcard home
Barriers to learning these priorities address	<ul style="list-style-type: none"> • NSR and below reading age • Negative progress score • Inadequate qualifications for progression to sixth form

***Science* Department wider strategies**

Measure	Activities
Improved engagement and participation of pupil premium students.	<ul style="list-style-type: none"> • University taster sessions and/or academics invited in to run sessions with 50%+ invites to PP students • Engage with STEM Ambassadors • Embed real life examples into curriculum including career links to improve engagement with subject content. Bigger focus on Science in Sports as this appeals to most students
Attendance	<ul style="list-style-type: none"> • Provide catch up work for those absent form lessons
Barriers to learning these priorities	<ul style="list-style-type: none"> • Persistent absenteeism • Lack of role models in STEM fields for students to engage with regularly

