

Pupil Premium Departmental Strategy : MUSIC

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 extra-curricular rehearsals and events by pp students.	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

MUSIC Department teaching priorities

Measure	Activities
Consistently engaging teaching practice by teachers	<ul style="list-style-type: none"> • <i>Heavily practical, confidence building, reflective and fun SOL-these are regularly adapted and improved and should continue to be so.</i>
Literacy focus	<ul style="list-style-type: none"> • <i>Read now tasks incorporated and pp students targeted.</i>

Barriers to learning these priorities address	<ul style="list-style-type: none"> • <i>Dis-affection, particularly with more ‘academic’ subjects. Engendering an enjoyment of music and valuing contributions from pp students can improve overall confidence and engagement at school.</i> • <i>Below reading age-not always an issue in music but read now tasks designed to give practice time for these skills.</i> • <i>Vocabulary gap.</i> • <i>Lack of culture capital-valuing and playing music from all cultures can help this.</i>
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Music Department Targeted academic support priorities

Measure	Activities
Disadvantaged pupils targeted for literacy and numeracy interventions in KS3	<ul style="list-style-type: none"> • <i>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.</i>
Disadvantaged students given opportunity to attend rehearsals and become members of school ensembles.	<ul style="list-style-type: none"> • <i>Making the process of funding of instrumental lessons for pp students much clearer so that they become more accessible to them.</i>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • <i>NSR and below reading age</i> • <i>Negative progress score</i> • <i>Inadequate qualifications for progression to sixth form</i> • <i>Promoting engagement in the subject</i>

Music Department wider strategies

Measure	Activities
Improved engagement and participation of pupil premium students.	<ul style="list-style-type: none"> • <i>Making the process of funding of instrumental lessons for pp students much clearer so that they become more accessible to them.</i>

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/>