

## Pupil Premium Departmental Strategy : Humanities

### 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

### Humanities Department teaching priorities

Measure	Activities
Consistently outstanding teaching practice by teachers	<ul style="list-style-type: none"> <li>• <i>Use of cold call and no opt out to become standard practice to enable teachers to target questioning.</i></li> <li>• <i>Questioning planned and based on lesson content – not ‘guess what I am thinking’ which disadvantages the least privileged.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Planning to carefully consider required prior knowledge and threshold concepts.</i></li> <li>• <i>Development of oracy through explicit instructions on reading and answering clearly, and paired discussion.</i></li> </ul>
<b>Literacy focus</b>	<ul style="list-style-type: none"> <li>• <i>All lessons to contain read now, with close reading of texts whenever possible.</i></li> <li>• <i>Planning to carefully consider tier two words that will enable students to access academic texts across the curriculum.</i></li> <li>• <i>Staff door signs to share 'what I am reading' to promote reading discussions.</i></li> </ul>
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>NSR and below reading age.</i></li> <li>• <i>Vocabulary gap.</i></li> <li>• <i>Lack of cultural capital.</i></li> </ul>

#### Humanities Department Targeted academic support priorities

<b>Measure</b>	<b>Activities</b>
<b>Disadvantaged pupils targeted for literacy and numeracy interventions in KS3</b>	<ul style="list-style-type: none"> <li>• <i>PP students are all highlighted in teachers seating plans and all teachers must hear those students speak in the lesson e.g. reading out loud; questioning; one to one feedback.</i></li> </ul>
<b>Disadvantaged students prioritised for GCSE interventions</b>	<ul style="list-style-type: none"> <li>• <i>Use of Venn diagrams data for departmental RAPs in department meeting time to select right students for intervention</i></li> <li>• <i>50% of intervention lists is PP.</i></li> </ul>
<b>Barriers to learning these priorities address</b>	<ul style="list-style-type: none"> <li>• <i>NSR and below reading age</i></li> <li>• <i>Negative progress score</i></li> <li>• <i>Inadequate qualifications for progression to sixth form</i></li> <li>• <i>Lack of specialist equipment at home</i></li> </ul>

#### Humanities Department wider strategies

<b>Measure</b>	<b>Activities</b>
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<b>Improved engagement and participation of pupil premium students.</b>	<ul style="list-style-type: none"> <li>• <i>Planning reward trips to engage pupils</i></li> <li>• <i>Lunchtime Horrible Histories and Documentary clubs</i></li> <li>• <i>Use of humanities reward system to encourage participation</i></li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• <i>Provide catch up work for those absent from lessons</i></li> <li>• <i>Using Doddle and Seneca to support this.</i></li> </ul>
<b>Barriers to learning these priorities</b>	<ul style="list-style-type: none"> <li>• <i>Lack of cultural capital</i></li> <li>• <i>Persistent absenteeism</i></li> </ul>

#### 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/>