

Pupil Premium Departmental Strategy : Drama

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

Drama Department teaching priorities

Measure	Activities
Consistently outstanding teaching practice by teachers	<ul style="list-style-type: none"> • Lesson targets given to WB/PP; HPA/PP first
Literacy focus	<ul style="list-style-type: none"> • KS3 has literacy focus in 75% of lessons. • KS4 Y9 and Y10 have 1 lesson a week on written elements of course

	<ul style="list-style-type: none"> • Y11 and KS5 have literacy focus in homework in preparation for written exam. Classes also have literacy lessons once practical work is complete.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • <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> • <i>NSR and below reading age.</i> • <i>Vocabulary gap.</i> • <i>Lack of culture capital</i>

Drama 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 registers (no seating plans in Drama) and all teachers must hear those students speak in the lesson eg reading out loud; questioning; one to one feedback.</i> • <i>Practical groups are differentiated by teacher to mix high and low ability. Leadership roles are assigned to challenge PP students and WB.</i> • <i>WB/HPA/PP encouraged to attend Drama Club with Ms Bent once a week.</i> • <i>KS3 SoW teach students history of theatre and range of theatre genres so they have access to a wide range of styles which hasn't been taught at KS2.</i>
Disadvantaged students prioritised for GCSE interventions	<ul style="list-style-type: none"> • <i>Trackers are used at KS4 and KS5 to target students for one-on-one intervention.</i> • <i>All GCSE students (Y9-11) have literacy interventions once a week and Y11 students have practical interventions after school (as agreed by SLT based on exam need).</i> • <i>50% of intervention lists is PP.</i> • <i>Positive letters/postcards sent home by HoD on recommendation of class teacher for KS4 students. Drama badges given out in assembly for students making exceptional progress.</i> • <i>PP students are taken to theatre free of charge.</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>

	<ul style="list-style-type: none"> • <i>Inadequate qualifications for progression to sixth form</i> • <i>Lack of subject knowledge at home</i>
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Drama Department wider strategies

Measure	Activities
Improved engagement and participation of pupil premium students.	<ul style="list-style-type: none"> • <i>Workshops for KS4 with theatre companies such as Frantic Assembly.</i> • <i>KS4 and KS5 Q&A with industry professionals (Nick Hytner, November 2019)</i> • <i>KS3 performance – Summer Term</i>
Attendance	<ul style="list-style-type: none"> • <i>Provide catch up work for those absent from lessons</i>
Barriers to learning these priorities	<ul style="list-style-type: none"> • <i>Lack of culture capital</i> • <i>Persistent absenteeism</i> • <i>Support from home</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/>