

## Pupil Premium Departmental Strategy : English

### 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

### English Department Teaching Priorities

Measure	Activities
Consistently outstanding teaching practice by teachers	<ul style="list-style-type: none"> <li>Lesson targets given to WB/PP; HPA/PP first</li> </ul>
Literacy focus	<ul style="list-style-type: none"> <li>KS3 reading – two reading lesson per week</li> <li>Guided reading with focus upon inference required in set text reading lesson</li> <li>Use of images and text to teach inference</li> <li>New vocabulary used in new contexts</li> <li>Wider range of text and voices covered in KS3 curriculum – cultural capital</li> <li>Reading aloud and Read Now tasks in all key stages – Read Now tasks need more emphasis on inference for meaning</li> <li>Explicit teaching of empathy</li> <li>Modelling metacognition</li> </ul>

Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Inference weakest of reading skills identified by SATs at KS2</li> <li>• 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</li> <li>• NSR and below reading age.</li> <li>• Vocabulary gap.</li> <li>• Lack of culture capital</li> </ul>
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### English Department Teaching Priorities

Measure	Activities
Disadvantaged pupils targeted for literacy and numeracy interventions in KS3	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Disadvantaged students prioritised for GCSE interventions	<ul style="list-style-type: none"> <li>• PP students to get free revision resources and workbooks</li> <li>• High PP attendance at intervention</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• NSR and below reading age</li> <li>• Negative progress score</li> <li>• Inadequate qualification for progression to sixth form</li> </ul>

### English Department Wider Strategies

Measure	Activities
<i>Improved engagement and participation of pupil premium students.</i>	<ul style="list-style-type: none"> <li>• W&amp;T mocks in Y11 – PP attendance has been high</li> </ul>
Attendance	
Barriers to learning these priorities	<ul style="list-style-type: none"> <li>• Lack of culture capital.</li> <li>• Persistent absenteeism</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/>