Pupil Premium Departmental Strategy : MFL

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
Improved engagement and participation of pupil premium students.	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

MFLDepartment teaching priorities

Measure	Activities
Consistently outstanding teaching practice by teachers	- *Lesson targets given to WB/PP; HPA/PP first*
Literacy focus	- It is in every lesson – reading, writing and speaking tasks.
Barriers to learning these priorities address	- *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.*
	• *Lack of culture capital*

** Department Targeted academic support priorities

Measure	Activities
Disadvantaged pupils targeted for literacy skills to bridge the gap.	• *PP students are all highlighted in teachers seating plans and targeted students are asked to read out loud, extended writing or scaffolding tasks, use of think out strategies. Modelling of metacognition strategies.*
Disadvantaged students prioritised for GCSE interventions	• *Monitor student's attainment indicators and compare it to non-pp attainment to identify needs and provide individual support during lessons as well as after school support.*
	• *Free resources and online prescriptions*
	• *Saturday interventions and 50%+ to be PP.*
	• *Pairing strong with weaker students to support each other.*
	• *Invite students to PiXL MFL conferences*
Barriers to learning these priorities address	• *NSR and below reading age*
	• *Negative progress score*
	• *Inadequate qualifications for progression to sixth form*
	• *Organisation*
	• *Providing a safe place to work for these students*
	• *Lack of textbooks in lessons*

** Department wider strategies

Measure	Activities
Improved engagement and participation of pupil premium students.	• *Consistency with staffing and continuity.*
	• *Building strong relationships*
	• *Experience use of language through visiting Spain or France. September or July*
Barriers to learning these priorities	• *Lack of culture capital*
	• *Lack of resilience*

	• *Lack of independence*

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/