

Pupil Premium Departmental Strategy : Art

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

Art 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 • Students choose their own projects – determine their own schemes of learning so supports their own interests • Feedback – mentor sessions on a one to one basis in the specialised seating area (Hygge method)

	<ul style="list-style-type: none"> • <i>One to one demonstrations of the skills and staff working along side. Staff to be inspirational to students.</i>
Literacy focus	<ul style="list-style-type: none"> • AO1-AO2 – specialised art vocabulary – visual dictionaries with all the main elements and key words. Also supports EAL students. • Read Now – KS4 Art timeline and job adverts. KS3 used to promote different cultures eg Picasso and Cubism was inspired by Nigerian Art.
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>

Art 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> • <i>Literacy handouts are provided – scaffolded sentences, example sentences</i> • <i>HW – upside classroom – research all the keywords for the project before they start the research project.</i> • <i>Starter tasks are based on the Key words if they are working towards AO1 and AO3.</i> • <i>Art dictionary around the art room for students to access.</i>
Disadvantaged students prioritised for GCSE interventions	<ul style="list-style-type: none"> • <i>Use of Venn diagrams data for departmental RAPs in department meeting time to select right students for intervention</i> • <i>Art technician – one to one meeting</i> • <i>50% of intervention lists is PP.</i> • <i>Rewards card for PP attendance with art postcard home</i>

	<ul style="list-style-type: none"> • <i>Email HOYs a lot with photos of the work. Phonecalls home. Diary notes.</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>Lack of specialist equipment at home</i>

Art Department wider strategies

Measure	Activities
Improved engagement and participation of pupil premium students.	<ul style="list-style-type: none"> • <i>Art work shop for year 9 students at the Royal academy – October 20 students</i> • <i>A level – Tate and Royal Academy</i> • <i>A level photography – Crossness</i> • <i>Loan scheme of resources so students can complete HW tasks.</i> • <i>Offer choice for students so they are more engaged.</i>
Attendance	<ul style="list-style-type: none"> • <i>Provide catch up work for those absent form lessons</i>
Barriers to learning these priorities	<ul style="list-style-type: none"> • <i>Lack of culture capital</i> • <i>Persistent absenteeism</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/>