

Woolwich Polytechnic School for Boys

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1600
Proportion (%) of pupil premium eligible pupils	7-11 (35%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Tom Lawrence, Head of School
Pupil premium lead	Caren Onanda, Associate SLT; Tom Lawrence, Headteacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£413,175

Part A: Pupil premium strategy plan

Statement of intent

We are a school that believes that all students, regardless of their background, can succeed if given outstanding teaching and pastoral care.

Despite their backgrounds and challenges faced, it is our intent that all students make good progress and realise their full academic potential at Woolwich Polytechnic School for Boys.

The main focus of our strategy is to ensure that we provide and identify high leverage support and frameworks to ensure that our PP students at all attainment levels. We take an approach that is rooted in improving our offer and provision for all learners, this includes other disadvantaged groups.

Our existing approach orbits around 'quality first teaching' and "behaviour for learning" as focal points. We ensure that resources go far to ensure that the quality of education and associate support is good as this is proven to have the highest leverage at closing the attainment gap. Whilst we prioritise the attainment and achievement of our PP pupils it is also unwavering intent that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers, this is in line with our Trust ethos 'success for all'.

Our review of our provision in the previous academic year indicates that our plans for disadvantaged pupils need to be further reaching, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. Thus, going forward, we intend to implement the NTP's three tier approach to school led tutoring, tuition partners and academic mentors. We are continuing to improve our students' literacy skills with trained LSA's.

Given the lasting impact of the pandemic, we anticipate that our strategies and approach need to be agile, with the ability to respond to academic and pastoral challenges faced by our pupils, we will prioritise our student's emotional and mental wellbeing. We are committed to diagnostic assessment and research informed interventions, and not based on stereotyping groups of pupils. We believe that all students, regardless of background or challenges faced, should have access to the opportunities that schools can provide.

Our Pupil Premium strategies support disadvantaged students to make good progress and achieve high attainment across a broad curriculum, but also to close the learning gap created. Our approach is robust and responsive, rooted in diagnostic assessment and not assumption. We have used creative and proactive strategies, but also ensured that our PP high achievers are supported.

We create opportunities to develop character and nurture aspiration, in an environment where all staff share a responsibility for the outcomes of our disadvantaged pupils.

Challenges

This section details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1. Low levels of literacy.	<p>Literacy skills on entry to Year 7 are often low for many students, which slows progress across the curriculum and can impede progress in KS4. In September 2024, 30% of Y7s had a reading age below their chronological RA. In Y8, the figure was 31%; Y9 78% and in Y10 38% respectively.</p> <p>13% of disadvantaged students in Y7 had a reading age below their chronological age with 6% of those being 3+ years below, requiring significant intervention through our LEAP programme. The DfE 2021 'Understanding Progress' report indicates that by summer 2021 in reading, "pupils from disadvantaged backgrounds experienced, on average, 23.8 scaled score points learning loss, compared with 10.5 points for their more affluent peers".¹ The report also showed that learning loss in the year 2020-2021 was greater in areas of high deprivation, such as Greenwich, where WPSfB is located. Greenwich is the sixth most deprived local authority in England.</p>
2. Reduced parental availability for academic support.	<p>Many parents do not confidently access the platforms where communication takes place and independent learning is set. Some of these parents themselves may have a low level of literacy and IT skills and rarely attend parents evening. Our challenge is to engage these parents and support them in better supporting their children's academic progress.</p>
3. Independent learning and organisation.	<p>Many students may struggle to complete independent learning. In Autumn 1 2023, the ratio for disadvantaged students vs school average detentions at WPSfB was 5:3; by the same time in 2024, the ration had improved to 4:3, indicating that further progress is needed. Issues with incomplete homework² have been addressed through restorative approaches and homework clubs but yet more monitoring and support is required here.</p> <p>We have significantly grown our enrichment offer for 2024-25 to include intervention and clubs in/for homework, music, drama, robotics, chess, STEM, sports, reading, debating, poetry competitions, DT, art, etc to appeal to a wide range of interests.</p> <p>Many may not have a physical quiet workspace at home, or a laptop and access to the IT resources. The majority of students are distracted by electronic devices (PlayStation/Xbox/mobile phones etc.) and may spend more time on social media or gaming, rather than completing their independent learning.</p>

¹ [Understanding Progress in the 2020/21 Academic Year - Complete findings from the spring term Oct-2021 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

² WPSfB internal behaviour data.

	<p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations, especially at GCSE level. However, in 2024 GCSE results, disadvantaged students had a P8 score of -0.38, a third of a grade lower than the school average but likely still notably higher than national averages for disadvantaged students on -0.57 (2022-23).</p>
4 Behaviour	<p>Our observations suggest many disadvantaged pupils lack self-regulation strategies when faced with challenging tasks, incidents and events, notably in the monitoring and evaluation of their responses to teachers.</p> <p>In Autumn 1 2023, 60% of negative points and resulting detentions for disadvantaged students at WPSfB, were for disrespectful/defiant behaviour.³ New restorative approaches have resulted in improved relationships with similar percentages as in autumn 2023 but with more student responsiveness to correction by autumn 2024, thus staying in the classroom.</p> <p>This suggests we need to continue to invest in Behaviour for Learning training for both students and staff, with investment in restorative and therapeutic strategies.</p>
5 Well-being and mental health, especially post-Covid	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up on lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, particularly those from disadvantaged backgrounds. These findings are supported by national studies which include The Impact of COVID-19 on Learning: A review of the evidence.⁴</p> <p>Pastoral referrals for support remain high. 113 pupils (53% of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
6 Attendance	<p>Attendance concerns amongst our PP students has many underlying factors. Pupils entering the school who are eligible for PP sometimes have historical low attendance to school, which means they have gaps in their knowledge which affects the progress they can make. In some cases, we are working against persistent absenteeism, with behaviour and emotional concerns,</p>

³ WPSfB internal behaviour data.

⁴ [The Impact of COVID-19 on Learning: A review of the evidence](#)

	as well as safeguarding issues from primary school. WPSfB PP attendance 2023-24 was 90.8% vs national at 85.8% - a 5% increase. We have appointed an attendance officer for 2024-25 to monitor and resolve attendance issues under new DfE guidance.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects.	<p>Our disadvantaged pupils will make as good progress as those who are not disadvantaged. Evidenced through progress 8 scores at GCSE and the gap between.</p> <p>For 2023-24: PP P8 score -0.38, a third grade lower than the whole year group average at 0.03; national averages for PP P8 are -0.57 (2022-23)</p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>For 2023-24: 2023-24 Year 7 PP students vs whole year group's gap in January 2024 was -8.9% on or above target in English; by July, it had narrowed to +0.2%; we will retest last years' cohorts with reading age tests before summer 2025.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.</p> <p>For 2023-24: in autumn 1 2023-24, PP students received on average 5 detentions vs 3 for non-PP; with a new restorative approach for autumn 1 2024-25, PP students have received on average 4 detentions vs 3 for non-PP</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations. a significant decrease in negative events for disruptive behaviour in lessons. <p>For 2023-24: Edurio student survey +4% health and emotional wellbeing, friendships +9% and relationships +3%, all above benchmarks</p>
To achieve and sustain improved attendance for all pupils,	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils reducing and the attendance gap between

<p>particularly our disadvantaged pupils.</p>	<p>disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <ul style="list-style-type: none">• the percentage of all pupils who are persistently absent reducing and the figure among disadvantaged pupils being equal to or lower than their peers. <p>For 2023-24: WPSfB PP attendance 2023-24 was 90.8% vs national at 85.8% - a 5% increase</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2023-24** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£177,842**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment, retention and professional development of Leadership and subject specialists for Maths, English, Physics, Chemistry, Biology and Humanities staff. Also maintain a good staff to student ratio to facilitate smaller group tuition.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>3 and 4</p>
<p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will first be rolled out in core subjects, followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4 and 5.</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1</p>

<p>teacher's subject area.</p> <p>It will be rolled out first in small group Learning Support intervention to help raise attainment for disadvantaged SEN pupils, followed by subjects identified as priorities.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£77,033**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Using LSAs to deliver RT strategies and other literacy interventions such as Lexia during breakfast clubs, AM reg and withdrawal sessions.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF's independent evaluation found that children who were identified by their teachers as struggling with reading and offered Lexia made the equivalent of one additional months' progress in reading, on average, compared to other children identified as struggling readers who did not take part in Lexia. Lexia trial</p>	<p>1 and 6.</p>
<p>Continuing with our extended schools programme</p> <p>A significant proportion of the pupils who receive tuition will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 and 3.</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£158,873**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to invest in cognitive behavioural therapy (CBT) interventions for specific pupils who require support with regulating their behaviour and emotions.</p> <p>Appointment of in-house EP support.</p> <p>This includes training for school staff, collaboration with the LA and use of staff CPD time to share and practise strategies.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>4 and 5</p>
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Blocks to student progress are discussed weekly in Raising Attainment and Progress meetings, chaired by lead</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>6</p>

<p>practitioners and supported by pastoral and SEND specialists.</p>		
<p>Continuing to support AM revision clubs through staffing and provision of free breakfast for Y11 PP students.</p> <p>This will be supported by free revision/ study guides for PP KS4 students.</p>	<p>EEF guidance and research confirms that homework clubs can help to overcome independent learning barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>2, 3 and 6</p>

Total budgeted cost: £413,175

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments.

For 2024, the Progress 8 score for our disadvantaged pupils was -0.38 in comparison to -0.03 for the non-disadvantaged cohort. See DfE guidance for more information about KS4 performance measures.

DfE has discouraged comparison of a school's 2024 performance data with results in 2022 and 2023. This is because there was a government objective to return outcomes to 2019 levels to prevent further grade inflation. The impact of COVID-19 makes it difficult to interpret why the results are as they are.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). For Progress 8, the national average score for disadvantaged pupils was -0.57 and for non-disadvantaged pupils it was -0.03. Our GCSE results are above these national averages for disadvantaged pupils and the whole school matches national averages.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 remains below our expectations, hence significant work put into ensuring that key stage three curriculum, enrichment and support structures enable students to access key stage 4 with more disciplined and successful behaviours.

The gap between the Progress 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic, even if our PP P8 score is higher than national. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

These results mean that we need to focus more resources on addressing the specific barriers pertaining to our disadvantaged students if we are to meet our 2024/25 and 2025/26 targets, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Measure	Activities	Autumn 2023: review of impact
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<p>Adopting a whole school approach to mental health through enhancement of the PHSE curriculum and social and emotional learning days.</p>	<p>Purchasing of Jigsaw PSHE programme to ensure a consistent offer to all students.</p> <p>Youth Mental Health First Aiders - selected members of staff trained to be mental health leads to support students appropriately.</p> <p>School Mental Health Lead appointed</p> <p>Available resources to guide parents and children via website.</p> <p>MH workshops booked for each year group for Autumn and Spring Terms</p>	<p>Resources accessible and available to all tutors. LW show that all staff deliver the programme.</p> <p>Posters around school to inform students and staff of who the YMHFAs are.</p> <p>Website area dedicated to mental health guidance.</p> <p>Year 11 Exam Stress Workshop completed.</p>
<p>Therapeutic support</p>	<p>We increased the numbers of counsellor in school. We have a new counsellor in the sixth form, an extra counsellor in the main school (part time). Exam stress groups for year 11 students, transition groups 20 6th form student ambassadors have had training in mental health to support younger students.</p>	<p>We have started the transition groups for year 7. There are some groups on Identity for year 11 students by the counsellor in the Bridge. In the new year (2024), the same group will extend to year 10.</p>
<p>Increase the capacity of safeguarding and behavioural team to meet the increased demands on school since lockdown.</p>	<p>Refocus room open- with a person in charge of developing a program, so that students do not reoffend.</p> <p>behaviour lead DH with a team of behaviour RSLs- analyse data, look at trends, ensure that behaviour policies and consequences are followed by tutors and HOYs.</p> <p>Use of the school AP- increase numbers of people in AP to support more students. Use of different resources and activities in the AP.</p> <p>New appointments in pastoral associate staffing</p>	<p>Refocus program and Reflection intervention have been put in place in order to support students with behaviour issues.</p> <p>Refocus program will be used for a day and the reflection intervention will be used for students who have had more than two visits to the refocus program. They will spend 3 days with the person in charge of the intervention. The AP will also be used for students who have had some serious</p>

	<p>have enabled data monitoring to be more effective so that leaders can respond in more timely ways.</p> <p>We are working with local agencies to ensure that students feel safer on their travels to and from school, notably the police, LA and Peabody.</p>	<p>behaviour issues and who need a respite. They will follow a two-week program and will be reintegrated slowly into mainstream. A Wellbeing support referral has been created, where Head of Years can refer students for different services where needed.</p>
<p>Bespoke CPD for all teachers including extensive leadership</p>	<p>Bespoke T&L CPD delivered once a half-term on:</p> <ul style="list-style-type: none"> a. Behaviour for learning, b. SEND-effective teaching, focusing upon ADHD students. b. Modelling, c. Feedback. <p>The last two are recognised by the EEF as having greatest impact upon student progress.</p>	<p>Comparative data is showing increased levels of progress when comparing Autumn term 2022 and Spring term 2023 - the following areas are either fully embedded or embedded in lessons observed in summer term 2023: Meeting/greeting students at the door (+91%), seating plans (94%), scaffolding/modelling (100%), No talking for 5 minutes (97%), Actively checking understanding (95%). This year T&L CPD will focus on the quality of feedback and SEND provision in the classroom (this to be reviewed half-termly)</p>
<p>Recruitment, retention and professional development of Leadership and subject specialists for Maths, English, Physics, Chemistry and Humanities Also maintain a good staff to</p>	<p>Small group tuition for KS3 and KS4 in core and other subjects.</p> <p>Recruitment of staff for leadership within core departments; Heads of Departments, Deputy Head of departments and KS3 coordinator.</p>	<p>Good recovery of KS4 students aiming to boost students to pre-pandemic attainment levels.</p> <p>Good progress of PP students in some core departments.</p>

<p>student ratio to facilitate smaller group tuition.</p>	<p>We have appointed a primary-trained specialist to teach our nurture groups in years 7-9.</p>	
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<p>High quality evaluation and feedback for all teachers evaluating and developing all teachers. Staff coaches are trained as coaches after completing and passing CPD with Bromley Collegiate</p>	<p>Coaching CPD delivered by SSAT to all T&L coaches. Good practice modelled and embedded throughout coaching programme</p>	<p>End of year coaching evaluation shows high level of teachers' satisfaction: 92% of teachers thought coaching helped them achieved their goal/ 94% thought their coach helped explore what was important to them/ 100% of teachers would very likely or likely recommend their coach Please note that the</p>
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		<p>coaching programme will be run internally for the academic year 2023-2024 (focus: Feedback)</p>
<p>Development through the NPQs and training through partnering with Ross McGill's 'teacher toolkit' CPD series for schools. In particular, this activity is enabling the development of a skilled middle leadership who are able to tackle the challenges listed above. Middle leaders CPD also includes placements of a number of staff on NPQML and NPQSL development programmes.</p>	<p>NPQ and staff development led by LK a number of staff have been put on NPQSL (approximately 6 in the past 2 years) to develop them in terms of skills and leadership. new middle leaders undertook a in house course prior/ during covid which focused on holder team to account, monitoring team performance. Middle leaders last year and this year took part in coaching with Joanna Gledhill. These were done in quads. Unfortunately the NPQML no longer exists - therefore school has used national college for curriculum development and online CPD has been offered to all ML which are aligned to the school priorities of monitoring and standards</p>	<p>The main strengths identified from completing CPD include better use of data and self-leadership, the main areas middle leaders stated they needed to develop were effective leadership of a team and managing team performance Through the CPD this has improved wider communication. Middle leaders stated through completing a 360 evaluation twice, made them more reflective of their practice and self-aware. Middle leader found the CPD sessions, the coaching, time to strategically plan and discussions with other middle leader particularly useful in their development.</p>

Implementing a whole school reading policy focusing on a) Reading for pleasure, b) reading catch-up and C) training staff- LSAs

Reading for pleasure:
Discussed in late summer 23 during PLL for rolling out Autumn 23.

10-minute literacy lesson during tutor time is to promote a love for reading, enhance critical thinking skills, and develop effective communication abilities in students. The curriculum aims to engage students in various activities centred around the theme of literature, enabling them to deepen their understanding of books, characters, and literary concepts. Outcome:

Tutors have been conducting the sessions biweekly with numeracy.
B) Reading catch up – As above. Intervention was focused on pupils who were below their chronological reading age from data obtained from whole cohort NGRT reading test and AR reading tests conducted during the adapted English curriculum in the school

Impact

- Range of progress – between 1 month to 2 years.
- Year 7 -75% made at least at least 3 months progress, majority have made 1 year progress. 3 didn't make any progress due to poor attendance. Key Y8 student started with a RA of 8 finished at 10.04 after attending interventions
 - Year 8 – 87.5 % made at least 3 month progress, 37.5% made over 1 year progress, Another Y8 student - 1 year progress. Third Y8 student – 2 year progress.

	<p>library. Focused on bottom 10% who are not SEN and some PP students.</p> <p>C) No training was provided due to budget and time constraints.</p>	
<p>Improving reading skills focus on improving literacy with an emphasis on Year 7. Teaching assistant staff ran interventions outside of lesson time.</p>	<p>Interventions for reading were conducted for Year 7 and 8 students who are currently reading below their expected age level. These students participate in two weekly sessions that are led by LSAs supervised by the Literacy Coordinator. The sessions took place for 30 minutes before the start of AM registration. The interventions providing weekly reading and termly testing using AR.</p> <p style="text-align: center;">Who</p> <ul style="list-style-type: none"> • Year 7-8 (24 students) • Below chronological age readers • Not on SEND register. • Data based on AR test <p style="text-align: center;">How</p> <ul style="list-style-type: none"> • 4 x 30-minute sessions per week (am) • 6 weeks initially but have 	<p style="text-align: center;">Impact</p> <ul style="list-style-type: none"> • Range of progress – between 1 month to 2 years. • Year 7 -75% made at least at least 3 months progress, majority have made 1 year progress. 3 didn't make any progress due to poor attendance. Key Y8 student started with a RA of 8 finished at 10.04 after attending interventions • Year 8 – 87.5 % made at least 3-month progress, 37.5% made over 1 year progress, Another Y8 student - 1 year progress. Third Y8 student – 2-year progress.

	<p>extended for some pupils</p> <ul style="list-style-type: none"> • LSAs with reading intervention experience • AR test at the end of term 	
<p>Further improve the use of data to inform intervention by using our school data lead, who is tasked with monitoring and reporting on progress of groups across the school. Data to be used in RAP meetings weekly mainly for KS4 and KS5 students.</p>	<p>This year we enhanced our use of data through the RAP process. Pupil premium data was used to select students for in depth discussions regarding progress, attainment, and pastoral issues. These meetings resulted in targeted interventions in small groups for core subjects where PP students were given priority.</p>	<p>This led to a positive impact on outcomes with students who received small group tuition outperforming the rest of the cohort by an average of 14% at each 4+ grade level in English, Maths and Science.</p>

<p>Disadvantaged pupils targeted for literacy and numeracy interventions in KS3</p> <ul style="list-style-type: none"> • Reading test bought in for all year 7 and 8 students - with those below reading age to be retested in May 2021 • Literacy intervention for KS3 pupils in order to improve reading age – Book and Breakfast; EAL AM Reg reading; peer mentor reading intervention) (EEF reports + 4 months through small group tuition) • English KS3 curriculum reviewed with greater time allocated to reading and comprehension, focusing upon inference as highlighted in SATs as the weakest reading skill (EEF report +6 months through reading and comprehension) 5 Read now activities in every lessons. <p>Literacy qualified LSAs to do reading interventions with targeted students.</p> <ul style="list-style-type: none"> • Literacy catchup in Summer Holidays – kindles for students 	<p>Disadvantaged pupils targeted for literacy and numeracy interventions in KS3</p> <p>Reading interventions were implemented for Year 7 and 8 students who are presently reading below their anticipated age level. These individuals engage in a weekly session in learning support. The sessions, occurring 30 minutes before the commencement of AM registration, involve weekly reading activities and termly testing using AR. There was a mixture of PP students and those below their chronological reading age. Reading test bought in for all year 7 and 8 students - with those below reading age</p> <p>NGRT credits were purchased in the summer term for whole cohort reading tests.</p> <p>English KS3 curriculum reviewed with greater time allocated to reading and comprehension, focusing upon inference as highlighted in SATs as the weakest reading skill (EEF report +6 months through reading and comprehension)</p> <p>This was over seen by the English department and discontinued for this academic year.</p> <p>Literacy qualified LSAs to do reading interventions with targeted students</p> <p>LSAs run weekly reading interventions for Year 7 and 8 students who have been identified as below reading age. These sessions are</p>	<p>Outcome – Year 7 and 10 tests completed; Year 9 arranged for January 24. Year 8 RA Data is obtained for AR test conducted in Summer 23.</p> <p>Literacy intervention for KS3 pupils to improve reading age – Book and Breakfast; EAL AM Reg reading; peer mentor reading intervention) (EEF reports + 4 months through small group tuition)</p> <p>This was not continued last year. – due to the lack of sixth form mentors in 2022</p> <p>English KS3 curriculum reviewed with greater time allocated to reading and comprehension, focusing upon inference as highlighted in SATs as the weakest reading skill (EEF report +6 months through reading and comprehension)</p> <p>Outcome: Regular update of pupil reading ages. During this period there was targeted class interventions for students who are below reading utilising tracked data obtained by STAR assessments, 4 times over the year. Data was extracted and uploaded the Bromcom for up to</p>
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<p>to enable access to myOn.</p> <ul style="list-style-type: none"> • Maths KS3 curriculum to be redrafted with more emphasis on geometry and statistics as shown to be a weakness in SATs 	<p>held in small groups before school and students will use the Accelerated reader programme throughout the year to monitor progress.</p>	<p>date reading ages.</p> <p>Literacy qualified LSAs to do reading interventions with targeted students</p> <p>Outcome: Range of progress – RA increased between 1 month to 2 years, with regular attendance. Students with poor attendance did not make good progress.</p>
<p>Disadvantaged students prioritised for GCSE interventions</p>	<p>Our extended schools offer of additional classes on Saturdays and holidays has been an effective tool in closing the disadvantage gap. Groups invited for interventions were stipulated to include PP, SEND and LAC students taking precedence over academic data. In addition to our extended school offer:</p> <ul style="list-style-type: none"> • PP students given free revision guides. • RAP meetings focused on PP and HPA/PP • The Bridge intervention for vulnerable students. 	<p>The outcome of this commitment to prioritising disadvantaged students led to a much lower gap than both the RBG and National averages. The basics Gap at 4+ was 8% compared to 22% in the borough and 30% Nationally. The basics gap at 5+ was 9% compared to 21% in Greenwich and 27% nationally.</p>

	<ul style="list-style-type: none"> • Small group tuition on 1:6 ratio or less. 	
Targeted lessons (period 7), revision and Study support before and after school for year 11 students.	Students were provided with after school (period 7) support in core and foundation subjects 3 to 5 days per week.	This additional time allowed for enhanced confidence in core subjects where outcomes were 9.5% higher than the national average at grades 9-5.
Specific numeracy and literacy lessons for year 7-9 for nurture groups	Literacy and Numeracy programmes have run throughout KS3 as apt of the LEAP curriculum for nurture groups. Specialist support has been given to planning and delivering these lessons.	Targeted PP intervention of students who are below RA to start during Spring term 2024 (impact to be evaluated by March 2024)
Small group tuition/ intervention in targeted subject area across subject areas.	P7 for core subjects and Saturday morning small group intervention.	This additional time allowed for enhanced confidence in core subjects where outcomes were 9.5% higher than the national average at grades 9-5.
School holidays and summer School programme. Run an extensive summer school programme covering many years offering targeted catchup matched to need.	This year we delivered summer schools for new year 7s and 11s. Some of our most vulnerable students were introduced to their new environment in a smaller setting with a variety of team building and educational sessions. Students with EHCP plans, SEND needs and PP were given priority which provided an opportunity to build relationships with key workers and pastoral leads	The year 11 summer school focused on literacy catch up with students receiving 3 days of support along with workshops on how to organise time, revision resources, and target setting.

<p>Saturday and holiday sessions for targeted students [Autumn term - Summer 1 2022</p>	<p>Saturday and holiday sessions had a small group tuition strand (discussed above) and a whole group option subject strand targeted towards years 10, 11, 12 and 13.</p>	<p>Attendance to sessions averaged 70% in the run in to public examinations and had a beneficial effect on reported levels of preparedness. This offer mitigates the lack of private tuition opportunities available to disadvantaged pupils. Built into the budget is a food spend to ensure all students receive free refreshments to aid concentration and engagement.</p>
<p>To improve outcomes for students who need additional support through an additional class in many subjects and year groups.</p>	<p>Increase in the number of teaching groups to facilitate support for students who require it.</p> <p>Change to tutor time schedule to support learners.</p>	<p>Better in class support and focus on students who require smaller group sizes.</p>
<p>Homework Club is targeted at students who have low completion of homework particularly in all key stages. These students are required to attend after and or before school each week. Low homework returns are analysed by data team and actioned by HOYs/ Hods who follow up with parents and students to support.</p>	<p>Homework club runs in Learning Support on a Monday, Tuesday and Thursday after school. There are two members of staff available to support the pupils with their homework. A register of attendees is taken. Parents and staff are able to ask for specific pupils to attend and homework club staff will monitor their attendance and feedback.</p>	<p>Students with low HW completion targeted and follow-up learning walks intervention to be put in place to support students with low completion rate - December 2023 Bromcom analysis revealed 31% of all negative Poly points are currently for behaviour [highest indicator currently] (2082 Poly Points) [the second highest: Students late to school [17%]</p>

<p>Targeted Study Support Programme across all subjects in learning support.</p> <ul style="list-style-type: none"> - Lego therapy - Reading support <p>- Dyslexia test done and targeted support</p> <ul style="list-style-type: none"> - ELSA - Draw and talk - In class support - Social skills group 	<p>Interventions running in Learning Support from January 2024 are:</p> <p>Zones of Regulation Speech and Language intervention as identified on care plans</p> <p>Reading Intervention Literacy Support Numeracy Support Homework Club Calm Club at break and lunchtime Social Skills group Personalised timetables Well-Being interventions such as ELSA and Draw and Talk</p>	<p>At WPSfB's we understand that interventions need to suit the needs of the pupils. Staff will meet to discuss the needs of the pupil so that identified support and intervention can then take place. Many interventions such as literacy, reading and maths support can be adapted to suit the exact needs of the pupils. A baseline and exit measure is recorded for most interventions to ensure that pupils are making appropriate progress. At the end of the intervention information on progress will be shared with teachers, students and parents.</p>
<p>The Bridge provision</p>	<p>Counselling ASDAN courses with year 11 students Boxing AHOY Retracking Game changers</p>	<p>All the interventions are happening. Some students have been referred to the AP because of serious behaviour issues and have spent some amount of time. A mixture of year 9,10, 11 and 8 students attend the AHOY program. Another year 7 transition group are engaging with the game changers program. Apart from year 11, other students are taking different ASDAN qualifications, such as sports leadership.</p>