

Pupil premium strategy statement

School overview

Metric	Data
School name	Woolwich Polytechnic School for Boys
Pupils in school	1181
Proportion of disadvantaged pupils	452
Pupil premium allocation this academic year	£449,268
Academic year or years covered by statement	Years 7-11.
Publish date	October 2019
Review date	July 2020
Statement authorised by	
Pupil premium lead	S. Gurney
Governor lead	Ellen Halstead

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.26 (+0.01)
Ebacc entry	44.4%
Attainment 8	44.6 (49.4)
Percentage of Grade 5+ in English and maths	45.5% (59.9%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve national boys average for attainment for all pupils	Sept 2021
Attainment 8	Achieve national boys average for attainment for all pupils	Sept 2021
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.	

Teaching priorities for current academic year

Measure	Activities
Consistently outstanding teaching practice by teachers	<ul style="list-style-type: none"> • feedback; metacognition; retrieval practice; regular homework – is embedded in all lessons; monitored through LW • Priority feedback both during lessons (live marking), homework, tests and PPEs (EEF research (EEF reports +8 when feedback is used to support student progress)). • Review marking and feedback policy • CATs profiles to inform RAPs • Seating plans have PP highlighted • Targeted questioning during lessons
Literacy focus	<ul style="list-style-type: none"> • Reading test bought in for all year 7 students with those below reading age retested in Sept year 9. • Oracy- CPD and embedded into SoL; led by Lit Lead (EEF +5 through embedding oracy into the curriculum) • Read Now activity embedded in all lessons – staff briefing share of good practice and LW monitoring (EEF report +6 months through reading and comprehension) • Minibites sessions for new staff development. • Structured writing support for GCSE exam preparation
Barriers to learning these priorities address	<ul style="list-style-type: none"> • 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
Projected spending	£20,824

Targeted academic support for current academic year

Measure	Activities
Disadvantaged pupils targeted for literacy and numeracy interventions in KS3	<ul style="list-style-type: none"> • Reading test bought in for all year 7 students with those below reading age retested in Sept year 9 • 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

	<p>upon inference as highlighted in SATs as the weakest reading skill (EEF report +6 months through reading and comprehension)</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
Disadvantaged students prioritised for GCSE interventions	<ul style="list-style-type: none"> • Strategy meeting for years 11 and 10 pupil premium students in key groups – HPA; WB; SEN – IEP produced. • 50% on Saturday Intervention sessions and half term intervention sessions invites to be PP students. (EEF reports + 4 months through small group tuition) • Free revision guides provided for all year 11 students • Revision residential • One to one tuition (EEF +5 months with 1:1 intervention) • Homework Clubs (EEF +5 months for secondary homework)
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Low level of independent reading amongst disadvantaged pupils: access to good quality reading material at home • Historically low attendance of disadvantaged students to interventions • NSR and below reading age
Projected spending	£143,313

Wider strategies for current academic year

Measure	Activities
<i>Improved engagement and participation of pupil premium students.</i>	<ul style="list-style-type: none"> • Improve engagement of students through university talks/trips; access to cultural enrichment in subject areas. • Review of curriculum at KS3 providing more culture capital and a greater learning experience • Alternative provision to support students with low self esteem/attendance. • Careers interviews for year 11 disadvantaged students. • University experience from Year 7-11 – ambassador visits; workshops; university residentials • Pixl Edge Programme • The Bridge – interventions to support potential school refusers and persistent absentees.
Attendance	<ul style="list-style-type: none"> • First day calling – PP priority.

	<ul style="list-style-type: none"> • The Bridge – interventions to support potential school refusers and persistent absentees. • Retracking • Alternative provision
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of culture capital. • Persistent absenteeism
Projected spending	£271,837

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated for staff development	Sharing of good practice in 3 minute slot in Friday briefing departmental time. 1-1 coaching and teacher support walks
Targeted support	Ensuring that all teacher support reading and reading comprehension in lessons. Marking and feedback policy needs to be followed by all staff.	Seating plans to have reading age data highlighted; PP students are targeted for reading and questioning. Feedback is timely. 1-1 coaching L&T meetings for CPD, focusing upon highest impact strategies Targeted intervention sessions
Wider strategies	Cover for staff. Not all universities are close. Calendar is tightly packed with event.	Use of school mini buses, guidance for parents for trips to universities during school holidays. Make use of visiting ambassadors in lessons. HoYs plan times with least impact on whole school business

Review: last year's aims and outcomes – see attached sheet.