



# Woolwich Polytechnic School for Girls

## Pupil Premium Report 2019-20

### Pupil premium spending

SUMMARY INFORMATION			
Date of most recent pupil premium review:	November 2019	Date of next pupil premium review:	January 2020
Total number of pupils:	236	Total pupil premium budget:	£90,000
Number of pupils eligible for pupil premium:	37	Amount of pupil premium received per child:	Ever6 FSM - £935 LAC - £2300

### STRATEGY STATEMENT

In order to ensure our Pupil Premium funding is best utilized at Woolwich Polytechnic for Girls, we have used strategies presented in the Sutton Trust Report to ensure the Pupil Premium funding is spent effectively:

- a) Additional staffing to help children learn and be provided with personalised feedback.
- b) Additional resources to help children learn independently and to help them assess each other's work.
- c) Additional pastoral support to chase up attendance, punctuality and to promote positive behaviours for learning.
- d) Additional provision of enrichment activities and careers guidance to raise aspirations of our students.

The overall aims of our pupil premium strategy:

- o To reduce attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage points
- o To raise the in-school attainment of both disadvantaged pupils and their peers

## Assessment information

END OF KS2		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	82%	155
% making expected progress in reading	87%	87%
% making expected progress in writing	92%	91%
% making expected progress in maths	90%	91%

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low prior attainment of literacy/maths from primary school when they join us
B	Pastoral support and emotional needs.
C	Need for personalised intervention for learning in subjects.
D	Poor home learning environment

## ADDITIONAL BARRIERS

### External barriers

D	Issues regarding attendance and punctuality.
E	Limited enriching experiences outside of the local area.
F	Low ambition / aspiration for progression to university.

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	The disadvantaged most able students make exceptional progress	All HAP PP students progressing to level 3 courses followed by entry to high quality Universities
B	The disadvantaged pupils make progress well above other pupils nationally.	PP students continues to exceed or match non PP students in the school and well above other pupils nationally.

	<b>Intended outcome</b>	<b>Action</b>	<b>What's the evidence and rationale for this choice?</b>	<b>How will you make sure it's implemented well?</b>	<b>Staff lead</b>	<b>When will you review this?</b>
<b>Quality of teaching for all</b>	Progress of PP students continues to exceed or at least matches that of non- PP students in the school.	Extra classes timetabled in all subjects along with reduced class sizes for low band students in English and Maths	Although The Sutton Trust identifies that the impact of smaller class sizes on a cost basis may not be the most cost efficient method of improving pupil progress we feel that the staffing cost is reasonable when compared to impact on student attainment and progress. Smaller class sizes allow teachers to devote more personal attention to each student. This allows targeted teaching of low band pupil premium student with lower levels of literacy and numeracy on entry. It also allows us to further strengthen the good progress made by middle and	Learning walks, book scrutiny, analysis of data. PP pupils in years 7 make as good as or better progress than their peers so that they meet their targets. This is monitored for all students through termly assessment and data capture. Pupil Premium funding is used to provide targeted intervention to those students who do not make requisite progress.	BP HODS	Jan20

			high ability pupil premium students by matching teaching to their needs and allowing them to make as good or better progress than their peers.			
	Improved teaching of low ability pupil premium students by English and maths teachers so that progress of low ability PP students continues to exceed or match those of non-PP students.	Key staff trained in literacy and numeracy strategies (concrete, pictorial and abstract) by specialists. This training is shared with all teachers in the English and maths departments.	The Sutton Trust rightly recognise that the single largest factor in promoting good progress for learners of all abilities is the quality of feedback they receive from their teachers. Therefore training staff in the correct way to provide high quality feedback to low ability learners in English and maths will improve progress and attainment of the pupils.	Learning walks and termly monitoring of progress data.	BP HODS	Feb20
	Improve the curriculum offer for those pupil Premium students who on entry to the school need an specialised curriculum in KS3 in order to make progress due to their very low attainment at key stage 2. This is for all subjects.	Create an extra class in year 7 staffed by specialist teachers and appropriately resourced in order to all students to make progress at a rate which is apposite to their need.		Learning walks and termly monitoring of progress data All teachers involved with the specialised curriculum meet 4 times a term in order to review attainment and progress, teaching, staff training and the curriculum offer.	BP	4 times per term.
	High aspirations for University including Russell Group where appropriate.	Oxbridge graduates staff to increase student engagement with and desire to attend top universities including Oxbridge. They	Many students need support and guidance in order to be able to attend the prestigious Russell group of universities. Intervention and guidance must start early		HODS	

		work with students from year 7 to provide a clear pathway for students to attend top universities.	and is different for every student as their needs and aspirations are unique. We are hoping that through Brilliant Club number of PP students that go to the very best Universities increases significantly.			
Total budgeted cost:						
Targeted support	<p>Improve literacy and numeracy of students who have not achieved the expected standard at KS2 in year 7.</p>	<p><u>Literacy:</u> Lexia program for students below 100 score KS2 on entry. Create literacy programme for low attaining students on entry.</p>	<p>National research, 'What works for children and young people with literacy difficulties' indicates effective strategies that raise literacy levels.</p>	<p>Regular assessment of students to monitor progress in literacy. This is carried out through a variety of formats including access reading tests, Lexia, tests, Key stage 2 exams and teacher assessment. This approach ensures that students' literacy develops and that they quickly catch up with key stage expectations by the end of year 7.</p> <p>GL assesment</p>		

		<p><u>Numeracy:</u> After school intervention, smaller class sizes. Design tailored maths curriculum for year 7 students with below 100 score KS2 on entry using the 'concrete, pictorial and abstract' approach. Focus on mastery of the fundamentals of maths</p>	<p>Students given more personal numeracy tuition. Regular testing improves the quality of feedback and allows us to chart student progress to ensure it is in line with national expectations.</p>	<p>Analysis of data and key stage 2 re-testing to check student progress.</p> <p>Diagnostic analysis of students' mathematical strengths and weaknesses informs teaching. Regular assessment of students to monitor progress in numeracy.</p>		
	Improved progress for Pupil Progress students in English	<p>Staff training of English department by GCSE language and literature examiners in order to improve teacher's feedback to students and their attainment and progress in English.</p>	<p>Builds on research carried out by the Sutton Trust and Education Endowment fund on what is the most effective way to develop ensure exceptional student progress which is the quality of feedback. Highly trained staff provide high quality feedback to students.</p>	<p>Regular assessments formative and summative to track student progress and to intervene decisively with pupil premium students to ensure that they match the progress of non- pupil premium students.</p>		
	Improved progress for High band maths students.	<p>Extra classes for high band maths students in order to increase progress and attainment. Staff training on examiners feedback and diagnostic analysis of higher grade questions.</p>	<p>Increasing the stretch and challenge of the most able mathematicians will help to secure an increase in the number of grade 9 results crucial for further maths study at A level and beyond. This dramatically increases the chances of numerate students attending in the very top universities in engineering, mathematics and computing.</p>	<p>Regular assessments formative and summative to track student progress and to intervene decisively with pupil premium students to ensure that they match the progress of non- pupil premium students.</p>		

	<p>Poor home learning environment</p>	<p>A dedicated, staffed working space is allocated to students so that they have place to work in silence and with any resources which may be lacking at home.</p>	<p>Students cannot complete homework and study if they do not have a calm ordered environment to do so. Providing a working space from 2.35 to 5.00pm every school day allows children access to an orderly working space they would not have access to at home.</p>	<p>Analysis of attendance register.</p>		
<p>Total budgeted cost: <span style="border: 2px solid black; display: inline-block; width: 100px; height: 20px; vertical-align: middle;"></span></p>						
	<p>Improved engagement and increase weaker attendance for Pupil premium students compared to non- pupil premium students at Woolwich Polytechnic School for Girls.</p>	<p>Employment of Education Welfare and Attendance officer, School Counsellor and Behaviour Support Manager. Rigorous monitoring of student attendance.</p> <p>Attendance awards.</p> <p>Parental information evenings</p>	<p>Staff assigned to work with students who show signs of poor attendance or other symptoms of disengagement. EWO will go on home visits to create a strong link between parents, child and school. Early intervention from key staff to ensure student attendance and remove barriers to learning which are outside of the school gates.</p> <p>Attendance awards are given to students with at least 95% attendance.</p> <p>Targeted parents are met in the school and the link between attendance and high academic outcomes and progress highlighted at parental information evenings.</p> <p>Students need to be ready and prepared for a day of learning-providing a free breakfast is a crucial step in ensuring that all students are cared for and the school acts in the place of a parent.</p>			

		Free breakfast.				
	Raised aspirations	GSI program including careers advisors working with PP students	To ensure all students progress to appropriate, high quality education or training following KS4	Monitor aspirations of our students through surveys and PD activities		
		Residential trips for students in years 7	This build resilience and tenacity in students by exposing them to different circumstances and environments which they are not familiar with. This helps them to deal with setbacks and to develop resilience.	Monitor attendance and collate student voice.		
		Theatre Trips for students in year 7	This exposes students to cultural activities, which students have not been exposed to before and helps to develop cultural capital.	Monitor attendance and collate student voice.		
		Free Music Tuition	This helps to build confidence, cultural capital and teaches positive values of hard work, perseverance and diligence.	Monitor impact of regular practice against academic attainment for PP students.		
		Awards for hard working students going above and beyond	The Awards promote high effort and determination across the school. Public acknowledgement of positive values.	Monitor impact against future attainment.		
Total budgeted cost:						

## Review of expenditure from previous academic year

The school has been opened in September 2019 so our first review of expenditure will be completed in September 2020.

Things to consider:

- 1 Careers Provision (independent guidance, work experience, etc.). 9000
- 2 LAMDA courses 7300
- 3 Future Frontiers Program 11000
- 4 Bright Futures Day and Residential Program 4000
- 5 The Girls Network 9000
- 6 First Story Program 4000
- 7 Additional books and resources 21000
- 8 Promotion of reading (4-5 books per year to Y 7,8 and 9) 25000
- 9 Oxford/Cambridge trips 8000
- 10 Resources for students (textbooks, revision guides, etc.) 15000
- 11 Trips subsidies - Years 11/10/9/8/7 15000
- 12 Additional staffing subjects for intervention, additional support, etc. 90000
- 13 Additional support staff 35000
- 14 Professional Counselling for Emotional Needs

Website info:

# Pupil Premium Details

## **Pupil Premium**

The Pupil Premium additional funding provided to all schools for pupils from disadvantaged backgrounds. At Woolwich Polytechnic for Girls we ensure this funding is used effectively to ensure our pupils make exceptional progress. Full details can be found in the document below.

## **Year 7 Catch Up Premium**

The Year 7 Catch Up Premium is additional funding for pupils who did not achieve the expected standard in their Key Stage 2 SATs in either English or maths. For full details of how we use this funding and the impact it has, please read to the report below.