

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woolwich Polytechnic School for Girls
Number of pupils in school	720
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2021 to Summer 2024
Date this statement was published	01/12/2021
Date on which it will be reviewed	20/01/2021
Statement authorised by	Ms L Williams
Pupil premium lead	Mr T Leadbetter
Governor / Trustee lead	Mrs S Ikpefuran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,273
Recovery premium funding allocation this academic year	£25,085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£240,358

Part A: Pupil premium strategy plan

Statement of intent

The past two years have created new challenges for teachers, schools and most critically for our disadvantaged students. Our revised Pupil Premium strategy reflects the new challenges posed as a result of Covid-19 related school closures, as well as the existing barriers facing our students.

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. Our approach is robust and responsive, rooted in diagnostic assessment and not assumption.

We do not make assumptions about our disadvantaged students; instead we use quality data and assessment to inform appropriate intervention and strategy.

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

Challenge number	Detail of challenge
1	Below expected reading ages, particularly in Y7 and Y8 where the gap is greater between PP and non-PP students
2	Impact of school closures, especially on lower-prior attainers
3	Attendance and persistent absenteeism amongst disadvantaged students
4	Poor mental health, confidence and wellbeing
5	Fewer recent opportunities outside of school to develop cultural capital, creating additional future barriers to employment or educational opportunities

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
Exceptional outcomes for disadvantaged students <i>(challenge 1, 2)</i>	<ul style="list-style-type: none"> • Teachers know who disadvantaged students are and prioritise them for in class interventions • Reading age of PP students is at or above age-related expectations by the end of KS3 • All PP students make expected or greater levels of progress in all subjects in KS3 assessments • Positive Progress 8 score in Summer 2024, the first year of our school's results
A culture of independent learning <i>(challenge 1, 2)</i>	<ul style="list-style-type: none"> • Space for independent study in school is available and used by PP students • All PP students have access to technology that enables virtual learning • Library data reflects a reading amongst our PP cohorts.
Confident, resilient students with positive mental health <i>(challenge 2, 3, 4)</i>	<ul style="list-style-type: none"> • Increased attendance for PP students, with few/ no persistent absentees • Mental health support is in place for those who need it, demonstrating impact in improving the mental health of PP students
Students that aspire to top universities or quality vocational alternatives <i>(challenge 5)</i>	<ul style="list-style-type: none"> • Students have aspirations post-16 and an understanding of how to achieve their goals; this reflected through student voice • Opportunities to engage in University-based experiences are targeted at PP students, especially those who have high prior attainment
Students accumulate high-quality cultural capital, and excellent opportunities outside the classroom, throughout their time in school. <i>(challenge 5)</i>	<ul style="list-style-type: none"> • Trips, workshops and other extra-curricular opportunities to engage in the visual arts, theatre, dance, music and design are provided, with PP students supported • Building of links with local and regional organisations over three years to create ongoing partnerships that support our disadvantaged students

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra classes timetabled in all EBacc subjects to allow smaller teacher/student ratios	<i>EEF – Reducing class size</i>	1
Exam board / examiner training for one person from each department	<i>Day - The Role of Continuous Professional Development in Closing the Gap in Educational Attainment</i>	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School contribution towards costs of NTP (Brilliant Club Tutoring)	<i>The Brilliant Club – Brilliant Tutors</i> <i>The Brilliant Club – Graham School case study</i> <i>EEF – Small group tuition</i>	1, 2
Brilliant Club Scholars Programme	<i>The Brilliant Club – Annual Impact Report</i>	5
Accelerated Reader	<i>EEF – Accelerated Reader</i> <i>EEF – Reading Comprehension Strategies</i>	1, 5
Rapid Reading programme	<i>Pearson – Helping struggling learners to close the gap</i> <i>EEF – Reading Comprehension Strategies</i>	1, 5

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

Budgeted cost: £20,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
Greenwich Attendance Service	<i>EEF – Parental Engagement</i>	3
School Counsellor and other mental health provision	<i>EEF - Social and emotional learning</i>	3
Behaviour Support officer	<i>EEF – Behaviour Interventions</i>	3
Free Music tuition for PP students	<i>EEF – Arts participation</i>	5
Funding of trips, workshops and extra-curricular opportunities in Art, Drama, Dance, Music, Design.	<i>EEF – Arts participation</i>	5

Total budgeted cost: £240,358