

# Pupil premium strategy statement – Woolwich Polytechnic School for Girls

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1173 pupils
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 to 2025/26
Date this statement was published	22 <sup>nd</sup> December 2023
Date on which it will be reviewed	June 2023
Statement authorised by	Ms L Williams, Head of School
Pupil premium lead	Mrs P Alamu, Associate Assistant Head
Governor / Trustee lead	Mrs S Ikpefuran

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 395,899
Recovery premium funding allocation this academic year	£ 98,532
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 494,431

# Part A: Pupil premium strategy plan

## Statement of intent

At Woolwich Polytechnic School for Girls, we are committed to achieving our vision of 'success for everyone'. We recognise that for our students to become happy, successful and contributing members of society, they must develop academically and personally during their time with us.

With nearly 40% of our students coming from disadvantaged backgrounds, our approach is at whole cohort level, ensuring that all our students receive high-quality teaching across the academic curriculum and are supported in their personal and social development through a comprehensive personal development curriculum as well as the wider school ethos of care and unity. We support our staff in delivering the various curricula through a focus on targeted professional development and feedback so that they are supported in their development as subject and pedagogical experts.

We acknowledge the importance of literacy for our disadvantaged learners and therefore, use regular targeted interventions across the key stages to ensure that our students are supported in being able to read at an age-appropriate level.

We use our Raising Standards Leaders to carefully track the progression of our pupil premium students throughout their time at the school, ensuring that additional support and interventions are deployed where necessary to ensure that our disadvantaged students are not left behind.

We are aware of the cultural capital deficit which a number of our disadvantaged students have. We aim to address this through having a comprehensive programme of extra-curricula clubs, activities and trips to ensure that all of our students are being exposed to a range of opportunities and experiences regardless of their backgrounds.

## 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 of students in key stage three which impacts negatively on students ability to access the planned curriculum at an age-appropriate level
2	Students below expected standard across the curriculum due to gaps in learning from school absence and remote learning

3	Attendance and persistent absenteeism
4	Poor mental health, confidence and emotional wellbeing
5	Fewer opportunities outside of school to develop cultural capital, potentially creating additional barriers in the future in regards to further education, training and employment

## 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 reading ages and comprehension amongst disadvantaged students	<ul style="list-style-type: none"> <li>Reading age data as measured by NGRT and STAR reader reading tests</li> <li>Reading comprehension tests demonstrate improved comprehension skills amongst disadvantaged students</li> <li>KS4 outcomes above national</li> <li>Increase reader confidence and fluency rates amongst KS3 readers</li> </ul>
Improved attainment and progress rates amongst disadvantaged students across the planned curriculum at key stage three and four	<ul style="list-style-type: none"> <li>Internal assessment data shows high levels of attainment and progress</li> <li>Closing gap in performance between disadvantaged students and their peers</li> <li>Progress gap between disadvantaged students and their peers at less than or equal to 0.3</li> <li>Standard pass in English and Maths at 90%</li> <li>Strong pass in English and Maths at 80%</li> </ul>
Improvement attendance figures for disadvantaged students, including students with high PA and vulnerable groups (SEN etc)	<p>Sustained high attendance from 2024/25 where:</p> <ul style="list-style-type: none"> <li>Attendance for all students at 95%</li> <li>Reduction in the % of students who are persistently absent with the number of disadvantaged students</li> </ul>
Improvement in rates of student wellbeing and engagement with learning leading to better educational outcomes	<ul style="list-style-type: none"> <li>Student wellbeing indicators from student voice and surveys</li> <li>Student engagement in lessons as seen through learning walks and student work reviews</li> </ul>
To achieve and sustain improved aspirations and outcomes for disadvantaged students so	<ul style="list-style-type: none"> <li>Participation of PP pupils in enrichment and extra-curricula trips</li> </ul>

that they have access to, and have an awareness of, the opportunities available to them within education and employment	and activities in line with or above their peers <ul style="list-style-type: none"> <li>• PP engagement and investment in the school is high</li> </ul>
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## 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: £ 319, 848

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of IRIS Connect	<a href="#">IRIS Connect: Evaluation and Impact</a>  <a href="#">EEF: Developing High-Quality Teaching</a>	2, 4
Extra classes timetabled in creative subjects at Key Stage Three to allow smaller teacher/student ratios and support with targeted interventions as well as greater choice within the Arts curriculum	<a href="#">EEF: Reducing class size</a>  <a href="#">EEF: Arts Participation</a>	2, 4, 5
Additional teaching staff in English, Maths and Science to facilitate smaller group sizes and targeted interventions	<a href="#">EEF: Reducing class size</a>	1, 2, 4
Appointment of Raising Standards Leaders within each year group to identify and support disadvantaged students who are underperforming across	<a href="#">PiXL Club: Raising Standards Leaders</a>	2, 4, 5

the curriculum as well as lead on whole school strategies to support the academic performance of disadvantaged students		
Catch Up Numeracy training for support staff	<a href="#">EEF: Teaching Assistant Interventions</a>	2
That'll Teach Them CPD programme	Developed understanding of cognitive science and brain development supports with management of student behaviour and learning.  <a href="#">That'll Teach Them CPD</a>	4

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

Budgeted cost: £ 59,293

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid Plus Reading Intervention	<a href="#">EEF - Reading Comprehension Strategies</a>	1
Brilliant Club: Scholars Programme	<a href="#">EEF - Small Group Tuition</a>  <a href="#">Brilliant Club - Impact and Evaluation</a>	5
Catch Up Numeracy Breakfast Interventions	<a href="#">EEF - Small Group Tuition</a>  <a href="#">Catch Up Numeracy: Impact and Evaluation</a>	2,5
National Tutoring Programme – school led small group tutoring in English, Maths and other EBACC subjects	<a href="#">EEF - Small Group Tuition</a>	2

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

Budgeted cost: £ 115,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Greenwich Attendance Service	<a href="#">EEF: Parental Engagement</a>	3
School Counsellor	Therapeutic interventions support overall wellbeing as well ability to engage socially and academically within the school environment.	3, 4
Alternative Provision Co-ordinator	<a href="#">EEF: Behaviour Interventions</a>	2, 3, 4, 5
Dog Mentor	<a href="#">The Dog Mentor</a>	3, 4
Music lessons (1:1 tuition)	<a href="#">EEF: Arts participation</a>	5
Extra-curricula clubs, experiences and visits – supported funding	<a href="#">EEF: Arts participation</a>	4, 5

**Total budgeted cost: £494,431**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We will have our first set of validated external results in the summer of 2024.

Our internal assessment data for the summer term of 2023 showed an average attainment gap of less than 5% between disadvantaged students and their peers across the curriculum. One of the main barriers we are still facing is the impact of low attendance on academic outcomes.

Absence amongst disadvantaged pupils is higher than their peers. It also sits below our target of 95%. Raising the attendance of our disadvantaged pupils remains a focus of our current plan in order to narrow the gap between PP and Non-PP student attendance. Attendance has, however, improved in all year groups; this is down to the hard work and determination of the HOYs and DHOYs. They are meeting with the Attendance Advisory Officer fortnightly and actions are moving forward faster, whilst increased engagement with parents has also led to some success. A more individual approach has been taken for several of our students who have been struggling and we

have managed to get some of the worst attenders/school refusers referrals to outside agencies for support.

All students who were in receipt of reading age interventions had improved reading ages at the end of the intervention cycle, ensuring that an increased number of disadvantaged students have a reading age at or above expected.