

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	1123
Proportion (%) of pupil premium eligible pupils	45.15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Ms L Williams, Head of School
Pupil premium lead	Freeman Appiah Assistant Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£485,485
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <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>	£485,485

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. We also believe, as a school community, that social or economic disadvantage should not be an obstacle to a young person's life chances and that each pupil can achieve at the highest level.

With over 40% of our students coming from disadvantaged backgrounds, our core and main approach is at whole cohort level, with first quality teaching at the core of our practice in classrooms. This is proven to have the greatest impact on disadvantaged pupils but will also benefit our non-disadvantaged pupils' progress and attainment.

In line with the school's ethos of care and unity; and our core pillars of excellence, resilience and leadership, we develop our pupils as 'whole-child' and provide them cultural capital, through comprehensive personal and social development curriculum, engaging extra-curricular activities, trips that enrich the learning experiences.

Our staff are supported through targeted CPDs, mentoring and coaching opportunities that support them to give our disadvantaged pupils the equitable education and support they need to achieve their potential.

We acknowledge the importance of literacy and oracy for our disadvantaged learners and therefore, use regular targeted interventions across the key stages to ensure that our pupils are supported in being able to read and communicate effectively at their age-appropriate levels.

We have used the EEF's recommendation of a tiered approach with a focus on quality teaching, targeted support and wider strategy to achieve the above objectives, and these approaches work to complement one another to support our pupils to achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading and Oracy</p> <p>A low percentage of disadvantaged students are reading for pleasure, with fluency and comprehension appropriate to their age. Reading ages of disadvantaged students are, generally, lower than those of their peers. “Three quarters of schools in England say ... low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils’ academic achievement.” EEF (2023)</p> <p>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.</p>
2	<p>Attendance and Persistent Absenteeism</p> <p>Attendance of disadvantaged pupils is less than that of their peers</p> <p style="text-align: center;">Attendance 2024-25</p> <p>Pupil Premium Pupils: 90.88%</p>
3	<p>PP vs NPP Attainment Gap including Maths and English</p> <p>Our PP students performed higher than NPP students in 2024-5 with an A8 gap of 2.04. For E&M 9-4, PP students outperformed NPP with a gap of +4.38%. However, there is a gap in performance in the securing of E&M 5+ at -1.53%.</p>
4	<p>Resilience, mental health, confidence and emotional wellbeing supported through provision of bespoke interventions and therapeutic support</p>
5	<p>Cultural Capital</p> <p>Fewer opportunities outside of school to develop cultural capital, creating additional barriers in the future regards to further education, training and employment</p>

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
<p>Improved reading ages and comprehension amongst disadvantaged students.</p> <p>Opportunities in lessons and in the Tutor time</p>	<ul style="list-style-type: none"> Improved literacy skills that lead to improved Mid and End of Year

<p>reading programme to practice oracy. All pupils have a wider understanding of vocabulary and how to use them effectively.</p>	<p>Assessments for all subjects, and in particular English</p> <ul style="list-style-type: none"> • Reading age data, as measured by NGRT and Sparx reader, show improved reading ages for disadvantaged pupils. • Year 11 outcomes above national in English Language and Literature • Increase reader confidence and fluency rates amongst KS3 readers
<p>Sustained improvement in attendance of PP pupils. Students targeted by attendance improvement strategies increase their percentage attendance and PA among PP students drops.</p>	<p>By the end of the current plan (2022-25), data shows that PP whole school attendance is at least 93% and demonstrates year on year improvement.</p>
<p>Disadvantaged pupils, like their peers, experience a broad and challenging curriculum that accelerates their progress in KS3 and attainment in KS4</p>	<ul style="list-style-type: none"> • Mid and End of Year assessment data show strong progress and attainment in all subjects especially Maths and English. • Disadvantaged students in Year 11 achieve strong outcomes (absence of P8) that improves year on year.
<p>Improvement in rates of student wellbeing and engagement with learning leading to better educational outcomes</p>	<ul style="list-style-type: none"> • Student wellbeing indicators from student voice and surveys • Joy factor and student engagement in lessons as seen through learning walks and student work reviews
<p>To achieve and sustain improved aspirations and outcomes for disadvantaged students so that they have access to, and have an awareness of, the opportunities available to them within education and employment</p>	<ul style="list-style-type: none"> • Participation of PP pupils in enrichment and extra-curricula trips and activities in line with or above their peers • PP engagement and investment in the school community is significant • Music tuition for all KS4 PP Music 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: £362,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	Quality first teaching remains the single most effective strategy for closing learning gaps. Research shows that high quality teaching has the greatest impact in ensuring that all pupils achieve the best outcomes.	1,3,4,5
Implementation of IRIS Connect	IRIS Connect: Evaluation and Impact EEF: Developing High-Quality Teaching	1, 3, 5
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	EEF: Reducing class size EEF: Arts Participation	2, 3, 4, 5
Additional teaching staff in English, Maths and Science to facilitate smaller group sizes and targeted interventions	EEF: Reducing class size	2, 3, 4
Appointment of Raising Standards Leaders within each key stage to identify and support disadvantaged students who are underperforming across the curriculum as well as lead on whole school strategies to support the academic performance of disadvantaged students	PiXL Club: Raising Standards Leaders	2, 3, 4, 5
CPD programme in line with EEF toolkit and the Science of Learning (Cognitive load theory and Responsive	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed in order to support progress of students. Great Teaching Toolkit	1, 3, 5

teaching) that demonstrates strategies for all staff to use in supporting disadvantaged pupils		
Alternative Provision Co-ordinator	EEF: Behaviour Interventions	2, 3, 4

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
Woolwich Poly Reads <ul style="list-style-type: none"> - Reading for pleasure - Reading for success - Reading for life 	EEF - Reading Comprehension Strategies	1
Brilliant Club: Scholars Programme	EEF - Small Group Tuition Brilliant Club - Impact and Evaluation	5
1:1 tuition for students in core subjects across KS3-4	One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 3

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

Budgeted cost: £102,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
WiSH – Wellbeing in Schools Hub	EEF: Parental Engagement	2
Dog Mentor	The Dog Mentor	2, 4

Music lessons for PP students (1:1 tuition)	EEF: Arts participation	5
Extra-curricula clubs, experiences and trips – supported funding Duke of Edinburgh	EEF: Arts participation	4, 5
Therapeutic provisions, consultancy and interventions to support student mental health	Therapeutic interventions support overall wellbeing as well ability to engage socially and academically within the school environment.	2, 3, 4

Total budgeted cost: 485,485

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Outcomes for 2024-25 are as follows:</p> <p>KS3:</p> <p>59.4% of PP students on or above target grade as opposed to 60.7% NPP. Gap at – 1.2%. At year group level, gap is marginal in Y7 and Y9 – in Year 8, gap is –4.6%.</p> <p>KS4:</p> <p>Internal progress data shows P8 scores of 0.62 for PP students and Attainment 8 score of 48.89 - this is above national average. This is a higher performance than NPP within school.</p> <p>71.26% of PP students secured 9-4 in E&M, above national average. 44.83% secured 9-5 in E&M, which is significantly above the national average for disadvantaged students of 25.6%.</p>
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