

# Pupil premium strategy statement

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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	Greenford Highschool
Number of pupils in school (including post-16)	1932
Proportion (%) of pupil premium eligible pupils (only 7-11)	490 PP students
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	17 Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mia Pye
Pupil premium lead	Jessica Humphries
Governor / Trustee lead	Parminder Chana

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£434,975
Recovery premium funding allocation this academic year	£53,628.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£488,603.75

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention at Greenford High School is that there is equity for all so that students become confident, effective, resilient learners regardless of their socio-economic background.

At our school, our aim is that all staff understand the complex, varied and often chaotic lives of our Pupil Premium students and their families. Central to this is that staff support students to overcome these barriers in the classroom. This means increasing the profile of our PP students so that staff have working knowledge of the disadvantages they face. This means staff focus on levelling the playfield; the main tool we use to help students reach their potential is high quality teaching and learning which is at the heart of our approach. As this is proven to have the largest impact on closing the attainment gap, our aim is to ensure this gap does not widen in this post-covid year.

Our PP strategy is an integral part of the whole school bounce back agenda. Notably, we will be using the National tutoring programme, gap year mentors, academic mentors, and pastoral support workers to support those students whose education has been worst affected by school closure.

Objectives this year:

- Use hard and soft data to diagnose the current gaps, issues and barriers for learning of our PP students at GHS.
- Adopt a school wide approach where staff have working knowledge of the PP students that they teach and take responsibility for narrowing the gaps for them.
- Ensure PP students' basic needs are being met (using Maslow's hierarchy of needs) and respond if not through a food push/breakfast clubs.
- Provide opportunities for academic interventions/support to narrow the attainment gap.
- Ensure PP students have access to enrichment activities so that they can have experiences that develop their cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>KS4 Achievement</b></p> <p>In Year 11, our current data suggests that the PP students are currently on track to achieve at a lower level than the non-PP students. This is a pattern that we have seen in recent years.</p> <p>There is a gap between our PP and non-PP students in a number of areas.</p> <p><b>Y10 Data</b></p> <p>There is a 17% gap between the expected attainment of our PP students compared with our non-PP students, at the 9-5 threshold including English and Maths.</p>
2	<p><b>Reading Age Data and Comprehension</b></p> <p>Through our transition work, assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 5 years, about 36% of our disadvantaged pupils arrive below age-related expectations compared to 32% of their peers. This gap remains steady during pupils' time at our school.</p>
3	<p><b>Study Skills, Equipment and Organisation</b></p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations in the following areas:</p> <ul style="list-style-type: none"> <li>● Study skills.</li> <li>● Organisation</li> <li>● Completing homework to a good standard.</li> <li>● Focus in lessons.</li> </ul>
4	<p><b>Progress throughout the Key Stages</b></p>

	PP students may struggle to make as much progress in their subjects as other students, due to difficulties accessing the curriculum and possible lower starting points, requiring further support from teaching staff.
5	<p><b>Behaviour</b></p> <p>According to our school data, students who are at risk of permanent exclusion due to continued behavioural issues, are more likely to be those eligible for PP. Such behaviour issues are detrimental to learning for these students and those in affected classes.</p>
6	<p><b>Inclusion</b></p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 96 pupils (49 of whom are disadvantaged) currently require additional support with social and emotional needs, with 5 (all of whom are disadvantaged) currently receiving small group interventions. There are 16 further students taking part in peer-to-peer mentoring and 3 group provisions starting in the new year.</p>
7	<p><b>Attendance</b></p> <p>Our attendance data over the last 3 years (94%) indicates that attendance among disadvantaged pupils (93%) has been between 1-2% lower than for non-disadvantaged pupils.</p> <p>55% of disadvantaged pupils have been 'persistently absentees' compared to 3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
8	<p><b>Extra - Curricular</b></p> <p>Students eligible for Pupil Premium funding may not take part in trips and extra curricular activities, or be able to fully participate in the life of the school due to aspiration and financial barriers.</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
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<p><b>Key Stage 4</b></p> <p>Improved attainment for our disadvantaged students across the KS4 curriculum with a focus on the core subjects.</p>	<ul style="list-style-type: none"> <li>● By the end of this academic year, we would want our whole school figure to increase to 70% of Y11 achieving grades 5+ including English and Maths, with the PP students on track to achieve at least 65% achieving 9-5 including E &amp; M. Over time we would want our PP students to achieve inline with our overall school average.</li> <li>● Our ambition is that the P8 score for our PP students is 0.70, over time we hope to eliminate the gap between our PP and non PP students.</li> <li>● Our aim is for 70% of Y10 students to achieve a grade 5+ in RE.</li> <li>● In 2023, we would hope that our PP students would achieve 70% grades 9-5 including E &amp; M.</li> <li>● Gap between PP boys and non-PP boys narrows.</li> </ul>
<p><b>KS3 Literacy Skills</b></p> <p>Higher levels of literacy skills for KS3 students who are eligible for PP and a reading age that is in line with their chronological reading age.</p>	<ul style="list-style-type: none"> <li>● Data from Accelerated Reader Reading Tests will demonstrate how the gap between reading age and the chronological age is narrowed. Students will also make progress from the first to the second reading age test.</li> <li>● Book looks and lesson observations in English and across the curriculum, demonstrate that students are making progress in their literacy.</li> <li>● Improved attainment levels in other subjects.</li> </ul>
<p><b>KS3 &amp; KS4 Attainment</b></p> <p>Higher levels of achievement for all PP students across KS3 and 4through:</p> <ul style="list-style-type: none"> <li>● Improved metacognitive and self-regulatory skills amongst disadvantaged pupils across all subjects.</li> <li>● Access to a quiet space to work.</li> <li>● Availability of resources to use in and outside of school.</li> <li>● Homework system in place to support the completion and submission of tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance to KS4 Study Club and KS3 Homework Club with possible 'graduation' from Study Club is sufficient progress is made in the interim reports, through better 'Attitude to Learning' levels.</li> <li>● Students on track to achieve their Minimum Target Grades in their subjects.</li> <li>● Most Higher and Middle band PP students are on track to achieve at least a grade 5+ in E &amp; M.</li> <li>● Parents are using SMHW effectley as a tool to better support their children.</li> <li>● PP students who are at risk of underachieving in EMS will be given opportunities for tuition at KS4.</li> <li>● Students are more organised and able to access learning more</li> </ul>

	effectively due to the study skills sessions.
<p><b>Reduce the number of Permanent and Fixed Term Exclusions.</b></p> <p>According to our school data, students who are at risk of permanent exclusion due to continued behavioural issues are more likely to be those eligible for PP. Such behaviour issues are detrimental to learning for these students and those in affected classes.</p>	<p>School behaviour tracker is analysed at least half termly to measure impact of behaviour interventions.</p> <p>A reduced number of exclusions for our key cohorts including:</p> <ul style="list-style-type: none"> <li>• PP boys</li> <li>• SEN &amp; PP children</li> </ul>
<p><b>Uptake of extra-curricular activities amongst PP students.</b></p> <p>Students eligible for Pupil Premium funding may not take part in trips and extra curricular activities or be able to fully participate in the life of the school due to aspiration and financial barriers. Our intention is to invest and develop in their cultural capital.</p>	<p>PP Tracker will be analysed to measure participation and steps taken to address this where uptake is low. To target year groups and PP students where the uptake is low.</p>
<p><b>Wellbeing</b></p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teaching observations.</li> <li>• a significant increase in the uptake of enrichment activities especially among our most disadvantaged students.</li> </ul>
<p><b>Attendance</b></p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pp[pupils] being no more than 3%.</li> <li>• the attendance gap between our disadvantaged and non-disadvantaged students being reduced.</li> <li>• the proportion of students who are persistently absent to be reduced to...</li> </ul>

## 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: £ 331,360**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Literacy Skills</b></p> <ul style="list-style-type: none"> <li>Support for the identified students who have extremely low reading ages and cannot access the curriculum. A programme which covers the phonics programme to enable students to read and develop key literacy skills.</li> <li>To utilise the Accelerated Reader programme so that students who have low reading ages on entry at KS3 have an opportunity to develop their reading skills so that they have a reading age that matches their chronological age.</li> </ul>	<p>Acquiring literacy skills is key for students as they learn new, more complex concepts at KS3.</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>The Education Endowment Foundation states that on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>Develop better reading habits, particularly for students who do not experience literacy rich environments at home.</p>	<p>2, 3, 4, 5 &amp; 7</p>
<p><b>Whole Staff CPD</b></p> <p>Through appropriate deployment of Lead Practitioners and Whole School Literacy Lead, ensure that the teaching of literacy skills is a priority in all subjects so that students with weak literacy are supported across the curriculum.</p> <ul style="list-style-type: none"> <li>Staff training on strategies to help students access written texts, develop vocabulary</li> </ul>	<p>Achievement in subjects across the curriculum can be hampered by weak literacy.</p> <p>The Education Endowment Foundation states that on average, reading comprehension approaches deliver an additional six months' progress.</p>	<p>1, 3 &amp; 4</p>

<p>at every opportunity and write accurately.</p> <ul style="list-style-type: none"> <li>• Development of whole school literacy strategies and priorities.</li> <li>• Appointment of a whole school Leader of Literacy - TLR 1F.</li> </ul>		
<p><b>Achievement</b></p> <p>At KS4, a greater number of sets (class sizes on average are smaller) and timetabled periods are scheduled in English, Maths and Science, Languages and Humanities.</p>	<p>Putting this curriculum model in over the last decade has shown improved outcomes for PP students which have been well above national outcomes across the curriculum.</p> <p>The EEF has examined the positive effects of smaller classes</p> <p><a href="#">EEF - Reducing Class Size</a></p>	1 & 4

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

**Budgeted cost: £ 54,133**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Interventions for specific cohorts</b></p> <ul style="list-style-type: none"> <li>• Separate, designated tutor groups run by Boys Achievement and Girls Achievement Co-ordinators, focusing on academic progress and study habits.</li> <li>• KS3 Leader to focus on academic progress of PP boys in particular.</li> <li>• More Able Leader to work directly with PP students, particularly in Maths and Sciences, outside of normal lesson times, and across the curriculum to organise events that raise</li> </ul>	<p>The Sutton Trust Report of (2015) suggested that highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average. We must be mindful to support ALL Pupil Premium students regardless of ability</p> <p><a href="#">Supporting the attainment of disadvantaged students</a></p> <p>This targeted support allows for a more specific academic mentoring model which has been seen to have a strong impact in previous years, on students who are falling behind.</p>	1 & 4

<p>achievement and aspiration.</p> <ul style="list-style-type: none"> <li>• 'More Able Students' Intervention cohort to enable PP students, especially boys to raise their levels of achievement and progress through a programme of support and mentoring.</li> </ul> <p>We have appointed a number of TLR holders into these roles to lead these key areas.</p>		
<p><b>Study Club</b></p> <p>Provide students with an appropriate space and support and resources to complete homework, coursework, revision and independent study at KS4 through GHS Study Club. This includes space to access online resources and catch up classes funded separately through the Covid Catch Up funding.</p>	<p>The Education Endowment Foundation cites studies showing that the impact of homework, on average, is five months' additional progress.</p> <p>In addition to providing a quiet space dedicated to homework, TAs are employed to support students with organisation and completion of independent learning tasks so that students</p>	1, 3 & 4
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Issue laptops to students in KS3 and KS4 who were not eligible through the Government Catch Up scheme.</li> <li>• Support the achievement of PP students through the provision of revision guides for all subjects.</li> </ul>	<p>Students who have devices at home are more likely to succeed during a period of disruption in education, as compared to those who don't.</p>	1,3 & 4

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

**Budgeted cost: £ 38,880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Provide strong support for behaviour.</b></p> <p>This can be achieved through deployment of non-teaching</p>	<p>The emotional wellbeing of students can have a huge impact on their ability to engage with lessons and become effective learners. Some students require</p>	5 & 6

<p>AHT i/c of behaviour and a number of non-teaching Year Leaders.</p> <p>Provide additional mentoring for KS3 and KS4 students through designated mentors in school.</p> <ul style="list-style-type: none"> <li>• Capacity in staffing allows for emphasis on restorative approach to behaviour concerns.</li> <li>• Staffing of interventions such as Consequence Room and 'time out' options, to reduce need for exclusion,</li> <li>• Further counselling and mentoring provision for targeted key students to develop positive self esteem and positive behaviours.</li> </ul> <p>The appointment of Pastoral Support Workers to support students who are struggling with mental, emotional and personal issues. The Pastoral Support Workers are available to support students through mentoring/engagement sessions.</p> <p>The appointment of a Mental Health/Child Protection Lead. This is to ensure that a full time member of staff is available to support students with any CP concerns and also will be the first port of call for any mental health issues.</p>	<p>more intensive help and a range of strategies and interventions are required.</p> <p>We have adopted a more proactive approach given the impact of the last two years (Covid and lockdowns) have had on our most vulnerable students.</p>	
<p><b>Extra Curricular Activities</b></p> <ul style="list-style-type: none"> <li>• Ensure that all students can participate in at least one educational trip or visit each year.</li> <li>• Extend our current provision to have an array</li> </ul>	<p>We recognise that an important part of education is through increasing cultural capital and widening horizons. Therefore, we are committed to:</p> <ul style="list-style-type: none"> <li>• providing a funded excursion each academic year for PP students, supporting their wider cultural education.</li> </ul>	<p>6, 7 &amp; 8</p>

<p>of activities that will appeal to a wider range of students especially PP students.</p> <ul style="list-style-type: none"> <li>• Enable all students to participate in additional music classes if they wish.</li> </ul>	<ul style="list-style-type: none"> <li>• To this end, we want to ensure disadvantage is not a barrier to learning an instrument</li> <li>•</li> </ul>	
<p><b>Careers Advice</b></p> <p>Provide bespoke careers advice through individual careers interview with a qualified Careers Adviser for all Year 11 students.</p>	<p>PP students may not have the same access to networks through their families and friends, as compared to more privileged students, and will therefore require more detailed careers guidance.</p>	<p>6 &amp; 7</p>
<p><b>Support with key pieces</b></p> <p>Support the purchase of uniform, sports kit, equipment and travel in cases of genuine need.</p>	<p>In order to be a full part of the school students need to feel equal to their peers. Each year a small part of the budget will be used to help families provide uniform, kit and equipment.</p>	<p>5, 6 &amp; 8</p>
<p><b>Attendance</b></p> <p>Attendance officer to work with students who are frequently absent, particularly PP students with persistent absence.</p>	<p>Students who do not attend quickly become disengaged and cannot fully partake in their timetabled lessons or the wider life of the school.</p>	<p>1, 2 &amp; 7</p>
<p><b>Wellbeing</b></p> <p>To provide breakfast for our most disadvantaged students to support them with their wellbeing, mental and physical.</p>	<p>Students who do not have enough energy through food and nourishment tend to have less focus and are at greater risk of underachieving.</p>	<p>1, 2, 5 &amp; 6</p>

**Total budgeted cost: £ 424,373**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- The Study Club Manager role to enable an increase in the size of the cohort. Most of the students were PP.
- We equipped all of our KS4 PP students with the necessary equipment for learning.
- We bought our PP students study guides for EMS.
- We created an English TLR to lead the My Tutor intervention.
- In September 2020 we invested in a PP-only Study Club with Science focus 1:1 sessions. We also expanded the provision to include NTP and to run x2 for Science & English concurrently.
- We made laptops available for all of our students during the periods of lockdown.
- In Y7, the literacy programme supported all of our PP students to improve their reading skills.
- Our whole school's figures show a reduction in the gap between the PP students and our non-PP students, the gap is 6%.
- Students were able to access sessions from home during lockdown periods of isolation.
- We achieved a positive progress score for our disadvantaged cohort; a P8 score of +0.41 (all) with 69% 9-5 including E & M, for the girls achieving a P8 score of +0.91.
- We achieved outstanding results in both English and Maths for our PP students, across both of the core subjects almost three quarters of the PP students achieved a strong pass. At the 9-4 level, 92% achieved a pass in English and almost 90% in Maths.
- In Science, the PP cohort achieved a P8 score of 0.46, with almost 80% of the PP cohort achieving grades 9-4.
- We had very high levels of engagement and learning online during the periods of lockdown from our disadvantaged students.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Online tutoring	Academy 21
Mentoring & Tutoring - Catch 22 Include	Catch 22 Include
Mentoring & Tutoring	Let Me Play
Tuition	Spring Board West Tuition
Mentoring	Innovate

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Our Pupil Premium Strategy will be supported by additional activity not directly not funded through the Pupil Premium budget. this will include:

- A greater awareness about the needs of our PP students to enhance our learning & teaching for this cohort further, including:
  - more detailed information about the PP students in each class.
  - more diagnostic feedback to support the learning of students.
  - departmental training for our teachers from our PP Leader.
- We have included all of our PP students in our Catch Up interventions, unless the data suggests that they do not need any extra academic support. This includes academic mentoring, school led tutoring and My Tutor sessions at KS4. At KS3 this involves, school led tutoring for students in Y7 with a low level of numeracy and literacy and in Y8 a Maths and English intervention for students who are at greatest risk of underachieving.
- We are also supplementing the cost of extra- curricular sessions for students to boost their engagement levels and their personal development. We are also actively trying to target PP students to join extra curricular clubs in school to ensure that they are given the same opportunities to develop their skills as our non-disadvantaged students.
- We have made our PP cohort a focus in terms of our pastoral care, we are trying to further develop our provision by understanding the needs and providing more effective care including having an on-site Mental Health Lead and inclusion team which includes mentors that are available to support students throughout the school day.

### Planning, implementation and evaluation

In planning our new strategy we undertook the following steps:

- We evaluated the impact of our previous years strategies to see what worked well and where we were less effective.
- Appointed a new PP Leader at a significant TLR to add much needed capacity in this area.
- We have made this area and meeting the needs and academic achievement for our disadvantaged students a priority in our SEF and also incorporated this into our Performance Management cycle for 2021-22.
- We have looked at a number of reports and studies about effective use of pupil premium funding, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.