

Pupil Premium Strategy Statement – Greenford High School 2022-23

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	1956
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mia Pye (Headteacher)
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 (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
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>	£488,603.75

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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 but also in the pastoral care of our students. 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.

Objectives this year:

- 1. To support high quality teaching and learning across GHS so that teachers know how disadvantage impacts pupils' learning in their classroom and what factors they can control to help tackle disadvantage.**
 - 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
- 2. To raise the attainment of GHS students from disadvantaged backgrounds in Year 11 and decrease the attainment gap:**
 - Use hard and soft data to diagnose the current gaps, issues and barriers for learning of our PP students at GHS.
 - Provide opportunities for academic interventions/support to narrow the attainment gap.
- 3. To improve reading standards for all PP students so that pupils are reading at or above their chronological reading age. The aim is that students read with breadth/depth and fluency.**
- 4. To ensure the PP funding is deployed effectively so that at GHS we are poverty proofing the curriculum and our enrichment provision for all.**

- Ensure PP students' basic needs are being met (using Maslow's hierarchy of needs) and respond if not through a programme of making the most essential items available including equipment, uniform and a food push/breakfast clubs.
- Ensure PP students have access to enrichment activities so that they can have experiences that develop their cultural capital.

5. To increase parental engagement with PP families at GHS so that parents feel consulted and able to form a partnership between home and school.

Our PP strategy is an integral part of the School Improvement Plan for this year. Notably, we will be using the PP funding to finance Post 16 tutors, revision sessions delivered by teachers and pastoral support workers to support those students whose education has been worst affected by deprivation. Our approach will be responsive to the challenges and individual needs, rooted in robust diagnostic assessment and not general conceptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	<p>KS4 Achievement</p> <p>In 2022, there was a gap of 8% between our PP and non PP students at the 9-5 including English & Maths threshold. At the 9-4 including English and Maths threshold the gap narrowed to 6%. The gap is the greatest between the PP boys and the PP girls, 18%.</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. At this stage there is a potential achievement gap of 20% at the 9-5 including English and Maths threshold.</p> <p>There is a gap between our PP and non-PP students in a number of other areas, including:</p> <ul style="list-style-type: none"> • Maths (20% gap) • Combined Science (15% gap)

	<p>There is also a PP gap in some of the optional subjects, the numbers here are however, relatively lower.</p>
2	<p>Reading Age Data and Comprehension</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 40% of our disadvantaged pupils arrive below age-related expectations compared to 30% of their peers. This gap remains steady during pupils' time at our school.</p> <p>For the current Year 7, the average reading ages for our PP and non PP students are as follows:</p> <ul style="list-style-type: none"> ● PP students 12 years and 3 months ● Non- PP students 13 years and 2 months <p>There is almost a gap of 1 year.</p>
3	<p>Study Skills, Equipment and Organisation</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 and the cost of living crisis to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>Students from a disadvantaged background are unable to focus in school and lessons due to a lack of provision of the essential items such as uniform, equipment and breakfast/lunch.</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"> ● Study skills. ● Organisation. ● Completing homework to a good standard. ● Focus in lessons. ● Being able to work independently.
4	<p>Progress throughout the Key Stages</p> <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.</p>

5	<p>Behaviour</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>Inclusion</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>
7	<p>Attendance</p> <p>Our attendance data for last year indicates that attendance among disadvantaged pupils (88%) has been between 2% lower than for non-disadvantaged pupils.</p>
8	<p>Extra - Curricular</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
<p>Key Stage 4</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"> 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 & M. Over time we would want our PP students to achieve inline with our overall school average. Our ambition is that the P8 score for our PP students is 0.50, over time we hope to eliminate the gap between our PP and non PP students. In 2023, we would hope that our PP students would achieve 68% grades 9-5 including E & M.

	<ul style="list-style-type: none"> ● We are also ambitious for our PP boys so that the gap between PP boys and non-PP boys narrows and also with the PP girls.
<p>Literacy Skills 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"> ● 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. ● Book looks and lesson observations in English and across the curriculum, demonstrate that students are making progress in their literacy. ● Improved attainment levels in other subjects. ● Running records from the Teaching Assistants and the SEN department will highlight students who need support with their literacy levels.
<p>KS3 & KS4 Attainment Higher levels of achievement for all PP students across KS3 and 4through:</p> <ul style="list-style-type: none"> ● Improved metacognitive and self-regulatory skills amongst disadvantaged pupils across all subjects. ● Access to a quiet space to work. ● Availability of resources to use in and outside of school. ● Homework system in place to support the completion and submission of tasks. 	<ul style="list-style-type: none"> ● Attendance to KS4 Studio 11 and KS3 Homework Club with possible 'graduation' from Studio 11 is sufficient progress is made in the interim reports, through better 'Attitude to Learning' levels. ● Students on track to achieve their Minimum Target Grades in their subjects. ● Most Higher and Middle band PP students are on track to achieve at least a grade 5+ in E & M. ● Parents are using SMHW effectley as a tool to better support their children. ● PP students who are at risk of underachieving in EMS will be given opportunities for tuition at KS4. ● Students are more organised and able to access learning more effectively due to the study skills sessions.
<p>Reduce the number of Permanent and Fixed Term Exclusions.</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</p>	<p>School behaviour tracker is analysed at least half termly to measure impact of behaviour interventions.</p> <p>To ensure that MAP meetings take place regularly with clear actions and interventions highlighted.</p> <p>A reduced number of exclusions for our key cohorts including:</p> <ul style="list-style-type: none"> ● PP boys ● SEN & PP children

these students and those in affected classes.	
<p>Uptake of extra-curricular activities amongst PP students.</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. Year groups and students will be targeted to ensure that they are able to partake in activities and extracurricular clubs.</p> <p>Collaboration between PP lead and SLT in charge of trips to ensure our enrichment provision is being accessed by all through: developing a new tracking and monitoring system for trips which is monitored so that trips can be targeted.</p>
<p>Wellbeing</p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teaching observations. • A significant increase in the uptake of enrichment activities especially among our most disadvantaged students. • Higher levels of attendance for all cohorts. • Positive attitudes to learning.
<p>Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%. • the attendance gap between our disadvantaged and non-disadvantaged students being reduced. • the proportion of students who are persistently absent to be reduced in line with the non PP rate.

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>Literacy Skills</p> <ul style="list-style-type: none"> • A programme that supports 	<p>Acquiring literacy skills is key for students as they learn new, more complex concepts at KS3.</p>	<p>2, 3, 4, 5 & 7</p>

<p>students comprehension skills so that they are confident readers but are also able to understand text and develop other key skills.</p> <ul style="list-style-type: none"> ● 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. 	<p><u>Improving Literacy in Secondary Schools</u></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>Whole Staff CPD</p> <p>Through appropriate deployment of Lead Practitioners and a Whole School Literacy Team, 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"> ● Staff training on strategies to help students access written texts, develop vocabulary at every opportunity and write accurately. 	<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 & 4</p>

<ul style="list-style-type: none"> Development of whole school literacy strategies and priorities. 		
<p>Achievement 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 EEF - Reducing Class Size</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>Interventions for specific cohorts</p> <ul style="list-style-type: none"> Separate, designated tutor groups run by Boys Achievement and Girls Achievement Co-ordinators, focusing on academic progress and study habits. KS3 Leader to focus on academic progress of PP boys in particular. 	<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>Supporting the attainment of disadvantaged students</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

<ul style="list-style-type: none"> • We have appointed a number of TLR holders into these roles to lead these key areas. 		
<p>Y11 Studio 11</p> <ul style="list-style-type: none"> • Provide students with an appropriate space and support and resources to complete homework, coursework, revision and independent study at KS4 through GHS Studio 11. This includes space to access online resources and catch up classes. • The appointment of the Studio 11 Achievement Leader, this role means that our PP students who are at risk of not achieving grades 5+ in English and Maths have a mentor and leader to work with and discuss their progress and achievement on a weekly basis. 	<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>KS3 Support</p> <ul style="list-style-type: none"> • PP Boys Reading Club in Year 7. • English and Maths 	<p>Targeted interventions for cohorts with a designate member of staff have more impact on engagement and achievement.</p>	2

intervention for Y8 students who are PP and not working at the expected level.	Form time reading projects run weekling in both Year 7 and Year 8. Neuman, Copple and Bredekamp (2000) suggest “ Reading aloud is the foundation for literacy development. It is the single most important activity for reading success”.	
Resources <ul style="list-style-type: none"> • Issue laptops to students in Y11. • Support the achievement of PP students through the provision of revision guides for all subjects. • Give the PP students priority access to revision sessions, tuition and support. 	<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> <p>Equipment drives also run at key points during the year providing: -basic stationery -science and maths equipment so that students are equipped for learning in school and at home.</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>Provide strong support for behaviour.</p> <p>Provide additional mentoring for KS3 and KS4 students through designated mentors in school.</p> <ul style="list-style-type: none"> • Capacity in staffing allows for emphasis on restorative approach to behaviour concerns. 	<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 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>	5 & 6

<ul style="list-style-type: none"> ● Staffing of interventions such as the Internal Exclusion Room and ‘time out’ options, to reduce need for exclusion, ● Further counselling and mentoring provision for targeted key students to develop positive self esteem and positive behaviours. <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>Extra Curricular Activities</p>	<p>We recognise that an important part of education is through increasing cultural capital and widening horizons. Therefore, we are committed to:</p>	<p>6, 7 & 8</p>

<ul style="list-style-type: none"> • Ensure that all students can participate in at least one educational trip or visit each year. • Extend our current provision to have an array of activities that will appeal to a wider range of students especially PP students. • Enable all students to participate in additional music classes if they wish. 	<ul style="list-style-type: none"> • providing a funded excursion each academic year for PP students, supporting their wider cultural education. • Providing financial support for instrumental tuition lessons. <p>As stated by Marc Rowland in his “Educational disadvantage: from strategy to the classroom” (5/10/22) “Poverty proofing is a key ingredient of inclusive schools where disadvantaged pupils are thriving”.</p>	
<p>Careers Advice</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 & 7</p>
<p>Support with key items</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 part of the budget will be used to help families provide uniform, kit and equipment.</p>	<p>5, 6 & 8</p>
<p>Attendance</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 & 7</p>
<p>Wellbeing</p>	<p>Students who do not have enough energy through food and nourishment</p>	<p>1, 2, 5 & 6</p>

To provide breakfast for our most disadvantaged students to support them with their wellbeing, mental and physical.	tend to have less focus and are at greater risk of underachieving. Develop student services at a central venue. Ensure staffing on a daily basis so that students can access support available.	
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Total budgeted cost: £424,373

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 Achievement

- We achieved outstanding outcomes with our PP students in 2022, with almost 80% of the PP cohort achieving grades 4+ in English and Maths. Just under 60% of the PP students achieved grades 9-5 in English and Maths. Both results are significantly above the national average.
- We created an English TLR to lead the My Tutor intervention, this led to outstanding outcomes for PP students, with 82% of PP students achieving a grade 4+ and 70% achieving a grade 5+ in English, these are outstanding outcomes.
- Our investment in Maths enabled our PP students to achieve outstanding outcomes, 82% of PP students achieving a standard pass in Maths with just under 70% achieving a good pass.
- Our interventions have been incredibly successful with our PP girls, with 68% of this cohort achieving grades 9-5 including E & M, this is significantly above the national average.
- The gap between our PP and non PP students in terms of the main threshold (9-5 in E & M) is only 10%.
- As a school, we need to aim to improve the P8 score for our PP cohort.
- The Studio 11 Manager role to enable an increase in the size of the cohort. Most of the students were PP, 75% of the cohort were PP.
- We equipped all of our KS4 PP students with the necessary equipment for learning from sticked pencil cases to revision packs to stationery for exams.
- We bought our PP students study guides for EMS: specifically for RE GCSE in year 10.
- We made laptops available for all of our Y11 PP students during Year 11 to ensure that they had access to online resources, over 50 laptops were given to students.
- 90% of our Y11 PP students attended at least 3 types of intervention throughout the year.

KS3 Achievement

- In Y7, the literacy programme supported all of our PP students to improve their reading skills. The impact has been that on average, our PP students' reading ages went up by 13 months in just one academic year. They made more progress than their non PP peers.
- The Y7 interventions led to an improvement of the overall English and Maths attainment for the cohort:
- In English, almost 60% of the PP cohort are working at or above the expected grade. There is only a 6% gap here between the PP and non PP students.
- In Maths, 50% of the PP cohort are working at or above the expected grade, there is a gap of 7%.
- The Y8 intervention in English and Maths, which included 25 PP students in each, saw an improvement in the literacy levels for this cohort, an improvement of almost 2/3 of a grade and for Maths they experienced an improvement of a third of a grade.

Attendance

- The overall attendance for our PP students was 0.8% higher than average attendance for our non PP students which is indicative of the impact of our interventions.
- The interventions to reduce the persistent absenteeism rate amongst PP students were very effective. Only 41% of the cohort that were considered to be persistently absent were PP compared with 59% of non PP students.

Behaviour and Engagement

- Only 0.03% of the PP cohort across the school have had a suspension, this is marginally higher than the average for the non PP cohort.
- The Character points awarded to PP students are on par to the CP awarded to the non PP students,

Extra Curricular Activities and Enrichment

- 50% of the Y7 & 8 PP cohort attended an extracurricular club regularly, the array of clubs includes Badminton, Art club, Origami, Chess Club and Dodgeball.
- Trips that have been subsidised for PP students were: Hamilton, Watching a professional netball tournament, Theatre group performing A Christmas Carol, Kew trip, Science museum trip, Oxygen jump park, Geography field trip.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Online tutoring	Academy 21
Mentoring & Tutoring - Catch 22 Include	Catch 22 Include
Mentoring & Tutoring	Let Me Play
Tuition	Spring Board West Tuition
Mentoring	Innovate
Teens and Toddlers	Behaviour and Inclusion Consultant
Westside	Targeted Provision