

Pupil premium strategy statement – [Greenford High School]

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

All schools that receive pupil 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, if that version was published using the template.

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

This statement details our school's use of pupil 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	1506
Proportion (%) of pupil premium eligible pupils	39.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mia Pye (Headteacher)
Pupil premium lead	Mark Harvey
Governor / Trustee lead	Parminder Chana

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£469,045
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£319,603
Staffing and TLRs	£57,652
Academic interventions	£53,290
Wider whole school strategies	£38, 500
PP Budget for PP lead	£36,720.00
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>	£469,045

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 disadvantages.

- Adopt a school wide approach where staff have a working knowledge of the PP students that they teach and take responsibility for narrowing the gaps for them.

To equip teachers and pastoral staff with the skills to be able to support PP students on a daily basis.

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.
 - To engage PP students with careers talks and university visits.

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 club.
- 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>KS4 Achievement</p> <p>In 2023, there was a gap of 4% at the 9-5 including English & Maths threshold. At the 9-4 including English and Maths threshold the gap narrowed to 7%</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>

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>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 2 months. ● Non- PP students 13 years and 6 months
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 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 students' uniforms, equipment and breakfast or lunch. 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 within 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, 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.</p>
7	<p>Attendance</p> <p>Our attendance data for last year indicates that attendance among disadvantaged pupils is currently 1.4% lower than non-disadvantaged pupils across Year 7-Year 11.</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 64% of Y11 achieving grades 5+ including English and Maths, with the PP students on track to achieve at least 58% achieving 9-5 including E & M. Over time we would want our PP students to achieve in line 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 2025, we would hope that our PP students would achieve 58% grades 9-5 including E & M. ● We are also ambitious for our PP boys so that the gap between PP boys and non-PP boys narrows.
<p>Literacy Skills</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"> ● Within curriculum time Year 7 and 8 are now settled into literacy classes and taught a bespoke, literacy skills focussing on: reading/writing and oracy. This is delivered by English teachers. ● 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. ● Students in Year 7 and Year 8 who are reading below a reading age of 7 are receiving 6 lessons of phonics over a fortnight in small groups. ● Bedrock Comprehension and vocabulary programme is used to target Year 8 students who need further support. This is run by the Lead Practitioner in charge of literacy.
<p>Uptake of extra-curricular activities amongst PP students.</p>	<p>PP Tracker will be analysed to measure participation and steps taken to address this where uptake is low. To target specific year</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>groups and PP students where the uptake is low.</p> <p>Year groups and students will be targeted to ensure that they can 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>In collaboration with the SLT in charge of enrichment, ensure the PP budget is used to subsidise trips that are both celebratory and academic.</p>
<p>Attendance</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%. • 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£319,603**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Achievement</p> <p>At KS4, a greater number of sets (class sizes on average are smaller) and timetabled periods are scheduled in English,</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>1</p>

Maths and Science, Languages and Humanities.	EEF - Reducing Class Size	
<p>Literacy Provision To ensure a re-focus on literacy, a lead practitioner has been appointed. This enables explicit linking of all strategies to ensure progress of students.</p>	<p>Acquiring literacy skills is key for students as they learn new, more complex concepts at KS3.</p> <p>Improving literacy in Secondary Schools.</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>	2
<p>Whole staff CPD 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. • Development of whole school literacy strategies and priorities. 	<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>	2, 4

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

Budgeted cost: £ **£57,652**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions for specific cohorts.</p> <ul style="list-style-type: none"> • KS3 Leader to focus on academic progress of PP boys in particular. • We have appointed a number of TLR holders into these roles to lead key areas. 	<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>	<p>1 & 4</p>
<p>Year 11 - 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 	<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>	<p>1, 3, & 4.</p>

weekly basis.		
KS3 Support <ul style="list-style-type: none"> • Homework club / KS3 study space. • English and Maths intervention for Y8 students who are PP and not working at the expected level. • PP Boys reading / motivation clubs. 	<p>Targeted interventions for cohorts with a designate member of staff have more impact on engagement and achievement.</p> <p>Form time reading projects run weekling in both Year 7, Year 8, and Year 9.</p> <p>Neuman, Copple and Bredekamp (2000) suggest “ Reading aloud is the foundation for literacy development. It is the single most important activity for reading success”.</p>	2
Resources <ul style="list-style-type: none"> • Issue laptops to students in Year 11. • 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:</p> <ul style="list-style-type: none"> -basic stationery -science and maths equipment so that students are equipped for learning in school and at home. 	1, 3, and 4.

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

Budgeted cost: **£53,290**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide strong support for behaviour.	The emotional wellbeing of students can have a huge impact on their ability to engage with lessons and become effective learners. Some students	5, 6, and 7.

<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. ● Staffing of interventions such as the Internal Exclusion Room and “time-out” options, to reduce the 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 within every year group supports students who are struggling with mental, emotional and personal issues. The Psw team is available to support students through mentoring and 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</p>	<p>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 cost of living crisis which has had on our most vulnerable students.</p>	
--	--	--

<p>students with any CP concerns and also will be the port of contact for any mental health issues.</p>		
<p>Extra Curricular Activities</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 the wish. 	<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"> ● 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>6, 7, and 8.</p>
<p>Careers Advice 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, and 8.</p>
<p>Support with key items 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, and 8.</p>
<p>Attendance 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, and 7.</p>

<p>Wellbeing 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. Develop student services at a central venue. Ensure staffing on a daily basis so that students can access support available.</p>	<p>1, 2, 5, and 6.</p>
---	--	------------------------

Total budgeted cost: £ 430,545

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 Achievement

- We achieved good outcomes with our PP students in 2024, with almost 75% of the PP cohort achieving grades 4+ in English and Maths. we are very proud that 56% of the PP students achieved grades 9-5 in English and Maths.
- The gap between our PP and non PP students in terms of the main threshold (9-5 in E & M) is only 4%.
- 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 have access to online resources.
 - 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. Due to the form time reading project, 100% of students in year 7 and year 8 were modelled reading for pleasure and accessed age appropriate texts.

Attendance

- The overall attendance for our PP students was 1.4% lower than the average

attendance for our non PP students which is indicative that we still need to focus on attendance for this cohort of students.

Behaviour and Engagement

- 9% of all suspensions were given to PP students, which is very low but still needs to be lower..
- 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 Drama, Music, Badminton, Art club, Origami, Spelling Bee, Chess Club and Dodgeball.
- Trips that have been subsidised for PP students were: Geography field trip, Oxygen free jumping celebration trip, Matilda and Wicked Theatre visit, Kew Gardens, Various university trips, Sky Centre trip, Cadbury world, Thorpe park celebration, France trip, Westminster Abbey, Street elite festival, Ten pin bowling celebration trip.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil 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 P Lay
Tuition	SpringBoard West Tuition
Mentoring	Innovate
Teens and Toddlers	Behaviour and Inclusion Consultant
Westside	Targeted Provision

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.