

Pupil premium strategy statement – Greenford High School.

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	1981
Proportion (%) of pupil premium eligible pupils	793 (40%)
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)	2025/2026 - 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Mia Pye (Headteacher)
Pupil premium lead	Mark Harvey
Governor / Trustee lead	Parminder Chana

Funding overview

Detail	Amount
Funding	
Pupil premium funding allocation this academic year	£657,150.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,000.00
Total Funding	£665,150.00
Expenditure	
Staffing and TLRs	£335,000.00

Academic interventions	£199,500.00
Wider whole school strategies	£61,000.00
PP Budget for PP lead	£70,000.00
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>	£665,500.00

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium?

The Pupil Premium is a sum of money received by Greenford High School from the Government for each student who is either currently in receipt of Free School Meals (FSM), has been in receipt of FSM anytime in the last 6 years (Ever6), has been in the care of the Local Authority for six months (CLA), or has been adopted from care or is from a service family.

Nationally, statistics show that students who are in receipt of FSM or who are looked after do not perform as well as their peers in external exams. The aim of this funding is to try to close that attainment gap.

Greenford High School context.

When deciding about allocating pupil premium funding it is important to consider the context for our school. Greenford High School is a 10 form entry, fully comprehensive 11-18 school in the London Borough of Ealing (no on roll - 1985). We serve a highly disadvantaged context in the 2nd most deprived decile in the UK (IDACI) and have 44% of students qualifying for Pupil Premium in Years 7-11 : this is increasing in Years 7 (48% Pupil Premium) and 8 (47% Pupil Premium).

The more common barriers faced by our disadvantaged pupils are listed below.

- Lower prior attainment from key stage 2.
- Emotional barriers and attendance and punctuality concerns exacerbated by complex or challenging familial factors that create barriers for parent-school communication.
- The residual effects of the Covid Pandemic continue to overshadow the potential of some pupils who are struggling or have struggled with emotionally based school avoidance and are displaying greater levels of social and communication difficulties.

Our main objective in using the Pupil Premium Grant is to narrow the gap between pupils groups by ensuring that all students in our community benefit fully and equitably from our curriculum which is:

Ambitious and enriching for all. It is designed so that students are empowered by knowledge and embrace a love of learning.

- Coherently sequenced with key concepts within all subject disciplines, so that students understand their interdependence and engage with big questions.
- Rigorous and enriching to ensure that students love learning, show kindness, build character through our character strengths, so that all Greenford High School students thrive and are ambitious in their learning.

A relentless focus on high quality teaching which embeds scaffolded approaches, along with structured opportunities for oracy, we seek to support our disadvantaged pupils to advocate for themselves and gain the skills to break the potential cycle of poverty.

As a school we have a long history of enabling students to make excellent progress across the curriculum. We identify where students are underachieving and provide those students with support to help them catch up and reach their full potential. We have analysed our data and referred to key experts in this field to assist our planning and delivery. These include reference to the Education Endowment Fund,

Government guidance for leaders 2025 and guidance from the Sutton Trust to inform future planning.

At Greenford High School we currently have 40 % of students who are in receipt of the Pupil Premium.

Pupil Premium intention

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 Pupil Premium 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.

GHS School Values

Courage	Sticking to a task, even when it is hard. Standing up for what is right.
Compassion	Caring for others. Treating them with kindness and having a strong desire to help people in need.
Community	Building connections with others to create an environment of respect where everyone belongs.
Resilience	Showing grit and having the ability to cope when things are difficult or go wrong.
Responsibility	Being accountable for the choices you make.

Objectives:

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, food and nourishment, including a 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><u>KS4 Achievement</u></p> <p>In 2025, there was a gap of 6% at the 9-5 including English & Maths threshold. At the 9-4 including English and Maths threshold the gap was also 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.</p> <p>This is a pattern that we have seen in recent years.</p>
2	<p><u>Reading Age Data and Comprehension</u></p> <p>Through our transition work, use of assessments, observations and our discussions with KS3 pupils, these factors all indicate that disadvantaged pupils generally</p> <p>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 10 years and 6 months.● Non- PP students 11 years and 3 months
3	<p><u>Study Skills, Equipment and Organisation</u></p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our</p>

	<p>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.</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 within lessons. ● Being able to work independently.
4	<p><u>Progress throughout the Key Stages</u></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. The transition from primary to secondary school can be a difficult process for PP students.</p>
5	<p><u>Behaviour</u></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><u>Inclusion</u></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><u>Attendance</u></p> <p>Our attendance data for last year indicates that attendance among disadvantaged pupils is currently 1.5% lower than non-disadvantaged</p>

	pupils across Year 7-Year 11.
8	<p><u>Extra – Curricular</u></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 60% of Y11 achieving grades 5+ including English and Maths, with the PP students on track to achieve at least 50% achieving 9-5 including E & M, which would be significantly above the national average compared to recent years' data. Over time we would want our PP students to achieve in line with our overall school average. ● In 2027, we would hope that our PP students would achieve 55% 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>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>EVOLVE will be analysed to measure participation and steps taken to address this where uptake is low. To target specific year 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, yearly, demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%. • 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: £405,000.00

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</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</p>	<p>1</p>

<p>smaller) and timetabled periods are scheduled in English, Maths and Science, Languages and Humanities.</p>	<p>across the curriculum. The EEF has examined the positive effects of smaller classes EEF - Reducing Class Size</p>	
<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. Improving literacy in Secondary Schools. The Education Endowment Foundation states that on average, reading comprehension approaches deliver an additional six months progress. 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. The Education Endowment Foundation states that on average, reading comprehension approaches deliver an additional six months progress.</p>	2, 4
<p>Pupil Premium Lead The appointment of a lead member of staff to oversee the expenditure of the pupil premium budget. To ensure that our school objectives are being met</p>	<p>EEF - Guide to the Pupil Premium The Pupil Premium Lead is a crucial role responsible for driving a strategic, evidence-informed approach to supporting disadvantaged pupils. This role should not work in isolation but rather lead a team, often including the SENDCO and the Senior Leadership</p>	1, 2, 3, & 4.

<p>and that the pupil premium budget is spent effectively.</p> <p>To plan, deliver, and review interventions across all key stages.</p>	<p>Team, to ensure that the strategy is embedded throughout the school.</p> <p>Key Responsibilities -</p> <p>Evidence-informed strategy development - using the EEF's guidance to create a tiered approach.</p> <p>Diagnosing pupil needs - analysing data on attendance, attainment, and behaviour to understand specific contextual barriers to learning for disadvantaged pupils</p> <p>Implementation and monitoring - planning, delivering, and monitoring the strategy to ensure it is effective.</p> <p>Staff engagement - ensuring the strategy is everyone's responsibility by engaging all staff.</p> <p>Reporting - ensuring that a robust, up to date strategy is published on the school website by 31 December each year.</p> <p>Collaboration - working with governors and senior staff to monitor spending and impact.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £199,500.00

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</p>	<p>1 & 4</p>

	who are falling behind.	
<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 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"> • 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>KS3 PP strategy involves a 6 week program where students with multiple disadvantages are mentored by a pastoral worker throughout a series of workshops.</p> <p>Form time reading projects run weeklong in both Year 7, Year 8, Year 9 and Year 10.</p>	2

	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"> • Prioritise the issuing of laptops to students in Year 11, CLA, and PP students in Year 7-10. • 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: £61,000.00

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 	<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 cost of living crisis which has had on our most vulnerable students.</p>	5, 6, and 7.

<p>restorative approach to behaviour concerns.</p> <ul style="list-style-type: none"> • 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 each key stage 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 students with any CP concerns and also will be the port of contact for any mental health issues.</p>		
<p>Extra Curricular Activities</p>	<p>We recognise that an important part of education is through increasing cultural</p>	<p>6, 7, and 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. 	<p>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>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: £ 665,500.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS4 Achievement

- We achieved good outcomes with our PP students in 2025, with 64% of the PP cohort achieving grades 4+ in English and Maths. We are very proud that 47% 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 7%.
- 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 stocked 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.
 - 85% 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 1.5% 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

- The percentage of suspensions given to PP students is low, but still needs to be improved.
- The Character points awarded to PP students are on par to the CP awarded to the non PP students.

Extra Curricular Activities and Enrichment

- A high proportion 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, Football, Athletics, Basketball, and Dodgeball.
- Trips that have previously been subsidised for PP students are: 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, Achievement trips and residential.

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

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

