

## Greenford High School Pupil Premium Strategy 2017/18

1. Summary information					
School	Greenford High School				
Academic Year	2017/2018	Total PP budget	£449,735	Date of most recent PP Review	N/A
Total number of pupils	1221	Number of pupils eligible for PP	518	Date for next internal review of this strategy	Sept 18

2. Current attainment		
	Pupils eligible for PP at GHS (national average)	Pupils not eligible for PP at GHS (national average)
% achieving 5A* - C incl. EM (2016-17 only)	73%	81%
Progress 8 score average	0.45	0.86
Progress 8 Score English	0.92	0.99
Progress 8 Score Maths	0.28	0.94

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy Skills (and, in particular, reading ages) for pupils eligible for PP at KS3 are lower than for other pupils which prevents them from making progress in subjects across the curriculum.
<b>B.</b>	Students eligible for Pupil Premium may not make as much progress in the core subjects as other students without additional support.
<b>C.</b>	Some students eligible for PP do not achieve as highly as non-PP peers at KS4. This may be because they do not have access to a space to work at home and may not benefit from computer access and revision materials. Some parents of students eligible for PP may not be in a position to support students with homework and revision.
<b>D.</b>	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.
<b>E.</b>	Certain cohorts of students make less progress than their non PP peers. Historically, Boys, More Able students
<b>F.</b>	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, uniform and equipment issues.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>G.</b>	Correlation between students eligible for PP and persistent absence.

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	High levels of literacy in KS3 students eligible for PP and a reading age equal to their chronological reading age. Year 8 targeted intervention for reading	<ul style="list-style-type: none"> <li>• Book Looks and lesson observations in English demonstrate that students are making progress in their literacy.</li> <li>• Data from Accelerated Reader Reading Tests will demonstrate how the gap between reading age and chronological age is narrowed. Students tested twice annually.</li> </ul>
<b>B.</b>	Students who are not making enough progress in core subjects have opportunities within the timetable to receive additional teaching and develop knowledge and skills which results in improved	<ul style="list-style-type: none"> <li>• Students will show progress in their literacy and numeracy skills at KS3 and an improvement in performance in GCSE skills at KS4.</li> </ul>
<b>C.</b>	High Levels of KS4 Achievement supported by:  *Access to a quiet space to work, appropriate resources and after school/holiday/weekend tuition for students not making the required progress in their subjects.  *The opportunity to pursue vocational subjects for those students who do not wish to take more traditional GCSE subjects or EBACC.  *Appropriate IAG and careers information.	<ul style="list-style-type: none"> <li>• Attendance at KS4 Study Club and possible 'graduation' from Study Club if sufficient progress in interim grades and 'Attitude to Learning' scores.</li> <li>• Students to meet at least their minimum target grade for GCSE subjects; Progress of PP students to be in line with the rest of the year group.</li> <li>• Successful completion of vocational courses at college or other providers.</li> <li>• All year 11 students to have a personal careers interview.</li> </ul>
<b>D.</b>	An alternative provision (The B.R.A.I.N) developed within school for students who are exhibiting behaviours likely to lead to permanent exclusion. This should be removed from mainstream curriculum but offer mentoring, counselling and tuition in core subjects so that students can eventually reintegrate into classes.	<ul style="list-style-type: none"> <li>• Successful completion of the BRAIN support programme.</li> <li>• Reduced number of behaviour points for students.</li> <li>• Avoidance of permanent exclusion where possible.</li> </ul>
<b>E.</b>	Students eligible for PP in target groups (identified by applicable national or school trends and current data) are able to make the same progress or better progress than their peers. Examples include Boys' Achievement Cohort; More Able Students.	<ul style="list-style-type: none"> <li>• Students in identified groups show improved progress and Attitude to Learning scores as a result of support given.</li> <li>• Students have Progress 8 scores comparable to their non-PP peers where possible.</li> </ul>
<b>F.</b>	Enable students who are eligible for PP funding to participate fully in the life of the school and encourage aspiration for achievements outside and beyond school.	<ul style="list-style-type: none"> <li>• All students eligible for PP have the opportunity to attend one trip or excursion during the school year.</li> </ul>
<b>G.</b>	Students eligible for Pupil Premium funding attend school regularly and attendance does not cause concern.	<ul style="list-style-type: none"> <li>• Reduction in persistent absence in this group.</li> </ul>

## 5. Planned expenditure

**Academic year**

**2017/2018**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### Improving Classroom Pedagogy

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will impact be measured?	Staff lead	Review date?
<b>A: High levels of literacy in KS3 students eligible for PP and a reading age equal to their chronological reading age.</b>	Provide opportunities within the timetable for students who are not making enough progress in literacy to receive additional teaching.	<p>The need to address weak literacy in year 7 and 8 students will be tackled by additional literacy lessons taught instead of History and Geography but using the humanities content.</p> <p>A very small number of students will not learn a language in year 7 but will have intensive support in reading: decoding, vocabulary acquisition, comprehension and inference.</p> <p>Student who have not met the required standard at the end of KS3 find it very difficult to access the broader curriculum on entry to secondary school.</p>	Improvement in reading ages/specific reading skills based on baseline testing at the start of year 7.	Whole School Leader for Literacy  Supported by the Head of English and KS3 Co-ordinator in English	July 2018
	Ensure that literacy is a priority in all subjects and that student with weak literacy are supported across the curriculum.  Whole School Literacy Lead and Lead Practitioner to focus on this.	Achievement in subjects across the curriculum can be hampered by weak literacy. We will provide staff with training and strategies to help students access written texts, develop vocabulary at every opportunity and write accurately.	A comprehensive programme of training is offered to teachers at all stages of their career: ITT; NQT; Second Year Teachers; Excellent Teachers; Teachers new to GHS.  Learning walks and lesson observations should show that teachers are taking opportunities to develop literacy wherever possible.	AHT Learning and Teaching and Whole School Literacy Co-ordinator.	July 2018

	Assess the reading levels of students on entry in year 7 and utilise Accelerated Reader to ensure that pupils with low reading ages on entry at KS3 have at least a reading age equal to their chronological age by the end of year 8.	Through this strategy we want to develop the confidence of all students involved and help make reading a habit for them, particularly if they do not experience literacy rich environments at home. As this intervention will benefit all subjects, not just English, we hope it will be the first step on the path of sustained improvement in achievement.	Increase in Reading Age, shown through periodic testing so that students have a reading age equivalent to their own by the end of year 8 or at least making progress towards this.	Whole School Leader for Literacy	July 2018
<b>B: Students who are eligible for PP and not making enough progress in core subjects have opportunities within the timetable to receive additional teaching and develop knowledge and skills.</b>	Additional literacy lessons for students in KS3 who have not made expected progress in English and KS3.  Additional lessons at KS4 for core subjects to improve progress where students are struggling.	.Students in KS4 may opt to/be advised to take Booster English/Maths and Science to support their achievement in this subject. Small group teaching offers better opportunity for more personalised feedback and the opportunity to make accelerated progress in GCSE skills.	Improvement in key writing skills evidenced through book looks and teacher assessment. Over time, improvement in the interim grades of this cohort.  Improvement in reading ages/specific reading skills based on baseline testing at the start of year 7.  Reduction in the achievement gap between Pupil premium students and others in the cohort in individual subjects and 5*-C incl EM	AHT Pupil Premium DHT Curriculum Core HODs	July 2018
<b>Total budgeted cost</b>					<b>£292.852.38</b>
<b>Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will impact be measured?</b>	<b>Staff lead</b>	<b>Review date?</b>

<p><b>C: High Levels of KS4 achievement for students eligible for PP.</b></p>	<p>Provide a comprehensive programme of Saturday and holiday revision sessions for GCSE subjects.</p>	<p>Many of our students need additional support with organising and managing their revision. Having specialist staff available in a more relaxed environment to deliver sessions maximises the effectiveness of this revision time particularly in the Spring term and Easter holidays.</p>	<p>Achievement of students assessed at Interim meetings.</p> <p>Attendance for revision sessions monitored and non-attendance challenged. Informal discussions with pupils regarding the impact of sessions.</p>	<p>AHT KS4 Achievement.</p> <p>Study Club Leader</p>	<p>August 2018</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.</p>	<p>At KS4, in recognition of the increased independent learning load students have to tackle, we run Study Club for a selected cohort of students four nights a week. The majority of Pupil Premium students in year 11 are part of this group. In addition to providing a quiet space dedicated to homework, TAs is employed to support students with organisation and completion of independent learning tasks.</p>	<p>Periodically throughout the year, year 11 Interim grades and PPE results are assessed to see if SC students are making progress in their learning. We also assess the number of homework concerns raised by staff to ensure students are organised and using private study time effectively.</p>	<p>AHT KS4 Achievement.</p> <p>Study Club Leader</p>	<p>August 2018</p>
	<p>Provide opportunities for students who prefer more vocational or practical subjects to attend college as one of their GCSE options</p>	<p>Some students who have aspirations for a particular or more practical career may become disengaged if forced to follow a purely academic course. In giving students opportunities to follow a partially vocational path, we hope to keep them in full time education and training for longer, hopefully supporting them to eventually obtain an apprenticeship</p>	<p>We would hope to reduce the number of attitude to learning concerns in students</p> <p>Lately, we have amended our mission statement to promote the value of apprenticeships and we will track how student s take this path as school leavers.</p> <p>Ultimately we want to reduce the number of students becoming NEET when they leave GHS to a minimum.</p>	<p>AHT Vocational Lead</p>	<p>August 2018</p>

	Provide opportunities for students to receive guidance on further and higher education, training and apprenticeships so they can make informed decisions about future study and careers options regardless of socio economic background.	Aspiration is commonly considered an issue for students from disadvantaged backgrounds. Research from the Education Endowment Fund (EEF) regarding aspiration suggests that in fact most pupils do have aspiration, it's the knowledge of how to reach goals such as university which more commonly limits a child's potential. To combat this, we ensure all our pupils have access to at least one university visit before year 11 and careers interviews help guide their choices at Post -16.	Monitor that all students have had access to a careers interview. Follow up where issues arise.  Ensure all students have the opportunity to attend a university open day in year 8/9/10.	Year 11 Team and IAG Lead Teacher	Jul 2018
					£58,888.94
<b>D: A reduction in the number of behaviour concerns and permanent exclusions in pupils who are eligible for Pupil Premium funding.</b>	An alternative provision (The B.R.A.I.N) developed within school for students who are exhibiting behaviours likely to lead to permanent exclusion. This should be removed from mainstream curriculum but offer mentoring, counselling and tuition in core subjects so that students can eventually reintegrate into classes.	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 for students who struggle with appropriate behaviour for learning we will provide alternative provision in the BRAIN (Behaviour and Results by Addressing Issues Now)	The inclusion manager and SLT lead for behaviour will monitor the impact of this intervention closely. We hope to see a reduction in fixed term exclusions, lower behaviour concerns in targeted students and better coping strategies from the pupils we are supporting in this way.	AHT Behaviour	Jul 2018
					46,547.80

<p><b>E: Students eligible for PP in target groups (identified by applicable national or school trends and current data) are able to make the same progress or better progress than their peers. Examples include Boys' Achievement Cohort; More Able Students,</b></p>	<p><b>Support 'More Able' pupil premium students to achieve the best possible GCSE results and prepare for entry to Russell Group universities at the end of year 13.</b></p> <p><b>HODs to report specifically on progress of more able students (those targeted 7-9)</b></p> <p><b>Talks and trips to be organised to universities to raise aspiration of this cohort.</b></p> <p><b>A/A* evening for More Able students to raise aspiration.</b></p>	<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>It will be part of the role of HODs and the data lead to track gifted PP students to ensure they are fulfilling their potential.</p>	<p>Achievement of PP A/A* students monitored at interim meetings throughout the year and HODs will be asked to comment specifically on their achievement in exam analysis. Progress 8 scores for Higher band pupils can be compared to national results for this cohort.</p>	<ul style="list-style-type: none"> <li>• AHT Data</li> <li>• AHT KS4 Achievement</li> </ul>	<p>August 2018</p>
	<p><b>Develop a tailored programme of support for boys in year 11 at risk of not achieving 8 good GCSE grades.</b></p>	<p>Three years ago, based on the achievement gap between girls and boys a specific cohort of boys was selected who work intensively with a member of our very motivational pastoral/PE staff. The huge success of this project has been continued with a combination of mentoring activities and rewards that has had a strong impact of the achievement of this cohort.</p>	<ul style="list-style-type: none"> <li>• Percentage of this cohort passing Maths and English</li> <li>• Progress 8 scores of this cohort.</li> </ul>	<p>Lead for Boys' Achievement AHT KS4 Achievement</p>	<p>August 2018</p>
<b>Total budgeted cost</b>					<p>£22,657.48</p>
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review Date?</b>

<b>F: Enable students who are eligible for PP funding to participate fully in the life of the school</b>	<b>Ensure that all students can participate in at least one educational trip or visit each year.</b>	Although we have a proud tradition of extra-curricular trips throughout the year, our enrichment week in July in which students take part in enrichment activities and other trips ensures that all students can go on one fully funded or partially funded excursion each academic year, supporting their wider cultural education.	Ensure that all students take part in one trip or visit during  Support students in need for more substantial trips, like MFL trips abroad.  Encourage departments to offer pupil premium students reward places on trips	Enrichment week co-ordinator	Sept 2018
	<b>Enable all students to participate in additional music classes if they wish.</b>	We recognise that achievement in school is not just about grades but about learning and developing the whole child, including their arts and cultural education. To this end, we want to ensure disadvantage is not a barrier to learning an instrument.	Monitor take up of instrument lessons for student eligible for Pupil Premium.	AHT PP Head of Music	Sept 2018
	<b>Support the purchase of uniform, sports kit, equipment and travel in cases of genuine need.</b>	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.	N/A	AHT Pupil Premium	Sept 2018
<b>G: Students eligible for Pupil Premium funding attend school regularly and attendance does not cause concern.</b>	<b>Attendance officer to work with students who are frequently absent, particularly PP students with persistent absence.</b>	Students who do not attend quickly become disengaged and cannot fully take part in their timetabled lessons or the wider life of the school.	Dedicated Attendance officer overseen by Safeguarding AHT.  Support from year teams and teachers and catch up classes available to students struggling with attendance.	Attendance Officer	Sept 2018
<b>Total budgeted cost</b>					<b>£28,788.40</b>

#### Additional detail

\*Please note our funding is allocated according to the financial year but we are required to report to parents each academic year so and therefore we used 2/3 of our 2017-2018 budget and 1/3 of our estimated 2018-2019 budget to calculate the above figures

In planning how to allocate the Pupil Premium (PP) funding, we have prioritised supporting areas that will address the most common barriers to learning for PP students. If an intervention is wholly focused on supporting PP students, we can fund it completely from the PP funding. If an intervention is open to all, we will fund it by 40% to reflect the approximate percentage of our cohort that constitutes PP students. Further detail about this is available on request.

We will review our Pupil Premium Strategy in August once our results are published and then use this information to amend our strategy for the following year.



