

Greenford High School Pupil Premium Strategy 2020/21

1. Summary information					
School	Greenford High School				
Academic Year	2020/21	Total PP budget	£434,975	Date of most recent PP Review	Sep 2020
Total number of pupils	1898	Number of pupils eligible for PP	403	Date for next internal review of this strategy	Dec 20

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 (2019-20 only) (5 9-5inc. EM)	68%	77%
Progress 8 score average	+0.86	+1.19
Progress 8 Score English	+0.91	+1.14
Progress 8 Score Maths	+1.1	+1.37
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	Desired outcomes and Success Criteria (<i>desired outcomes and how they will be measured</i>)	
A. Literacy Skills (and, in particular, reading ages) for pupils eligible for PP at KS3 are lower on entry than for other pupils which prevents them from making progress in subjects across the curriculum.	<p>High levels of literacy in KS3 students who are eligible for PP and a reading age equal to their chronological reading age.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • <i>Book Looks and lesson observations in English and across the curriculum, demonstrate that students are making progress in their literacy.</i> • <i>Data from Accelerated Reader Reading Tests will demonstrate how the gap between reading age and chronological age is narrowed. Students tested twice annually.</i> • <i>Students are deemed 'KS4 ready', according to internal assessment data.</i> 	

<p>B.</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>	<p>Students who are not making enough progress in subjects have opportunities within the timetable and outside of scheduled lesson time to receive additional teaching and develop the required knowledge and skills to progress in line with others.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • <i>Students will show an improvement in performance in GCSE skills at KS4 and the gap will begin to narrow. Students will have Progress 8 scores comparable to their non-PP peers where possible.</i> • <i>Specific cohorts that have historically underachieved (eg: PP boys) will make progress more in line with all students, and will show improved 'Attitude to Learning' scores as a result of support given.</i>
<p>C.</p>	<p>Specific cohorts of PP students have been shown to underachieve and / or require specific interventions.</p>	<p>Specific cohorts such as PP boys and high achieving PP students to make as much progress as all other students.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • <i>Gap between PP boys and non PP boys to close.</i> • <i>Entry to the Sixth Form for PP students to remain strong.</i> • <i>High levels of entry to Russell Group universities and / or Oxbridge to remain and increase further.</i>
<p>D.</p>	<p>Some students eligible for PP do not achieve as highly as non-PP peers at KS4 in end of year examinations. 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.</p>	<p>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. Homework systems support independent learning well, with homework completion rate at the same level as all other students.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • <i>Attendance at KS4 Study Club and KS3 Homework Club with possible 'graduation' from Study Club if sufficient progress in interim grades and 'Attitude to Learning' scores is realised.</i> • <i>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.</i> • <i>Data will show that students complete homework and further independent learning at the same level as other students.</i>

E.	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>High levels of positive behaviour for learning in school community overall with reduction in exclusion figures for PP students.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • <i>Reduced number of behaviour points for students.</i> • <i>Avoidance of permanent exclusion where possible.</i> • <i>Increase in achievement points for students.</i>
F.	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>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.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • <i>Tracking demonstrates that all PP students have had the opportunity to attend at least one trip and/or extra-curricular event in the year.</i> • <i>Data shows that all Year 11 students to have a personal careers interview.</i> • <i>Tracking shows that students have a strong uptake in clubs and extra-curricular activities.</i>
External barriers (issues which also require action outside school, such as low attendance rates)		Desired outcomes and Success Criteria (desired outcomes and how they will be measured)
G.	There is some correlation between students who are eligible for PP and persistent absence.	<p>Students who are eligible for Pupil Premium funding attend school regularly and attendance does not cause concern.</p> <ul style="list-style-type: none"> • <i>Reduction in persistent absence in this group.</i> • <i>Mentoring around gang affiliation leads to a reduction in the exposure of students to gangs outside of school.</i>

4. Planned expenditure

Academic year	2020/21				
Barrier to be addressed	Chosen action / approach	What is the evidence and rationale for this choice?	How will impact be measured?	Staff lead	Review date?
<p>A: Literacy Skills (and, in particular, reading ages) for pupils eligible for PP at KS3 are lower on entry than for other pupils which prevents them from making progress in subjects across the curriculum.</p>	<p>Provide opportunities within the timetable for students who are not making enough progress in literacy to receive additional interventions through the following interventions:</p> <p style="padding-left: 40px;">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> <ul style="list-style-type: none"> • 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. 	<p>Students 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> <p>Develop better reading habits, particularly for students who do not experience literacy rich environments at home.</p> <p>The Education Endowment Foundation states that on average, reading comprehension approaches deliver an additional six months' progress.</p>	<p>Improvement in reading ages/specific reading skills throughout KS3, based on baseline testing at the start of Year 7.</p> <p>Internal assessment data shows that students are 'KS4 ready' at the end of KS3.</p>	<p>Whole School Leader of Literacy, supported by the Head of English, SENCO and KS3 Co-ordinator in English.</p>	<p>July 2021</p>
	<p>Through appropriate deployment by Lead Practitioners and Whole School Literacy Lead, ensure that the teaching of literacy skills is a priority in all subjects so that students with weak literacy are supported across the curriculum.</p>	<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</p>	<p>Learning walks, book looks and lesson observations to show that teachers are taking opportunities to develop literacy wherever possible and to show a consistent approach to</p>	<p>Whole School Leader of Literacy.</p> <p>AHT – Learning & Teaching.</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. 	deliver an additional six months' progress.	teaching literacy across all subjects.		
Total Budgeted Cost:					£33,440
B: 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>Provide a flexible timetable that enables students to access smaller class sizes where needed and provide a range of booster classes.</p> <ul style="list-style-type: none"> • At KS3, for a small number of students who have low literacy levels, additional literacy lessons taught instead of History and Geography but using the Humanities content. • At KS4, a greater number of sets and timetabled periods scheduled in English, Maths and Science, Languages and Humanities. • Booster classes in Maths and English run at Key Stage 4 for students requiring additional support. • In house alternative curriculum provided for very small number of KS3 / KS4 students who are not coping with mainstream curriculum. 	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>Over time, improvement in the interim assessment grades of students.</p> <p>Reduction in the achievement gap.</p>	DHT i/c Curriculum. HODs.	September 2021
Total Budgeted Cost:					£308,524

<p>C: Specific cohorts of PP students have been shown to underachieve and / or require specific interventions.</p>	<p>Target support to specific cohorts such as PP boys, PP girls and More Able PP students through staff leads who work directly with these groups.</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. • More Able Leader to work directly with PP students, particularly in Maths and Sciences, outside of normal lesson times, and across the curriculum to organise events that raise achievement and aspiration. • 'More Able Students' Information Evening' to raise aspiration and prepare for entry to Russell Group universities. 	<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>This targeted support allows for a more specific academic mentoring model which has been seen to have strong impact in previous years, on students who are falling behind.</p>	<p>Further reduction in the gap between PP boys and non PP boys.</p> <p>% of grades 7,8,9 achieved by high attaining PP students to be measured and compared to all other students in our school and nationally.</p> <p>Continued strong uptake of Post 16 courses for PP students at the end of Year 11.</p>	<p>DHT: Raising Standards / Data.</p> <p>AHT: KS4 Achievement.</p> <p>HODs.</p>	<p>September 2021</p>
<p>Total Budgeted Cost:</p>					<p>£21,192</p>
<p>D: Some students eligible for PP do not achieve as highly as non-PP peers at KS4 in end of year examinations. This may be because they do not have access to a space to work at home and may not</p>	<p>Provide a comprehensive programme of revision classes throughout the year on Saturdays and during the holidays for all subjects where needed at KS4.</p>	<p>Such classes have been well attended and positively evaluated by students in the past.</p> <p>Many of our students need additional support with organising and managing their revision. Having specialist staff available in a</p>	<p>Further reduction in the gap in outcomes between PP students and non PP students. Achievement of students assessed at interim data meetings.</p> <p>Attendance for revision sessions monitored and</p>	<p>AHT KS4 Achievement</p> <p>Lead in KS4 Interventions.</p> <p>HODs.</p>	<p>July 2021</p> <p>Sept 2021</p>

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.		<p>more relaxed environment to deliver sessions maximises the effectiveness of this revision time particularly in the Spring term and Easter holidays.</p>	<p>non-attendance challenged.</p> <p>Informal discussions with pupils and student evaluations regarding the impact of sessions.</p>	<p>Associate DHT i/c of homework.</p>
	<p>Provide students with an appropriate space and support and resources to complete homework, coursework, revision and independent study at KS4 through GHS Study Club. This includes space to access online resources and catch up classes funded separately through the Covid Catch Up funding</p>	<p>The Education Endowment Foundation cites studies showing that the impact of homework, on average, is five months' additional progress.</p> <p>In addition to providing a quiet space dedicated to homework, TAs are employed to support students with organisation and completion of independent learning tasks so that students</p>	<p>Achievement and progress of students measured through interim assessment data.</p> <p>Homework concerns tracked and monitored. Reduction in homework concerns measured.</p>	<p>AHT KS4 Achievement.</p> <p>Study Club Manager.</p>
	<p>Issue laptops to students in KS3 and KS4 who were not eligible through the Government Catch Up scheme.</p>	<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>Work is fully completed during self isolation / potential future lockdowns.</p>	<p>Associate DHT i/c Inclusion.</p>
	<p>Launch 'Show My Homework' to better inform parents of homework due and better track completion of homework</p>	<p>The Education Endowment Foundation cites studies that show that the impact of homework, on average, is five months' additional progress. However, there is</p>	<p>'Show My Homework' data to be measured – aim for strong completion rate in line with non PP students.</p>	<p>Associate DHT i/c Inclusion.</p>

		a wide variation in potential impact, suggesting that how homework is set is likely to be very important. Therefore, the tracking of homework set is very important.			
Total Budgeted Cost:					£14,300
E: 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>Provide strong support for behaviour in school through deployment of non-teaching AHT i/c of behaviour and a number of non-teaching Year Leaders.</p> <p>Provide additional mentoring for KS3 and KS4 students through designated mentors in school.</p> <ul style="list-style-type: none"> Capacity in staffing allows for emphasis on restorative approach to behaviour concerns. Staffing of interventions such as Consequence 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. 	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.	School behaviour tracker is analysed at least half termly to measure impact of behaviour interventions.	AHTs i/c behaviour. Associate DHT i/c Inclusion.	February 2021
Total Budgeted Cost:					£32,142
F: Students eligible for Pupil Premium funding may not take	Ensure that all students can participate in at least one educational trip or visit each year.	We recognise that an important part of education is through increasing	PP Tracker will be analysed to measure participation and steps	PP Leader.	February 2021

<p>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>		<p>cultural capital and widening horizons. Therefore, we are committed to providing a funded excursion each academic year for PP students, supporting their wider cultural education.</p>	<p>taken to address this where uptake is low.</p>	<p>AHT i/c of enrichment.</p>	
	<p>Enable all students to participate in additional music classes if they wish.</p>	<p>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</p>	<p>PP Tracker will be analysed to measure participation and steps taken to address this where uptake is low.</p>	<p>Head of Music.</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>Analysis of student destinations will be undertaken each year.</p>	<p>Head of Careers. Careers Advisor.</p>	
	<p>Support the purchase of uniform, sports kit, equipment and travel in cases of genuine need.</p>	<p>In order to be a full part of the school students need to feel equal to their peers. Each year a small part of the budget will be used to help families provide uniform, kit and equipment.</p>	<p>Cases where students have been supported are discussed and reviewed at Pastoral Meetings.</p>	<p>PP Leader. Heads of Year.</p>	
<p>Total Budgeted Cost:</p>					<p>£15,271</p>

G: Correlation between students eligible for PP and persistent absence.	Attendance officer to work with students who are frequently absent, particularly PP students with persistent absence.	Students who do not attend quickly become disengaged and cannot fully partake in their timetabled lessons or the wider life of the school.	Attendance data will be measured to track PP students' absence and steps will be put in place to address persistent absenteeism.	Attendance Officer. AHT i/c Attendance. Year Leaders.	
Total Budgeted Cost:					£10,106
Overall Cost:					£434,975

Additional detail
<p>*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 2019-2020 budget and 1/3 of our estimated 2020-2021 budget to calculate the above figures</p> <p>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 percentage of our cohort that constitutes PP students further detail about this is available on request.</p> <p>We will review our Pupil Premium Strategy in October once our results are published/ validated and then use this information to amend our strategy for the following year.</p>