



Greatfields Pupil Premium Overview and Spending 2021/22

School overview

Detail	Data
School name	Greatfields School
Number of pupils in school	795
Proportion (%) of pupil premium eligible pupils	41.13%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	15.11.2021
Date on which it will be reviewed	September 2022
Statement authorised by	Richard Paul
Pupil premium lead	Gabriel Ayerh
Governor / Trustee lead	Leigh-Anne Elliot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 312,285
Recovery premium funding allocation this academic year	£ 41,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 353,465

Statement of intent

Greatfields School is situated on the Gascoigne estate in Barking in the 12th most deprived local authority in the country. Gascoigne is the most deprived ward in the local authority. At Greatfields we have 41.13% of our students who are eligible for pupil premium funding.



Across England, the evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school, and often do not perform as well as other pupils. At Greatfields School, we strive to ensure that our disadvantaged students are effectively supported in order to enable our students to perform to the best of their ability, despite the challenges that they may encounter. At Greatfields School, our mission is to provide a first class education to allow all of our students to fulfil their full potential academically and holistically.

Our 3 key objectives of our pupil premium strategy are as followed:

1) To reduce the attainment gap between pupil premium students and non-pupil premium students in Year 11.

From the internal data gathered at the end of the last academic year, in year 11 the progress 8 score for pupil premium students is at 0.14 and the progress 8 score for non-pupil premium students is at 0.75. So there is a gap of -0.61. In November 2021, the progress 8 score of pupil premium students improved to 0.23 in comparison to the progress 8 score of 0.72 of non-pupil premium students. The progress 8 gap is -0.49, which is a reduction from last year, but this is still a gap which we will work towards decreasing.

2) To reduce the rate of internal and external exclusions for pupil premium students.

The data from the academic year of 2020-21 shows that our pupil premium students had 62% of all internal exclusions and 73% of all external exclusions across the school. We will be working with students who currently have behavioural concerns, to work towards reducing the rates of internal and external exclusions for pupil premium students.

3) To reduce the rate of persistent absences of pupil premium students.

Persistent absence was highest amongst pupil premium students with 27.39% in comparison to 20.91% for non-pupil premium students, in the last academic year. As a result, this decreased the overall attendance of pupil premium students last year, to 91.14%, in comparison to the overall attendance of non-pupil premium students which was 92.82%. In addition to this, as recorded on the 8th October, the persistent absences remained higher amongst pupil premium students with 18.18% in comparison to 11.08% for non-pupil premium students. The rate of persistent absences amongst pupil premium students has reduced the overall attendance of pupil premium students to 93.46%, in comparison to non-pupil premium students which is 95.81%.



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

Challenge number	Detail of challenge
1	Higher rates of persistent absences in comparison to non-pupil premium students.
2	Lack of computer and internet access at home
3	Lack of suitable work space at home
4	Behavioural issues
5	Low levels of motivation and ambition to excel within education
6	A shortage of resources and equipment
7	Lack of clear boundaries and routine at home
8	Low aspirations within the family network
9	Lack of parental/carer support and guidance
10	Not always having breakfast or an adequate amount of breakfast.

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
<ul style="list-style-type: none"> To reduce the attainment gap between pupil premium students and non-pupil premium students in Year 11. 	<p>There will be a clear reduction in the attainment gap for pupil premium students and non-pupil premium students in year 11.</p> <p>We will review the data from our internal tracking assessments throughout the year and also the summer GCSE results, to measure and evaluate the impact of our interventions.</p>



<ul style="list-style-type: none"> To reduce the rate of internal and external exclusions for pupil premium students. 	<p>At the end of the academic year 2020-21. Pupil premium students had 73% of external exclusions and 62% of internal exclusions. We will measure impact by working to decreasing this percentage throughout this academic year.</p> <p>We will support those students who are behavioural concerns and will form effective interventions with key stakeholders such as: heads of years, deputy heads of years, the assistant headteacher (in charge of behaviour), teachers, students and their families/guardians.</p>
<ul style="list-style-type: none"> To reduce the rate of persistent absences of pupil premium students. 	<p>Across the school, persistent absences are highest amongst pupil premium students, with 27.39% in comparison to 20.91% for non-pupil premium students, in the last academic year. As a result, this decreased the overall attendance of pupil premium students to 91.14%, in comparison to the overall attendance of non-pupil premium students which was 92.82%.</p> <p>We will measure impact through analysing attendance data regularly and comparing attendance data throughout the year, in order to see how effective interventions are.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (**and recovery premium funding**) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Smaller class sizes. (equivalent cost of one additional member of staff - £32800)</p>	<p>The students in these classes have lower prior attainment than the other groups and are below national standards. They are taught in much smaller groups to allow more teacher support. All of these groups have a higher than average percentage of PP students.</p>	<p>4 and key objective 1</p>
<p>Barking and Dagenham college's Foundation level qualifications. (£20,000)</p>	<p>Barking college will be working with a group of Year 10 students. 50% of them are Pupil Premium students. As a school we recognise the individuality of our learners and understand that university is not the correct pathway for some students. Students will receive a foundation level qualification from which they can progress onto L2- 4 (at the higher end it is equivalent to a university degree).</p>	<p>5</p>
<p>TLR payment for Teacher in charge of Pupil premium on the Extended Leadership team (£2500)</p>	<p>This teacher will monitor and measure the impact of the annual spending of pupil premium funding. They will also identify the major barriers to pupil premium students' learning and work with staff to support our students with these barriers. They will also monitor the academic progress of pupil premium students, and will devise a clear plan to close any gaps that exist between pupil premium and non-pupil premium students. Additionally, they will monitor the attendance, behaviour and punctuality of pupil premium students.</p>	<p>All</p>

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



Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor (£28,128)	To provide additional targeted one-to-one support for students. The intervention will be given to those students who are underachieving in relation to their progress 8 scores, and will support them to make progress within their subjects. All students will receive a weekly mentoring session with the academic mentor.	5, 9 and key objective 1
Two additional Assistant Heads of Years (£59856)	To provide pastoral care to students that reduces barriers to their learning. To assist the head of year, to improve the attendance, behaviour and punctuality of students within their year groups. Additionally, they will support students to develop a growth mindset towards their education and ambitions for the future. All of these duties will support students across the year group. Assistant heads of year will also mentor a selection of pupil premium students who are current behavioural concerns, on a weekly basis in order to improve their behaviour, through a pastoral support plan.	1,4,5,7,8,9

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor (£30,912)	To work with the pastoral team to support the emotional and mental wellbeing of students. They will work with students who are either of the	1,4, 5, 7 and 9



	following: have anxiety issues, mental health issues, poor attenders, disaffected, experiencing learning difficulties, lack in self-esteem and issues at home. The learning mentor will work with them on a one-to-one weekly basis, to support these students to encourage them to maximise their potential.	
Breakfast club (£8416)	To provide free breakfast for students on a daily basis, of which the majority are pupil premium students. This will also cover the staffing costs of the catering services and student supervision.	10
Inclusion Room manager (£33,589)	This additional resource will present an alternative to excluding our most vulnerable students. When appropriate, students will be given a long term placement in the Inclusion Room in order to prevent an exclusion. During their placements, they will be given emotional and behavioural support. Students will also be given personalised timetables to ensure that they have access the curriculum. Additionally, students' progress will be tracked and monitored throughout their placements.	4,5 and 7
Extension of the school day (no cost)	Every Monday to Thursday, the school has been extended by an hour. Key Stage 3 students have their extended days on Mondays, Wednesdays and Thursdays. Key Stage 4 students have their extended days on Mondays, Tuesdays and Wednesdays. On 1 of the 3 days, enrichment activities will be carried out, in order to develop students' cultural capital, social, emotional and physical development. The other 2	2,3



	days are for supervised independent learning for students. This has provided a calm learning atmosphere for students to complete their independent learning.	
Paper based independent learning tasks set (no cost)	All teachers now set paper based independent learning. This will ensure that all students are able to access the learning. As a school we have recognised that not all students have computer and internet access at home, so we have chosen to overcome this barrier through paper based independent learning only.	2
Intention to recruit a family liaison officer. £32551		3,5,7,8 and 9