



## Pupil Premium strategy statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of Pupil Premium had within our school.

### School overview

Detail	Data
School name	Greatfields School
Number of pupils in school	960
Proportion (%) of Pupil Premium eligible pupils	39%
Academic year/years that our current Pupil Premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	1 <sup>st</sup> October 2022
Date on which it will be reviewed	1 <sup>st</sup> October 2023
Statement authorised by	Richard Paul (Headteacher)  Local Governing Body
Pupil Premium lead	Gabriel Ayerh
Governor / Trustee lead	Leigh-Anne Elliot

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 353,800
Recovery premium funding allocation this academic year	£ TBC
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 353,800



## Part A: Pupil Premium strategy plan

### Statement of intent

Greatfields School is situated on the Gascoigne estate in Barking, the fifth most deprived local authority in the country. At Greatfields we have 348 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 Key objectives are as followed:

- 1) **To reduce the attainment gap between Pupil Premium students and non-Pupil Premium students in Year 11.** During the last academic year, the progress 8 score of Pupil Premium students was 0.32, in comparison to Non-Pupil Premium students, which was 0.66. So, there is a gap of -0.34. We will aim to improve the overall progress 8 score for Pupil Premium students and also reduce the gap in comparison to non-Pupil Premium students.
- 2) **To reduce the rates of internal exclusions (R & R) and suspension for Pupil Premium students, in particular those students within Year 10 and Year 8.** During the last academic year 66% of all suspensions were from Pupil Premium students. 54% of all internal exclusions were from Pupil Premium students. The year groups that had the highest percentage of Pupil Premium suspensions were our current year 8's where all of the suspensions, were from Pupil Premium students, and our current Year 10's where 89% of suspensions were from Pupil Premium students. Furthermore, in relation to internal exclusions for Pupil Premium students, the year group that had the most were Year 8 with 73% and Year 10 with 54%. We will work with the students who need the support to improve their behaviour, and as a result reduce the percentage of Pupil Premium Suspensions and Internal Exclusions (R and R)
- 3) **To reduce the rate of persistent absences of Pupil Premium students.** During the last academic year, 26% of persistent absentees were from Pupil Premium students. In comparison to 19.8% of non-Pupil Premium students. We will support students to improve their attendance, and as a result reduce the overall percentage of Persistent absentees of Pupil Premium students.
- 4) **To close the gap between the students' reading ages and actual ages; by developing their comprehension skills.** Nationally, there is a lot of research that shows that Pupil Premium students have lower reading ages, than Non-Pupil-Premium students. We will put in place effective interventions to support Pupil Premium students with low reading ages.



**5) To enhance the enrichment opportunities for our Pupil Premium students, in order to raise their aspirations and develop their social and cultural capital.** This target is centred on a common challenge for our Pupil Premium students, and we will strive towards improving their aspirations, and their social and cultural capital.

## Challenges

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.	Higher rates of behavioural incidents in comparison to non-Pupil Premium students.
3.	Lack of familial network with a connection to Higher Education
4.	Not always having breakfast or an adequate amount of breakfast
5.	Lower attainment in comparison to non-Pupil Premium students.
6.	A shortage of resources and equipment
7.	Lower reading ages in comparison to non-Pupil Premium students.
8.	Lower levels of participation in regular enrichment activities outside of school.

## 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
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 progress 8 gap between Pupil Premium students and non-Pupil Premium students. Currently the gap is at -0.34.</p> <p>We will aim to decrease this progress 8 gap throughout this academic year, and also improve the current progress 8 score of Year 11, which is at 0.32.</p>



<p>To reduce the rates of internal exclusions and suspensions for Pupil Premium students, in particular within Year 10 and Year 8</p>	<p>During the last academic year overall 66% of all suspensions were from Pupil Premium students. 54% of all Internal exclusions were from Pupil Premium students. The year groups that had the highest percentage of Pupil Premium suspensions was our current year 8's with 100% and our current year 10's with 89%. Furthermore, in relation to internal exclusions for Pupil Premium students, the year group that had the most were Year 8 with 73% and Year 10 with 54%.</p> <p>Throughout the year, we will aim to reduce the overall number of suspensions and internal exclusions that our Pupil Premium students receive. As a result, this will reduce the overall percentage of suspensions and internal exclusions from Pupil Premium students.</p>
<p>To reduce the rate of persistent absences of Pupil Premium students.</p>	<p>During the last academic year, 26% of persistent absentees were from Pupil Premium students. In comparison to 19.8% of non-Pupil Premium students.</p> <p>We strive to reduce the persistent absentees of Pupil Premium students, and narrow the gap between Pupil Premium and non-Pupil Premium students.</p>
<p>To close the gap between the students' reading ages and actual ages; by developing their comprehension skills.</p>	<p>Through our reading age baseline testing system, we will work with those students who are a concern in relation to their reading age and actual age. We will monitor and measure students' progress throughout the academic year, to evaluate the effectiveness of our interventions.</p>
<p>To enhance the enrichment opportunities for our Pupil Premium students, in order to raise their aspirations and develop their social and cultural capital</p>	<p>More Pupil Premium students being involved in enrichment activities. Also, more targeted work to encourage more students to get involved the wide range of opportunities that the school has to offer.</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)

Budgeted cost: £101590

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD on the ReadingWise Intervention, which will be delivered to support with students' Reading and Comprehension</b></p> <p>£1800</p>	<p>English teachers and the school librarian will be trained to deliver this intervention program to students across Key Stage 3. This intervention will support students to develop their Comprehension skills and vocabulary, to improve their reading ages.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	5 and 7
<p><b>TLR payment for Teacher in charge of Pupil Premium on the Extended Leadership team</b></p> <p>£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>	All
<p><b>Whole School CPD on SEND students</b></p>	<p>There is a crossover between Pupil Premium students who are also classified as SEND pupils. This is a whole school priority in relation to improving the impact of SEND interventions. Therefore, this will support Pupil Premium students.</p>	5
<p><b>Whole school CPD on curriculum</b></p>	<p>Having a strong curriculum, will provide the building blocks and cultural capital, to allow our students to compete with any child in the country</p>	5
<p><b>Smaller class sizes at Key Stage 3</b></p>	<p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention and feedback each student will receive will</p>	2 and 5



Salary of one main scale teacher £46495	increase, as the number of pupils per teacher becomes smaller.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 15664

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Academic mentor</b>  (Half of salary funded via Pupil Premium £15664.5)	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 mentor session with the academic mentor, which will be one-to-one or within small groups of 3.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	5
<b>Subject based Interventions</b>	Students are strategically placed in up to three subject based interventions, within subjects that they are underachieving in. Students take part in their intervention sessions on a weekly basis, during their additional period 6 sessions.	5

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

Budgeted cost: £ 180389

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Two additional Assistant</b>	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	1, 2, 3, 4, 5 and 6



<p><b>Heads of Years</b></p> <p>£63774</p>	<p>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, and in particular Pupil Premium students.</p>	
<p><b>Learning mentor</b></p> <p>£35113</p>	<p>To work with the pastoral team to support the emotional and mental wellbeing of students, in particular Pupil Premium students. They will work with students who are either of the 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.</p>	<p>1, 2 and 4.</p>
<p><b>Breakfast club</b></p> <p>£11,250</p>	<p>To provide free breakfast for students, of which the majority are Pupil Premium students.</p>	<p>6</p>
<p><b>Inclusion Room manager</b></p> <p>(Half the salary paid via Pupil Premium: £18486)</p>	<p>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 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.</p>	<p>1,2 and 5</p>
<p><b>Family liaison officer.</b></p> <p>£34652</p>	<p>The Family Liaison Officer will focus their work on tackling underachievement by working with families, parents, carers and children in school to enable all children to have full access to educational opportunities.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1,2,5</p>
<p><b>Recruitment of Higher Learning Teaching Assistant, who will lead on the 'Reflect and Reflect room.</b></p>	<p>A reflective establishment where students are able to understand how their actions are contrary to the school's behaviour expectation. This room will also allow students to continue to follow their usual curriculum, whilst receiving support with this.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1,2, and 5</p>



(Half the salary paid via Pupil Premium: £17384)		
<b>Box up Crime Intervention</b>  £2500	This will be a behavioural intervention program to support students to improve their behaviour through the avenue of Boxing, and make positive behaviour choices.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	2, 5 and 8
<b>Advocate Mentor</b>	This will be a behavioural mentoring program, to support students' mental wellbeing and improve the behaviour of those students potentially at risk of serious youth violence.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1 and 2
<b>DEAR Time and Class Reader</b>	These are weekly sessions throughout Key Stage 3, which are devoted to enabling students to develop their literacy skills	
<b>Sports Leaders Level 2 qualification in Community Sports Leadership</b>  £980	PE teaching staff will be trained to deliver the Sports Leaders Level 2 qualification in Community Sports Leadership. Year 10 Students will be able to gain a qualification aimed at developing their leadership skills, alongside their social and cultural capital.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1, 5 and 11
<b>Pupil Premium fund</b>  £10000	Money to be available throughout the year to fund music lessons, trips and additional resources for Pupil Premium students.	6 and 8
<b>Books as reward for Pupil Premium students</b>	We aim to get students to foster their love for reading. Therefore, we wanted to ensure that our students are able to choose and purchase books for our school library that match their needs and interests.	7





# GREATFIELDS SCHOOL

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(Cost will be taken from the Pupil Premium fund)		
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**Total budgeted cost: £ 297643**



## Part B: Review of outcomes in the previous academic year

### Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2020 to 2021 academic year.

Our 3 main objectives last year were as followed:

**1) To reduce the attainment gap between Pupil Premium students and non-Pupil Premium students in Year 11.**

The table below shows the progress 8 scores of Pupil Premium students at the start of the intervention process and at the end. The results show that there has been a decrease in the gap between Pupil Premium students and Non-Pupil Premium students by 0.36. This shows that our interventions that we put into place had a positive impact in relation to this target.

Group of students	1 <sup>st</sup> set of internal data	p8 gap	Final GCSE results	p8 gap
Pupil Premium	0.14	-0.61	0.08	-0.25
non Pupil Premium	0.75		0.34	

**2) To reduce the rate of persistent absences of Pupil Premium students.**

Our persistent absentees' data has shown an increase in the percentage for Pupil Premium students, during the last academic year. We have recognised this is a concern. We will evaluate our systems and have also recruited a family liaison officer who will be another form of intervention, in order to work closely with families to support the attendance of students who are persistent absentees.

**3) To reduce the rate of internal and external exclusions for Pupil Premium students.**

The table below compares the last academic year, to the academic year of 2020-21, in relation to the percentage of Pupil Premium students who were suspended and had internal exclusions. The data shows that there has been an improvement during the last academic year, which shows that the interventions were effective. However, these percentages are still areas for improvements, for this academic year.



Time frame	Internal Exclusions	% gap	Suspensions	% gap
Academic Year of 2020-21	62%		78%	
Academic Year of 2021-22	54%	8% improvement	66%	12% improvement

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

### Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service Pupil Premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on Pupil Premium or recovery premium funding.*