

Pupil Premium strategy statement

Before completing this template, you should read the using Pupil Premium guide and the appropriate example statement available [on the Pupil Premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of Pupil Premium (and recovery premium for the 2023 – 2024 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	1163
Proportion (%) of Pupil Premium eligible pupils	40%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2024-2025
Date this statement was published	4 December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Richard Paul (Headteacher) Local Governing Body
Pupil Premium lead	Courtney Hudson
Governor / Trustee lead	Leigh-Anne Elliot

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 375,000
Recovery premium funding allocation this academic year	£ TBC
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	£

Part A: Pupil Premium strategy plan

Statement of intent

At Greatfields School, we have a vision that that all pupils, irrespective of their background, challenges or starting point in life; make outstanding progress and attainment across the curriculum.

Greatfields School is situated on the Gascoigne estate in Barking, it's the fifth most deprived local authority in the country. Evidence shows that across England, disadvantaged children face additional challenges to reach their potential at school, and often do not perform as well as other pupils.

Therefore, the focus of our pupil premium strategy is to support our disadvantaged pupils to achieve their full potential; presently, we have 377 students which is 40% of our Years 7 –11 cohort, eligible for Pupil Premium funding. However, all our students come from comparable socio-economic backgrounds; which is why our approach is to create a universal response to the challenges faced by our students

At Greatfields School, our mission is to provide first class education to allow all of our students to fulfil their full potential academically and holistically. We consider the unique challenges faced by our disadvantaged and vulnerable pupils and plan whole school strategies and opportunities to enhance their learning to broaden their aspirations.

Our Key objectives are as followed:

- To reduce the attainment gap between Pupil Premium students and non-Pupil Premium students in Year 11.
- To reduce the instances of internal exclusions and suspensions for Pupil Premium students, in particular those students within Year 10 and Year 8.
- To reduce the rate of persistent absences of Pupil Premium students.
- To close the gap between the students' reading ages and actual ages; by developing their comprehension skills.
- To enhance the enrichment opportunities for our Pupil Premium students, in order to raise their aspirations and develop 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, 2, 5	Monitoring shows social and emotional welfare needs impact learning behaviours, in particular resilience and independence.
3	Lack of familial network with a connection to Higher Education
4	To provide the opportunity for adequate breakfast for all students. Disadvantaged pupils have limited access to a healthy, nutritious breakfast which can impact on their ability to engage with learning.
7	Assessments and observations show that disadvantaged pupils' reading ages are below expected, when starting in Year 7.
8, 6	Our observations and discussions with students, parents and governors suggest that external barriers, such as shortage of resources and equipment, have a negative effect on 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
Attainment and progress of Year 11 pupil premium students, in line with whole school.	<p>There will be a clear reduction in the progress 8 gap between Pupil Premium students and non-Pupil Premium students.</p> <p>Clear monitoring and tracking data for pupil premium and identify students who are in need additional support.</p> <p>Identify resources for each subject for students to access, for example revision guides.</p> <p>Targeted interventions with learning mentors.</p>
To further reduce and sustain a low level of internal exclusion and suspensions for all pupils; particularly monitoring our vulnerable disadvantaged students.	<p>Throughout the year, we will aim to reduce the overall number of suspensions and internal exclusions for disadvantaged students.</p> <p>Disadvantaged students in Years 8 and 9 to receive targeted early intervention to raise aspirations around learning.</p>
To reduce the rate of persistent absences of Pupil Premium students.	Persistent absences for disadvantaged student to be in line with whole school.

	<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>Use a reading age baseline testing system, to identify gaps in reading ability.</p> <p>Monitor and measure students' progress throughout the academic year, to evaluate the effectiveness of our interventions.</p> <p>Carry out targeted work with the bottom 20% students with a low reading ability.</p> <p>Literacy coordinators: to monitor and track progress throughout the academic year, and to evaluate the effectiveness of our interventions.</p>
<p>To enhance enrichment opportunities for our disadvantaged students, to raise their aspirations and develop their social and cultural capital.</p>	<p>To implement a monitoring system for all enrichment; particularly focusing on disadvantaged students.</p> <p>To track attendance of all after school enrichment clubs and school trips</p> <p>To use qualitative data from student voice to introduce a broader offer for enrichment.</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: £68900

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on the Reading Wise Intervention, which will be delivered to support with students' Reading and Comprehension.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	5 and 7
Training and Implementing Accelerated Reader Programme.	The Accelerated Programme will be organised and implemented by the Literacy Co-Ordinators. The intervention program will support students to develop their comprehension skills and vocabulary, to improve their reading ages.	7
TLR payment for Teacher in charge of Pupil Premium on the Extended Leadership team.	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.	All
Whole School CPD on SEND students	There is a significant overlap between our disadvantaged students who also have an identified SEND need. Therefore, whole school CPD will prioritise strategies to support all disadvantaged learners.	5
CPD on curriculum development.	Having a strong curriculum, will provide the building blocks and cultural capital, to allow our students to compete with any child in the country. All staff will receive appropriate CPD to enhance their understanding so that they can	5

	support the department leads to develop an aspirational curriculum.	
Smaller class sizes at Key Stage 3 Salary of one main scale teacher	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 increase, as the number of pupils per teacher becomes smaller. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	2 and 5

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

Budgeted cost: £ 16155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5
Subject based Interventions	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: £196445

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Two additional Assistant Head of Year.	To provide pastoral care to students that reduces barriers to 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, and in particular disadvantaged students.	1, 2, 3, 4, 5 and 6
Learning mentor	To work with the pastoral team to support the emotional and mental wellbeing of students, in particular disadvantaged 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.	1, 2 and 4.
Breakfast club	To provide free breakfast for students, of which the majority are Pupil Premium students.	6
Inclusion Room manager	<p>This additional resource will present an alternative to excluding our most vulnerable students. When appropriate, students will be given either a fixed internal respite or a more intense long-term Inclusion Room placement; to prevent external sanctions including suspensions.</p> <p>During all Inclusion placements, students will be given emotional and behavioural support, alongside full access to their curriculum.</p> <p>Furthermore, all students in Inclusion will receive appropriate support internally and externally to help us better understand their long-term needs; including parental feedback.</p> <p>Individual student progress will be tracked and monitored throughout their placements with strong links with all subject teacher; allowing students to have a smooth transition back to classroom learning.</p>	1,2 and 5
Family liaison officer.	<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. Whilst also, proactively identifying attendance gaps before they escalate into a concern.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,5
Recruitment of Higher Learning	A skilled practitioner to lead on the Inclusion Provisions' and Reflect and Rest room to help create a healthy learning environment whilst addressing short term	1,2, and 5

Teaching Assistant, who will lead on the 'Reflect and Reset Room.	<p>behaviour goals. The Reflect and Rest provision allows staff to support students by ensuring they have complete access to subject knowledge and resources; this reduces the cognitive load for students when they return to lesson.</p> <p>The Reflect and Rest provides quality reflection time to prepare students to address behaviour gaps in restorative conversations with staff, peers and parents.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
Box up Crime Intervention	<p>This will be a behavioural intervention with targeted students where sports are identified as an effective medium to engage them with their learning.</p> <p>This will develop students' resilience and leadership qualities which can be transferred into classroom and future aspirations.</p> <p>Box up crime website link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2, 5 and 8
Advocate Mentor	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1 and 2
DEAR Time and Class Reader	<p>One period a week is devoted to whole school reading. These weekly sessions throughout Key Stage 3, are devoted to enabling students to develop their literacy skills.</p>	9
Books as rewards for Pupil Premium students	<p>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.</p>	9
Pupil Premium fund £10000	<p>Money to be available throughout the year to fund music lessons, trips and additional resources for Pupil Premium students.</p>	

Total budgeted cost: £ 281,500 funding estimate is £375,000

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 2022 to 2023 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.

National figures for 2021/22 show that disadvantaged pupils underperform (-0.47) in comparison to non-disadvantaged pupils (+0.17). However, our 2022/23 GCSE results indicate that our disadvantaged students are progressing significantly above national at +0.09. This is in spite of evidence across the country indicating that post-COVID, progress for disadvantaged students declined.

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

Our persistent absentees' data has shown a decrease of 2.27% for Pupil Premium students, during the last academic year and is continuing to improve. We will evaluate our systems and with our family liaison officer, who will be another form of intervention, and will 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.

National figures indicate that suspensions have increased once again in 2022-23 however we have made a 12% improvement in our suspensions; this has been achieved by the school's innovative use of its Inclusion Hub.

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
Advocate Mentoring	LifeLine
Careers Work Experience	BDSIP
Inclusion Services and staff CPD	BDSIP
Box-Up Crime Intervention	Box-Up Crime

Reading Wise	TBC
Accelerated Reader	TBC

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.

Additional Activity

Our pupil premium strategy will be supported by additional activity that is not being funded by pupil premium. This will include:

- Implement more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Tracking the uptake of a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We collate evidence from multiple data sources, including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We reviewed a number of reports and studies about the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have put a strong evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for our pupils.