

Pupil Premium Strategy Statement

This statement outlines our use of Pupil Premium funding for 2024-25 to improve attainment among disadvantaged pupils. It details our strategy, planned spending for this academic year, and the impact of last year's funding.

School Overview

Detail	Data
School name	Greatfields School
Number of pupils in school	1221
Proportion (%) of Pupil Premium eligible pupils	36%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2024-2025 to 2027-2028
Date this statement was published	
Date on which it will be reviewed	July 2025
Statement authorised by	Mr Richard Paul (Headteacher) Local Governing Body
Pupil Premium Lead	Mrs T Yasmin
Governor / Trustee Lead	Jack Webb

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£368,025
Recovery premium funding allocation this academic year	£17,205
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	£368.025

Part A: Pupil Premium strategy plan

Statement of intent

At Greatfields School, our vision is for all pupils, regardless of background or challenges, to achieve outstanding progress and attainment across the curriculum.

Located on the Gascoigne Estate in Barking—London's fifth most deprived local authority—we recognise the additional challenges faced by disadvantaged students. Currently, 36% of our Years 7–11 cohort (370 students) are eligible for Pupil Premium funding, though all our students share similar socio-economic circumstances.

To address these challenges, we adopt a universal approach that supports all students while considering the unique needs of disadvantaged and vulnerable pupils. Our mission is to provide a first-class education that enables every student to reach their full potential, both academically and holistically, through whole-school strategies that enhance learning and broaden aspirations.

Our Key Objectives are as followed:

- To reduce the attainment gap between Pupil Premium students and non-Pupil Premium students in Year 11. (37% PP)
- To continue to close the gap between our weakest PP readers and their peers.
- To continue to enhance the enrichment opportunities for our Pupil Premium students, to raise their aspirations and develop their social and cultural capital.

Challenges

This details the key challenges to achievement that we have identified amongst 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	Limited familial support and awareness of post-16 and higher education opportunities.
4	Ensure all students have access to a nutritious breakfast, addressing the needs of disadvantaged pupils to support their learning engagement.
7, 9	Assessments show disadvantaged pupils start Year 7 with below-expected reading ages, with the gap widening through Years 8 and 9.
8, 6	Observations and discussions with students, parents, and governors indicate that external barriers, such as limited resources and equipment, hinder participation in enrichment activities outside 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.	<ul style="list-style-type: none"> • The attainment 8 gap between Pupil Premium and non-Pupil Premium students will significantly reduce. • All Pupil Premium students will receive additional support through after-school interventions from Monday to Wednesday. • Implement clear monitoring and tracking to identify Pupil Premium students needing additional support. • Establish a resource bank for each subject, providing students with access to revision guides and subject-specific equipment. • Targeted interventions with learning mentors.

<p>To continue to close the gap between students' reading ages and actual ages; by developing their comprehension skills, in line with their age.</p>	<ul style="list-style-type: none"> • Implement baseline reading age testing to identify gaps in reading ability. • Allocate designated library lessons for all KS3 students to complete reading and assessment quizzes, tracking progress. • Regularly monitoring of students' progress to assess the effectiveness of interventions. • Provide targeted support for the bottom 20% of students with low reading ability. • Literacy coordinators will track progress and evaluate the success of interventions throughout the year. • Introduce DEAR time and a form-time class reader system to foster a love for reading among all students.
<p>To enhance enrichment opportunities for our disadvantaged students, to raise their aspirations and develop their social and cultural capital.</p>	<ul style="list-style-type: none"> • Implement a monitoring system for all enrichment activities, focusing on disadvantaged students. • Expand the range of after-school clubs and improve attendance. • Track attendance for all after-school clubs and school trips. • Use qualitative data from student feedback to diversify the enrichment offer.

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: £12,500

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.	<p>English teachers and the school librarian will be trained to deliver an intervention program across Key Stage 3, aimed at improving students' comprehension skills and vocabulary to boost their reading ages.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>5 and 7</p> <hr/> <p>Budget allocation: £3,300</p>
Training and Implementing Accelerated Reader Programme.	<p>The Accelerated Program will be managed and implemented by the Literacy Coordinators. All English teachers will be trained to run Accelerated Reader during designated English lessons. This intervention will help students improve their comprehension skills and vocabulary, boosting their reading ages.</p>	<p>7</p> <hr/> <p>Budget allocation: £6,200</p>
Teaching and Learning responsibility to oversee Pupil Premium funding.	<p>This teacher will monitor and evaluate the impact of annual Pupil Premium funding. They will identify key barriers to Pupil Premium students' learning and collaborate with staff to address these challenges. Additionally, they will track the academic progress of Pupil Premium students, developing a clear plan to close any gaps between Pupil Premium and non-Pupil Premium students. They will also monitor the attendance, behaviour, and punctuality of Pupil Premium students.</p>	<p>All</p> <hr/> <p>Budget allocation: £3000</p>

CPD on curriculum development.	A strong curriculum will provide the foundation and cultural capital for our students to compete with any child in the country. All staff will receive relevant CPD to enhance their understanding and support department leads in developing an aspirational curriculum.	5
CPD/Staff training on Assessment for Learning	All staff will be aware of their Pupil Premium students and ensure they are prioritised for assessment-for-learning activities within lessons	2 and 5

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentoring provision.	<p>Provide targeted one-to-one support for students underachieving in relation to their Progress 8 scores, helping them make progress within their subjects. All students will receive a weekly mentor session with the academic mentor, either individually or in small groups of three.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>5</p> <p>Budget allocation: £3000</p>
Subject based Interventions	<p>Students will be strategically placed in up to three subject-specific interventions in areas where they are underachieving. These sessions will occur weekly during additional Period 6. Additionally, students will be identified to attend Saturday interventions (starting in the Spring Term) and Easter revision sessions for further structured revision support.</p>	<p>5</p>

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

Budgeted cost: £332,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Pastoral support Provision.	Provide pastoral care to students, addressing barriers to learning. Assist the head of year in improving attendance, behaviour, and punctuality within the year group. Additionally, support students in developing a growth mindset towards their education and future ambitions. These efforts will particularly focus on supporting disadvantaged students across the year group.	1, 2, 3, 4, 5 and 6 <u>Budget allocation:</u> £74,000
Whole school Learning mentor Provision.	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. <u>Budget allocation:</u> £74,320
Breakfast club	To provide free breakfast for students, of which the majority are Pupil Premium students.	6 <u>Budget allocation:</u> £6000
Inclusion Room Provision	This additional resource will provide an alternative to excluding our most vulnerable students. When necessary, students will be offered either a fixed internal respite or a longer-term Inclusion Room placement to prevent external sanctions, such as suspensions. During these placements, students will receive emotional and behavioural support, along with full access to their curriculum. Additionally, students in Inclusion will receive both internal and external support to better understand their long-term needs, including parental feedback. Individual progress will be tracked and monitored throughout their placements, with close communication with subject teachers to ensure a smooth transition back to classroom learning.	1,2 and 5 <u>Budget allocation:</u> £25,000

Family Liaison support Provision	<p>The Family Liaison Officers will focus on addressing underachievement by working closely with families, parents, carers, and students to ensure full access to educational opportunities. They will also proactively identify attendance gaps before they escalate into larger concerns.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,5
		<p><u>Budget allocation:</u> £113,000</p>
Reflect and Reset Provision	<p>The Reflect and Rest provision enables staff to support students by ensuring they have full access to subject knowledge and resources, reducing cognitive load when they return to lessons.</p> <p>It also provides quality reflection time, helping students prepare to address behaviour gaps through restorative conversations with staff, peers, and parents.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1,2, and 5
		<p><u>Budget allocation:</u> £33,000</p>
DEAR Time and Class Reader	One period a week is dedicated to whole-school reading, with weekly sessions in Key Stage 3 and Year 10 focused on developing students' literacy skills. Students also have opportunities to engage in verbal discussions and debates, further enhancing their reading and oral communication skills.	9
Additional Library Resources	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. Books are also used as rewards for students at the end of the term.	9
Pupil Premium fund	Money to be available throughout the year to fund trips and additional academic resources for Pupil Premium students.	All
		<p><u>Budget allocation:</u> £10,000</p>

Total budgeted cost: £350,820

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 2023 to 2024 academic year.

Our 5 main objectives last year were as followed:

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

In 2023/24, the Pupil Premium progress gap was -0.13. This was a national drop. However, interventions are now more streamlined and focused around Pupil Premium students. All Pupil Premium students in Yr11 also now participate in academic mentoring.

- **To reduce the instances of internal exclusions and suspensions for Pupil Premium students, in particular those students within Year 10 and Year 8.**

National figures indicate that suspensions have increased once again in 2023-24 however, we have made a 12% improvement in our suspensions; this has been achieved by the school's innovative use of its Inclusion Hub and Reflect and Reset rooms.

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

In 2023/24, the attendance of PP students was 91.66%. This has been achieved through the attendance team and pastoral calling home and updating attendance trackers to ensure students are attending schools and have the necessary support to do so.

- **To close the gap between the students' reading ages and actual ages; by developing their comprehension skills.**

Last academic year, we bought the Accelerated Reader programme for the school. All KS3 students were tested at termly intervals and received their ZPD reading ranges. As a result, students were able to select books tailored to their reading ages to support and improve reading ages/skills.

We also selected 20% of the lowest reading ages to participate in the Reading Wise intervention led by English teachers and Literacy Co-ordinators.

- **To enhance the enrichment opportunities for our Pupil Premium students, in order to raise their aspirations and develop their social and cultural capital.**

Last academic year, all students in KS3, including Pupil Premium, had gone on at least one school trip by Spring Term 1, linked to their subject area (Geography and English). These trips are reoccurring and will ensure students have access to the same trips in the next academic year.

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
Project Hero Mentoring	Evolve
Careers Work Experience	BDSIP
Inclusion Services and staff CPD	BDSIP
Reading Wise	Reading Wise
Accelerated Reader	Accelerated Reader