

Pupil Premium Strategy Statement

This statement outlines our use of Pupil Premium funding for 2025-26 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	1250
Proportion (%) of Pupil Premium eligible pupils	39%
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	November 2026
Statement authorised by	Mr Richard Paul (Headteacher) Local Governing Body
Pupil Premium Lead	Mr H Kwabi
Governor / Trustee Lead	Jack Webb

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£381,625
Recovery premium funding allocation this academic year	£ 7,625
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	£381,625

Part A: Pupil Premium strategy plan

Statement of intent

At Greatfields School, we are committed to ensuring that all pupils, regardless of background or circumstance, achieve highly and leave us well-prepared for the next stage of their education, training, or employment. With approximately 39% of our pupils identified as eligible for Pupil Premium, addressing educational disadvantage is a central priority within our school improvement strategy.

We recognise that pupils eligible for Pupil Premium may face a range of barriers to learning, including financial hardship, limited access to educational resources, lower prior attainment, reduced cultural capital, and wider social or emotional challenges. Our intent is to remove these barriers systematically, ensuring equity of opportunity, high expectations, and strong outcomes for all.

To address these challenges, we adopt a universal, inclusive approach that raises standards for all pupils while responding deliberately to the specific needs of disadvantaged and vulnerable learners. Our mission is to deliver a high-quality, equitable education that enables every student to achieve their full potential academically, socially, and personally. Through carefully planned whole-school strategies, we focus on strengthening teaching and learning, removing barriers to participation, and broadening pupils' aspirations so that disadvantage does not limit opportunity or outcomes.

This strategy reflects our unwavering belief that disadvantage should never be a barrier to achievement, and that through purposeful, evidence-led use of Pupil Premium funding, we can secure strong outcomes for every pupil.

The allocated Pupil Premium funding at Greatfields School is used strategically to:

- Close attainment and progress gaps between disadvantaged pupils and non-disadvantaged pupils
- Improve attendance, behaviour, and engagement in learning
- Provide targeted academic and pastoral intervention
- Reduce the gap between students' reading ages and actual ages
- Support personal development and wellbeing, recognising the link between pastoral support and academic success
- Remove practical barriers through access to essential resources such as stationery, uniform support and learning materials.

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, pastoral records, and pupil voice indicate that a significant proportion of disadvantaged pupils experience social, emotional, and mental health needs, which negatively impact learning behaviours, resilience, independence, and readiness to learn.
3	Engagement with families highlights limited parental awareness and support regarding post-16 pathways, further and higher education, and career progression, reducing pupils' aspiration and informed decision-making.
4	Some disadvantaged pupils arrive at school without having had a nutritious breakfast, impacting concentration, behaviour, and engagement in learning during morning lessons.
7, 9	Baseline assessments show many disadvantaged pupils enter Year 7 with reading ages below chronological expectations, with gaps in literacy widening through Years 8 and 9 without targeted intervention.
8, 6	Feedback from pupils, parents, staff, and governors identifies external financial barriers, including limited access to resources, equipment, and materials, which restrict participation in enrichment activities, trips, and wider learning opportunities.

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
Disadvantaged pupils make strong progress from their starting points, narrowing attainment and progress gaps with non-disadvantaged peers.	<ul style="list-style-type: none"> Annual comparison of Strong pass rates for Maths and English for Pupil Premium and non-Pupil Premium cohorts will show a reduction in Gap. Annual comparison of Attainment 8 and Progress 8 scores for Pupil Premium and non-Pupil Premium cohorts will show a reduction in Gap.

<p>Improved attendance amongst our disadvantaged pupils demonstrate positive behaviour for learning, high levels of engagement, and strong learning routines.</p>	<ul style="list-style-type: none"> • Overall attendance for Pupil Premium pupils will improve and move closer to, or exceed, national and non-Pupil Premium benchmarks, with a sustained reduction in persistent absence across the academic year. • Pupil Premium pupils will demonstrate improved behaviour for learning, evidenced by a reduction in behaviour incidents, suspensions, and internal exclusions, alongside increased positive behaviour points and classroom engagement. • Pupil Premium pupils will show increased engagement in lessons, reflected through improved lesson participation, completion of classwork and homework, and positive learning behaviours as observed through monitoring and pupil voice.
<p>Disadvantaged pupils receive timely, evidence-informed academic and pastoral interventions that remove barriers to learning and accelerate progress.</p>	<ul style="list-style-type: none"> • Pupil Premium pupils receiving targeted academic interventions will make progress from their starting points, narrowing attainment gaps in core and option subjects. • Pupils receiving pastoral interventions will show improved emotional regulation, confidence, and resilience, resulting in improved attendance, behaviour, and engagement in learning. • Barriers to learning will be identified early through effective monitoring systems, enabling proactive support and reducing the need for more intensive or reactive interventions.
<p>Gaps between pupils' reading ages and chronological ages are reduced amongst our disadvantaged students, enabling improved access to the curriculum across all subjects.</p>	<ul style="list-style-type: none"> • Students identified as below age-related expectations will make accelerated progress in reading, reducing the gap between their reading age and chronological age over the academic year. • Targeted students will demonstrate a faster rate of reading age progress than their peers, indicating the effectiveness of structured independent reading through Accelerated Reader. • Students will improve reading fluency, confidence, and stamina, supporting stronger access to the curriculum, with

	<p>DEAR time embedding regular reading habits and a love of reading.</p>
<p>Disadvantaged pupils' wellbeing, resilience, and confidence improve, supporting sustained engagement and academic success.</p>	<ul style="list-style-type: none"> • Increased number of disadvantaged pupils attending extra-curricular sporting clubs and fixtures • Increased number of disadvantaged pupils attending educational visits • Increased access to different activities for our disadvantaged students within non-directed time
<p>Practical barriers are reduced through equitable access to essential resources, including stationery, uniform support, and learning materials.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils have timely and consistent access to essential resources (stationery, uniform items, and learning materials), reducing disruption to learning and supporting readiness for lessons.

Activity in this academic year

This details how we intend to spend our allocated Pupil Premium budget this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and Implementing Accelerated Reader Programme.	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.	7
		<u>Budget allocation:</u> £6,200
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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject based Interventions	Pupils will be strategically placed into subject-specific interventions in areas where they are underachieving. These sessions will occur weekly after school. Additionally, pupils will be identified to attend Saturday interventions (starting in the Spring Term) and Easter revision sessions for further structured revision support.	5

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

Budgeted cost: £

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> £80,000
Evolve Learning Mentoring Programme	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> £36,000
Breakfast club	To provide free breakfast for students, of which the majority are Pupil Premium students.	6
		<u>Budget allocation:</u> £6000
Inclusion Room & reflect and rest 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.	1,2 and 5
	<p>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.</p> <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. It also provides quality reflection time, helping students prepare to address behaviour gaps</p>	<u>Budget allocation:</u> £63,000

	<p>through restorative conversations with staff, peers, and parents.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
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>Budget allocation: £113,000</p>
DEAR Time and Class Reader	<p>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.</p>	9
Additional Library Resources	<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. Books are also used as rewards for students at the end of the term.</p>	9
Pupil Premium fund	<p>Money to be available throughout the year to fund trips and additional academic resources for Pupil Premium students.</p>	All
		<p>Budget allocation: £5,000</p>
Year 7 TAP Provision	<p>The Transition Alternative Provision (TAP) at Greatfields School which (50% PP students) is designed to support students with confirmed and potential Special Educational Needs (SEN), who require extra support when transitioning from primary (Year 6) to secondary school (Year 7). TAP provides a structured environment to assist these students successfully adjust to the demands of mainstream education, with the aim of developing their social, emotional, and academic skills.</p> <p>The careers Enrichment Programme in at Greatfields is a structured set of activities designed to broaden pupils' understanding of the world of work, raise aspirations, and improve transitions to further education, training, or employment.</p>	1,2,5,6,7,8,9
		<p>Budget allocation: £41,000</p>
		3

Careers Enrichment Programm e		<u>Budget allocation:</u> £30,000

Total budgeted cost: £ 374,000

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 2024 to 2025 academic year.

Our main objectives last year were:

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

In 2024/25, the gap between Non-PP and PP students that achieved a grade 5 in English and Maths had improved by +4.71%.

Similarly, the attainment gap between non-PP and PP students who had achieved a grade 4 in English and Maths had seen an improvement of +0.29%

- **To continue to close the gap between our weakest PP readers and their peers.**

At the end of the academic year (24/25) we had seen an overall increase of 36% in usage of the Accelerated Reader Quiz completion. Overall this had a positive impact on reading ages across PP students. Across our key reading interventions including BDSIP Literacy group, Reading wise Groups and Paired reader there was an average 13.6 month progress from initial reading ages from the last academic year across students at KS3.

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

At the end of the academic year (24/25) we had seen an overall increase of 57% of our disadvantaged students who had participated in an enrichment activity throughout the academic year. This was either attending various extra-curricular events held within school such as clubs or attending educational school trips.

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
Accelerated Reader	Accelerated Reader