

# Greenshaw High School - Pupil Premium Strategy 24/27

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1961
Proportion (%) of pupil premium eligible pupils	27.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	<i>Nick House, Headteacher</i>
Pupil premium lead	<i>Phil Stock, Deputy Headteacher</i>
Governor / Trustee lead	Richard Cangialosi

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£469,945
Pupil premium funding carried forward from previous years	£0.00
<b>Total budget for this academic year</b>	£469,945

## Part A: Pupil premium strategy plan

### Statement of intent

We understand educational disadvantage to mean those pupils whose achievement is at risk because of the impact of their social and economic circumstances. This might include home environment, word and world knowledge, as well as health and welfare considerations like social and emotional development. Educational disadvantage incorporates all children who are vulnerable, whether or not they are in receipt of the Pupil Premium, and whether or not they are high or low prior attaining. This is not about deficit: we celebrate all our children and see everything they bring as a strength.

A key principle for us is that all staff understand these challenges and recognise their role and responsibility in mitigating them for our pupils. This shared responsibility is captured in the activities laid out below, but it also exists in the thousands of tiny interactions *all* our staff have with our pupils each day, where we relentlessly seek to challenge the impact of disadvantage on our pupils' ability to achieve. Seeing things through the lens of disadvantage in this way helps us to be clear about the impact of our words and actions on all our pupils, but particularly our most vulnerable.

Our philosophy is to direct our limited resources to where they can make the biggest difference. Research and experience tell us this is in the classroom, where through high quality teaching and strong relationships with our pupils we have the most control over their development. We can significantly improve all pupils' learning and sense of belonging at school if we focus tirelessly on anticipating where they might struggle and thinking carefully and deliberately about what we say and do each day.

A significant focus remains the development of our pupils' language ability. We know that high levels of literacy are vital in unlocking success and influencing how children see themselves in relation to others and to the world around them. We will therefore be continuing to improve our teachers' ability to support pupils' reading comprehension, but also their oral language development too. Tutor Time Reading and the Big Ideas across the Curriculum programme remain core activities all our children benefit from.

We want our children to thrive in every sense of the word, which is why we are also directing our collective resource and energy to improving pupils' well-being and their sense of connectedness to the school community. Our approach includes providing a breakfast club targeted at some of our most vulnerable pupils, where each morning pupils can come play games and interact socially with their friends and their teachers. It also includes prioritising training for tutors and pastoral leaders that mirrors some of the successes we have had in the classroom and adding greater resource into our Graduated Response approach, such as the appointment of an academic Raising Standards Leader at KS3 and a Specialist Head of Year for highly vulnerable pupils.

## Challenges

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

Challenge number	Detail of challenge
1 Attainment	<b>The GCSE attainment of disadvantaged pupils at GCSE is lower than non-disadvantaged pupils</b> , particularly in subjects that rely on high levels of literacy and/or background knowledge, such as English language and history where attainment is lower than that of their peers. Similarly, the attainment of disadvantaged pupils in GCSE subjects that require more sophisticated problem-solving skills or contain multi-step tasks, like combined science, is lower than non-disadvantaged pupils.
2 Reading and oracy	Assessments, observations and discussion with KS3 pupils indicate that <b>disadvantaged pupils generally have lower levels of reading comprehension than their peers</b> . Most of our pupils, including those from more disadvantaged backgrounds, arrive with the ability to decode and are generally secure in their phonics ability. Discrepancies open-up, however, as pupils progress through the school where the role of wider reading, background knowledge and vocabulary come in to play and become more important to achieving success across the curriculum.
3 Dysregulation	Our data on behaviour, including <b>records of concerns, and internal and external suspension rates, show a disproportionate representation of disadvantaged pupils</b> . Suspension rates for disadvantaged pupils are significantly lower than national averages but still nearly double the in-school average. Observations and data suggest a lot of these pupils are low-prior attaining pupils and that many lack self-regulation strategies to cope with challenging tasks and situations, which has a negative impact upon their learning. This is also reflected in the lower homework completion rates for disadvantaged pupils.
4 Belonging and sense of connection	Our assessments of pupils' sense of belonging through in school surveys and follow-up external focus groups, as well as discussions with pupils and families, have identified <b>a lack of connectedness with aspects of school life</b> , particularly amongst our most vulnerable pupils. The clear desire from our pupils is to build deeper relationships with teachers in more informal settings and for further opportunities outside of lessons to connect with friends and the wider school community.
5 Attendance / SEMH need	Our attendance data over the last 3 years indicates that <b>attendance among disadvantaged pupils is on average about 5% lower than the figure for all pupils across years 7-11</b> . Whilst attendance for all pupils <i>and</i> disadvantaged pupils is significantly higher than the national average figure, there is nevertheless a strong desire to close our internal gap in attendance rates, including persistent absence, where there is the same discrepancy between pupil groups. Observations and data indicate that SEMH need is significant factor in pupil absence.

## 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
Improved outcomes particularly in combined science and low prior attaining maths groups.	<p>2026/27 KS4 outcomes demonstrate:</p> <ul style="list-style-type: none"> <li>• Top quartile for progress made by disadvantaged pupils set amongst similar schools.</li> <li>• Progress significantly above the national average for the attainment of all pupils i.e. +0.1 or above</li> <li>• A positive progress 8 score for the attainment of disadvantage pupils in GCSE combined science and maths</li> </ul>
Improved reading comprehension and less disparity between GCSE language and literature outcomes.	<p>2026/27 evidence on high language levels to include:</p> <ul style="list-style-type: none"> <li>• a small disparity between the attainment of disadvantaged pupils and non-disadvantaged pupils on KS3 standardised reading assessments.</li> <li>• progress for disadvantaged pupils in GCSE English Language above the national average for non-disadvantaged pupils. Outcomes in line with literature.</li> </ul>
Active participation of pupils in their learning across all lessons.	<p>2026/27 evidence on active participation to include:</p> <ul style="list-style-type: none"> <li>• quantitative data from lesson observations</li> <li>• survey results from pupils and staff book reviews, semi-structured pupil interviews</li> </ul>
Improved metacognitive and self-regulatory skills across all subjects.	<p>2026/27 evidence on self-regulatory skill levels to include:</p> <ul style="list-style-type: none"> <li>• Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</li> <li>• This finding is supported by improved homework completion rates across all classes and subjects.</li> </ul>
High levels of wellbeing and a clear sense of belonging and inclusion.	<p>2026/27 evidence on wellbeing and belonging to include:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent surveys and teacher observations.</li> <li>• Small disparity in internal isolation and suspension rates between disadvantaged and non-disadvantaged pupils.</li> <li>• a significant increase in the participation of enrichment activities and in line with non-disadvantaged pupils.</li> </ul>
High attendance levels to school and to lessons.	<p>2026/27 evidence on high attendance to include:</p> <ul style="list-style-type: none"> <li>• attendance gap between disadvantage pupils and non-disadvantaged pupils well above London benchmarks</li> <li>• persistent absence among disadvantaged pupils no more than 20%.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop teachers' ability to ensure ALL pupils are actively participating in their learning in lessons, such as through partner talk activities. Use the Professional Growth Programme, particularly Whole-School Coaching.</p>	<p>Evidence that focusing on professional development makes an impact on outcomes is provided by the <a href="#">EEF Guidance Report on Effective PD</a>. There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.</p>	1, 2, 4
<p>Ensure teachers continue to support pupils' reading and vocabulary development. Use teacher inquiry projects and/or refresher training sessions in departments where necessary. Evolve the existing approach to a disciplinary-specific model.</p>	<p>There is significant evidence that improving pupils' reading comprehension and vocabulary skills impacts attainment at GCSE. Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on <a href="#">Improving Secondary Literacy</a>.</p>	1, 2, 4
<p>Make sure ALL year 7-10 pupils are actively engaged in daily Tutor Time reading activities designed to improve their reading ability and develop their knowledge of the Big Ideas that have helped shape the Modern World.</p>	<p>Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE. <a href="#">word-gap (Oxford University Press)</a> Developing reading strategies has a strong evidence base for improving outcomes <a href="#">EEF Reading Strategies</a></p>	1, 2, 4
<p>Ensure teachers meet the needs of their Focus Five pupils through careful lesson planning and high-leverage adaptive teaching strategies. This is supported through diagnostic assessment, half-termly curriculum reviews and regular lesson visits.</p>	<p>Evidence for the role of high-quality teaching for improved outcomes, particularly for the most vulnerable pupils, is well established. Evidence adaptive teaching comes from a range of different sources, including the <a href="#">SEND Guidance Report</a> and the Five a Day strategies, such as explicit instruction and scaffolding.</p>	1, 2, 3, 4

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

Budgeted cost: **£200,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint a Key Stage Three Raising Standards Leader to oversee the progress of vulnerable pupils below age-related academic expectations. The RSL will monitor KS3 assessment data and liaise with departments around strategies to raise attainment.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a></p>	<p>1, 4</p>
<p>Run weekly after school support for pupils who have consistently not completed their homework and require the time, space and/or additional support of an adult or subject expert to complete their work.</p>	<p>Evidence from the EEF Toolkit suggests that, under the right conditions, <a href="#">regular completion of homework can have a positive impact on pupil learning</a>.</p>	<p>1, 4</p>
<p>Continue the Direct Instruction intervention groups for English and maths in years 7 and 8. These programmes focus on developing pupils' basic knowledge and fluency so that they can access the main maths and English curricula.</p>	<p>Internal evidence that DI groups develop core knowledge and skills. Regular feedback each lesson is a key feature of this intervention. See also evidence on the impact of regular <a href="#">Feedback</a> and the importance of explicit instruction to support pupils with <a href="#">learning and cognition needs</a>.</p>	<p>1</p>
<p>Develop a Pastoral Learning Community strand of our Professional Growth training programme for teaching and pastoral staff to ensure a more holistic approach to supporting pupils in and out of lessons.</p>	<p>Evidence to support this activity comes from different sources, including <a href="#">improving social and emotional learning</a> (though mostly at primary). It also comes from recommendations in the <a href="#">EEF Improving Behaviour in Schools Guidance Report</a>.</p>	<p>1, 3, 4</p>
<p>Build upon the Path to Pass specialist provision for pupils with emotionally-based school avoidance issues to ensure they gain GCSE qualifications in English, maths and science.</p>	<p>Evidence from trial showed promising results for EBSE pupils achieving passes in core GCSE subjects. Embedding principles of good practice set out in EEF Guidance <a href="#">Report on Working with Parents</a>.</p>	<p>1, 3, 4</p>

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

Budgeted cost: **£200,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Run a daily Breakfast Club for targeted pupils so that they can eat, play and socialise in a welcoming and supportive environment and have the opportunity to build purposeful relationships with their teachers and peers.</p>	<p>There is some existing evidence that breakfast clubs help improve attainment and attendance though it is more in a primary setting. <a href="#">EEF Magic Breakfast</a></p> <p>We are therefore evaluating this intervention with the support of a team from the Royal Holloway University.</p>	<p>4, 5</p>
<p>Appoint a Specialist Head of Year to oversee the provision for some of our most vulnerable pupils.</p> <p>The Specialist Head of Year will co-ordinate with in-school professionals and local networks of support.</p>	<p>Behaviour interventions designed to reduce challenging behaviour in schools have a moderate evidence base for improving outcomes, particularly those that focus on pupil self-management.</p> <p><a href="#">EEF Behaviour Interventions</a></p> <p><a href="#">Adolescent mental health: A systematic review of school-based interventions</a></p>	<p>3, 4, 5</p>
<p>Run annual Curriculum Enhancement days to ensure all pupils enrich their experience of the curriculum through school visits of local and national interest related to their programmes of study.</p>	<p>As well as being valuable in itself, wider participation can have a positive impact on wellbeing - <a href="#">EEF Arts Participation</a></p> <p><a href="#">A literature review</a> by Goldsmiths University for The National Children's Bureau highlights how extra-curricular activity increases sense of belonging.</p>	<p>4, 5</p>
<p>Ensure monitoring and support for The Hundred most vulnerable pupils in school is robust and improves their outcomes.</p> <p>The Hundred have additional extra-curricular opportunities such as visits, interventions and study support strategies.</p>	<p>The evidence for this intervention is drawn from a range of different sources.</p> <p>Evidence for Parental engagement comes from DFE Guidance on <a href="#">working together to improve school attendance</a> and the <a href="#">EEF Toolkit</a> findings.</p> <p>Evidence for wider participation and behaviour interventions is detailed above through other activities.</p>	<p>1, 4, 5</p>

**Total budgeted cost: £469,945**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. The data demonstrated that whilst the gap between disadvantaged and non-disadvantaged pupils remains stubborn, the progress of disadvantaged pupils is continuing to rise year on year, particularly when set against national benchmarks.

Comparisons with national data demonstrates that on average our disadvantaged pupils are making significantly better progress than the overall national figure for disadvantaged pupils, as well as for the overall figure for all pupils. In terms of the 2024 Progress 8 measure, disadvantaged pupils achieved a Progress 8 score of +0.04 which compares to the national average for disadvantaged pupils (-0.58) and for all pupils (0.00). This is encouraging and provides a strong platform for continued development.

Whilst there is still much work to do to raise overall attainment and progress, this represents a significant achievement, one that was a key objective for the outcome at the end of the previous three-year strategy period. The fact that the rise has been steady over the past three years is also reassuring in that it feels more sustainable, particularly given the variance of GCSE performance for any single set of outcomes.

Our overall EBACC entry rate is 39.8% whilst the figure for disadvantage pupils is 31%, which has significantly narrowed from previous years. We continue to ensure that our curriculum is appropriate for the needs of all our pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantage pupils remains an ongoing concern. Whilst the attendance of our disadvantaged pupils is slightly higher than the national average (88% vs 85.4%) we would want to recognise that this is probably to be expected given our proximity to London. A better comparison for us is therefore against London schools, where we are a little below attendance (88% vs 89.5%).

Disadvantaged pupils are still overly represented in our suspensions and exclusions, though suspension rates are down considerably for all pupil groups and significantly lower than national averages. For instance, 23/24 suspension rates for disadvantaged pupils were 20.8% whilst our lower school disadvantage population is nearer 30%. We continue rolled out our Graduated Response system across the school and additional support within the pastoral system to offer a range of interventions at different levels.

Behaviour and attendance for disadvantaged pupils is heavily linked with rising social emotional and mental health needs. Additional resource to our SEMH provision and greater co-ordination between teaching and specialist staff has helped ensure we are able to meet needs internally and/or in collaboration with local support networks. The appointment of a specialist head of year will further increase our ability to identify issues early and match needs to appropriate interventions.

Overall the main aims of the previous three-year strategy have been met and have provided us with a strong platform upon which to continue to raise attainment and welfare.



## Overall Outcomes

Good progress  Average progress  Minimal progress

Whilst it is important to be tentative when making direct comparisons with data from previous years, the progress of our disadvantaged pupils has steadily increased over the years. There is still an internal gap between our disadvantaged and non-disadvantaged cohorts, but the progress of our disadvantaged pupils relative to the progress of disadvantaged pupils in other schools is significantly higher and their positive overall progress score indicates they perform better nationally than non-disadvantaged pupils.

## Teaching

Good progress  Average progress  Minimal progress

There has been excellent progress in ensuring knowledge and understanding of the school's strategy towards addressing disadvantage. Internal and external evidence indicates that the relentless focus on the support given to vulnerable pupils is making a difference to pupil learning, such as through systematic checks for understanding, targeted scaffolding and support and opportunities to extend understanding. Pupils read regularly across the curriculum with teachers supporting comprehension with vocabulary teaching and scaffolded questions. Pupils also use partner talk to share and refine their ideas.

## Targeted academic support

Good progress  Average progress  Minimal progress

There are now comprehensive pathways in place to ensure pupils struggling in the core curriculum subject areas receive the appropriate levels of support to make good progress. There is evidence that pupils in both the maths and English Direct Instruction intervention groups are making good progress on their targeted areas for development. Some pupils in the English group have achieved more success in translating targeted areas of reading into general comprehension, whilst those pupils whose progress is more stubborn have more severe and intractable learning and cognition needs.

## Wider strategies

Good progress  Average progress  Minimal progress

The school's co-ordinated approach to pastoral care is making a difference to behaviour and attendance concerns, particularly for pupils with social, emotional and mental health issues. The Path to Pass provision has ensured some of our most vulnerable disadvantaged pupils receive GCSE passes in core subjects. Investment in attendance and the pastoral systems and structure have also seen attendance rates improve so that they are higher than the national and close to London averages. Suspension rates are also falling, though disadvantaged pupils remain disproportionately represented.