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EXCELLENCE

GREENSHAW HIGH SCHOOL

Greenshaw High School

Pupil Premium Strategy

Statement

Greenshaw High School is part of the Greenshaw Learning Trust.

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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	31.6% (11-16)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Nick House</i> , Headteacher
Pupil premium lead	<i>Phil Stock</i> , Deputy Headteacher
Governor / Trustee lead	Richard Cangialosi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£498,535.62
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£498,535.62

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	The GCSE attainment of disadvantaged pupils at GCSE is lower than non-disadvantaged pupils , particularly in subjects that rely on high levels of literacy and/or background knowledge, such as English and history. Similarly, the attainment of disadvantaged pupils in GCSE subjects that require problem-solving skills or contain multi-step tasks, like combined science, is lower than non-disadvantaged pupils. There are also a disproportionate number of disadvantaged pupils who do not achieve an expected grade of 4+ in maths, English and science.
2 Reading and oracy	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers . 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 records of concerns, and internal and external suspension rates, show a disproportionate representation of disadvantaged pupils . 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 a lack of connectedness with aspects of school life , 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 attendance among disadvantaged pupils is on average about 5% lower than the figure for all pupils across years 7-11 . 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.	2026/27 KS4 outcomes demonstrate: • Top quartile for progress made by disadvantaged pupils set amongst similar schools. • Progress significantly above the national average for the attainment of all pupils i.e. +0.1 or above • A positive progress 8 score for the attainment of disadvantaged pupils in GCSE combined science and maths
Improved reading comprehension and less disparity between GCSE language and literature outcomes.	2026/27 evidence on high language levels to include: • A small disparity between the attainment of disadvantaged pupils and non-disadvantaged pupils on KS3 standardised reading assessments. • Progress for disadvantaged pupils in GCSE English Language above the national average for non-disadvantaged pupils. Outcomes in line with literature.
Active participation of pupils in their learning across all lessons.	2026/27 evidence on active participation to include: • Quantitative data from lesson observations • Survey results from pupils and staff book reviews, semi-structured pupil interviews
Improved metacognitive and self-regulatory skills across all subjects.	2026/27 evidence on self-regulatory skill levels to include: • Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. • This finding is supported by improved homework completion rates across all classes and subjects.
High levels of wellbeing and a clear sense of belonging and inclusion.	2026/27 evidence on wellbeing and belonging to include: • Qualitative data from pupil voice, parent surveys and teacher observations. • Small disparity in internal isolation and suspension rates between disadvantaged and non-disadvantaged pupils. • A significant increase in the participation of enrichment activities and in line with non-disadvantaged pupils.
High attendance levels to school and to lessons.	2026/27 evidence on high attendance to include: • Attendance gap between disadvantage pupils and non-disadvantaged pupils well above London benchmarks • Persistent absence among disadvantaged pupils no more than 20%.

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
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.	Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD . There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.	1, 2, 4
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.	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 Improving Secondary Literacy .	1, 2, 4
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.	Improving reading comprehension, vocabulary development and fluent reading are strongly correlated to attainment outcomes at GCSE. word-gap (Oxford University Press) Developing reading strategies has a strong evidence base for improving outcomes EEF Reading Strategies	1, 2, 4
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.	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 SEND Guidance Report and the Five a Day strategies, such as explicit instruction and scaffolding.	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
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.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 4
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.	Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on pupil learning .	1, 4
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.	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 Feedback and the importance of explicit instruction to support pupils with learning and cognition needs .	1
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.	Evidence to support this activity comes from different sources, including improving social and emotional learning (though mostly at primary). It also comes from recommendations in the EEF Improving Behaviour in Schools Guidance Report .	1, 3, 4
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.	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 Report on Working with Parents .	1, 3, 4

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

Budgeted cost: **£200,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	There is some existing evidence that breakfast clubs help improve attainment and attendance though it is more in a primary setting. EEF Magic Breakfast We are therefore evaluating this intervention with the support of a team from the Royal Holloway University.	4, 5
Appoint a Specialist Head of Year to oversee the provision for some of our most vulnerable pupils. The Specialist Head of Year will co-ordinate with in-school professionals and local networks of support.	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. EEF Behaviour Interventions Adolescent mental health: A systematic review of school-based interventions	3, 4, 5
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.	As well as being valuable in itself, wider participation can have a positive impact on wellbeing - EEF Arts Participation A literature review by Goldsmiths University for The National Children's Bureau highlights how extra-curricular activity increases sense of belonging.	4, 5
Ensure monitoring and support for The Hundred most vulnerable pupils in school is robust and improves their outcomes. The Hundred have additional extra-curricular opportunities such as visits, interventions and study support strategies.	The evidence for this intervention is drawn from a range of different sources. Evidence for Parental engagement comes from DFE Guidance on working together to improve school attendance and the EEF Toolkit findings. Evidence for wider participation and behaviour interventions is detailed above through other activities.	1, 4, 5

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. Accurate information on pupil progress is not possible for this cohort who did not complete their KS2 SATS during covid and so do not have any prior attainment data for the school to use.

Whilst the in-school attainment gap between disadvantaged and non-disadvantaged pupils remains stubborn, the attainment of disadvantaged pupils rose last year. School estimates of pupil progress (based upon the assumption of stable cohorts with similar levels of prior attainment) suggest that the progress of disadvantaged pupils would be positive for the third year in a row and continue to be significantly higher than the national average progress figure for non-disadvantaged pupils. This is encouraging and provides a strong platform for continued and sustained development.

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 has risen considerably over the past year which comes as a result of a concerted effort from the pastoral and attendance teams for targeted groups of pupils. Attendance in 2024/25 was 92.6% which is higher than both national (91.4%) and London averages (92.1%). Our attendance for disadvantaged pupils was 87.8% vs the national figure of 86.2%. This still represents an internal gap but is considerably higher against national figures.

Whilst disadvantaged pupils are still overly represented in our suspensions and exclusion numbers, our suspension rates are down considerably for all pupil groups and significantly lower than national averages, suggesting our work around relational practice and the graduated response is making the school even more inclusive, without undermining the learning and focus in our classrooms. We continue to embed our Graduated Response system across the school and additional support within the pastoral system to offer a range of interventions, such as Breakfast Club each morning for pupils with a lower sense of belonging and greater need to form purposeful connections with peers and teaching staff. To days of enrichments activities designed to provide pupils with extra-curricular opportunities and the chance to connect more with peers and teachers also saw significant rises in attendance from the previous year, both in terms of overall attendance but also attendance for disadvantage pupils.

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. There is a widespread understanding of the challenges faced by pupils with SEMH and a range of classroom strategies supported through coaching to help teachers remove barriers for vulnerable pupils in the classroom. The appointment of a specialist head of year and a KS3 Raising Standards leader for our most vulnerable pupils has further increased our ability to identify issues and match needs to appropriate interventions.

Overall, as detailed in the breakdown below, the progress indicators are all suggesting that the school is on track for meeting the majority of its ambitious goals for its disadvantaged pupils at the end of the three-year strategy.

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.

Achieved	On track	At risk
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Outcome	Evaluation
Improved outcomes particularly in combined science and low prior attaining maths groups.	No P8 score in 24/25 makes direct comparison difficult. PP A8 up 1 suggests an improvement, but no rise in science and maths 9-4% for PP.
Improved reading comprehension and less disparity between GCSE language and literature outcomes.	Gap in 9-4% between Language and Literature still 5%, but the overall 9-4% up in both subjects at around 10% which suggests positive impact.
Active participation of pupils in their learning across all lessons.	In lessons there is an average of 95% for levels of pupil engagement, though there are still some discrepancies in the learning shown in books.
Improved metacognitive and self-regulatory skills across all subjects.	A 10% increase in independent practice in lessons, suggesting increased self-regulation. High levels of HW completion across all years.
High levels of wellbeing and a clear sense of belonging and inclusion.	Surveys indicate average range of school belonging and connectedness with no significant differences for disadvantaged or SEND pupils.
High attendance levels to school and to lessons.	Attendance has increased putting the school in the top quartile for similar schools based on the proportion of FSM pupils according to FFT data.

Teaching

☒ Good progress ☐ Average progress ☐ Minimal progress

There has been excellent progress in ensuring coherent knowledge and understanding of the school's strategy towards addressing disadvantage through the Focus Five approach. Internal and external evidence indicates that the relentless focus on the support given to vulnerable pupils is starting making a difference to pupil learning, such as through systematic checks for understanding in lesson, targeted scaffolding for extended tasks and teachers removing classroom barriers to learning and adapting to the needs of their pupils in lessons. Pupils read regularly across the curriculum with teachers supporting comprehension with vocabulary teaching and scaffolded questions. Partner talk to share and refine ideas is still a key area for development.

Targeted academic support

☐ Good progress ☒ Average progress ☐ Minimal progress

Enhanced provision pathways are now in place to ensure pupils struggling in the core subject areas receive appropriate levels of support to make good progress without the curriculum narrowing or becoming deterministic. Pupils in English Direct Instruction intervention groups are making good progress on their targeted areas for development, whilst amendments to the maths curriculum have ensured that pupils can more successfully transition back into mainstream lesson after targeted maths Direct Instruction intervention. The RSL leader has been appointed to oversee the academic progress of our most vulnerable pupils in years 7-9 (the Hundred) though the impact on attainment has not yet been realised as the structures and processes required to make effective use of diagnostic assessment are not yet fully secure.

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. Investment in attendance and the pastoral systems and structure have seen attendance rates improve so that they are in the top quartile of all FFT secondary schools in similar circumstances. Suspension rates are falling for all pupil groups and are now substantially below the national average, though disadvantaged pupils remain disproportionately represented.