

# Pupil premium strategy statement – Ealing Fields High School

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 the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Ealing Fields High School
Number of pupils in school	802
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	26/09/2025
Date on which it will be reviewed	01/09/2026
Statement authorised by	Joanne Trewin
Pupil premium lead	James Salter
Governor / Trustee lead	Sarah Guinness

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£169,850

# Part A: Pupil premium strategy plan

## Statement of intent

The barriers and challenges disadvantaged pupils face at Ealing Fields are complex and varied – there is no single difficulty faced by all. Our objective is to ensure that students qualifying for Pupil Premium funding achieve in-line with their peers, making as strong academic progress, and making as effective progression in their lives, as their peers.

Our Pupil Premium Strategy plan provides an overview of the ways in which we look to support students who qualify for the funding.

The key principles of our plan are to provide an outstanding curriculum and to support students to access it effectively, to foster and enable wider learning through extracurricular activities, to provide mentoring and pastoral guidance, and to provide a high level of professional mental health support.

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of literacy compared to peers
2	Lack of study facilities at home
3	Lack of opportunity to engage in clubs and activities outside of school
4	In some cases, lack of motivation to engage in academic study
5	Lower levels of attendance compared to peers
6	In some cases, a lack of aspiration regarding the future
7	Poor mental health amongst some students

## 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
Eligible students to make accelerated progress in literacy to close the gap to their peers.	Eligible students to achieve in-line with their peers in English assessments. Eligible year 7 students with reading ages below 10 on entry to have made more than one year's progress in their reading age by the end of year 7.
Eligible students to have access to study facilities in school to ensure they are not at a disadvantage when tackling home learning.	Study Clubs to run on a daily basis after school. Eligible students to have the same completion rates of prep and homework as their peers.
Eligible students to take part in a rich and varied programme of extra-curricular activities provided by the school.	All eligible students to attend at least one wider learning activity.
Eligible students to be motivated to work hard in lessons and achieve highly in their assessments through close mentoring.	Eligible students to achieve in-line with their peers in quarterly assessments.
Eligible students to have excellent levels of attendance and to be mentored to encourage this.	Eligible students to have similar attendance levels as their peers.
Eligible students to leave our school with excellent GCSEs to pursue aspirational and appropriate further study.	No students leaving the school NEET (not in education, employment or training).
Eligible students to have positive mental health, and support for times when they are struggling.	All students who are struggling with their mental health to be offered counselling within 3 months.

## 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: £75,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy lessons	By giving students additional focused and intensive instruction in literacy any gaps from prior education are bridged. It is critical for	1,5

	students to catch up with their peers in years 7 and 8 to ensure that they are able to access the curriculum higher up the school.	
Life Skills and Study Skills lessons	These sessions prepare vulnerable and disadvantaged students for their next steps in life. This is through supporting them to secure excellent GCSE grades that unlock aspirational courses of further study; and also by preparing them for adult life through teaching of life skills.	6
Head of Inclusion and Second in Charge of Inclusion roles	Having members of staff dedicated to promoting the progress and progression of students eligible for Pupil Premium funding ensures that students are kept as a high priority for all staff. This is through co-ordination of in-class support, sharing of effective strategies, and enables intervention programmes to be established and maintained. All other strategies rely on these two posts for leadership and implementation.	1,2,3,4,5,6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Study Club	By providing 3 supervised computer rooms after school we ensure that students have a dedicated place to complete their prep and homework, and that they have access to the computing and printing facilities that they need. By having these rooms well-staffed it also ensures that students can be offered help to complete their work when they are stuck, or be motivated to work when they are struggling. This ensures that a lack of study facilities at home cannot be a barrier to achievement.	2
Raising Achievement Mentoring Programme	We provide 1:1 mentoring for eligible students on a weekly basis. This is a critical aspect of our intervention with students, and it allows us to address a wide range of issues, including: careers and information guidance and the building of aspiration; academic motivation and achievement; pastoral mentoring and monitoring of general wellbeing; and issues of poor attendance or punctuality.	4,5,6

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

Budgeted cost: £64,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
CBT Counselling, guided self-help counselling, person-centred counselling and family therapy	We have a range of counsellors that work for us to provide a wide ranging offer of mental health support. Due to the paucity of support on offer externally this is vital to offer within school to ensure that students are able to enjoy good mental health, as an end in itself, and also to ensure they can access their education.	7
Credit towards music lessons and trips	By giving all eligible students credit towards music lessons and extra-curricular trips it reduces the barrier of cost for these students in accessing enrichment activities.	3,6
20% discount on all music lessons and trips	By giving all eligible students a discount on music lessons and extra-curricular trips it reduces the barrier of cost for these students in accessing enrichment activities.	3,6

**Total budgeted cost: £169,850**

## 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.

Last year the school received £166,950 in Pupil Premium funding.

Students eligible for Pupil Premium achieved progress scores that were close to those of their peers in last year's GCSE results. Students eligible for the Pupil Premium achieved an attainment 8 score of 5.6 compared to the attainment 8 score of 6.9. This is a somewhat wider gap than in recent years at our school, but still compares favourably with national trends, where a much larger gap would be expected. Due to a lack of KS2 data (due to COVID lockdowns disrupting SATS) progress 8 data is not available for this year group.

In English the percentage of students achieving a grade of +4 was 85% for PP and 97% for non-PP students. In Maths the percentage of students achieving a grade of +4 was 79% for PP Students and 94% for non-PP students. The gap between PP and non-PP was more noticeable in Maths last year, and so this is an area of focus for the coming year. We are aiming to increase the number of students receiving booster support for numeracy, and also making the support of the PP cohort a focus in Maths lessons.

Our in-school mental health provision has provided essential support to our most vulnerable and disadvantaged students. Around 10% of students in our school have accessed some form of in-school counselling across 2024-2025, which shows both the scale of the need and depth of the provision. The average waiting time to see a school counsellor is around 2 months, which is many times shorter than the wait for external counselling.

Study Club, the raising achievement mentoring programme, Life and Study and Study Skills lessons, and literacy lessons have all provided additional support where it has been needed the most. The Life and Study curriculum was improved over the course of the last year to include vocational qualifications through the King's Trust programme, providing our students with insights into some of the post-16 pathways available to them, as well as developing transferable life-skills in areas such as digital literacy, managing money, public speaking and maintaining personal wellbeing.

These forms of support have ensured that eligible students have been able to access the curriculum and wider learning activities as effectively as their peers, and that they have not been held back by disadvantage.

EFH			
Year 11 GCSE outcomes Summer 2023	PP Students	Non-PP Students	All students
Number of students	34	113	147
% 4+ in English and Maths	77%	92%	88%
% 5+ in English and Maths	62%	86%	80%
% 4+ Maths	79%	94%	91%
% 5+ Maths	62%	89%	82%
% 4+ English Lang/Lit	85%	97%	94%
% 5+ English Lang/Lit	82%	94%	91%
EBacc Average Points Score	5.3	6.8	6.4
% Entered EBacc	77%	92%	88%
% Achieving EBacc (grades 9-5)	44%	69%	63%
Attainment 8	5.6	6.9	6.6
Progress 8 *	N/a	N/a	N/a
Progress 8 English *	N/a	N/a	N/a
Progress 8 Maths *	N/a	N/a	N/a

	EFH attendance and punctuality data	
	PP Students	Non-PP Students
Attendance % (Yr7-11)	89.4%	93.9%
Punctuality % (Yr7-11)	96.5%	98.6%

	EFH wider learning engagement (% of students attending clubs)		
	PP Students	Non-PP Students	All students
Year 07	100%	100%	100%
Year 08	90%	92%	95%
Year 09	84%	92%	90%
Year 10	93%	97%	84%
Year 11	100%	100%	100%

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**Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Various forms of counselling	Metanoia Institute