

THE GREEN SCHOOL FOR BOYS

Pupil Premium Strategy Statement

2026 - 2029

This statement details our school's use of pupil premium funding for the 2026 - 2027 academic year to help improve the outcomes and progress of our disadvantaged pupils.

It outlines our pupil premium strategy for 2026 - 2029, how we intend to spend the funding in this academic year and the impact of pupil premium activity in the previous academic year.

School overview

Detail	Data
School name	The Green School for Boys
Number of pupils in school	772 (7 to 13)
Proportion (%) of pupil premium eligible pupils	31.3% = 242 pupils (Ever 6) 30.9% = 239 pupils (FSM)
Academic year/years that our current pupil premium strategy plan covers	2026 - 2029
Date this statement was published	Autumn Term 2026
Date on which it will be reviewed	Autumn Term 2027
Statement authorised by	The Local Governing Body
Pupil premium lead	Senior Leader
Governor lead	£257,760

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,575
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£232,575

Part A: Pupil premium strategy plan

Mission Statement **"Reach beyond your Grasp" after Robert Browning**

The Green School for Boys is part of the Multi-Academy Green School Trust. A Church of England school. Our school motto "Reach Beyond your Grasp" is an outworking of our vision for all pupils and staff, underpinned by John 10:10 "Life in all its fullness" (John 10:10). Our school culture is focussed around the principle of the "Golden Rule" - "So in everything, do to others what you would have them do to you" (Matthew 7:12). The christian character and foundation of our school drives our desire for pupils to "reach beyond" with kindness and humility, expressing their God given talents by "reaching beyond their grasp" and enabling others to do the same to the glory of God.

Statement of Intent

Our Pupil Premium Strategy aims to remove barriers to learning and secure equity of opportunity so that disadvantaged pupils can reach beyond their grasp and achieve strong outcomes. We are committed to providing an excellent, aspirational and enriching education in which every student is known, valued and safe, enabling them to flourish, develop their talents, raise their aspirations and be well prepared for their future pathways.

Challenges

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

Challenge number	Detail of challenge
1. Disadvantaged pupils do not achieve as well as non disadvantaged pupils.	In 2025/26, disadvantaged pupils had an average Attainment 8 score of 36.71 compared with 44.86 for the whole cohort (gap 8.15 points). Progress 8 was +0.10 for disadvantaged pupils compared with +0.56 for the whole cohort.. The gap was particularly evident in English, EBacc and Open elements.
2. Disadvantaged pupils have lower attendance rates.	Disadvantaged pupils' attendance is lower than non disadvantaged. They are also disproportionately represented in terms of persistent absenteeism.
3. Disadvantaged pupils are disproportionately represented in suspension rates.	Disadvantaged pupils receive a higher number of suspensions than non-disadvantaged pupils.
4. Some disadvantaged pupils have other 'vulnerabilities' which impact - these relate to complex family dynamics	Complex family circumstances can affect attendance, readiness to learn, wellbeing and engagement. Pastoral and family-liaison records will be used to identify need, coordinate support and evaluate impact on attendance, engagement and wellbeing.
5. Low levels of literacy	Low levels of literacy, particularly for pupils whose reading age is below chronological age. Reading-age and standardised reading data, including the proportion below age-related expectations, will be used as the baseline.

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
1 – Improved outcomes and progress for disadvantaged pupils across KS3 and KS4, including disadvantaged pupils with SEND.	The 2025/26 Attainment 8 baseline was 36.71 for disadvantaged pupils compared with 44.86 for the whole cohort, a gap of 8.15 points. The strategy will aim to narrow the gaps in outcomes and progress over the strategy period. Disadvantaged pupils with SEND will be monitored as a distinct group. Assessment information and quality assurance will be reviewed termly to identify gaps, check appropriate challenge and secure understanding, and inform targeted academic support
2 – To achieve and sustain improved attendance for disadvantaged pupils and reduce persistent absence.	In 2025/26, attendance for Pupil Premium eligible pupils was 86.0%, compared with 90.4% for non-Pupil Premium pupils, a gap of 4.4 percentage points. Persistent absence for Pupil Premium pupils was 44.5% (105 of 236 pupils), compared with 38.4% for non-Pupil Premium pupils (265 of 691), a gap of 6.1 percentage points. For 2026/27, the school will target a 2 percentage-point improvement in Pupil Premium attendance, from 86.0% to at least 88.0%. Attendance and persistent absence will be reviewed termly, with a focus on narrowing both gaps.
3 – Improved engagement, behaviour and self-regulation for disadvantaged pupils, particularly those experiencing SEMH needs or other vulnerabilities.	In 2025/26, 44 Pupil Premium eligible pupils accounted for 133 suspensions and 349.5 days of exclusion, compared with 20 non-Pupil Premium pupils who accounted for 33 suspensions and 93.5 days of exclusion. Pupil Premium pupils therefore accounted for approximately 80% of all suspensions and 79% of days lost to exclusion. This demonstrates a significant disparity and provides the 2025/26 baseline against which reductions in suspensions, repeat suspensions and days lost to learning will be monitored termly. Targeted pupils will show improved engagement, attendance and self-regulation. Impact will be monitored termly using suspensions, repeat suspensions, days lost to exclusion, time out of lessons, pastoral referrals and attendance, compared with pupils' starting points, with a focus on reducing the disproportionate impact on disadvantaged pupils.
4 – Disadvantaged pupils and families experiencing complex circumstances receive timely and effective pastoral and family support so that barriers to	Pastoral support will be targeted according to identified needs. Leaders will evaluate impact through attendance, engagement and wellbeing

attendance, wellbeing and engagement are reduced.	measures, alongside participation and destination information where appropriate. Support will be reviewed termly and interventions adapted where evidence shows that barriers remain.
5 – Improved literacy and reading outcomes for disadvantaged pupils, particularly those whose reading age is below their chronological age.	Reading assessments and intervention data will show improved fluency and comprehension for disadvantaged pupils. For pupils below chronological reading age, baseline reading age, intervention dosage and exit data will be recorded, with the proportion closing or eliminating the reading-age gap reported termly. 2025/26 reading assessment data shows evidence of improved outcomes for disadvantaged pupils who began below their chronological Reading Age. Among pupils with matched baseline and end-point assessments, 50% in Year 7, 65% in Year 8 and 71% in Year 9 reduced or eliminated their reading-age gap. Across Years 7–9, 37 of 59 pupils (63%) reduced the gap, including 6 pupils (10%) who fully eliminated it.

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: provisional figures £107,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing professional learning: EFA project alongside the use of WalkThrus to improve teaching, curriculum articulation and professional growth; embedding reading across the curriculum; and actionable feedback/feedforward that promotes metacognition. Expected practice changes include consistent modelling, scaffolding, checking for understanding, adaptive teaching, explicit vocabulary instruction and actionable feedback. Implementation will be checked through coaching records, learning walks, book looks, subject deep dives and pupil work, with findings used to refine CPDL and coaching.	Research from the Education Endowment Fund has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils: Reading comprehension strategies - Very high impact, adds 6 months to a student's progress Metacognition and self regulation: Very High Impact adds 7 months to a student's progress. Feedback: Very High Impact - quality feedforward adds 6 months to a student's progress.	1, 5

Mixed-attainment teaching in all subjects at Key Stage 3, focusing on mastery learning. Teachers will use prior attainment, assessment and classroom evidence to identify disadvantaged pupils, ensure they are appropriately challenged and supported, and check their participation and progress through departmental assessment and quality assurance .	Research from the Education Endowment Fund has shown that Mastery has High Impact, adds 5 months to a student's progress	1
Home learning that is frequent, consistent in expectation and of sufficient quality. Completion and quality will be monitored for disadvantaged pupils, alongside access to devices, resources and a suitable study environment; barriers will trigger targeted support.	Evidence from the Education Endowment Fund shows: Home learning: High Impact, adds 5 months to a student's progress	1, 4
Additional teaching groups in core subjects at Key Stages 3 and 4, enabling scaffolding and individualised instruction. Entry will be based on diagnostic/assessment evidence; each intervention will have an intended duration, review points and exit criteria linked to progress.	Evidence from the Education Endowment Fund shows: Additional teaching groups has a moderate impact on student's progress Individualised instruction - adds 4 months months to a student's progress	1, 5
Additional learning software/apps to support identified literacy, numeracy and GCSE needs (including GCSEPod and Seneca). Usage will be monitored and linked to identified need, engagement and relevant assessment outcomes.	Evidence from the Education Endowment Fund shows: Very High impact: Metacognition adds 7 months to a student's progress	1, 5
Guided reading programme in tutor time. Reading assessment data will identify pupils who require additional targeted intervention beyond universal provision.	Reading comprehension strategies - Very high impact, adds 6 months to a student's progress	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: Provisional £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader and Lexia reading and literacy intervention; Scholastic reading activities, author events and activities in the Circle; author visits for Years 7, 8 and 9, including books for	Reading comprehension strategies - Very high impact, adds 6 months to a student's progress.	5

disadvantaged pupils to promote reading for pleasure. For targeted literacy support, baseline reading measures, intervention dosage, attendance and exit data will be recorded for each disadvantaged pupil.		
Revision materials and curriculum trips. Take up by PP will be tracked including the specific financial barrier removed.	Providing curriculum equity through access to materials and cultural capital. Impact will be evaluated through participation, engagement and relevant curriculum and attainment indicators	1, 4
Hounslow Music Service. The proportion of disadvantaged pupils accessing tuition and sustaining participation will be tracked.	Arts participation strategies - Medium impact, adds 3 months to a student's progress	4

Wider strategies

Budgeted cost: Provisional £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and welfare are supported and monitored. Absence, lateness and illness are followed up through Welfare, Attendance and Inclusion officers. Pastoral assistants provide targeted support through engagement with pupils and families. Pupils at risk of persistent absence will be identified early; family-liaison actions and their impact will be recorded; breakfast take-up, punctuality and first-lesson readiness will be monitored.	DFE report on the link between absence and attainment finds that "the overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome"	2, 4
Inclusion strategies: the Assistant Headteacher with responsibility for Pastoral and the Code of Conduct support pupils and maintain dialogue with families. The Pastoral team and SENCO support pupils with self-regulation and positive behaviour strategies. Behaviour and suspension data will be reviewed by disadvantage and SEND, including repeat suspensions and time lost from learning.	Evidence from the Education Endowment Fund shows: Moderate Impact - Behaviour interventions add 4 months to a student's progress. Moderate Impact - Parental Engagement adds 4 months to a student's progress	2, 3, 4

Develop the Circle as a purposeful, welcoming reading and pastoral space with structured activities and clear participation and impact measures. Structured lunchtime clubs will build positive routines for use and conduct in the Circle.	Evidence from the Education Endowment Fund shows: Moderate Impact - Behaviour interventions add 4 months to a student's progress. Moderate Impact - Parental Engagement adds 4 months to a student's progress	3, 4, 5
Coaching and workshops for aspiration and SEMH awareness. Chaplains provide support and one-to-one sessions, including bereavement counselling. Target cohorts will be identified and attendance, pupil voice, aspiration/destination indicators and engagement outcomes recorded.	Evidence from the Education Endowment Fund shows: Moderate impact - Social and emotional learning adds 4 months to a student's progress. The school has found this supports attendance and wellbeing Low impact - Mentoring adds 2 months to a student's progress. The school has found this supports attendance and wellbeing	3, 4

Total budgeted cost: £232,575

Monitoring, implementation and evaluation

Leaders will review the strategy at least termly using outcomes/progress, reading, attendance and persistent absence, behaviour/suspension, intervention and participation data. Evaluation will distinguish activity delivered from impact achieved and identify where provision should be adapted, stopped or scaled up.

Each significant activity will have a named lead, intended outcome, implementation measure and impact measure. Spending will be revisited where evidence shows that an approach is not reaching the intended pupils or is not addressing the identified barrier.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

A condensed summary of data from 2025/26

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

Aim	Outcome 2025/26
High levels of literacy include improving reading ages among disadvantaged pupils across school, specifically focusing on those pupils below their chronological reading age in KS3 and KS4.	Disadvantaged pupils achieving a 9-5% strong pass in English (44.8%) was significantly below the overall figures for 2026 (58.9%) Similar trends persisted for disadvantaged pupils at the 9-4% standard pass (63.8%) compared to the rest of the school (71.9%) The average points score for English for disadvantaged pupils (4.24) was also below the rest of the school at (4.90). This shows that there is still some significant work to be done to close the gap in literacy to support the outcomes of disadvantaged pupils. Accelerated Reader data provides more positive evidence of progress for disadvantaged pupils in KS3. Median Reading Age gains were 5.5 months in Year 7, 6.5 months in Year 8 and 9 months in Year 9. Among disadvantaged pupils who began below their chronological Reading Age and had matched baseline and end-point assessments, 50% in Year 7, 65% in Year 8 and 71% in Year 9 reduced or eliminated the reading-age gap. Across Years 7–9, 37 of 59 pupils (63%) reduced the gap, including 6 pupils who fully eliminated it.
Improved outcomes and progress among disadvantaged pupils across the curriculum in KS3 and KS4.	Further work needs to be done to address underperformance at GCSE for disadvantaged pupils. Disadvantaged pupils underperformed on the majority of key achievement measures in 2025-2026 when compared to the rest of the school and in a significant number of areas there was also decline in their performance from the previous academic year 2024-2025. There were a small number of areas where outcomes improved for these pupils in English, Maths and Combined Sciences, however the results suggest that disadvantaged pupils remain a key area of focus for the school and the strategy for improving outcomes must have this as one of its key priorities. Areas of lower outcomes include: Attainment 8 Attainment 8 Total: 36.71 (disadvantaged) compared to 44.86 for the whole school. Attainment 8 Total: decreased in 2025-2026 to 36.71 from 39.16 in 2024-2025. Attainment 8 Average: 3.67 (disadvantaged) compared 4.49 for the whole school. Attainment 8 Average: decreased in 2025-2026 to 3.67 from 3.9 in 2024-2025 Basics measures

	9-7% English and Maths: 8.6% (disadvantaged) compared to 19.2% for the whole school. 9-5% English and Maths: 31% (disadvantaged) compared to 45.2% for the whole school. 9-4% English and Maths: 50% (disadvantaged) compared to 58.9% for the whole school. 9-4% English & Maths: decreased in 2025-2026 to 50% from 51.2% in 2024-2025. 99-55 in Combined Sciences: 22.4% compared to 30.4% for the whole school. 99-44 in Combined Sciences: 53.1% compared to 53.9% for the whole school. Ebacc Ebacc: 19.0% entry for Ebacc compared to 26.7% for the whole school. Decrease in Ebacc entry for disadvantaged pupils to 19.0% in 2025-2026 from 24.4% in 2024-2025. Humanities: Average points 1.79 (disadvantaged) compared to 2.46 for the whole school. Lower entry for Humanities element for disadvantaged pupils 51.7% compared to 52.7% for the whole school. Humanities element entry for disadvantaged pupils was 51.7% in 2025-2026. Languages: Average points 1.66 compared to 2.28 for the whole school. Lower entry for Languages element for disadvantaged pupils 34.5% compared to 43.8% for the whole school. Decrease in Languages element entry: for disadvantaged pupils to 34.5% in 2025-2026 from 39.0% in 2024-2025. Attainment 8 in open element: 3.81 compared to 4.23 for the whole school. Decrease in open element attainment 8: to 3.36 in 2025-2026 from 3.81 in 2024-2025. Areas of improved outcomes include: 9-7% English & Maths: increased in 2025-2026 to 8.6% from 7.3% in 2024-2025. 9-5% English and Maths: increased in 2025-2026 to 31% from 29.3% in 2024-2025. 99-77 in Combined Sciences: 6.1% compared to 5.9% for the whole school. 99-77 in Combined Sciences with 6.1% in 2025-2026 increasing from 2.9% in 2024-2025 99-55 in Combined Sciences with 22.4% in 2025-2026 increasing from 17.1% in 2024-2025 99-44 in Combined Sciences with 53.1% in 2025-2026 increasing from 37.1% in 2024-2025
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	In 2025/26, 44 Pupil Premium eligible pupils accounted for 133 suspensions and 349.5 days of exclusion, compared with 20 non-Pupil Premium pupils who accounted for 33 suspensions and 93.5 days of exclusion. Pupil Premium pupils accounted for approximately 80% of all suspensions and 79% of days lost to exclusion. The school will seek to reduce suspensions, repeat suspensions and days lost to learning among disadvantaged pupils, alongside improving engagement, self-regulation and wellbeing. Progress will be reviewed termly using

	behaviour, attendance, pastoral and suspension data, with disadvantaged pupils and disadvantaged pupils with SEND monitored specifically. Findings will inform the targeting and adaptation of mentoring, self-regulation and pastoral support.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	-2025/26: PP attendance 86.0%, compared with 90.4% for non-PP pupils (gap 4.4 percentage points). -2024/25: PP attendance 87.4%, compared with 88.72% for non-PP pupils (gap 1.32 percentage points). -2023/24: PP attendance 86.96%, compared with 87.17% for non-PP pupils (gap 0.21 percentage points). - 2022/23: PP attendance 84.89%, compared with 89.42% for non-PP pupils (gap 4.53 percentage points). The four-year trend demonstrates continuing variability in Pupil Premium attendance and a renewed widening of the PP/non-PP attendance gap in 2025/26. In 2026/27, the school will target a 2 percentage-point improvement in PP attendance, from 86.0% to 88.0%, alongside a reduction in persistent absence. Attendance and persistent absence will be reviewed termly, with a focus on narrowing the gap between PP and non-PP pupils.

Lessons learned from 2025/26

1. Outcomes and progress remain the principal academic challenge: disadvantaged Attainment 8 and Progress 8 remain below the whole cohort, so high-quality teaching and subject-level gap analysis must remain the first priority.
2. Targeted academic support should be diagnostic and time-limited, with clear entry, dosage, review and exit measures so leaders can distinguish participation from impact.
3. Literacy remains a priority, but future evaluation must include reading-age and intervention data rather than relying on English and Maths outcomes as a proxy.
4. Attendance and behaviour strategies require PP-specific baselines and termly evaluation, including persistent absence, repeat suspensions and time lost from learning.
5. Wider provision, including enrichment, aspiration and family support, will be retained where it addresses an evidenced barrier and will be evaluated through participation and relevant pupil outcomes.