



Pupil premium strategy statement

Report from Simon Phelps - Headteacher, Rhiannon Harman - Pupil Premium Lead, Five Acres High School for Governing Body meeting on Thursday 5 December 2024

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

School overview

Detail	Data
Number of pupils in school	810
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 (2022 to 2025)
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025 Sept 2025
Statement authorised by	FAHS Governing Body
Pupil premium lead	Rhiannon Harman
Governor / Trustee lead	Ann-Marie Karadia

Funding overview

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Detail	Amount
Pupil premium funding allocation this academic year	£219,939.80
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£219,939.80

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that disadvantaged students at Five Acres High School have a better chance of personal and academic success than non-disadvantaged students nationally. Disadvantaged students at Five Acres High School are given opportunities for social and personal development so they increase their cultural capital as well as developing academic behaviours that lead to excellent outcomes. Our Pupil Premium strategy outlines a wide variety of actions and priorities that will be implemented to address our intent.

The objectives are linked to our School Improvement Plan

- Behaviour
- Curriculum and Outcomes
- Teaching and Learning
- Leadership
- Wider Engagement
- Safeguarding

Every decision at our school is taken to drive improvement in these 6 areas and this is no different for our Pupil Premium strategy. By keeping our focus on these 6 areas, we know that we will be developing successful learners and preparing our students for the future, which will improve the life changes for those who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our disadvantaged students perform better than those nationally, however, there is still a gap in progress and attainment between our Pupil Premium and non-Pupil Premium students</p> <p>Pupil Premium +0.33 P8</p> <p>Non Pupil Premium +0.99 P8</p>

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2	Attendance data shows a disproportionate amount of PP students fall into the persistent absence category (46% of all PA students were PP). Absenteeism is negatively impacting disadvantaged pupils' progress. Attendance for PP students for 2023-2024 was 86%.
3	Behaviour referrals 36% of AP referrals are for Pupil Premium Students. Pupil Premium students received 25% of positive postcards sent home in 2023-24. Suspension rate 62% were Pupil Premium students
4	<p>The number of PP students engaging in Character Education and extra-curricular activities is not in line with the whole school</p> <p>Numbers of badges awarded to disadvantaged 20% awarded to pupil premium in 2023-24 a reduction in number awarded. As a result there are gaps in knowledge, behaviours and skills a student can draw upon in order to be successful.</p> <ul style="list-style-type: none"> ● 2021-22 28% ● 2022-23 27%
5	<p>Pupil Premium students face many challenges with the cost of living crisis.</p> <p>Five Acres High School serves 4.16% more disadvantaged students than catchment data suggests it should.</p>

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
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4</p> <p>Increased number leaving to study L3 qualifications post-16.</p>	<p>Students achieve +1 progress and 75% 5+ including English and Maths in line with our non-PP target</p>

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<p>Improved attendance and a reduction in the number of persistent absences</p> <p>Proactive and effective strategies are in place to increase attendance and reduce the number of PA students.</p>	<p>Attendance target - 96%</p> <p>Reduction in the number of PA students and the proportion of these students is in line with the whole school PP percentage.</p> <p>HOY, tutors and pastoral support will engage with attendance data which is routinely tracked and monitored so that a consistent message is given about the importance of being in school, supporting our 96% target.</p> <p>Voice to voice contact for absent students to support students returning to school.</p> <p>Monitoring procedures are effective in highlighting students and families in need of support in relation to attendance.</p> <p>Attendance is rewarded and celebrated; the importance of it is understood and valued by Pupil Premium students in particular.</p>
<p>The number of students in the AP is reduced to maximise time in lessons for all students</p> <p>The number of students being suspended is reduced to maximise time in lessons for all students</p>	<p>Number of referrals to the AP are in line with the percentage of disadvantaged students in school to maximise the time in lessons.</p> <p>The number of students suspended is reduced to maximise time in lessons.</p> <p>Pupil Premium student successes are celebrated and shared with parents and carers.</p>
<p>Increased participation in careers events which will lead to an increase in high quality destination</p>	<p>Students are given a range of opportunities to meet and/or visit higher education providers.</p> <p>Every disadvantaged student in Year 11 will have a careers appointment where a range of aspirational career and educational choices will be discussed. There will be an increased number of students applying for level 3 qualifications and have the skills and knowledge in order to succeed at these</p>
<p>Students' literacy levels increase across the curriculum. No student should be</p>	<p>Through the Tutor Time Reading Programme, disadvantaged students are exposed to a wide range of vocabulary. Through the use of</p>

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<p>disadvantaged from accessing the school's core offer</p>	<p>synonyms, tutors support this understanding and acquisition of new language. Gaps within literacy are identified early and interventions are implemented. NGRT testing will show an increase in the reading ages of PP students</p>
<p>Curriculum builds on students' knowledge and skills from KS2 and provides knowledge and skills to access KS5 and HE</p>	<p>Students experience a broad and balanced world-class curriculum designed and delivered to allow students to build and transfer knowledge into long term memory. Middle leaders and senior leaders use developmental department drop-ins to ensure that these lessons support the progress of our disadvantaged students.</p> <p>Effective 'turn and talk' strategies are planned to provide opportunities for students to practise and articulate what they have learnt/are learning.</p> <p>Learning walks, book looks and student voice will indicate how students are building knowledge and skills.</p>
<p>Wider engagement to develop students character education by making societies accessible and encouraged participation for all</p>	<p>Opportunities for students to develop their creativity and build cultural capital through offering a range of lunchtime and after-school societies e.g. chess and eco-club. The number of badges awarded to PP students is in line with the whole school.</p>
<p>Families and students are supported to remove barriers created due to the pandemic and the changing financial situations of families resulting from the cost-of-living crisis</p>	<p>Through student and parent voice, identify barriers to students' progress and ensure actions are taken to address these. No student should be disadvantaged from accessing the school's core offer.</p>

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	Increased engagement from parents through their attendance at school events such as parents evening.
Improved engagement with parents	There is no gap in the engagement of parents to information evenings. Through implementation of Bromcom/MCAS app parents/carers will gain access to their child's positive pastoral report, further engaging parents with their child's school life.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NGRT – NGRT platform is used to test students' reading ages regularly and identify students who need additional literacy support.	Developing literacy and reading ability is fundamental to a student's ability to access the curriculum. The New Group Reading Test (NGRT) is a standardised, termly assessment that reliably measures reading skills to help get to the root of any problems precisely and quickly. NGRT provides information about sentence completion and comprehension skills, allowing staff to identify where difficulties lie. This data will then be used to identify students who need literacy intervention.	1

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	<p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	
<p>Tutor Time Reading Programme disadvantaged students are exposed to a wide range of vocabulary and through the use of synonyms, tutors support this understanding and acquisition of new language.</p> <p>Embedding the use of reading journals to develop a reciprocal reading strategy during TTRP to ensure students process information with the aim to assist them in their comprehension.</p> <p>DEAR+ tutor groups in all year groups</p>	<p>Exposure to a wide range of books through the Tutor Time Reading Programme helps develop a passion for reading and embeds reading into a student’s daily routine. The school library means that disadvantaged students can easily access challenging reading books, and reading books from Greenshaw Canon offers the opportunity for Character Education rewards to students</p> <p>DEAR+ tutor groups to support students who have been identified as needing additional help, following NGRT data and observations from learning walks. Reading journals used to support students to process what they have read following observations from TTRP.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading#:~:text=Reciprocal%20reading%20is%20a%20structured,less%20common%20in%20the%20UK</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading#:~:text=Reciprocal%20reading%20is%20a%20structured,less%20common%20in%20the%20UK</p>	<p>1, 4</p>
<p>Greenshaw world class curriculum.</p>	<p>Students experience a broad and balanced curriculum designed and</p>	<p>1</p>

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	<p>delivered to allow them to build and transfer knowledge into long term memory.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
Turn and Talk	<p>Effective “turn and talk” strategies provide opportunities for students to practise and articulate what they have learnt/are learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
DDI and CPD	<p>Targeted and personal CPD allows opportunities to share and learn from best practice to support the progress of disadvantaged students, identifying gaps in curriculum knowledge.</p> <p>EEF explains that high quality teaching is pivotal in improving students' outcomes and can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 3
Tier 2 & 3 Vocabulary	<p>Tier 2 & 3 Vocabulary embedded within curriculum plans and explicitly referenced within lessons.</p>	1

	<p>https://researchschool.org.uk/durrington/news/explicit-vocabulary-instruction-building-habits#:~:text=In%20schools%2C%20we%20often%20call,background%20knowledge%20through%20secondary%20experience.</p> <p>https://www.sec-ed.co.uk/content/best-practice/pupil-premium-closing-the-vocabulary-gap/</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Direct Instruction CPD for staff to offer targeted support in English.</p>	<p>There are students who have an SAS score which falls below 90 which will impact how they access the curriculum as reading and word 1 fluency increase their ability to access the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-what-exactly-is-explicit-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1</p>
<p>Extended school time including Year 11 Champions hour and Period 6</p>	<p>Our disadvantaged students will benefit the most from this structured learning time academically, as well as the personal and social skills, as demonstrated by research by the EFF toolkit. This extended time spent in front of a subject specialist will ensure that all students are as</p>	<p>1, 3</p>

	<p>prepared and confident as possible in their studies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	
<p>Homework club year 7 – 10</p>	<p>Completion of homework is one way to increase students' access to the curriculum and ensure they are moving their learning to their long term memory.</p> <p>Our homework model uses homework platforms such as Sparx Maths, Seneca Science, Seneca English and Bedrock; these platforms require little parental input so that students are not disadvantaged by a lack of expertise or subject knowledge.</p> <p>Homework club after school means disadvantaged students have support from teaching staff and access to ICT to complete tasks.</p> <p>‘Disadvantaged students should have additional encouragement and support to enable them to engage in self study and do sufficient homework’ Sutton Trust</p> <p>https://www.suttontrust.com/our-research/parent-power-2018-schools/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1,4,5</p>

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	https://researchschool.org.uk/gloucestershire/news/understanding-the-ocean-of-disadvantage	
Homework club SEND year 7 – 10	<p>TAs deliver one to one and small group support for students completing homework to increase students' access to the curriculum and ensure they are moving their learning to their long term memory..</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading groups have been established at KS3 & KS4 to create a supportive environment for students to discuss and read books to develop a love of reading. Homework model 30 minutes of reading 4 times per week.	<p>Homework model supports development of independent reading habits. Students spend 30 mins four times per week, and every day ends with 'Drop Everything And Read' time. Developing literacy and reading ability is fundamental to a student's ability to access the curriculum.</p> <p>https://fdslive.oup.com/www.oup.com/oxed/wordgap/Oxford_Language_Report_2023-</p>	1,4, 5

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	<p>24 Building Vocabulary At School.pdf?region=uk</p>	
Alternative Provision and Student Support Centre	<p>Intervention work that takes place during time spent in the AP & SSC builds successful behaviour habits that allow students to progress well in and outside of the classroom.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1731614298</p>	3
Brilliant Club	<p>Students in Year 7 develop an understanding of university life, which will encourage them to apply to some of the very best universities in the country. Students develop independent research and study skills by working with a PHD tutor</p> <p>https://thebrilliantclub.org/the-scholars-programme/for-schools/the-programme/#:~:text=Our%20community%20of%20over%201%2C000,work%20in%20an%20accessible%20way.</p>	1,4
GROWS & Careers Support	<p>Students have access to resources and events that help them make informed decisions about higher education and their futures.</p> <p>https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</p>	1,4

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<p>Character Education - Societies and Sports participation</p>	<p>EEF describes character as a ‘set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – these are thought to underpin success in school and beyond’. Students are encouraged to develop an interest in a range of extra-curricular activities. They have an opportunity to take part in a range of local and national competitions including the FA Cup and are taught by professional coaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://researchschool.org.uk/gloucestershire/news/understanding-the-ocean-of-disadvantage</p>	<p>4,5</p>
<p>Attendance Team</p>	<p>The Attendance Officer and Education Welfare Officer work together to support families to improve attendance through tracking and monitoring attendance. The AO and EWO are supported in this by the safeguarding and pastoral teams. This allows the attendance team to identify patterns and attendance issues early, to promote action to address issues in a timely manner. Tracking and monitoring attendance allows key stakeholders to identify patterns in attendance issues. Intervention work to take place with students identified as at risk of being persistent absentees.</p>	<p>2</p>

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	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	
Pastoral Team	<p>Heads of year established to set culture. Using data to work alongside students and parents to support student well being and progress.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1731614298</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1,2,3,
Safeguarding Team	<p>Early help to support students and their families to remove barriers. To liaise and work with external agencies so that students receive help and the school takes action to support a young person or their family as soon as a concern emerges. This will ensure the most vulnerable students are able to access the curriculum and make progress. Whole school staff are involved in safeguarding training to ensure any concerns can quickly be identified and referred to the safeguarding team.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	2

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<p>Hardship Fund</p>	<p>At Five Acres High School we aim for all students to take an active role in our world class curriculum.</p> <p>Provision of PE kit, equipment and school uniform where needed prevents barriers to learning. We strive to ensure students are smart and proud of their Five Acres High School identity.</p> <p>EEF describes that wearing a uniform can help with the ‘development of a school ethos and the improvement of behaviour and discipline’. Through morning line up with tutors we ensure students are fully equipped and remove any barriers to learning at the very start of the day.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>1,2,3,5</p>
<p>Trip and visit support</p>	<p>EEF describes that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The Character Education Framework guidance states that barriers to taking part in these opportunities should be ‘minimised’. Through the use of payment plans and offering the opportunity to subsidise the cost of one visit per academic year our disadvantaged students participate in visits to theatre productions, concerts and overseas trips. This will create opportunities for these students to see excellence and enhances student experiences, building their cultural capital</p>	<p>4,5</p>

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<p>Tech, Art and PE and other educational resources</p>	<p>Every child receives a pencil case with equipment. Provision of these resources where needed is to prevent them from becoming a barrier to learning.</p> <p>EEF findings show that arts participation can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/arts-participation</p>	<p>1, 5</p>
<p>Music subsidy</p>	<p>To ensure all students have an opportunity to access small groups or 1:1 lessons with peripatetic teachers. EEF found that ‘arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum’.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1,4,5</p>
<p>Excellence Programme</p>	<p>Students are exposed to high quality cultural, academic and development sessions that help to increase the academic aspirations of our students. Facilitating this exposure ensures that all students have an excellent understanding of their academic options once they leave Five Acres High School. Character Education framework stated that ‘High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work’</p>	<p>1,4</p>

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	https://assets.publishing.service.gov.uk/media/5f20087fe90e07456b18abfc/Character_Education_Framework_Guidance.pdf	
KS4 Mentoring	Attainment and attendance data used to identify students who would benefit from support in the preparing for GCSE exams. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance & Behaviour Data

Attainment 8 Score 39.24

Progress 8 Score +0.33

15% of postcards went to disadvantaged students

AP 2023-24	
Total no of students	323
PP	118
Non PP	205
Total number of sessions in AP	3469
Non-PP	1765
PP	1704

Positive Behaviour Points 2023-24	
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Total no. students/Total PP students	831/223
Total Points / Events	40,715 / 4,483
PP Points /Events	11,299 / 1,191
Non PP Points / Events	29,416 / 3,292
Total number of postcards Recognition / Kindness/ Black	2,055 / 77 / 593
PP	534 / 25 / 136
Non-PP	1,520 / 52 / 456

GROWS & Careers Support

- PE students Sports Enrichment Experience day
- Careers Fair for all students

- Forest Enterprise careers fair for Year 10 students
- Every disadvantaged student in year 10 and 11 was invited to attend a careers appointment, and all disadvantaged students were offered a careers appointment.
- All year 10 students were offered a Mock Interview with local and national employers.
- Local post 16 providers were invited in to speak at assemblies and the Apprenticeship company also came into an assembly to speak about apprenticeships.

Character Education & Trips & Visits

Pupil Premium funding supported students to attend a range of trips and visits including the Year 7 Viney Hill residential visit, MFL foreign visits, drama and music visits.

Character Education - Of the 569 badges awarded last year 20% went to disadvantaged this is a drop from the previous year where 27% went to disadvantaged students

Removing Barriers for Learning

124 students received support with resources for technology to remove barriers in their participation, this was an increase of 36 students. Students received support with PE kit, uniform, stationary and revision materials.

Targeted Academic Support

Direct Instruction - Phoneme based Reading and Comprehension programme to increase word fluency, reading speed and comprehension. Students below 85 tested and placed with small-group teaching. Max group 10

ReadWriteInc - Phonics based intervention programme delivered to increase word recognition, reading skills and comprehension. 1-1 or groups of 2. (Data managed with RWI Assessments every 6 weeks)

IDL Cloud - Spelling and Reading based computer programme, specifically targeting students level and area of weakness - individual and independent computer programme learning.

Literacy - Stepped Literacy Curriculum, Y8 to Y11 targeting reading, comprehension, prefix, suffix, GCSE writing techniques and understanding. Students attend Literacy instead of MFL. Max group 10.

Touch-Typing - Early morning interventions available for learning touch typing for students who struggle to write, ensuring learners are not disadvantaged by cognitive writing skills.

DEAR+ - Supported reading tutor group with guided reading, guided summarising and independent learning. Small group of under 25..

Homework Club - Fully supported Homework Club (SEND & Regular) available, Monday - Friday for struggling learners.

DATA Tracking = NGRT (GL Assessment). All the above improvements (apart from RWI) are measured using SAS data and words per minute data following interventions.

Year 11 Mentoring

Mentor meetings carried out by SLT and Pupil Premium Champion

Brilliant Club

14 students completed The Brilliant Club including attending a visit to the University of Bath

24% improvement shown in levels of written communication, 38% improvement in subject knowledge and 20% increase in critical thinking.