



Pupil premium strategy statement

Report from Rhiannon Harman, Pupil Premium Lead, Five Acres High School for Governing Body meeting on Wednesday 3 December 2025

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	798
Proportion (%) of Pupil Premium (PP) eligible pupils	30.3%
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)	2025 to 2029
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026 September 2026
Statement authorised by	Five Acres High School Governing Body
Pupil premium lead	Rhiannon Harman
Governor / Trustee lead	Mike Cooper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,389

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Total budget for this academic year	£236,389
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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. Our intent is to ensure Pupil Premium students achieve exceptional outcomes and make progress significantly above national averages. A central belief is creating an inclusive culture of high expectations, literacy, mastery, and ambition for everyone, regardless of their background or starting point.

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. Therefore, every decision at our school is taken to drive improvement in the following areas.

- **Achievement**
- **Attendance**
- **Curriculum**
- **Behaviour**
- **Safeguarding**
- **Teaching and Learning**
- **Personal Development**
- **Inclusion**

Challenges

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

Challenge number	Detail of challenge
1	Achievement - Our disadvantaged students perform better than those nationally, over the last 3 years overall Progress 8 (P8) has been higher than national in English and Maths, above average achieved English 4+, EBacc A8, Eng A8 and Humanities 4+.

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	<p>National Average for Pupil Premium P8</p> <p>However, there is still a gap in progress and attainment between our Pupil Premium and non-Pupil Premium students and this has widened.</p> <p>Pupil Premium Att8 45 Non-Pupil Premium Att8 54.49</p> <p>45% of students are completing a Level 3/A-level/T-level qualification</p>
2	<p>Attendance data shows a disproportionate amount of PP students fall into the persistent absence category, 52% of all persistently absent students were PP this is an increase on the last academic year (46%). Absenteeism is negatively impacting disadvantaged pupils' progress. Attendance for PP students for 2024-2025 was 86.7%</p>
3	<p>Behaviour – Disproportionate amount of negative events are received by Pupil Premium students. .</p> <p>Behaviour referrals 52% of Alternative Provision referrals are for Pupil Premium.</p> <p>Pupil Premium students received 27% of positive praise points.</p>
4	<p>Personal Development - 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% ● 2023-24 20% ● 2024-25 27% <p>2022 data shows that 85% of our disadvantaged pupils stayed in sustained education.</p>
5	<p>Inclusion - Deprivation Challenges –Forest of Dean is the second most deprived district in Gloucestershire and ranks as the 143rd most deprived of the 317 districts in England. 45% of the population of Forest of Dean live in areas of average deprivation</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
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<p>Achievement: Ensure that all students make exceptional progress and achieve outcomes significantly above national averages</p>	<p>Students' achievement is in line with non-Pupil Premium students at Five Acres High School.</p>
<p>Attendance: Consistent and punctual attendance for Pupil Premium students, using strong parental partnerships and early intervention to address barriers.</p>	<p>Attendance target - 94%</p> <p>Improved attendance and a reduction in the number of persistent absences in line with non PP.</p> <p>Proactive and effective strategies are in place to increase attendance and reduce the number of Persistent Absent students.</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 school 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>Behaviour: Fostering high ambition for all pupil premium students, encouraging students to take responsibility for their choices, act with creativity and respect, and grow in confidence.</p>	<p>The number of students in the Alternative Provision 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 Alternative Provision are in line with the percentage of disadvantaged students in school to maximise the time in lessons.</p> <p>Pupil Premium student successes are celebrated and shared with parents and carers.</p>
<p>Personal Development: Aims to provide all students with the knowledge, skills, and experiences needed to succeed in school and beyond. It is designed to be</p>	<p>Increased participation in careers events where every disadvantaged student in Year 11 will have a careers appointment where a range of aspirational career and educational choices will be discussed.</p>

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<p>ambitious and to reflect the school values and prepare students for life after school.</p>	<p>Students in Year 10 have the chance to develop essential employability skills, see the relevance of their subjects in the workplace, and make connections that could inform their post-16 choices.</p> <p>Students are given a range of opportunities to meet and/or visit higher education providers. - work experience, Year 10 compulsory careers visit</p> <p>An increase in the number of students completing a Level 3 qualification to be in line with non-Pupil Premium students.</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.</p> <p>The number of badges awarded to PP students is in line with the whole school.</p>
<p>Curriculum: An ambitious, inclusive, and coherently planned curriculum, grounded in evidence-informed practice, designed to embed powerful knowledge and integrate vocabulary and reading across all subjects.</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>Inclusion: Pupil Premium students feel a strong sense of belonging and are empowered to succeed. We actively promote a culture of inclusion where diversity is valued, needs are understood, and no learner is left behind</p>	<p>Improved engagement with parents. There is no gap in the engagement of parents to information evenings.</p> <p>Through implementation of Bromcom/MyChildAtSchool app parents/carers will gain access to their child's positive pastoral report, further engaging parents with their child's school life.</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>
<p>Teaching and Learning: Delivers high-quality, inclusive, and ambitious teaching that uses evidence-informed strategies to overcome barriers to learning and promote success for every student.</p>	<p>Students' literacy levels increase across the curriculum. these. Gaps within literacy are identified early and interventions are implemented. New Group Reading Test testing will show an increase in the reading ages of PP students.</p>

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	<p>Tier 2 and tier 3 vocabulary are explicitly taught using the SEEC model (Select, Explain, Explore, Consolidate).</p> <p>Structured turn and talk routines are implemented across departments.</p> <p>Book looks are planned which include a regular Pupil Premium focus to monitor access, pitch and support within the curriculum</p> <p>Subject glossaries are shared with students along with knowledge organisers.</p> <p>Developmental Drop-In (DDI) coaching cycles are conducted fortnightly for all teaching staff</p>
<p>Safeguarding: Ensures all children are protected from harm, feel safe, and are supported to thrive through a culture of vigilance and clear procedures.</p>	<p>Early help to support students and their families to remove barriers.</p> <p>The Safeguarding team will 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.</p> <p>Whole school staff are involved in safeguarding training to ensure any concerns can quickly be identified and referred to the safeguarding team.</p>

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: £70,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NGRT – NGRT platform is used to test students’ reading ages regularly and identify students who need additional literacy support.</p>	<p>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.</p>	<p>1,4</p>

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	<p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	
<p>Tutor Time Reading Programme (TTRP) 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>Every child in year 7 provided with a reading book</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>All tutor groups moving towards Drop Everything And Read+ model, reading journals in planners are 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>	1,4,5
Intellectual Preparation	<p>Students experience a broad and balanced curriculum designed and 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>	1,4,
Tier 2 & 3 Vocabulary	<p>Tier 2 & 3 Vocabulary embedded within curriculum plans and explicitly referenced within lessons.</p> <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>	1,4,

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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>	1,4,
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>Education Endowment Foundation (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>	1,4,

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

Budgeted cost: £96,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct Instruction CPD for staff to offer targeted support in English.	<p>There are students who have an Standard Age Score (SAS) 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/ef-blog-what-exactly-is-explicit-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1,4,
Extended school time including Year 11 Champions hour and Period 6	<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 EEF toolkit. This extended time spent in front of a subject specialist will ensure that all students</p>	1,4,5

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<p>Easter and half term revision sessions</p> <p>Interventions in Year 11 during TTRP and DEAR</p>	<p>are as 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 for example Sparx Maths, 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>https://researchschool.org.uk/gloucestershire/news/understanding-the-ocean-of-disadvantage</p>	<p>1,4,5</p>
<p>Homework club SEND year 7 – 10</p>	<p>Teaching Assistants 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. Support with Low Stakes Quiz homework focused on improving retrieval.</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>	<p>1,4,5</p>
<p>Homework Lunchtime catch up - Sparx Maths & Sparx Reader</p>	<p>Subject specialist available to support students with completion of homework.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,4,5</p>

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	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>English Homework platforms -Sparx Reader, Vocabulous, Bedrock,</p>	<p>Yr 7 Vocabulous teaches students to look for common latin roots in language which builds student confidence with unfamiliar language and helps them to decode it.</p> <p>Year 8 Bedrock homework is tailored to their reading needs as the intelligent software places them into appropriate reading blocks. and continues to develop their vocabulary and increase their exposure to a variety of text types as it is cross curricular and uses fiction and non- fiction.</p> <p>In Year 10 and 11, students are given Seneca homework which strengthens their knowledge and recall of quotations, plot and character development in set texts.</p> <p>https://fdslive.oup.com/www.oup.com/oxed/wordgap/Oxford_Language_Report_2023-24_Building_Vocabulary_At_School.pdf?region=uk</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1,4</p>
<p>Science Homework platforms - Seneca Science and Kay Science</p>	<p>Seneca Science - An online retrieval quiz platform that provides a review of key content and an opportunity for retrieval practice.</p> <p>Kay Science - video tutorials and exam preparation resources for Key Stage 3 and GCSE science. Allowing students to close the gap if they have missed lessons or if they haven't been able to recall content from a lesson. Students can see the keywords written on the screen and they can hear the pronunciation of the word.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1,4</p>
<p>Maths Homework -Sparx Maths</p>	<p>Sparx Maths - Personalised maths homework and learning support. Tailored, challenging, achievable practice exercises. Weekly homework for each student, tailored to their ability and learning pace. Questions are based on topics recently taught in class and include retrieval practice from previous lessons to aid long-term memory. Includes short support videos.</p>	<p>1,4</p>

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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 70,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing Parental Engagement	<p>‘Parental engagement has a positive impact on average of 4 months additional progress’ EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3,4,5
Alternative Provision	<p>Intervention work that takes place during time spent in the Alternative Provision 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>	2,3,4
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>All Pupil Premium students have a one to one careers appointment.</p> <p>https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</p>	4
Character Education - Societies and Sports participation	<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>	4,5

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	https://researchschool.org.uk/gloucestershire/news/understanding-the-ocean-of-disadvantage	
Attendance Team	<p>The Attendance Officer (AO) and Education Welfare Officer (EWO) 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>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	1, 2,5
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/ef-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>	2,3,4,5
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>	2,3,4,5
Hardship Fund	<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</p>	4,5

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	<p>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>	
Trip and visit support	<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>	4,5
Tech, Art and PE and other educational resources	<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>All Year 11s are provided with revision materials.</p> <p>Other resources such as art packs, calculators, PE equipment and cooking ingredients.</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/teaching-learning-toolkit/arts-participation</p>	1,4,5
Music subsidy	<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>Year 7 & 8 have one hour of choir per fortnight and every Key Stage 3 student has a practical music lesson.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,4,5

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	on-evidence/teaching-learning-toolkit/arts-participation	
Student Voice	<p>To ensure there are systems that make it easy for all students to contribute their voice and participate in decision-making such as student ambassadors, school leadership team, school council and regular student voice surveys.</p> <p>https://www.highspeedtraining.co.uk/hub/pupil-voice/#:~:text=Be%20committed.,and%20preferences%20of%20the%20children.</p>	2,3,4
Duke of Edinburgh Award Scheme	<p>Nationally accepted and evidenced cultural and social mobility development activity</p> <p>Increasing engagement in school life through getting involved in extra-curricular activities and also in promoting aspects of life that many Pupil Premium students may not otherwise experience – volunteering, physical activity and developing skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	4,5
Breakfast Provision	<p>Free universal breakfast before school to benefit students preparing for learning.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	5
Free School Meal (FSM) top up	<p>FSM topped up to £3 to ensure children receive nutritious food, which supports their ability to concentrate and learn in the classroom.</p>	5
Transport	<p>Bus subsidy to enable no students to be disadvantaged.</p>	5

Total budgeted cost: £ 236389

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

Attendance: Attendance 86.7% compared to whole school 92.2%

Attainment: Attainment 8 score 45 (an increase from 39.24)

Year	National Average for PP	PP Five Acres
223/24	-0.57	0.37
22/23	-0.57	0.24
21/22	-0.55	0.22

Behaviour

Data shows disparities with number behaviour referrals

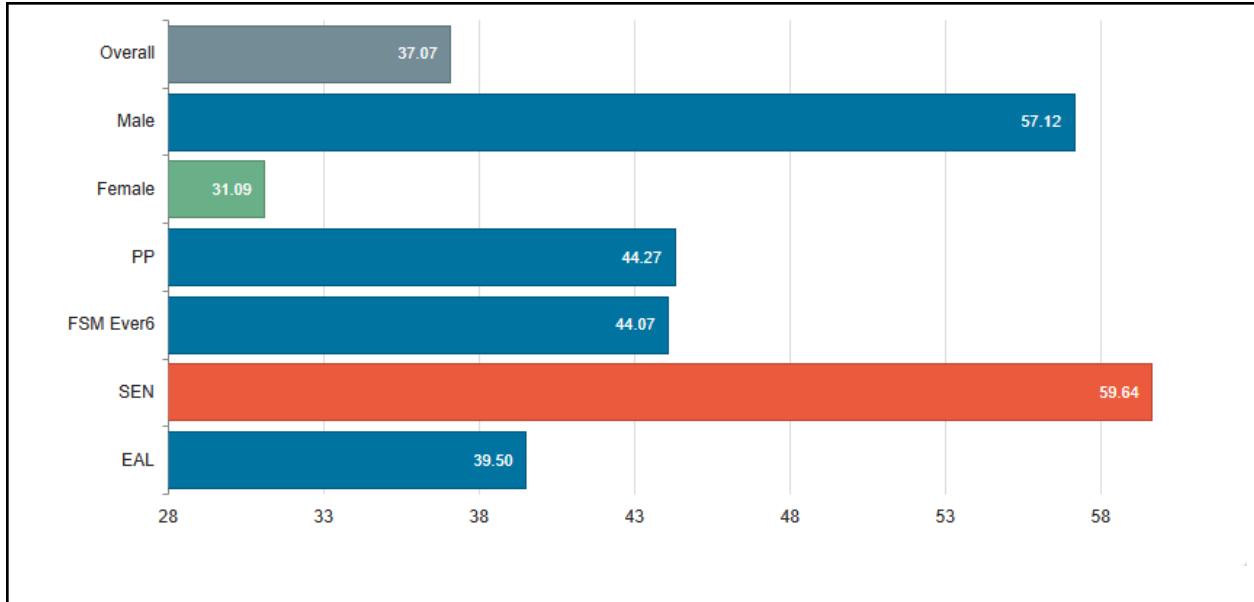
51% of AP referrals are Pupil Premium student (slight increase from previous year 49%)

Rewards 27% of rewards are given to Pupil Premium students this is an improvement on last year however it is still below 30%

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P 2024-25	
Total no of students	845
PP	265
Non PP	580
Total number of sessions in AP	1470
Non-PP	706
PP	764
Positive Behaviour Points	
Total no. students/Total PP students	845 / 265
Total Points / Events	235,039 / 64,389
PP Points /Events	63,529 / 18,387
Non PP Points / Events	171,377 / 46,186
Total number of postcards	Recognition / Kindness/ Black
PP	1,069
Non-PP	4,402
Positive House Points per student	

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GROWS & Careers Support

- Careers Fair for all 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.

	No. of responses	Level 3/ A levels/T Levels	%	Level 2	%	Level 1	%	Unknown	%	Total
All	131	79	60%	32	24%	8	6%	12	9%	131
Non-PP	93	62	67%	21	23%	5	5%	5	5%	93
PP	38	17	45%	11	29%	3	8%	7	18%	38
LAC	1	1	100%	0	0%	0	0%	0	0%	1
EAL	3	1	33%	2	67%	0	0%	0	0%	3
SEND	15	1	7%	5	33%	4	27%	5	33%	15

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, Modern Foreign Languages foreign visits, drama and music visits.

Character Education - Of the 569 badges awarded last year 20% no change from last academic year

Removing Barriers for Learning

Students received support with resources for technology to remove barriers in their participation. Students received support with PE kit, uniform, stationery, calculators and revision materials.

51 supported via uniform letters during the academic year

118 supported with technology/art supplies

Academies & Societies

Pupil Premium Funding used to expand offer of academies and societies using student voice surveys to identify barriers for involvement as a result of the introduction of Freshers Fayre. End of academic year 34% of students attending clubs were PP students

Targeted Academic Support

- Direct Instruction
- ReadWriteInc
- IDL Cloud.
- Literacy
- Pre-teaching
- Handwriting
- GCSE writing techniques and understanding. Students attend Literacy instead of MFL.
- Touch-Typing
- Homework Club - Fully supported Homework Club (SEND & Regular)
- DATA Tracking = NGRT (GL Assessment).

Year 11 Mentoring

Mentor meetings carried out by SLT and Pupil Premium Champion supporting revision strategies and progress of year 11 Pupil Premium students - Attainment 8 score 45

Brilliant Club

14 students completed The Brilliant Club including attending a visit to the Oxford University 25% improvement shown in levels of written communication, 26% improvement in subject knowledge and 27% increase in critical thinking.

Engagement of parents and carers

Priority booking for Pupil Premium appointments. Follow up phone calls made by tutors, Pupil Premium Champions and Senior Leadership Team for all Pupil Premium students who did not attend parents evening. As a result, all Pupil Premium students in year 7 students had an in-person appointment of a telephone contact following year 7 parents evening.

Targeted phone calls to year 11 Pupil Premium parents/carers leading up to information evenings and as a follow up if not attended

GB-25-2-3Ai Pupil premium strategy statement

Year Group	Number in Year Group	Did not attend	% of non-attenders who were PP
Year 7	173	43	60%
Year 8	154	39	33%
Year 9	173	41	37%
Year 10	152	40	45%

Bedrock : 166 learners engaged in Bedrock

Service pupil premium funding

Budgeted cost: £5250

How our service pupil premium allocation was spent last academic year
<ul style="list-style-type: none">• Brilliant Club• Provision of resources to support revision KS4• Pastoral support
The impact of that spending on service pupil premium eligible pupils
Service Premium Students A8 66.13