



Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2023-24 academic year) 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	Five Acres High School
Number of pupils in school	798
Proportion (%) of pupil premium eligible pupils	31.33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	
Date on which it will be reviewed	Jan 2024 April 2024 Sept 2024
Statement authorised by	
Pupil premium lead	R Harman



Governor / Trustee lead	Ann-Marie Karadia (Chair of Governors)
-------------------------	--

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,000
Recovery premium funding allocation this academic year.	£51,888
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	None
Total budget for this academic year	£258,888

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 the 7 areas of focus from our whole school improvement plan. This includes;

- Attendance and behaviour
- Teaching and Learning
- Outcomes
- Curriculum
- Leadership
- Wider Engagement
- Safeguarding

Every decision at our school is taken to drive improvement in these 7 areas and this is no different for our Pupil Premium strategy. By keeping our focus on these 7 areas, we know that we will be developing successful learners and preparing our students for their ambitious futures, which will improve the life chances of 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>PP 2022 P8 +0.22 Att8 43.5</p> <p>PP 2023 P8 +0.23 Att8 42.3</p>



2	<p>Attendance data shows a disproportionate amount of PP students fall into the persistent absence category. Absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Attendance:</p> <p>2021-22 PP attendance 86%</p> <p>2022-23 PP attendance 88% (whole school 91.9%), 43% of persistently absent students were Pupil Premium students</p>																																																
3	<p>Behaviour referrals</p> <p>There are more repeat referrals to the Alternative Provision (AP) for PP students and a disproportionate number of Pupil Premium students have been referred to (Out Of Classroom Provision (OOC)).</p> <table><tr><th colspan="3">AP - 2022-23</th></tr><tr><td>Total no. students</td><td>293</td><td></td></tr><tr><td>Non-PP</td><td>179</td><td>61%</td></tr><tr><td>PP</td><td>114</td><td>39%</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Total no. sessions</td><td>1328</td><td></td></tr><tr><td>Non-PP</td><td>630</td><td>47%</td></tr><tr><td>PP</td><td>698</td><td>53%</td></tr></table> <table><tr><th colspan="3">OOC - 22-23</th></tr><tr><td>Total no. students</td><td>31</td><td></td></tr><tr><td>Non-PP</td><td>13</td><td>42%</td></tr><tr><td>PP</td><td>18</td><td>58%</td></tr><tr><td></td><td></td><td></td></tr><tr><td>Total no. sessions</td><td>873</td><td></td></tr><tr><td>Non-PP</td><td>301</td><td>34%</td></tr><tr><td>PP</td><td>572</td><td>66%</td></tr></table>	AP - 2022-23			Total no. students	293		Non-PP	179	61%	PP	114	39%				Total no. sessions	1328		Non-PP	630	47%	PP	698	53%	OOC - 22-23			Total no. students	31		Non-PP	13	42%	PP	18	58%				Total no. sessions	873		Non-PP	301	34%	PP	572	66%
AP - 2022-23																																																	
Total no. students	293																																																
Non-PP	179	61%																																															
PP	114	39%																																															
Total no. sessions	1328																																																
Non-PP	630	47%																																															
PP	698	53%																																															
OOC - 22-23																																																	
Total no. students	31																																																
Non-PP	13	42%																																															
PP	18	58%																																															
Total no. sessions	873																																																
Non-PP	301	34%																																															
PP	572	66%																																															
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</p> <ul style="list-style-type: none">2021-22 28%2022-23 27%																																																



5	Pupil Premium students face many challenges with the cost of living crisis.
---	---

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged students across the curriculum at the end of KS4	Students achieve +1 progress and 75% 5+ including English and Maths in line with our non-PP target 2023-24 School Improvement Plan Target
Improved attendance and a reduction in the number of persistent absences	Attendance target - 96% Reduction in the number of PA students and the proportion of these students is in line with the whole school PP percentage.
A reduction in the number of referrals and repeat referrals to the AP	Number of referrals to the AP and OOCPP are inline with the percentage of disadvantaged students in school. 2023-24 SIP has identified PP students , particularly boys, to be a focus to reduce the number of their repeat referrals.
Increased participation in careers events which will lead to an increase in high quality destination	Students are given a range of opportunities to meet and/or visit higher education providers. Every disadvantaged student in Year 11 will have a careers appointment where a range of career and educational choices will be discussed. No student is disadvantaged and all students can access their post-16 courses.



Students literacy levels increase across the curriculum	Through the Tutor Time Reading Programme, disadvantaged students are exposed to a wide range of vocabulary. Through the use of 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.
Curriculum builds on students' knowledge and skills from KS2 and provides knowledge and skills to access KS5 and HE	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.
Wider engagement to develop students character education by making societies accessible and encouraged participation for all	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 gardening club. The number of badges awarded to PP students is in line with the whole school.
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	Through student and parent voices 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.

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	
<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>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p>	1,	
<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>Introduction 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>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</p>	1,4	



<p>DEAR+ tutor groups created from Sept 2023</p>	<p>as needing additional help, following NGRT data and observations from learning walks..</p> <p>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://www.oup.com.cn/test/word-gap.pdf</p> <p>http://www.bercow10yearson.com/wp-content/uploads/2018/03/Berco w-Ten-years-On-recommendations.pdf</p>		
<p>Greenshaw world class curriculum.</p>	<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> <p>https://evidencebased.education/retrieval-practice-a-reason-to-assess-more/</p>	<p>1,4</p>	
<p>DDI and CPD programme</p>	<p>Targeted and personal CPD allowing opportunities to share and learn from best practice to support the progress of disadvantaged students. Supporting the</p>	<p>1</p>	



	<p>continuous refinement and improvement of teaching practice.</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>		
--	--	--	--

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

:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct Instruction CPD for staff to offer targeted support in English and Maths to small groups.	<p>Evidence from the EEF shows that the Direct Instruction approach can increase mathematics attainment for all students. This program aims to enable students to master key concepts through increasing opportunities to practise and review their understanding.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-midland-academies-trust-connecting-maths-concepts</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</p>	1



	fluency increase their ability to access the curriculum.	
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 EFF toolkit. This extended time spent in front of a subject specialist will ensure that all students 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>	1, 3
Homework club year 7 – 10	<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. Homework club after school means disadvantaged students have support from teaching staff and access to ICT to complete tasks.</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.	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. https://www.oup.com.cn/test/word-gap.pdf	1,4, 5
Out Of Classroom Provision and Alternative Provision	Intervention work that takes place during time spent in the Out Of Classroom Provision builds successful behaviour habits that allow students to progress well in and outside of the classroom. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	3
Brilliant Club	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 https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/the-brilliant-club-the-scholars-programme/#:~:text=It%20highlights%20an%20example%20of,succeed%20when%20they%20get%20there.	1,4
GROWS & Careers Support	Students have access to resources and events that help them make	1,4,



	<p>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>	
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'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Students are encouraged to develop an interest in a range of extra-curricular activities.</p> <p>Students 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>	4, 5
Attendance and pastoral team	<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>	2



	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Improving_Behaviour_in_Schools_Evidence_Review.pdf	
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/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p>	2
Hardship Fund	<p>At Five Acres High School we aim for all students to take an active role in our world class curriculum. 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. 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</p>	1,2,3,5



	<p>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?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=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> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf</p> <p>https://character-education.org.uk/</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>	1, 5



	<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>	
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,4, 5
Excellence Programme	<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.</p> <p>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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf</p>	1,4



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 2020 to 2021 [correct year?] academic year.

Academic Outcomes

	Whole Cohort	Disadvantaged Students
Attainment 8	49.34	42.31
Progress 8	+0.74	+0.23

19 Year 11 students attended GLT tutoring in English, Maths & Science

Attendance & Behaviour

Data shows that attendance remains a priority.

Pupil Premium students particularly boys remain a focus for this academic year

AP - 2022-23		
Total no. students	293	
Non-PP	179	61%
PP	114	39%
Total no. sessions	1328	
Non-PP	630	47%
PP	698	53%

OOC - 22-23		
Total no. students	31	
Non-PP	13	42%
PP	18	58%
Total no. sessions	873	
Non-PP	301	34%
PP	572	66%

GROWS & Careers Support

Every disadvantaged student was invited to attend a careers appointment. Focus for this year on recording and monitoring the number of students choosing sixth form as a post-16 route.



GROWs events included:

- LMI workshops in Year 10 and HE Student Finance workshops
- Insight into University visit
- PE students Sport Enrichment Experience day.

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, PGL Netball tour, drama and music visits. 25% of all students who attended trips and visits were eligible for Pupil Premium, but this is still below the school Pupil Premium percentage and we strive to ensure more disadvantaged students are able to attend visits.

Character Education - Of the 448 badges awarded last year 27% went to disadvantaged students.

Removing Barriers for Learning

83 students received support with ingredients for Food Technology lessons to remove barriers in their participation. Students received support with PE kit, uniform, stationary and revision materials. 23% of students who attended the school homework club were disadvantaged students.

Direct Instruction & NGRT

Using SAS data and words per minute data following interventions to continue into 2023-24
Direct Instruction to target word frequency - 12 students in Year 7 identified through SAS scores
Read Write Inc interventions supporting phonics
IDL Cloud supports spelling and reading.
DEAR time reading programme - DEAR+ groups established using NGRT data

Brilliant Club

Year 7 cohort completed Brilliant Club - attended two university visits; 57% of cohort had no parental history of higher education, they received 88 hours of tutoring from a PhD researcher. Of these students, 10 received a 2:1.