

## Pupil Premium Five Acres High School

The Pupil Premium is a fund which comes directly into the school from the government to ensure that schools can narrow the gap between disadvantaged students and their peers. Students who qualify for the premium include:

- Secondary age pupil, who claims free school meals, or who have claimed free school meals in the last 6 years;
- Every pupil with a parent either serving in HM Forces or has retired on a pension from the Ministry of Defence;
- Looked after and previously looked after children, this includes every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Amount Received per Student	(2020-2021)
Secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.	£955 per secondary-aged pupil
Every pupil with a parent either serving in HM Forces or has retired on a pension from the Ministry of Defence.	£310 per eligible pupil. (for pastoral support)
Looked after and previously looked after children, this includes every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order	£2,345 per eligible pupil.

**Rationale:** We cannot redistribute wealth, but we can redistribute opportunity. Thus, we invest in the things that will reduce the gaps and increase achievement and opportunities for our poorest children.

**Our ambition:** Disadvantaged students at Five Acres have a better chance of success than non-disadvantaged learners nationally. Disadvantaged students at Five Acres High School are given opportunities for social and personal development, so that they increase their cultural capital.

## **Objectives linked to School Action Plan 2020 :**

- ***Safeguarding the Whole School (Early Help and Removal of Barriers to Learning):***  
Students are safe and secure in our care. Early help can offer children the support needed to succeed. If we are able to identify and remove barriers to learning early, then students are better equipped physically and mentally to make progress
- ***Develop a world class extra-curricular programme (Raising aspirations and develop cultural capital):***  
We have a programme to be proud of that promotes participation by all. This ensures that students can compete, perform and develop a wide range of activities. Students can participate and engage with world class organisations and individuals, and will perform nationally in a wide range of disciplines that allow students to achieve qualifications that build well-rounded learners. Opportunities are created for disadvantaged students to develop their creativity and build cultural capital. Developing a world class extra-curricular programme gives students opportunities to attend theatre visits, play musical instruments and broaden their opportunities beyond the classroom.
- ***Developing a world class curriculum (Quality First Teaching):***  
Develop a broad and balanced curriculum that provides world class learning opportunities. Students at *Five Acres High School* experience a world class curriculum. Teachers build knowledge through the use of LSQs and deliberate practice. This knowledge is transferred into students' long term memory. There are high expectations of all students when there are opportunities to develop their extended writing.
- ***Improve literacy across the school:***  
Reading for all learners is above the national benchmarks. Literature and Language are also above the national levels. Students are confident in accessing online homework and using the internet for research. Students leave Five Acres with a good financial understanding and they understand their local and national context and the wider world.
- ***Close the gap between the highest and lowest performing elements of the school:***  
Remove discrepancies so that all students receive the best opportunities to excel. Utilize effective and targeted interventions and engage the whole school community in an effort to close any gaps.

### **Reflection on 2019-20**

From 2018 to 2019 there has been an improvement in the progress of students classed as 'disadvantaged'.

GCSE Outcomes for disadvantaged students	2017	2018	2019
P8	-0.47	-0.22	+0.52
A8	35.42	39.6	40.85
4+ M&E	45.95%	70%	58.62%
5+ M&E	27.03%	33%	24%

### **2019 to 2020 Provision**

At the October Census there were:

Year	PP	Services PP	PP Plus	LAC
Year 7	51	5	0	0
Year 8	43	0	1	3
Year 9	41	2	0	2
Year 10	37	2	1	0
Year 11	31	1	0	1

## Proposed Pupil Premium Spend 2020 to 2021

Activity	Rationale/Link to SAP 2020	How impact will be measured
Staffing and quality first teaching	<p><b><i>Developing a world class curriculum (Quality First Teaching).</i></b>  <b><i>Close the gap between the highest and lowest performing elements of the school:</i></b>            To keep class sizes in core subjects low, enabling all students to achieve through excellent Quality First Teaching. Timetabled private study lessons ensure that disadvantaged students develop the skills needed to work independently and are well prepared for their external examinations.</p>	DDI Book looks Progress data
Greenshaw World Class Curriculum	<p><b><i>Developing a world class curriculum (Quality First Teaching).</i></b>  <b><i>Close the gap between the highest and lowest performing elements of the school:</i></b>            Students experience a broad and balanced curriculum designed and delivered, so that students build knowledge and transfer it to their long term memory.</p>	Team minutes Book look data DDI observations Progress data
Early Help Support	<p><b><i>Safeguarding Whole School (Early Help and Removal of Barriers to Learning):</i></b>            Early help support for students and their families to remove barriers. Ensuring our most vulnerable students are able to access the curriculum and make progress.</p>	Behaviour data
Hardship fund	<p><b><i>Safeguarding Whole School (Early Help and Removal of Barriers to Learning):</i></b></p>	Behaviour data Attendance data

	Provision of resources if needed to prevent barriers for learning in lessons.	
Music Lessons	<p><b>Safeguarding Whole School (Early Help and Removal of Barriers to Learning):</b> To ensure that all GCSE Music students have access to small groups or 1:1 lessons with peripatetic teachers. Non GCSE students eligible for the pupil premium - who are identified as musically talented - to have the opportunity to small group or 1:1 lessons with peripatetic teachers following the recommendation by the subject lead for Music.</p>	<p>PP students are able to participate and funding is not a barrier. Improvement in attainment for those who take this opportunity. Participation in music lessons Option numbers for music</p>
Food ingredients & Art supplies.	<p><b>Safeguarding Whole School (Early Help and Removal of Barriers to Learning):</b> To remove any financial barriers to students being able to participate fully with the curriculum and learn key life skills.</p>	<p>SIMS data All PP students are able to take part in Food Tech &amp; Art lessons.</p>
Uniform	<p><b>Safeguarding Whole School (Early Help and Removal of Barriers to Learning):</b> Provision of PE kit, equipment and school uniform where needed to prevent it becoming a barrier to learning.</p>	<p>Uptake of uniform support</p>
Trips and visits	<p><b>Develop a world class extra-curricular programme (Raising aspirations and developing cultural capital):</b> Disadvantaged students participate in a range of visits such as theatre productions and concerts, which will enhance student experiences building their cultural capital.</p>	<p>Character Education rewards % of students who went on visits Attendance of club Fixture results.</p>
Brilliant Club -year 7 & 8	<p><b>Develop a world class extra-curricular programme (Raising aspirations and developing cultural capital):</b> Students in KS3 &amp; 4 develop an understanding of</p>	<p>Impact reports, GROW evaluation questionnaires</p>

	University life and encourage them to apply to some of the very best universities in the country. Students develop independent research and study skills.	
Character Education – participation in character education opportunities including societies	<p><b><i>Develop a world class extra-curricular programme. (Raising aspirations and develop cultural capital)</i></b></p> <p>To widen the participation in sport and other societies of PP students who often find a barrier due to cost. To widen their education and career aspirations.</p>	% of Character Education badges Registers for attendance.
Book club/tutor reading programme	<p><b><i>Improve literacy across the school</i></b></p> <p>To help identified PP students to widen their reading. To improve identified students' whole school attainment by their improved literacy skills and exposure to a range of vocabulary.</p>	Students reading records Registers of book club NGRT data -Reading ages of the identified students to have risen in line with their age.
Careers and GROWS provision	<p><b><i>Develop a world class extra-curricular programme (Raising aspirations and develop cultural capital):</i></b></p> <p>Careers support/GROWS programme: students are given a range of opportunities to 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.</p>	Post 16 destination data
On site provision	<p><b><i>Safeguarding Whole School (Early Help and Removal of Barriers to Learning):</i></b></p> <p>Fixed term exclusions disproportionately affects disadvantaged students, so the school is looking at ways of keeping students at risk of exclusion on site, so that they are learning and making progress.</p>	On site provision data Exclusion data