Four Acres Academy

Pupil premium strategy statement – Four Acres Academy

This statement details our school's use of pupil 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	402 (330 R to Y6)
Proportion (%) of pupil premium eligible pupils	61% (202 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2027/28
Date this statement was published	Oct 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Matthew Cave Headteacher
Pupil premium lead	Matthew Cave, Headteacher
Governor / Trustee lead	Pat Triggs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£327,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£327000

Part A: Pupil premium strategy plan

Statement of intent

At Four Acres Academy, we strive to provide a broad and ambitious curriculum full of rich experiences and equal opportunities for all. This enables all children in our community to be the very best that they can now and in the future, irrespective of their socio-economic background or the personal challenges they face.

At ward level, Hartcliffe and Withywood has been identified as one of three areas across the City of Bristol with the greatest levels of deprivation. Across England as a whole, our school context falls within the most deprived 10% since 2015, with some neighbourhoods being ranked within the most deprived 100 *(JSNA Health and Wellbeing Profile 2024/25).*

Our strategy is responsive to individual needs and identified challenges, rooted in robust diagnostic assessment rather than prior assumptions. It is carefully aligned with the school development plan and plays a crucial role in broader school improvement, especially in addressing the additional challenges posed by our unique school context.

Our ultimate objectives for our disadvantaged pupils:

- To ensure pupils have access to quality first teaching embedded in a broad and ambitious knowledge-based curriculum which is effective, context driven and adaptive to pupils' needs
- To provide opportunities for high quality, research-based interventions focused on areas in which disadvantaged pupils require the most support
- To embed a progressive approach to language and communication development so that vocabulary and oracy gaps do not grow as children move through the school
- To proactively address attendance; ensuring pupils and families understand why this is important

Our work resulting from the pupil premium budget has an underpinning rationale to accelerate the progress, attainment and cultural capital of disadvantaged pupils which, in turn, will sustain and contribute to the progress and attainment of their nondisadvantaged peers

Challenges

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

Challenge number	Detail of challenge

1	**Poor acquisition of early language skills** A large majority of our pupils have poor acquisition of early communication and language skills upon entry into school with 81% falling below age related expectations. The Reception Baseline Assessment (RBA) highlights Communication and Language (Speaking) as an Early Learning Goal where many of our pupils lack a concrete understanding upon entry to school with 13/48 identified as falling below age related expectations.
2	**Reading** The in-school data shows a decline in reading standards for pupil premium children. Phonics results are stable, but comprehension fluency is highlighted as an area to develop.
3	**Attendance** Some of our families do not prioritise attendance. Physical/mental health (of children and parents), attitudinal reasons, family holidays, transport barriers and punctuality are all identified challenges. Collectively, these impede progress over time.
4	**Social and emotional learning and behaviour** Many of our children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills than their peers from more affluent families. Some also have a complex SEMH profile. This impacts their social interaction skills, their engagement with teaching and learning, their selfesteem, their emotional regulation and the self-management of their emotions too.
5	**Community support and parental engagement** The pastoral need within our community is high. Some families require intensive support and ongoing liaison to support with issues arising from poverty, financial hardship and, in some cases, complex and enduring trauma. We employ a full time Family Support Worker as a consistent point of contact at Four Acres Academy to ensure that the welfare of our families is of the highest priority.
6	**Play and wider opportunities** Some of our children do not have equal opportunities for play or enrichment. Protecting the right to play is key for children living in an area of high deprivation whereby play opportunities in local parks are sometimes met with greater risk than enjoyment. In Hartcliffe and Withywood, 73% of people feel anti-social behaviour is a problem locally, compared to a 40% Bristol average (Ward Profile Data | Crime and Policing | May 2024).

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

To embed a progressive approach to language and communication development a) in the Reception cohort b) as children progress through school	- Ongoing Wellcomm assessments (termly) will reflect an improvement in language and communication development in Nursery and PreSchool - There will be accelerated progress from the September baseline for at least 75% of children in the targeted NELI intervention cohort in Reception - The percentage of children meeting the 'Communication and Language - Speaking' Early Learning Goal at the end of the academic year will reflect an improvement in language and communication development - The curriculum will nurture rich opportunities for the development of vocabulary through the implementation of the Voice 21 programme - A dialogic approach to teaching and learning will be observed throughout the school e.g., targeted reading aloud, book discussion, structured questioning and purposeful oracy opportunities
To raise reading outcomes	- There will be accelerated progress from the September baseline for at least 75% of children in this demograph - At the end of this year, 15 PP pupils will achieve EXS+ in mathematics, raising the combined KS2 outcome - FluencyBee will be implemented as a daily addition to mathematics lessons across the school
To achieve and sustain improved attendance for all pupils	- Four Acres will express an interest to become an early adopter of the DfE universal free breakfast clubs scheme - The current breakfast club provision will be reviewed and restructured to meet the needs of all children
	- The attendance of PP children at breakfast club will increase - There will be a promotion in whole school attendance figures comparative with 2023/24 (91.8%) - There will be a promotion in PP attendance figures comparative with 2023/24 (90.2%)

	- PA figures will be <20% - We will require less input from Education Welfare
To achieve and sustain improved wellbeing and social emotional learning for all pupils (linked to SEMH profiles and behaviour)	- The behaviour policy will be reviewed and amended to include appendices on social and emotional learning, scripts, restorative approaches and the Thrive Approach - Pupil voice will evidence that children feel safe and happy at school (including playtimes and lunchtimes) - Children will be able to express how they are feeling - Children will be able to self-regulate - Lesson drop-ins will show a sustained picture of positive learning behaviours and minimal low-level disruption to others - There will be a calm and orderly atmosphere across the school - We will have three accredited Licensed Thrive Practitioners (two more will complete the training) - Thrive, and SEL approaches will be embedded into routine daily practices; individual sessions and group sessions will be taking place

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,673

Activity	Evidence that supports this approach	Challenge number(s) addressed

Maintain the increased capacity of adults in each class (all of which have an assigned Teaching Assistant) to provide a more favourable staff to pupil ratio Maximise the impact of Teaching Assistants through ongoing whole school CPD (DELTA project)	- We utilise research about how best to deploy, train and support Teaching Assistants to improve learning outcomes for pupils - Expenditure on Teaching Assistants is one of the most common uses of the Pupil Premium in primary schools (EEF) - Noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources (EEF) - Making the Best Use of Teaching Assistants | Education Endowment Foundation	1, 2, 3, 4
Implementation of the Voice 21 programme (Trust inclusion initiative) via curriculum design programme of support - Attend online course - Carry out a diagnostic Staff Oracy Survey - Identify two Oracy Champions - Sign up to Voice 21 Exchange; an online learning platform for CPD and resources	- Voice 21 is a national charity that supports schools to build speaking and listening into the curriculum and wider school life - Voice 21 equips educators with the oracy expertise to transform their students' learning and life chances through talk (Voice 21) - Voice 21 equips educators to develop a whole school approach to oracy education through 1:1 support, expert professional development and a strategic approach to implementation (Voice 21) - Pupils from lower socio-economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience	1

	and learning later in their school lives (EEF) - EEF impact for oral language interventions (including dialogic activities e.g., high-quality classroom discussion: +7 months (Early Years) and +6 months (Primary) - Oral Language Interventions | Education Endowment Foundation (EEF)	

Implementation of the FluencyBee structured teaching programme (White Rose Education)	- FluencyBee is a structured teaching programme designed by White Rose Education to help primary school children to build confidence with numbers through varied and frequent practice - FluencyBee includes a daily 15 minute lesson separate from the main maths lesson - The programme emphasises a practical approach to number sense, incorporating games, activities and concrete-pictorialabstract (CPA) methods - Frequent opportunities for mathematical discussions are provided, encouraging children to explore common misconceptions and explain their reasoning whilst building their language and communication - skills White Rose Education | FluencyBee	2
Release of Maths subject leader responsible for leading improvements in mathematics across the school	- Releasing our Maths subject leader provides dedicated time to develop an evidence-informed implementation plan for improvement of the subject - Consistent monitoring and support through regular classroom observations and feedback sessions allows the subject leader to provide ongoing CPD for teachers - This also informs future planning for mathematics CPD which is an important component of implementation and is key to raising the quality of teaching and teacher knowledge (EEF)	2
	- Improving Mathematics in Key Stages 2 and 3 | Education Endowment Foundation (EEF)	

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

Budgeted cost: £41,027

Activity	Evidence that supports this approach	Challenge number(s) addressed

Targeted NELI/Wellcomm interventions to improve language skills for disadvantaged pupils (Nursery, Pre-School and Reception)	- Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment - The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall (EEF) - Oral Language Interventions | Education Endowment Foundation (EEF)	1
RWI Phonics - Daily RWI sessions - Additional tutoring - Fresh Start tutoring (Year 5 and Year 6)	- Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly on those from disadvantaged backgrounds - Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks - EEF impact for phonics: +5 months - Phonics | Education Endowment Foundation (EEF)	1
Maintain the increased capacity of adults in each class (all of which have an assigned Teaching Assistant) to provide a more favourable staff to pupil ratio and provide high quality academic support	- We utilise a range of adaptive teaching approaches to ensure that all pupils can learn and progress in all subjects - Gaps in understanding are minimised through responsive interventions and high quality feedback; both one-to-one and in small groups - Tuition targeted at specific needs and knowledge gaps can be an	1, 2, 3, 4
	effective method to support low attaining pupils or those falling behind - EEF impact for one to one tuition: +5 months - One To One Tuition | Education Endowment Foundation (EEF) - EEF impact for small group tuition: +4 months - Small Group Tuition | Education Endowment Foundation (EEF)	

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

Budgeted cost: £164,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement around improving the overall attendance by addressing the barriers and finding effective targeted approaches	- The Attendance Team works with parents to support improved attendance through a number of ways: analysing data weekly, phone calls home, attendance letters, home visits, attendance meetings etc. - The Attendance Team draw on support and intervention from the Education Welfare Officer where appropriate - Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance (EEF) - Supporting School Attendance | Education Endowment Foundation (EEF)	3, 5
Employment of a Family Support Worker including Safeguarding and Attendance (full time)	- The pastoral need within our community is high - It can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive (EEF)	3, 4, 5
	- Our Family Support Worker is a consistent point of contact at Four Acres Academy to ensure that parental engagement and the welfare of our families is of the highest priority	

Employment of two Learning Mentors (full time) Employment of a Licensed Thrive Practitioner (four days per week)	- Social and emotional skills support effective learning and are linked to positive outcomes later in life - Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers - These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment EEF impact for social and emotional learning: - - +4 months Social and Emotional Learning | Education Endowment Foundation (EEF)	3, 4, 5
Targeted Thrive interventions to support pupils' social and emotional needs	- Social and emotional skills support effective learning and are linked to positive outcomes later in life - Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers - These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment EEF impact for social and emotional learning: - +4 months Social and Emotional Learning | - Education Endowment Foundation (EEF)	3, 4, 5
Targeted 1:1 and small group non-contact Box Champions sessions with Empire Fighting Chance to promote	- As above (sessions include an element of SEL) - Box Champions sessions revolve around children's social and emotional needs with an aim to	3, 4, 5

improved self-esteem, behaviour and attendance through mentoring and psychological education	develop the self-management of these - Approaches which focus on selfmanagement are associated with -	

	greater impact (EEF) EEF impact for behaviour interventions: +4 months - Behaviour Interventions | Education Endowment Foundation (EEF)	
Engagement with the Outdoor Play and Learning (OPAL) Primary Programme (Platinum Award achieved in November 2024)	- OPAL is a mentor supported school improvement programme that addresses 18 areas that a school must plan for, if they want to sustainably improve the quality of play (The OPAL Primary Programme) - The Outdoor Play and Learning (OPAL) programme has been shown to have several positive impacts on classroom dynamics and learning time including: o A reduction in disruptive behaviour during playtimes; leading to a calmer classroom environment o Increased engagement and wellbeing, including selfreported happiness o Enhanced learning outcomes, including problem solving skills o Improved social and emotional development o Maximised learning time where teachers can spend more time on instruction and less on managing disruptions - *"OPAL is one of the most impactful transformations on children's lives that we've seen in the UK in the last 10 years - not just in schools, not just in education but just as a way of making a positive difference in children's lives...I'm in awe actually."* Tim Gill former Director of Play England (The OPAL Primary Programme) - OPAL | Evaluation and Research	4, 6
	- OPAL | Written Evidence Publication	

Breakfast club	- Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year (EEF) For pupils - in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment (EEF)	3, 5
Subsidy provided for KS2 swimming, extracurricular activities and trips (each trip is subsidised by year group PP%)	- Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs - By subsidising extracurricular activities and trips, schools give pupils access to benefits and opportunities that might not otherwise be available to them - Attendance of trips is improved as a result - There is a wider evidence base indicating that outdoor adventure learning (e.g., Y6 camp) may have positive impacts on non-cognitive skills such as resilience, selfefficacy and motivation (EEF) - EEF impact for physical activity: +1 months - Physical Activity | Education Endowment Foundation (EEF)	3, 5, 6
Contingency fund for acute issues	- We have identified a need to set a small amount of funding aside as an emergency provision for support as and when a new need arises	All

Total budgeted cost: £327,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<table>
<tr><th>Intended outcome</th><th>Success criteria</th></tr>
<tr><td>Improved oral language skills and vocabulary among disadvantaged pupils</td><td>- Assessments and observations indicated some improvement in oral language among disadvantaged pupils
- This was evidenced within the 2023/24 NELI cohort, where all children (57% of which are PP) made gains of 20 points or more between the baseline and end assessment with a mean increase of 24 points or more (a child's Language Screen Standard Score of 5 points or more indicates a meaningful change in their language skills)
- This intended outcome has not yet been met fully and will continue as a priority area in our 2025/26 Pupil Premium Strategy Statement</td></tr>
<tr><td>Improved reading attainment among disadvantaged pupils</td><td>- In 2024/25, our phonics results exceeded national levels, including for disadvantaged children:<table><tr><td>Whole of Year 1</td><td>82%</td></tr><tr><td>National</td><td></td></tr><tr><td>PP</td><td>87%</td></tr><tr><td>National (PP)</td><td></td></tr></table>- In 2024/25, KS2 reading outcomes were below national levels, including for disadvantaged children:<table><tr><td>Whole of Year 6</td><td>60%</td></tr><tr><td>National</td><td>74%</td></tr><tr><td>PP</td><td>55%</td></tr><tr><td>National (PP)</td><td>62%</td></tr></table>- Some elements of this intended outcome have been exceeded (phonics)</td></tr>
<tr><td>Behaviour, both in lessons and at playtimes, will continue to be exemplary</td><td>- Evidence through lesson observations and drop-ins showed a sustained picture of positive learning behaviours and minimal low-level disruption to lessons
- Our Ofsted Inspection Report highlighted how ‘Pupils behave well in lessons (…) pupils line up calmly and move around the school sensibly’</td></tr>
<tr><td>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</td><td>- We have had continued low instances of bullying with only one bullying incident recorded in the 2023/24 academic year which was formally upheld and resolved with all parties (including parents)
- All nurture group pupils successfully reintegrated into the mainstream classroom, with additional support provided through the Thrive Approach</td></tr>
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<tr><td></td><td>- Our Ofsted Inspection Report highlighted how ‘Pupils feel safe and happy’ and how ‘Staff help pupils manage their own behaviour and anxieties sensitively’
- Pupil voice has praised the wide variety of clubs on offer
- The amalgamation of enrichment opportunities and highly memorable experiences were commended in our Ofsted Inspection, where we achieved Outstanding in Personal Development
- We have made notable gains with wellbeing over the last academic year but it continues to be an area of relative challenge for our school
- This intended outcome will continue as a priority area in our 2024/25 Pupil Premium Strategy Statement</td></tr>
<tr><td>Improved attendance for all pupils, particularly our disadvantaged pupils</td><td>- At the end of the 2024/25 academic year, attendance figures were as follows:
<table>
<tr><td>Whole school</td><td>91.9%</td></tr>
<tr><td>PP</td><td>90.1%</td></tr>
<tr><td>Persistent absence</td><td>25.7%</td></tr>
</table>
- We have made some gains with attendance over the last academic year but it continues to be an area of relative challenge for our school
- This intended outcome will continue as a priority area in our Pupil Premium Strategy Statement</td></tr>
</table>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Social and emotional learning	Empire Fighting Chance Empire Fighting Chance | Box Champions