

Pupil premium strategy statement

School overview

Metric	Data
School name	Aspire Academy
Pupils in school	61
Proportion of disadvantaged pupils	49
Pupil premium allocation this academic year	£57,680
Academic year or years covered by statement	2019 to 2022
Publish date	November 2020
Review date	1 st November 2021
Statement authorised by	P Headeach
Pupil premium lead	P Headeach
Governor lead	R Morris

Disadvantaged pupil barriers to success

Introduction

Outcomes and progress can be significantly related to emotional literacy and behavioural issues. Gaps in prior learning and low levels of numeracy and literacy coupled with changing and challenging home circumstances can mean that students at aspire have low self-esteem and confidence. Many students experience frequent dysregulation.

At Aspire we are strong in identifying the barriers that each individual PP student faces and strive to put strategies in place that best support the individual students.

Barriers to success

The attainment of the majority of our PP students is below age related expectations
Students often have very low levels of emotional literacy and emotional wellbeing
Many students at Aspire has experienced an above average number of adverse life experiences (ACES)
Students at Aspire can have erratic attendance due to challenging and changing home circumstances. This can also have an effect on their readiness to learn and emotional state.
Students at Aspire experience a lack of access to regular meals and other aspects of a healthy lifestyle.
Students at aspire can have low aspirations and often do not benefit from support with preparation for working life, accessing a suitable post 16 and career pathways

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in literacy	All pupils make expected progress from their baseline on entry data.	July 2021
Improve writing performance of PP pupil	All pupils demonstrate expected progress in their writing from baseline on entry data	July 2021
PP pupils in KS4 make expected levels of literacy and numeracy	KS4 students gain recognised qualifications through targeted teaching of English and maths qualifications that support them in to post 16 destinations. No students are NEET	July 2021
PP pupils in KS4 gain recognised vocational qualification and gain a suitable destination post 16	80% of KS4 pp students gain recognised qualifications through targeted teaching in vocational qualifications	July 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To improve attendance and behaviour of pupils in receipt of PP	Fewer behaviour incidents recorded for these students Fewer incidents of dysregulation Attendance of students eligible for PP demonstrate an increase in their attendance of at least 10% from their previous school	July 2021
To improve the ability to express feelings and needs appropriately	Students are able to articulate needs and feelings evidenced through Thrive assessments. Thrive assessments demonstrate that students have progressed against baselines	July 2021
To ensure students at Aspire have access to a breakfast daily and gain	Students attend school to access breakfast club and	July 2021

an understanding of healthy lifestyles	understand the importance of a healthy lifestyle	
Raise aspiration, motivation and engagement.	All students have secured appropriate places in post 16. No students are NEET	July 2021
Increase confidence, self-esteem and trust in adults	Improved behaviours identified by Thrive outcomes, case studies. Expected rates of progress achieved against baseline data	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Enhanced speech and language provision through 1:1 sessions and group work
Priority 2	1:1 TA intervention to support maths and English progress
Priority 3	Additional literacy interventions to improve reading, writing and comprehension.
Priority 4	Completion of construction course at off site provision 'Rock Steady'
Barriers to learning these priorities address	Low prior attainment Low confidence and self esteem
Projected spending	£25,187

Wider strategies for current academic year

Measure	Activity
Priority 1	Provision of breakfast for disadvantaged pupils Provision of resources for healthy eating lessons
Priority 2	FOCUS counselling sessions for disadvantaged pupils as required
Priority 3	Provision of mentor/individual support through 1:1 SEMH TA sessions
Priority 4	Provision of Sporting Family Change mentoring for identified students
Priority 5	Staff training to improve understanding of ACES & ASC
Priority 6	New Thrive lead and associated training across the school to better support Thrive delivery
Priority 7	Transport to school
Barriers to learning these priorities address	Limited access to and understanding of healthy lifestyles including mental health Attendance in school Poor emotional literacy that contributes to frequent periods of dysregulation Low self-esteem and self confidence Poor emotional literacy
Projected spending	£ 31,493

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for professional development	Use of INSET days and additional cover where required to support professional development.
Targeted support	Ensuring time is allocated to English lead to support small groups Assessment data is reviewed to identify students for support	English lead is given additional time to support these interventions. Primary and secondary English leads have opportunity to collaborate
Wider strategies	Ensure that time is allocated in the morning for students to eat and experience positive social interactions ECHP reviews take place to identify need for counselling	Morning breakfast time is allocated as part of the school day. Staff are expected to attend to support

Review: last year's aims and outcomes (September 2021)

Aim	Outcome
Pupils make at least expected progress in literacy	Aspire remained open throughout the national lockdown to all of our pupils. As a

Aim	Outcome
	<p>result we were able to deliver lessons to those that attended and remotely to those that could not. As a result we have seen good progress in the literacy and numeracy of our pupils.</p> <p>Reading age - secondary 17 students have increased reading age 10 students have increased reading age by over 2 years 2 students have not made progress 1 student has regressed by 1 month 9 students are reading at or above their chronological age One student on a bespoke package of support has increased reading age by over 7 years.</p> <p>Reading age - Primary 12 pupils are reading at chronological age – not tested 4 pupils made better than expected progress 4 pupils made good progress 5 pupils made progress in line with other areas 3 pupils made disappointing progress across the board</p>
<p>Improve writing performance of PP pupil</p>	<p>Spelling age</p> <p>Secondary: 17 have increased their spelling age 2 have remained the same 1 has dropped significantly 2 students have a spelling age of 18+ 8 students are spelling at or above their chronological age</p> <p>Primary: 3 made acceptable progress – in line with other areas 9 made better than expected progress with some making accelerated progress over a year. 5 made lower than expected progress</p>
<p>PP pupils in KS4 make expected levels of literacy and numeracy</p>	<p>Maths: Pupil 1: GCSE 4 Pupil 2: Functional Skills 1</p>

Aim	Outcome
	Pupil 3: GCSE 3 Pupil 4: Entry level 3 Pupil 5: Functional Skills 1 Pupil 6: Functional Skills 1 Pupil 7: No qualification English: Pupil 1: GCSE 1 & Functional Skills 1 Pupil 2: GCSE 3 Pupil 3: Entry Level 3 Pupil 4: Entry level 2 Pupil 5: Functional Skills 1 Pupil 6: Functional Skills 1 Pupil 7: No qualification
PP pupils in KS4 gain recognised vocational qualification	ASDAN: Pupil 1: Bronze Pupil 2: NA Pupil 3: Silver Pupil 4: Bronze Pupil 5: Bronze Pupil 6: Silver Pupil 7: NA GCSE PE (short course) Pupil 1: GCSE 2 Pupil 2: GCSE 1 Pupil 3: GCSE 4 Pupil 4: GCSE 3 Pupil 5: GCSE 3 Pupil 6: GCSE 4 Pupil 7: NA Duke of Edinburgh Pupil 5: Bronze Pupil 6: Bronze
To improve attendance and behaviour of pupils attracting PP	2020-21 PP: 76.62% (51 students) Non-PP: 89.1% (12 students) There remains a difference between the PP students and non-pp students of over 10% however, the PP cohort is significantly

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	<p>greater and represents a broad range of students.</p> <p>There has been reduction in FTE</p> <table border="0"> <tr> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>64 FTE</td> <td>33 FTE</td> </tr> </table> <p>There has been a reduction in the number of FTE however, these figures may reflect the reduced student attendance during the pandemic throughout 20-21</p>	2019-20	2020-21	64 FTE	33 FTE										
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<p>To improve the ability to express feelings and needs appropriately</p>	<p>There has been a reduction in the need to use Physical intervention where students have been able to regulate their emotions more effectively.</p> <p>Staff have received training in supporting Autistic pupils and those with sensory processing difficulties.</p> <p>There has also been a trained ELSA TA in primary which has helped many pupils.</p> <p>The use of Thrive, embedded in the school alongside the delivery of the engagement curriculum has had a significant impact on students wellbeing, confidence self-esteem and ability to self-regulate.</p> <table border="0"> <tr> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>T1: 172</td> <td>114</td> </tr> <tr> <td>T2: 130</td> <td>63</td> </tr> <tr> <td>T3: 97</td> <td>71</td> </tr> <tr> <td>T4: 94</td> <td>56</td> </tr> <tr> <td>T5: 29</td> <td>87</td> </tr> <tr> <td>T6: 80</td> <td>71</td> </tr> </table>	2019-20	2020-21	T1: 172	114	T2: 130	63	T3: 97	71	T4: 94	56	T5: 29	87	T6: 80	71
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<p>To ensure students at Aspire have access to a breakfast daily and gain an understanding of healthy lifestyles</p>	<p>Breakfast is provided daily and often throughout the day.</p> <p>Students access this frequently and we have seen a significant increase in student take up following the weekend.</p>														
<p>Raise aspiration, motivation and engagement.</p>	<p>Engagement in school is a focus of Aspires work. Through our engagement curriculum and support provision we have seen increased engagement, supported by Out of</p>														

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	<p>bounds activities linked to accredited courses such as ASDAN & DofE.</p> <p>Careers provision has further supported students to plan for the future and increase aspiration.</p>
<p>Increase confidence, self-esteem and trust in adults</p>	<p>Thrive data shows that the majority of pupils/students have improved in the Thrive metrics throughout the year. This highlights the importance of the school remaining open throughout the pandemic.</p>