# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Aspire Academy |
| Number of pupils in school | 74 |
| Proportion (%) of pupil premium eligible pupils | 70% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-22 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Peter Headeach |
| Pupil premium lead | Peter Headeach |
| Governor / Trustee lead | Richard Morris |

## Funding overview

| Detail | Amount |
| --- | --- |
| Pupil premium funding allocation this academic year | £69,704 |
| Recovery premium funding allocation this academic year | £13,920 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £43,786 |
| **Total budget for this academic year** <br><br> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £127,410 |

# Part A: Pupil premium strategy plan

## Statement of intent

Outcomes and progress can be significantly related to emotional literacy and behavioural challenges. 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 identify the barriers that each individual PP student faces and strive to put strategies in place that best support the individual.

Our ultimate objectives for our students are as follows;

- students access the support that they need to meet their specific needs
- students value school and the environment is one in which they feel safe and valued
- students have access to the opportunities afforded to more advantaged peers
- students attend school as regularly as more advantaged students and barriers to attendance are removed
- students make greater progress towards expected outcomes
- students secure relevant qualifications at 16 that allow them to progress to post 16 provision
- students have access to healthy meals
- students can better regulate emotional responses

Over 70% of the students at Aspire are eligible for the Pupil Premium grant. As such the strategy aims to meet the needs of all students. To better track and monitor the support, students are categorised into three groups based on a review of their needs, linked to their individual plans (EHCP and IEP)

**Core**: these student benefit from the provision, funded by the Pupil Premium grant that all students access.

**Enhanced**: these students have access to the core provision plus additional support identified by their needs. This might include additional interventions delivered in school.

**Bespoke**: these students have access to the Core and Enhanced provision but will also access specific and individual support and intervention. This may include external mentor or counselling but is based on the needs of the individual.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | All students at Aspire have an EHCP where SEMH is the primary need. In addition many of our learners have social and communication difficulties and low levels of emotional literacy and wellbeing that impact significantly upon learning/progress over time. |
| 2 | Learners have fluctuating well-being needs which impacts significantly upon their emotional well-being; as such conventional methods of assessment are not effective – the school needs to ensure progress over time can be demonstrated in a way that hold meaning/value to all pupils and recognises achievements (progress) made. |
| 3 | Attainment of the majority of students is significantly below age related expectations on entry. Many students have poor experiences of education with some having been educated at home. There is a cohort of students who have varied academic profiles and this includes but is not exclusive to low levels spelling. |
| 4 | Students have experienced a higher than average number of Adverse Childhood Experiences (ACEs) which can have/has had a significant impact on progress and learning. |
| 5 | Students can have erratic attendance due to challenging home circumstances. This can also affect their readiness to learn |
| 6 | Students can have reduced access to regular meals and can come from families experiencing significant poverty |
| 7 | Students have experienced challenges in school such as fixed term exclusions and this can affect their willingness to engage, trust and self-esteem. Importantly, this impacts their aspirations and future goals |

## 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 |
|---|---|
| Students are better able to regulate their emotional responses | There is a reduction in the need for physical intervention and fixed term exclusion as a result of dysregulation and challenging behaviour. |
| Students are better able to identify changes in their body that lead to dysregulation | Students better recognise physiological changes in response to stress and anxiety. There is a reduction in fixed term exclusion and physical intervention |
| Students levels of literacy and numeracy are in line with their more advantaged peers | All students reading ages are at least their chronological age.<br><br>There is a reduction in the gap between levels of reading and writing in the KS4 cohort. There is an increase in the level of |

| | |
|---|---|
| | spelling to be more in line with age related expectations (ARE). |
| Attendance for the PP students is closer to national average levels of attendance and individual attendance has improved | Attendance of PP students is increased to be more in line with their peers and when compared to their previous year/entry figures |
| All students leaving Aspire Academy will have secured suitable destinations having gained recognised qualifications in the subjects studied | All leavers will have recognised qualifications in English, maths and vocational subjects and will have received effective careers support to secure the next destination |
| Students are better able to socialise and communicate with their peers and adults | Students have opportunities for planned social inclusion to further develop important social skills/relationships with others<br><br>Data relating to social and emotional development (e.g. Thrive) show that the overwhelming majority of students make progress in this area. |
| Students have access to breakfast daily and develop an understanding of healthy lifestyles | Students attend school to access breakfast club and understand the importance of a healthy lifestyle |

# 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: £28,960

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Speech and Language* | Education Endowment Foundation's (EEF) research on Oral Language interventions | 3 |
| *Emotional Literacy Support Assistant (ELSA) TA training* | EEF research on meta cognition and self-regulation as well as Social and Emotional Learning.<br><br>In addition, research by the Journal [Educational Psychology in Practice](#) on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships. | 1 |
| *AET Autism training* (Training for additional new staff who have not received the training in term 6 last year) | Research conducted by the Autism Education Trust | 1,3 |

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

Budgeted cost: £ *70,226*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Sporting Family Change – mentoring* | EEF research on mentoring.<br><br>Whilst this is seen to have a lower impact than other strategies, the use of mentors, either SFC or other external mentor, for the right student can have a | 1, 4, 5, 7 |

| | significant positive impact on student engagement and self-esteem through engagement with a positive role model.<br><br>'Both community-based and school-based approaches can be successful' (EEF) | |
|---|---|---|
| *1:1 Mentoring* | As above | 7 |
| *Counselling* | British Association for Counselling & Psycho-therapy (BACP) research (2015)<br><br>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014) | 1, 4 |
| *1:1 Literacy & Numeracy intervention* | EEF research on One to One Tuition<br><br>'one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.' | 3 |
| *Additional Therapy/support* | Due to the varied and often changing needs of the pupils, it is necessary to ensure there is capacity for additional bespoke provision. This may include additional therapy, mentoring or counselling or may relate more to the pupils provision in terms of resources. | 3 |

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

Budgeted cost: £28,224

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Attendance & family support worker role – part funding* | EEF evidence on parental engagement.<br>The role will engage with families to support with attendance and identify the barriers to attendance. Links to the identified approach of 'more intensive programmes for families in crisis' | 4, 5 |
| *Pupil Travel* | There are some cases at Aspire where travel to school is the barrier that stands | 5 |

| | | |
|---|---|---|
| | in the way of attendance and subsequent attainment.<br><br>This may be the provision of a bus pass or a bespoke travel arrangement | |
| *Educational visits (including outdoor education)* | EEF research on Outdoor adventure learning is unclear due to insufficient evidence.<br><br>Through the research (Fiskum, Tove Anita; Jacobsen, Karl, 2012) it is identified that outdoor education may contribute to reduced behavioural problems and provide subsequent long term benefits to the students in terms of behaviour regulation. | 7 |
| *Breakfast and food* | Food is an essential part of life.<br>Maslow (1943, 1954) identifies food as part of the 'Physiological needs' one of our most basic needs for physical survival.<br>Provision of breakfast for the children ensures that they are able to go into the classroom having eaten | 6 |

**Total budgeted cost: £127,410**

# 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 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

| Aim | Outcome |
|---|---|
| Pupils make at least expected progress in literacy | Aspire remained open throughout the national lockdown to all of our pupils. As a 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.<br><br>**Reading age - Secondary**<br>17 students have increased reading age<br>10 students have increased reading age by over 2 years<br>2 students have not made progress<br>1 student has regressed by 1 month<br>9 students are reading at or above their chronological age<br>One student on a bespoke package of support has increased reading age by over 7 years.<br><br>**Reading age - Primary**<br>12 pupils are reading at chronological age – not tested<br>4 pupils made better than expected progress<br>4 pupils made good progress<br>5 pupils made progress in line with other areas |

| Aim | Outcome |
|---|---|
| | 3 pupils made disappointing progress across the board |
| Improve writing performance of PP pupil | **Spelling age**<br><br>**Secondary:**<br>17 have increased their spelling age<br>2 have remained the same<br>1 has dropped significantly<br>2 students have a spelling age of 18+<br>8 students are spelling at or above their chronological age<br><br>**Primary:**<br>3 made acceptable progress – in line with other areas<br>9 made better than expected progress with some making accelerated progress over a year.<br>5 made lower than expected progress |
| PP pupils in KS4 make expected levels of literacy and numeracy | Students in KS4 follow pathways to gain qualifications that will ensure they are best prepared for the next stage and adult life. GCSE is not always a suitable option so alternative qualifications may be completed.<br><br>**Maths:**<br>Pupil 1: GCSE grade 4<br>Pupil 2: Functional Skills 1<br>Pupil 3: GCSE Grade 3<br>Pupil 4: Entry level 3<br>Pupil 5: Functional Skills 1<br>Pupil 6: Functional Skills 1<br>Pupil 7: No qualification<br>**English:**<br>Pupil 1: GCSE grade 1 & Functional Skills 1<br>Pupil 2: GCSE grade 3<br>Pupil 3: Entry Level 3<br>Pupil 4: Entry level 2<br>Pupil 5: Functional Skills 1<br>Pupil 6: Functional Skills 1<br>Pupil 7: No qualification |

| Aim | Outcome |
|---|---|
| PP pupils in KS4 gain recognised vocational qualification | ASDAN:<br>Pupil 1: Bronze<br>Pupil 2: NA<br>Pupil 3: Silver<br>Pupil 4: Bronze<br>Pupil 5: Bronze<br>Pupil 6: Silver<br>Pupil 7: NA<br><br>GCSE PE (short course)<br>Pupil 1: GCSE 2<br>Pupil 2: GCSE 1<br>Pupil 3: GCSE 4<br>Pupil 4: GCSE 3<br>Pupil 5: GCSE 3<br>Pupil 6: GCSE 4<br>Pupil 7: NA<br><br>Duke of Edinburgh<br>Pupil 5: Bronze<br>Pupil 6: Bronze |
| To improve attendance and behaviour of pupils attracting PP | **2020-21**<br>PP: 76.62% (51 students)<br>Non-PP: 89.1% (12 students)<br>There remains a difference between the PP students and non-pp students of over 10% however, the PP cohort is significantly greater and represents a broad range of students.<br>**There has been reduction in fixed term exclusions (FTE)**<br>2019-20    2020-21<br>64 FTE         33 FTE<br>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 |
| To improve the ability to express feelings and needs appropriately | There has been a reduction in the need to use physical intervention (PI) where students have been able to regulate their emotions more effectively. |

| Aim | Outcome |
|---|---|
| | Staff have received training in supporting Autistic pupils and those with sensory processing difficulties. |
| | There has also been a trained ELSA TA in primary which has helped many pupils. |
| | 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. |
| | **There has been an overall reduction in the use of PI**<br><br>2019-20          2020-21<br>T1: 172          114<br>T2: 130          63<br>T3: 97          71<br>T4: 94          56<br>T5: 29          87<br>T6:  80          71 |
| To ensure students at Aspire have access to a breakfast daily and gain an understanding of healthy lifestyles | Breakfast is provided daily and often throughout the day.<br><br>Students access this frequently and we have seen a significant increase in student take up following the weekend. |
| Raise aspiration, motivation and engagement. | Engagement in school is a focus of Aspires work. Through our engagement curriculum and support provision we have seen increased engagement, supported by Outward Bounds activities linked to accredited courses such as ASDAN & DofE.<br><br>Careers provision has further supported students to plan for the future and increase aspiration. |
| Increase confidence, self-esteem and trust in adults | 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. |

# Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|---|---|
|  |  |
|  |  |

# Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | NA |
| What was the impact of that spending on service pupil premium eligible pupils? | NA |

# Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*