

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	100
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Peter Headeach
Pupil premium lead	Peter Headeach
Governor / Trustee lead	Peter Langton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,915
Recovery premium funding allocation this academic year	£13,920
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 30,000
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£113,835

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 including past and present trauma can mean that students at Aspire can 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 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 develop crucial life skills to lead healthy and happy lives
- 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

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

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: £28,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language</i>	Education Endowment Foundation's (EEF) research on Oral Language interventions	3
<i>Emotional Literacy Support Assistant (ELSA) TA training</i>	EEF research on meta cognition and self-regulation as well as Social and Emotional Learning. 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

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Sporting Family Change – mentoring</i>	EEF research on mentoring. 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 significant positive impact on student	1, 4, 5, 7

	engagement and self-esteem through engagement with a positive role model. 'Both community-based and school-based approaches can be successful' (EEF)	
<i>1:1 Mentoring</i>	As above	7
<i>Counselling</i>	British Association for Counselling & Psychotherapy (BACP) research (2015) 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
<i>1:1 Literacy & Numeracy intervention</i>	EEF research on One to One Tuition '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
<i>Additional Therapy/support</i>	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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance & family support worker role</i>	EEF evidence on parental engagement. 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
<i>Pupil Travel</i>	There are some cases at Aspire where travel to school is the barrier that stands in the way of attendance and subsequent attainment.	5

	This may be the provision of a bus pass or a bespoke travel arrangement	
<i>Educational visits (including outdoor education)</i>	<p>EEF research on Outdoor adventure learning is unclear due to insufficient evidence however, the activities provided at Aspire are highly valued by the students and provide opportunities to build social and emotional development and self esteem.</p> <p>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.</p>	7
<i>Breakfast and food</i>	<p>Food is an essential part of life. Maslow (1943, 1954) identifies food as part of the 'Physiological needs' one of our most basic needs for physical survival.</p> <p>Provision of breakfast for the children ensures that they are able to go into the classroom having eaten</p>	6

Total budgeted cost: £113,835

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

<i>Intended outcomes</i>	
Intended outcome	review
<p>Students are better able to regulate their emotional responses</p> <p>Students are better able to identify changes in their body that lead to dysregulation</p>	<p>Incidents where there was a need for physical intervention reduced by approx. 50% in 2021-22.</p> <p>Students better recognise physiological changes in response to stress and anxiety through the introduction of Zone of regulation and individuals who became dysregulated most frequently all demonstrate an improved ability to self regulate.</p>
<p>Students levels of literacy and numeracy are in line with their more advantaged peers</p>	<p>80% of pupils leave primary with age appropriate reading ages (standardised assessment data)</p> <p>63% of secondary students reached at or above age appropriate reading ages by the end of 21-22. Not all students attended the Primary school at Aspire.</p> <p>72% of secondary students made more than 1 years progress in reading in 21-22</p> <p>Year 11 secured outcomes in maths including GCSE grade 5</p> <p>School level data shows there is still a gap between the progress made in writing and reading. In KS1&2, 63% made good or better progress in reading whilst 53% made this progress in writing. In secondary, 94% were on track to meet or exceed their target in reading whereas 87% were on track in writing.</p>
<p>Attendance for the PP students is closer to national average levels of attendance and individual attendance has improved</p>	<p>The attendance for students in receipt of PP was broadly in line with those that were not. There was a 2% difference between the two groups.</p> <p>The attendance for the year was broadly similar to similar schools nationally.</p>

All students leaving Aspire Academy will have secured suitable destinations having gained recognised qualifications in the subjects studied	All leavers secured suitable destinations with some students remaining at Aspire for post 16 to further support their social and emotional development.
Students are better able to socialise and communicate with their peers and adults	In Primary age pupils, 47% made good or better progress in Thrive objectives with 80% making progress. In secondary age pupils, 87% made progress with 36% making good or better progress. Incidents of dysregulation reduced over the year.
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

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)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
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.