

# Pupil premium strategy statement – Aspire Academy, Bath.

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	104
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-24
Date this statement was published	
Date on which it will be reviewed	30 September 2024
Statement authorised by	Helen McDicken
Pupil premium lead	Helen McDicken
Governor / Trustee lead	Bernadette White

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,000

# Part A: Pupil premium strategy plan

## Statement of intent

We are a through specialist SEMH school in Bath and provide an education for pupils with Education Health and Care plans with a primary need of SEMH. We provide a structured and safe learning environment with highly skilled staff who are able to ensure that all our children, despite their challenges, prior school experiences and attainment, can achieve.

We believe that with accurately identified specialist provision and additional support when required, all pupils can fulfil their potential, closing the gap between their attainment and age-related expectations, and supporting learners in meeting the aspirational aims identified in the Education Health and Care plans.

We are committed to raising pupil achievement across the planned curriculum and supporting the wider developmental learning needs of our pupils which include their engagement with learning, communication strategies, social interaction, mental health needs and independence. We identify the barriers that each individual PP student faces and strive to put strategies in place that best support the individual. We invest the pupil premium income in providing additional support, staff training and resources to enable school staff to better meet our pupils' diverse learning and developmental support needs.

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. 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.

A number of pupils have specific barriers to progress and additional needs that are not met through their core provision, and so a proportion of the Pupil Premium funding is set aside to meet these needs as they arise. This may involve engaging additional agencies such as mentoring services or therapeutic interventions such as integrated therapy.

## Challenges

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

Challenge number	Detail of challenge
1	Levels of literacy, in particular reading; the majority of our disadvantaged pupils have a reading age well below their chronological age.
2	Speech, language and communication needs as identified in their Education, Health and Care plans.
3	Levels of maths attainment; the majority of our disadvantaged pupils have gaps in their mathematical knowledge and skills and are working well below ARE.

4	Prior attainment; the majority of our disadvantaged pupils are working below ARE in all subjects.
5	Attendance; the attendance of our disadvantaged pupils is below that of the other pupils.
6	A wide range of social, emotional and mental health needs as identified through the Education, Health and Care plans and through safeguarding concerns. This includes those with marked sensory needs.
7	Additional challenges in the home and community including deprivation and levels of parental engagement. Limited experience of opportunities outside the home and school.
8	Due to the wide range of challenges they face, students are at risk of becoming marginalised by society and ending up NEET.

## 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 increase levels of literacy, especially reading and for our PP pupils to make similar progress to their non-PP peers.	The gap between pupil's reading age and chronological age is narrowed. 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.
For pupil's speech, language and communication needs to be met.	Speech and language assessments are completed with strategies shared with teaching and support staff. Evidence of strategies being used in the classroom. Pupils making progress in their speech, language and communication skills. This will be monitored through assessments carried out by the Speech and Language Therapist, the introduction of progression tools and speech and language strand of English assessments.
To increase levels of attainment in maths.	The gap between pupil's attainment and ARE is narrowed.
To ensure that disadvantaged pupils make progress towards closing the gap between attainment and ARE.	Our internal assessment data shows that pupils are making expected progress. Disadvantaged pupils' attainment is at least in line with that of other pupils.
Attendance for PP students is closer to the national average and individual attendance is improved	Attendance of PP students is increased to be in line with their peers and when compared to the attendance on entry
Individual pupil needs are identified and met in order for pupils to access the full curriculum.	Provision maps show that the needs of individual pupils(as detailed within their EHCPs and through the school's own observations) are being addressed and pupils are meeting their short-term targets. A range of strategies and interventions are in place to support individual pupil needs. This can include the commissioning of outside therapists as well as the training of our own ELSAs.
Students have access to breakfasts and healthy snacks daily. Ingredients are provided so that they can participate fully in the food technology programme.	Students' engagement in lessons is positively impacted through having their basic needs addressed.

<p>Students will have increased access to learning outside the classroom which will enhance their experiences (cultural capital) and social competences and skills.</p>	<p>Students' will have a wider experience of opportunities in the community and will be better able to demonstrate socially acceptable behaviour with a wider range of peers and adults, including those with whom they are not familiar.</p>
<p>To prepare students for adulthood and reduce the chance of them becoming NEET. All students leaving Aspire Academy will have secured destinations having gained recognised qualifications in the subject studied</p>	<p>All leavers will have recognised qualifications in English, maths and vocational subjects; will have received effective careers support to secure their next destination. All leavers move into education, employment or training post 16.</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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapists' intervention	Investing in the support of external specialists to address key aspects of children's EHCPs. SALT staff to undertake regular assessments and to guide school TAs on regular interventions as necessary. We should like to have a highly-trained specialist TA to oversee the work of support staff and are investigating the cost of the necessary training.	2, 6, 7
ELKLAN speech and language training for support staff	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants and support staff.	2, 6, 7
ELSA training – 2 additional staff to be trained as ELSAs. £ existing ELSAs released termly for supervision	Emotional literacy interventions form part of many students' EHCPs. We have observed the effectiveness of these interventions for enabling students to better manage their own strong emotions.  EEF research on meta cognition and self-regulation and 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 wellbeing including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships.	6

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language interventions.	<p>The EEF have identified that overall, studies of oral language interventions consistently show positive impact on learning. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p> <p>At Aspire we commission 2 days per week of support from our area SALT team. They carry out regular assessments and advise school support staff on activities and approaches to undertake with students daily to support the development of spoken language skills including those related to emotional awareness and expression. This approach is based on a number of studies which show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.</p>	2, 6, 7

<p>Reading – to purchase additional reading resources to better support children develop robust reading skills, moving towards age-related expectations</p>	<p>Our assessment data shows that there is a need to raise the level of reading for many of our pupils across the school. The EEF identify reading comprehension strategies as high impact but caution that, “Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches .... careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.” The needs of all of our pupils are carefully assessed and a range of support and intervention put in place as appropriate.</p>	<p>1,2, 4, 8</p>
<p>Maths – to roll out White Rose maths into Secondary</p>	<p>White Rose maths has been successful in Primary offering well-structured sequenced programme with frequent recall and retrieval activities and regular assessment opportunities included. The structure facilitates the discrete individualising of activities which best supports the protection of our students’ self-esteem.</p> <p>The SOW used in Secondary had been less well-structured and we decided to adopt the Secondary programme from WR to ensure seamless progression of students at transition and across the full school.</p>	<p>3, 4</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment curriculum and Cultural capital visits including reward trips</p>	<p>Evidence suggests that the cultural capital passed on through families helps children to do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government.</p> <p>Studies by organisations such as the Sutton Trust have probed this issue of how types of education and family background confer advantages on some children. The report Parent Power shows how wealthy parents buy in extra schooling (including in arts subjects) to push their children ahead of their peers in exams and to secure entry to more prestigious schools and universities. Projects such as The Class Ceiling have shown how recruitment into top professions, including banking and law, is made easier by the level of cultural capital of the applicants.</p>	<p>6,7,8</p>
<p>Educational visits and learning outside the classroom</p>	<p>Learning outside the classroom activities at Aspire are highly valued by the students and provide opportunities to build social and emotional development and self esteem.</p> <p>Some research suggests that outdoor education may contribute to reduced behavioural problems and provide subsequent long term benefits to the students in terms of behaviour regulation. These activities we find can often give successes to students who might struggle to feel successful inside the classroom.</p>	<p>6, 7</p>

Attendance Support Strategy	As part of our attendance strategy, we want to build respectful relationships with pupils and families where attendance is a cause for concern. Part of this is developing personalised attendance plans through communicating openly and honestly with pupils and families about their expectations to improve school attendance. Linked in with this strategy is to liaise with other agencies working with pupils and their families to support attendance.	5
Specialist, individualised provision e.g. <ul style="list-style-type: none"> <li>– Black Families Support Group</li> <li>– Focus Counselling</li> <li>– Sporting Family Change</li> <li>– Mentoring</li> <li>– Project 28</li> <li>– Youth Connect</li> </ul>	This funding allocation allows the school to respond to identified needs of individuals as they arise and provide support such as mentoring, work experience and therapeutic interventions. 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  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)	6, 7, 8
Purchase of specialist resources (fiddly toys, weighted equipment, ear defenders etc) and equipment for students with autistic and sensory needs	The goal of the fiddle toys is to help focus attention and improve learning ability and the research indicates that some children learn better when their hands are active and funnelling expandable energy in this manner allows them to better focus on what they are trying to learn. (e.g. research from Flushing Hospital Medical Centre research). In addition to the improved learning benefits, fidget toys can also reduce anxiety and stress, enhance dexterity, improve coordination and fine motor skills and assist in the development of muscles of small hands.	6
Breakfast, snacks and ingredients for food technology	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. Provision of breakfast for the children ensures that they are able to go into the classroom having had their basic needs addressed and thus are better able to engage in learning	7