

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	41
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	Dec 2021
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	H. Hopkins
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,420
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,555

Part A: Pupil premium strategy plan

Statement of intent

Our objectives are to ensure that we are able to provide all pupils with the same opportunities, experiences and chances of success regardless of their socio-economic background. This includes both academic progress, physical and mental health as well as exposure to social and cultural experiences.

Many of our pupils have very complex needs and have challenging backgrounds and home situations which has resulted in them being disadvantaged in terms of their education, schooling and wider cultural experiences. This disadvantage has had a significant effect on their literacy and numeracy skills, engagement in education, lack of social and emotional skills, lack of exposure to social and cultural experiences, poor physical and mental health and poor speech and language skills.

We continue to work with many outside agencies including a speech and language therapist, occupational therapist and a school counselor. Our Pupil Premium funding helps to provide these ongoing services which are crucial in meeting the needs of our pupil's and tackling the disadvantages described above.

Our school principles of working together and celebrating every success are underpinned by our core values of Achievement, Synergy, Perseverance, Independence, Responsibility and Equality. We want our pupil's to experience success and strive to repair the damage to their self-esteem and confidence that resulted from negative mainstream experiences and educational and social exclusion.

Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils enter Aspire with significantly reduced literacy and numeracy skills which are on average 2-3 years below their expected age.
2	Pupils often enter Aspire with a negative experience of education having missed large chunks of their schooling and with a feeling of rejection from their mainstream school.
3	The majority of pupils at Aspire have significant difficulties with speech and language skills and/or social communication.
4	The majority of pupils at Aspire have significant difficulties with fine and gross motor skills and attention and listening.

5	Pupils at Aspire lack exposure to social and cultural experiences.
6	Pupils at Aspire have difficulties with their social, emotional and mental health needs.
7	The majority of pupils at Aspire have complex needs with diagnoses including ASD, ADHD, PTSD, ODD, PDA, attachment disorder and developmental delay.

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
Pupils to make expected progress in reading, writing and maths.	Curriculum data indicates pupils are on track to achieve aspirational targets and there is no difference between PP and non PP pupils. Targeted interventions are put in place where this does not happen.
Pupils will be keen to attend school and will access all school opportunities both academic and extracurricular.	Attendance of Pupils will be the same as non PP pupils. PP pupils will attend extra curricular clubs and take part in opportunities on offer eg: sports events and school choir. Pupil surveys will show that pupils are happy to attend school and feel they are well looked after and supported and given a range of opportunities.
Pupils will meet speech and language targets.	Pupils will be given targeted support by SALT and SALSA to develop their skills in receptive, expressive, social emotional, attention and listening and speech sounds and meet their speech and language targets set on entry and assessed at each annual review, Training will be given to all staff at Aspire to assist in supporting pupils.
Improved mental health and well being of pupils	Reduced exclusion rates and behaviour incidents. Interventions used to improve pupils' mental well being are tracked and show a sustained impact. Pupils know how to access help and support in school. School staff are trained to recognise and support mental health difficulties
Pupils will meet targets set by the OT.	Pupils will be given targeted support by OT. Staff will be given strategies and resources to help support pupils with difficulties.

	Behaviour data shows an improvement in engagement in learning over time
Pupils will have a broader experience and exposure to social and cultural experiences	All pupils will have opportunities for school trips and a wide range of extra curricular/ cultural opportunities. There is no difference between PP and non PP pupils' participation in extracurricular activities and cultural experiences.

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) 50%

Budgeted cost: **£49,950** (£5000 SALT: £23,400, OT: £17,550)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscriptions to online learning platforms including mathletics, reading eggs and time tables rock stars.	PP pupils make rapid and sustained progress in reading and maths in line with non PP peers. Online learning platforms are used both at home and in school to engage learners and offer individually set work tasks.	1 , 2
Ongoing CPD given to staff for RWI phonics, White Rose maths,	Staff CPD strengthens staff knowledge to support all pupils to make maximum progress.	1,
CPD for staff in speech and language, mental health and OT support.	Staff CPD strengthens staff knowledge to support all pupils to make maximum progress.	3,4,6
SALT support 2 days a week	All pupils to be assessed on entry to Aspire and targeted interventions offered where needed from SALT, SALS or in class support. Yearly assessments in line with annual review.	3
One day a week OT support	OT to work with class teachers to provide advice and support to develop pupils skills. Support given to individual pupils where needed. Support and advice given to ensure difficulties of fine motor skills and	4

	attention and listening not to impact learning. Resources purchased where needed.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,000 (£ £2,000 resources NTP: £2,000))

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing resources as requested by OT and SALT to enable pupil's to more effectively access learning	Support and advice given to ensure difficulties of fine motor skills and attention and listening not to impact learning. SALT sessions target pupil's speech and language difficulties and enable them to communicate effectively and access learning. Resources are needed to complete this targeted support - (Lego therapy/sand play/games and activities)	4,3
After school maths and reading clubs. Weekly after school club set up using NTP funding and covid recovery funding.	Pupils to engage in maths and reading in a fun way to boost love of learning and individualised targeted extra support outside of lessons.	1, 2

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

Budgeted cost: 13,000 (£ Minibus £5,000 , Fitz room £1,000, Enrichment £5000, rewards £2000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lease of school minibus	School minibus to be used for sports events and other trips.	2
setting up of wellbeing /counselling room	Enhance the environment to encourage therapeutic support and engagement in counselling sessions to effectively	6

	impact on a pupil's ability to engage in learning and maintain engagement over time.	
Enrichment	Enrichment opportunities to engage pupils raise opportunities. Curriculum Workshops, Visitors and visits, theatre trips, cultural diversity in the music curriculum	2
SEMH reward system	supporting the school behaviour system by rewarding positive choices and engagement in learning.	2

Total budgeted cost: £66,950

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.

Summer 2021 assessments results PP and non PP comparison.

	Pupil premium	Non pupil premium
maths	PP 84%	non PP 69%
Reading	PP 84%	non PP 82%
Writing	PP 66%	non PP 57%

Our approach to determining who needs interventions is based on individual needs through regular assessments of pupils and referral systems in place where concerns can be raised. Due to covid lockdowns and school risk assessment these interventions were not able to take place all year due to restrictions of visitors and outside agencies on site. Where possible these therapies were offered remotely through our online offer.

Interventions last year included:

Speech and language support

OT support

School based counsellor

Online learning platforms – these were also used during remote learning to engage pupils and offer targeted learning.

School minibuss – there were no out of school trips or sports events last year due to covid restrictions but the minibuss lease still needed to be paid.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.