

This statement details our academy's use of pupil premium (and recovery premium for the 2023 to 2024 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	157
Proportion () of pupil premium eligible pupils	76% (119)
Academic year/ years that our current pupil premium strategy plan covers	Jan 2023 to 31st Dec 2025
Date this statement was published	November 2023
Date on which it will be reviewed	Termly
Statement authorised by	Stacey Ward
Pupil premium lead	Laura Stanforth
Governor / Trustee lead	Lynn Benton

Funding overview

Pupil premium funding application this academic year (including FMS6, CLAs and SSP)	£50,715
Recovery premium funding allocation this academic year	£33,120
National Tutoring programme funding allocation this academic year	£8,812
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.	£92,647

Part A: Pupil premium strategy plan

Statement of intent

At Aspire Academy we acknowledge that the most important gains in student progress are made in classrooms through quality first teaching. For this reason, there is a relentless focus on outstanding teaching and learning for all students including those who are vulnerable and may require additional support. With our continued emphasis on closing gaps and ensuring outstanding progress is enabled for all, there has been an ongoing focus on:

- **Continuing to develop students' literacy and numeracy skills** to ensure that all disadvantaged pupils are able to access our ambitious curriculum. This is achieved through ensuring a consistent approach across the curriculum to reading, writing, communication and mathematics and is a key part of our approach to the Quality of Education. There is a sustained focus on explicit vocabulary instruction, reading strategies and the incorporation of more challenging and culturally relevant texts across the curriculum. Reading interventions from identification at entry and onwards are part of our core offer and enable us to identify the right level of intervention on a child-by-child basis. Previous impact data shows that these interventions help to accelerate reading progress for these students and, therefore, allow them to access the full curriculum more effectively.
- **Professional development centred on evidence-based approaches** linked to the Aspire lesson structure, and ADP priorities, to ensure that all students – but particularly the most disadvantaged – are exposed to consistently high - quality teaching and learning. Based on Rosenshine's Principles and evidence from cognitive science, alongside approaches to the development of students' vocabulary skills and support for SEND students within the classroom. For the 2023/24 academic year, a continued focus on students' retrieval skills and developing independent study skills will be prominent.
- **Constant analysis of progress for Pupil Premium students** is used to identify underachieving individuals and to respond with appropriate support from teaching staff, pastoral care teams, tutors and teaching assistants. Monitoring of the impact and success of implemented strategies is carried out by the Senior Leadership Team.

The improvement of academy wide baseline assessments have enabled us to have a better understanding of pupil premium students areas for development and the process allows for teachers to consistently re-shape the curriculum/its implementation in response to this.

Challenges

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

Challenge number	Detail of challenge
1	Maths and English results at KS4 and Level 2 qualifications need to increase to provide PP students with greater opportunities to access post 16 Level 2+ courses.
2	Reading skills are often lower for PP students than for Non-PP students, preventing them from fully accessing the curriculum. Evidence shows that the impact of lower reading ages is as significant on student outcomes in science and mathematics as it is in literacy-based subjects.
3	Cultural capital presents as an issue for many of our PP students with limited exposure to new experiences, cultures and visits to places of interest. This can present itself as an issue within academic study due to a lack of knowledge regarding the world around them and wider issues in society.
4	The number of PP students that we have on roll means that our PP cohort is the majority of our students. 76% of our students come from disadvantaged backgrounds which means that the closing the gap between PP and non PP remains a key priority. Whilst attendance for PP students is above national average for an AP, it is not equal to that of Non-PP resulting in lost learning time.
5	Health & Wellbeing - PP students are much higher statistically to suffer with SEMH which then impacts on wider school life.

Intended outcome	Success criteria
Continue to raise reading levels of all students, especially PP students, in KS3 allowing greater access to KS4 curriculum.	<ul style="list-style-type: none"> - Baseline assessments taken in September 2023 will benchmark starting points (NGRT and Reading Plus assessments). Interim NGRT assessments (HT3) and final assessments (HT6) will demonstrate improvements in reading ages. - Phonics assessment: Students identified as having a reading age below 7 years will receive 1:1 phonics delivery to ensure sound gaps are filled and allow students greater chances of accessing the curriculum.
Ambitious whole school reading and vocabulary are embedded across the curriculum.	<p>Improvements in reading ages as above.</p> <p>Student books will provide evidence of explicit vocabulary instruction as well as increased opportunities to read through a range of lessons.</p> <p>Student voice will support increased opportunities to read within lessons and for pleasure.</p>
Improved progress across KS3 for PP students	<ul style="list-style-type: none"> - Improved assessment structure across KS3 will lead to more effective identification of skills and knowledge deficits for PP students in all subject areas to inform curriculum refinements and lead to increased progress across the year. - Increased accuracy of data due to more effective moderation and shared practice across the Trust.

<p>Classroom teachers are acutely aware of all PP students in their classroom and provide any required focus to narrow attainment/progress gaps. Alongside SEN K students adaptation and retrieval CPD will provide teachers with support to meet the needs of all learners.</p>	<ul style="list-style-type: none"> - In school gaps between PP and Non-PP progress and attainment are reduced due to regular and focused support for key cohorts.
<p>Students with SEMH needs are supported effectively to ensure that they are engaged in all aspects of school life.</p>	<ul style="list-style-type: none"> - Data shows the attendance gap is consistently reduced. - Data shows that behaviour incidents are reduced for these students due to effective support being put in place. - Data shows an increase in the amount of PP students accessing ELSA and alternative support for SEMH - CPOMS data is analysed to ensure WISK sessions are focused on the core issues affecting our PP cohort.

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.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget (£)	Impact
Maths and English Intervention	<p>As per the EEF guidance (PP Evidence brief), we make use of 1:1 and small group interventions for Maths and English to target students identified as being at risk of not achieving expected rates of progress. This involves our reading co-ordinators supporting with English and an intervention tutor (an experienced teacher)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil Premium menu evidence brief.pdf?v=1649431092</p>	1	£11633.95	Impact analysis of intervention cohorts show improvement between data collections for students accessing support.
Reading Coordinator	<p>Research by the National Literacy Trust found that fewer than 50% of young people enjoyed reading, research by the NLT also indicates that 1 in 15 children between 8 and 18 do not have access to books in their home. Our Reading coordinators oversee a full programme of reading enrichment activities via our library, striving to infuse students with a love of reading/literacy. They also provide administrative support for</p>	1 & 2	£3081	Reading coordinators ensure literacy permeates all aspects of the curriculum and

	<p>the organisation of our 'Reading for all' initiative, book clubs and run bespoke reading interventions to support disadvantaged students develop their reading skills.</p> <p>https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-engagement-in-2021/</p>			<p>leads to accelerated progress in reading ages.</p> <p>Monitoring attendance to literacy enrichment events.</p>
Reading for All	<p>Our Reading for All initiative works to ensure all PP students have access to a book of their choice and encourages reading for pleasure. New books are selected each term and PP students are able to take their books home with a hope that they will share their love of reading in the family home. It is our hope that every child as Aspire will have access to books in their home. We are striving to infuse students with a love of reading/literacy.</p> <p>https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-engagement-in-2021/</p>	2 & 5	£4998	<p>Increased progress in reading ages.</p> <p>Student voice and Reading QA should support an increase in student engagement with reading.</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget (£)	Impact
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<p>Forest School</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Forest school provides an outdoor education process that is holistic and learner-led. It allows children to develop themselves through healthy engagement with risk, problem-solving and self-discovery, all within a natural environment in a hands-on and thoughtful manner.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3 & 5</p>	<p>£7,650</p>	<p>Student voice plus the attendance and progress of the targeted students throughout the following academic year.</p> <p>ABAL data analysis should show improvements in the social and emotional scores.</p>
<p>Attendance initiative: Transport</p>	<p>As the EEF Pupil Premium guide suggests 'Poor attendance at school is linked to poor academic attainment across all stages.' Our Rapid Evidence Review: Attendance Interventions examines the existing research on interventions that aim to improve attendance., 'intensive individual support (...) can support pupil learning' and is most likely impactful when provided 'in addition to' and 'explicitly linked' with normal lessons. Where any student is failing to achieve minimum expected levels of progress, support measures are put in place which are wide ranging and vary in approach, but ultimately supplement what is done in their main lessons in order to maximise students' potential. By providing additional transport opportunities to a key cohort we will increase the amount of time they are accessing their learning.</p>	<p>4</p>	<p>1 hour of additional Friday pick Ups £374</p> <p>PP Student transport £21,801</p>	<p>Impact analysis of intervention cohorts show improvement between data collections for students accessing support.</p>

(Catch up) Tutoring Programme	<p>Funding has been provided for schools to ensure tutoring is available for both COVID-19 catch up and closing the gap agendas. SMC has elected to go with the school-based option. As per the progress support, this style of small group intervention also aligns closely with the curriculum offer in lessons and therefore is supported by the EEF PP report.</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-recovery-premium-funding-allocations-and-conditions-of-grant-2023-to-2024/coronavirus-covid-19-recovery-premium-2023-to-2024-conditions-of-grant-for-local-authorities</p>	1 & 2	£8,812	Impact analysis of intervention cohorts show improvement between data collections for students accessing support.
Summer School	<p>As supported by the EEF's Summer School research document, we provide a summer school which allows for the delivery of academic, extracurricular and wellbeing activities which is open for all PP students in order to 'foster academic benefits' due to our highly-structured approach. Maths and English will form part of every day. Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in, Summer school provides students with an opportunity to participate in a range of learning activities.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	1, 3 & 5	£9200	Student voice plus the attendance and progress of the targeted students throughout the following academic year.
Warm Space and Parent Review Day	<p>At Aspire we offer monthly opportunities for parents and carers to come and join 'Warm Space Fridays'. These are opportunities for parents to meet with key staff and have a warm drink and meal. The parents/ carers have the opportunity to network with other parents but also meet staff from key areas such as</p>			Attendance at PRD, Attendance at WSF.

engagement opportunities.	attendance, SEN and Reading Coordinators to discuss their child and be signposted for support in a personal and engaging way. 'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5	£1,500	Case study of students and parents attending the initiatives to track data through their time at Aspire. Parent voice
Free Breakfast	Widespread research details how those who go to school hungry struggle to be successful in the classroom. The school funds free breakfast for disadvantaged pupils, as well as monitors students' uptake of FSM.	5	£1, 245	A continuing provision for our most vulnerable cohorts as evidenced through attendance and engagement.
Enrichment Activities	A wide range of sporting and other activities and clubs are available to disadvantaged students and they are actively encouraged to participate in enrichment activities. A new Enrichment passport launched in 2023 plans to ensure that all PP students receive access to a range of activities and experiences to develop their cultural capital. This includes theatre trips, sporting activities, visits to national attractions and opportunities to travel on a range of transport means. At Aspire we see extracurricular being an 'important part of education in its own right', our enrichment offer is significant /https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1695923866	3 & 5	£11000	Development of an Enrichment passport designed to ensure PP students have access to a full range of enrichment activities and experiences to enhance their cultural capital

				PP attendance at all enrichment and extra-curricular activities is tracked in order to ensure this cohort are accessing all
Welfare Funding	There is funding used to support disadvantaged students and their families with particular financial problems with the aim of ensuring access to school activities and opportunities e.g school uniform, school equipment, attendance incentives and bespoke enrichment opportunities. Research shows that: "the causes of that gap could be the result of a lack of confidence at the level of individual pupils, poor guidance by schools, inadequate mentoring for pupils from disadvantaged backgrounds, or attendance" (Sutton Trust, 2015).	4 & 5	£11,352	Ensuring the most vulnerable students have access to all necessary equipment and uniform required to access school.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

- Attendance for PP students increased in 2023 to 83.5% - up from 82.7% the preceding year. Whilst this is below attendance of non-PP students within the school, it represents a closing of the gap. The attendance rate for PP students is also substantially higher than the rate for AP students nationally. This demonstrates the impact not only of quality first teaching for this cohort, but the layers of wider support we offer. Attendance for PP students remains significantly above national and local averages for AP and we continue to invest in our attendance strategy to continue driving improvements.
- Rates of suspensions for PP students are lower than local and national averages for all pupils which shows the impact of our curriculum and wider approaches to supporting these students.
- Aspire's GCSE and equivalent results are consistently good. Progress made in both Maths and English remains positive with overall progress for Year 11 leavers at +0.87 in maths and +1.85 in English. 98% of students achieved a minimum of 5 GCSEs or equivalent, including English and Maths. There are no noticeable gaps between PP and non PP with both groups making positive progress.
- Progress data in Years 7-11 indicates that within Maths PP students outperform non-PP students.
- As a result of our highly effective reading strategy and interventions, NGRT data, Fresh Start Phonics and Reading Plus data shows accelerated reading progress for disadvantaged students in Key Stage 3 and 4 Increasing their reading ages by an average of 14 months +. 9 PP students graduated from the phonics reading intervention.
- All KS3 PP students had the opportunity to attend the Forest School provision with provider feedback being strong and praising increased levels of engagement and teamwork.