

Aspire School

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 3 year period from 2021-2024. The specifics around the funding and how it is being spent relates to 2023-2024. This statement details how the school plans 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 School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was first published	
Date the statement was updated	16/11/2023
Date on which it will be reviewed	Termly
Statement authorised by	Tamzin Wood
Pupil premium lead	Neil Dipple
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,280.00
Recovery premium funding allocation this academic year	£42,920.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,753.69
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	£140,953.69

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across the entire curriculum, with a particular focus on the personalised outcomes that are most pertinent to them. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers, those adopted from care, and those who are facing hardship such as homelessness. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching and a personalised curriculum is at the heart of our approach, with a focus on areas in which disadvantaged pupils and pupils with a range of learning needs require the most support.

Context

Aspire School is a primary Special School for pupils with an EHCP and a primary need of ASD or SLCN. It is situated in the borough of Swale.

The school has a higher proportion of disadvantaged pupils than nationally (2018-19 National Average 23%, Aspire School 35%). All pupils have either an ASD diagnosis or significant speech delay or disorder, which in many cases has a greater impact on their learning than their background.

Challenges

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

Challenge number	Detail of challenge
1	Teaching & Curriculum (SDP) Curriculum offer needs to be broad and far-reaching in order to meet pupils' very diverse needs. Regular CPD opportunities are required to ensure that teaching is high-quality in all curriculum areas, including the formal and wider curriculum. Ofsted (2022) identified that Quality of Education requires improvement. In particular, EYFS and the wider curriculum was outlined as requiring developments.
2	Outdoor provision (SDP) The school opened in September 2020. Upon opening, the school's outdoor environment was limited in terms of structure and resourcing to encourage pupil engagement. All developments to the outdoor area have had to be planned for in a phased way, starting with Year 1. There are still parts of the school that need further developments to their outdoor areas and outdoor provision.
3	Communication and verbal literacy, supporting sensory needs Pupils at Aspire either have a diagnosis of ASD or Speech, Language and Communication needs. All pupils have some difficulties with their

Challenge number	Detail of challenge
	communication skills and require additional support and/or interventions. Pupils need resources to support their sensory needs
4	Attendance & Punctuality Difficulties with routine for many pupils and challenges with getting ready for school impacts upon the structure to their day. This can have a longer impact on their emotional wellbeing and ability to access their curriculum. The school's overall attendance sits at 88%. There are identified pupils that have persistent low attendance, which impacts on the whole school attendance.
5	Early Years Provision (SDP) Ofsted (2022) identified that Early Years Provision requires improvement. The inspection identified that there was not enough evidence of a progressive curriculum for EYFS pupils and that there was not enough evidence of continuous provision in the classrooms or outdoors.

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
1. All pupils, irrespective of their background, additional needs or the challenges they face, make good progress, which is relevant to them and across the entire curriculum.	<ul style="list-style-type: none"> - Children from disadvantaged families make the same progress towards their personalised outcomes as children from non-disadvantaged families. - All class-based staff receive ongoing, regular CPD to develop their understanding of different needs and teaching approaches for autism and pupils with SLCN. - All children have access to additional support for their emotional, sensory and therapeutic needs if required.
2. All pupils have access to appropriate outdoor provision and the offer of offsite learning opportunities.	<ul style="list-style-type: none"> - Pupil voice and observational evidence will demonstrate that an increased number of pupils are using their outdoor environments for learning. - Evidence on Evolve will demonstrate an increased number of offsite visits and experiences. <p>All children will have had at least one offsite visit or experience by the end of the year, where appropriate.</p>
3. All pupils will have the core offer of support for their speech, language and communication needs.	<ul style="list-style-type: none"> - Therapy notes will demonstrate that all pupils have access to support from the Speech and Language team, where required. - Communication passports will demonstrate that pupils have had

Intended outcome	Success criteria
	<p>strategies and approaches identified that are relevant to their individual needs.</p> <ul style="list-style-type: none"> - Therapy notes will highlight where pupils have received more targeted support.
4. All pupils attend school regularly and on time, taking into account that some pupils have personalised timetables.	<ul style="list-style-type: none"> - The attendance of children from disadvantaged families is in line with the attendance of children from non-disadvantaged families. - Families that are identified as persistently late or absent will receive support from the school. - Clear school processes of support for low attendance will demonstrate where support has been actioned.
5. There are increased levels of well-being and improved mental health for identified pupils.	<ul style="list-style-type: none"> - Evidence of improved well-being from sessions with Art and Families therapist. - Pupil voice indicates that pupils feel happy and safe at home and in school. - Evidence of reduced behaviour incidents relating to issues around well-being. - Feedback from class teams demonstrates that identified pupils are happier in school.

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.

In our school we utilise the EEF Pupil Premium toolkit for guidance about the most effective ways to use our funding.

Teaching

EEF Pupil Premium recommends focussing this funding on:

1. Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils
2. Professional development to support the implementation of evidence-based approaches
3. Mentoring and coaching for teachers
4. Recruitment and retention of teaching staff
5. Technology and other resources to support high quality teaching and learning

Budgeted cost: £

1. Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Developing high quality teaching and a broad, balanced and knowledge based curriculum that responds to the needs of the pupils	<p>EEF guidance for Pupil Premium is clear – “Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending”</p> <p>EEF tiered approach: high quality teaching – developing high quality... broad and balanced curriculum that responds to the needs of pupils</p>	1, 3, 5
b. Developing the library by stocking appropriate texts which respond to the needs of the pupils, diversity, curriculum links and pupil interests to support reading for pleasure	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008)</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p>	1, 5
<p>c. Increased resourcing for Early Years continuous provision.</p> <p>EYFS - outdoor area provision to enable high quality lessons in all environments.</p> <p>Staff CPD centred on proactive child-initiated learning and facilitating play effectively.</p>	<p>It is every child's right to have access to a diverse and well-balanced early years provision that sets out to interlink play with teaching and learning. New concepts are explored through all areas of the EYFS curriculum and children need to make defined links between the abstract and real experiences so that they can succeed through their time in Aspire school. The importance of the adult to facilitate and question children leads to children having a deeper understanding. Continue with ongoing training for the EYFS team in the curriculum and using assessment tools.</p> <p>Further develop and resource the outside area to offer the same provision outside as inside to offer all children opportunities to independently learn.</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p> <p>EEF EYFS toolkit (Communication and language approaches +7m)</p> <p>EEF EYFS toolkit (Play based learning +4m)</p> <p>EEF EYFS toolkit (Self regulation strategies +3m)</p>	1, 2, 3, 5

<p>d. Continue to develop and embed maths curriculum using White Rose scheme.</p> <p>Ensure manipulatives are in place for all children to support independent learning.</p> <p>Ensure sufficient maths manipulatives available across all classes</p>	<p>All children need to have good fluency and the ability to apply their knowledge, both within maths and in the wider curriculum.</p> <p>Staff need ongoing CPD and opportunities to moderate.</p> <p>Purchase additional maths manipulatives.</p> <p>CPD for staff engaging in the Mastering Number programme, supported by the work of the Trust MaST teacher</p> <p>EEF toolkit (Mastery Learning +5 months)</p> <p>EEF Guidance Reports – Improving Mathematics in EY, KS1 and KS2.</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p> <p>EEF tiered approach: targeted academic support – targeted interventions to support numeracy</p>	1, 5
<p>e. Strategic plan for development of resourcing and environment for outdoor learning (including use of OPAL).</p> <p>Resource OPAL with curriculum linked opportunities linked to school priorities</p>	<p>OPAL provides opportunities for deepening learning linked to curriculum subjects and topics</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p> <p>EEF tiered approach: targeted academic support – targeted interventions to support language development, literacy and numeracy</p>	1, 2, 3

2. Professional development to support the implementation of evidence-based approaches

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. CPD for class facing staff	<p>EEF guidance for Pupil Premium is clear – “Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending”</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p>	1, 3, 5

3. Mentoring and coaching for teachers

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

4. Recruitment and retention of teaching staff

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

5. Technology and other resources to support high quality teaching and learning

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

Targeted academic support

EEF Pupil Premium recommends focussing this funding on:

1. One to one, small group or peer academic tuition
2. Targeted interventions to support language development, literacy and numeracy
3. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
4. Teaching assistant deployment and interventions

Budgeted cost: £

1. One to one, small group or peer academic tuition

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

2. Targeted interventions to support language development, literacy and numeracy

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Identified support from Speech and Language team to support pupils with specific communication needs, e.g. visual support, interventions, staff CPD, etc.	Early Years toolkit - Communication and Language approaches +7 months EEF toolkit - Oral language interventions +6 months	1, 3, 5
b. Sensory resources to support specific needs of pupils	EEF EYFS toolkit: social and emotional strategies +3m EEF EYFS toolkit: self regulation strategies +3m	3

3. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Enhance children's ability to function each day through OT services	Ensuring access for the children with additional needs to the OT so that intervention can be put into place to support them and enable greater access to the curriculum EEF tiered approach: targeted academic support – targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	1, 5

4. Teaching assistant deployment and interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

Wider strategies

EEF Pupil Premium recommends focussing this funding on:

1. Supporting pupils' social, emotional, and behavioural needs
2. Supporting attendance
3. Extracurricular activities
4. Extended school time
5. Breakfast clubs and meal provision
6. Communicating with, and supporting, parents

Budgeted cost: £

1. Supporting pupils' social, emotional, and behavioural needs

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Art Therapy sessions for identified pupils to support wellbeing and mental health	EEF toolkit - Social and Emotional Learning + 4 months) - Arts Participation +3 months	1, 4
b. Family therapy to support emotional wellbeing	Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE) Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. (The link between pupil health and wellbeing and attainment - Public Health England) EEF tiered approach: wider strategies: supporting pupils social, emotional and behavioural needs EEF tiered approach: wider strategies – communicating and supporting parents	1, 4

2. Supporting attendance

See section 6

3. Extracurricular activities

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

4. Extended school time

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

5. Breakfast clubs and meal provision

Activity	Evidence that supports this approach	Challenge number(s) addressed
a.		

6. Supporting attendance and Communicating with, and supporting, parents

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a. Family Liaison Officer to work with vulnerable families supporting the wellbeing of families as well as supporting their attendance.</p> <p>Families are supported with PE kits and uniform using vouchers. Support for vulnerable families such as with sudden homelessness</p> <p>Offering breakfast to vulnerable children who arrive without having eaten, working closely with their families to offer support and links to other agencies to help</p>	<p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE)</p> <p>The link between absence and attainment at KS2 and KS4 – DFE</p> <p>EEF tiered approach: wider strategies - supporting attendance</p> <p>EEF tiered approach: wider strategies – communicating with and supporting parents</p> <p>EEF tiered approach: wider strategies – breakfast clubs and meal provision</p>	1, 4, 5
<p>b. School funding taxis to support pupils getting to school.</p>	<p>EEF tiered approach: wider strategies - supporting attendance</p> <p>EEF tiered approach: wider strategies – communicating with and supporting parents</p> <p>DfE Improving School Attendance: support for schools and local authorities</p>	4