

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 2022-2025. The specifics around the funding and how it is being spent relates to 2024-2025. 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	189
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024 - 2025
Date this statement was first published	
Date the statement was updated	10/01/2025
Date on which it will be reviewed	Termly
Statement authorised by	Neil Dipple
Pupil premium lead	Tamzin Wood
Governor / Trustee lead	John White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,640
Recovery premium funding allocation this academic year	£
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	£94,640

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	<p>Teaching & Curriculum (SDP)</p> <p>Curriculum offer needs to be broad and far-reaching in order to meet pupils' very diverse needs.</p> <p>Regular CPD opportunities are required to ensure that teaching is high-quality in all curriculum areas, including the formal and wider curriculum.</p> <p>Ofsted (2022) identified that Quality of Education requires improvement. In particular, EYFS and the wider curriculum was outlined as requiring developments.</p>
2	<p>Outdoor provision (SDP)</p> <p>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.</p> <p>We are in the second year of a three year plan. There are still parts of the school that need further developments to their outdoor areas and outdoor provision.</p>

Challenge number	Detail of challenge
3	<p>Communication and verbal literacy, supporting wellbeing and sensory needs</p> <p>Pupils at Aspire either have a diagnosis of ASD or Speech, Language and Communication needs. All pupils have some difficulties with their communication skills and require additional support and/or interventions. Pupils need resources to support their wellbeing and sensory needs</p>
4	<p>Attendance & Punctuality</p> <p>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.</p> <p>The school's overall attendance sits at 91%. Although the overall attendance is below National Expectations for attendance, it is improving with room for development.</p>
5	<p>Early Years Provision (SDP)</p> <p>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.</p>

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 teachers are confident delivering a high quality curriculum to their children, relevant to their pathway - All children have access to additional support for their emotional, sensory and therapeutic needs if required. - All children have access to appropriate manipulatives - Children with special interests, talents or gifts in specific areas have access to trained professional support to develop skills (music lessons, sports coaching)
2. All pupils have access to appropriate outdoor provision and the offer of offsite learning opportunities, incorporating high quality play.	<ul style="list-style-type: none"> - Pupil voice and observational evidence demonstrates children have confidence using small scale and large scale equipment following guided interventions

Intended outcome	Success criteria
	<ul style="list-style-type: none"> - Evidence on Evolve demonstrates an increase in visits which promote Cultural Capital for key children - All Pupil Premium children have 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.</p>	<ul style="list-style-type: none"> - Therapy notes will demonstrate that all Pupil Premium pupils have access to tiered support from the Speech and Language team, where required. - Communication passports will demonstrate that pupils have had strategies and approaches identified that are relevant to their individual needs. - Therapy notes will highlight where pupils have received more targeted support. - Children’s Speech and Language needs are well met both in and out of school
<p>4. All pupils attend school regularly and on time, taking into account that some pupils have personalised timetables.</p>	<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 receive support from the school. - Targeted and clear school processes of support for low attendance will demonstrate where support has been actioned.
<p>5. There are increased levels of well-being and improved mental health for identified pupils.</p>	<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. - Key families needs are well met in and out of school and staff/families have key points of contact to manage these on an ongoing basis and in case of crisis.

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
1a.Continue to strengthen the curriculum offer in all Pathways	<p>The EEF PP toolkit is clear that 'high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils' is an essential part of high quality teaching, learning and assessment.</p> <p>The Pathway curricula are embedded and continue to be strengthened to continuously focus on the needs of the individual pupils</p> <p>EEF tiered approach: high quality teaching – developing high quality... broad and balanced curriculum that responds to the needs of pupils</p>	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1b. Procurement of high-quality manipulatives and digital resources to support early numeracy and science and training to use these effectively</p> <p>Technology embedded within classrooms to enhance understanding of cause and effect</p>	<p>On average, early numeracy approaches have a positive impact on learning equivalent (+6 months) progress for early mathematics outcomes. A number of studies also indicate that it is important for early years professionals to understand young children's mathematical development.</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
<p>1c. Procurement of high-quality maths manipulatives and digital resources to support mastery in maths</p>	<p>EEF evidence demonstrates that mastery learning has an impact of +5 months at low cost. Key findings show the Mastery Approach has most impact where schools are aspirational and foundations in maths are embedded to allow for deepening of understanding.</p>	1
<p>1d. Continuing Phase 2 development of outdoor enhancement</p> <p>Implementing targeted support in outdoor adventure learning and physical activity to promote wellbeing and readiness for learning</p> <p>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>Key findings show there is a positive impact of physical activity on academic attainment of +1 month.</p> <p>Key findings and pupil voice from Aspire show children value physical activity to release stress, give physical and sensory feedback and promote wellbeing.</p> <p>EEF findings also report other potential benefits from physical activity such as health and wellbeing, and improve attendance.</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, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
2a. CPD for staff around key subjects to develop confidence with: <ul style="list-style-type: none"> • Maths Mastery • Early maths and science • Little Wandle • OPAL • Use of technology to enhance learning through cause and effect 	<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
3a. Ensure high quality teaching through supervision for all staff to support best practice in teaching and learning, particularly for challenges around working with disadvantaged children	<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, 2, 4 and 5

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
2a. 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

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
3a. Sensory resources to support specific needs of pupils	EEF EYFS toolkit: social and emotional strategies +3m EEF EYFS toolkit: self regulation strategies +3m	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
3b. Children have access to appropriate high quality therapeutic services such as OT services, and nurture	<p>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</p> <p>Make use of therapeutic Forest School approaches to enable targeted intervention for specific needs through outdoor learning approaches. Ensure relevant staff are trained in the approach</p> <p>EEF tiered approach: targeted academic support – targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	1, 5
3c. Increase access to Bikability provision for children to benefit from opportunities to cycle independently as well as develop motor skills in an engaging way for children	Physical development approaches (EEF EY Toolkit) highlights that physical development approaches have high impact for low cost. Activities in this area may focus on a particular aspect of physical development (eg: gross motor skills related to balance and coordination).	2, 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
<p>1a. Art Therapy sessions for identified pupils to support wellbeing and mental health</p> <p>Family therapy to support emotional wellbeing</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>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)</p> <p>EEF tiered approach: wider strategies: supporting pupils social, emotional and behavioural needs</p> <p>EEF tiered approach: wider strategies – communicating and supporting parents</p> <p>EEF toolkit</p> <ul style="list-style-type: none"> - Social and Emotional Learning + 4 months) - Arts Participation +3 months 	1, 4
<p>1b. Children with a very limited diet or poor nutritional intake due to sensory integration difficulties, and Sleep challenges are supported through individual or group input to address these, led by the Early Intervention Team</p>	<p>The potential impact of self-regulation approaches is high (+7 months additional progress). With explicit teaching and feedback, pupils are more likely to use self-regulation strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Train staff in sleep awareness and nutrition in order to support children and their families.</p> <p>Self-regulation EEF</p>	3, 4, 5
<p>1c. Support children to develop play skills and learning through access to a play therapist, a play-based approach to outdoor learning and focus on play in the curriculum</p>	<p>Play-based learning may overlap with Self-regulation approaches or Social and emotional learning strategies. On average, studies of play suggest that play-based learning approaches improve learning outcomes by approximately 5 additional months.</p>	

2. Supporting attendance

See section 6

3. Extracurricular activities

Activity	Evidence that supports this approach	Challenge number(s) addressed
3a. Supporting pupils with 1:1 music lessons to develop their talents	<p>A number of children receive 1:1 music lessons to develop their talents and support their needs for cognitive, emotional and social skills</p> <p>Practicing a Musical Instrument in Childhood is Associated with Enhanced Verbal Ability and Nonverbal Reasoning – Foregeard et al (2008)</p> <p>Music Pedagogy: The Importance of Music Education in Primary Schools</p>	3
Supporting pupils to engage with lunchtime groups and clubs, trips and swimming lessons	<p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF toolkit)</p> <p>The Guardian.com (21st July 2019) discussed the negative impact of cutting back on school trips on enriching the curriculum and in providing long term experiences and memories for children. Pupil premium is therefore used to reverse this so that school can fund disadvantaged pupils to access a wider curriculum e.g., to live performances, museums, parks etc. as well as fund resources/visitors that come to school to enhance the curriculum</p> <p>EEF tiered approach: wider strategies – extracurricular activities</p>	1 3

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
<p>a. Supporting access to breakfast club - funding for disadvantaged families allocated to help reduce persistent absentees and improve the attendance of key children.</p> <p>Ensure that individual children have access to specific foods to encourage and broaden eating habits</p>	<p>Evidence suggests that significant persistence absence and lateness impacts on a pupil's mental health, friendship/social groups as well as their academic achievements</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</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> <p>EEF Toolkit Parental engagement +4m</p>	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>6a. 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>6b. School funding taxis to support pupils getting to school.</p>	<p>A number of families struggle to attend due to transport issues, such as late issue of transport from the LA, or getting their child to school. Taxis are offered as a short term support to cover the transport gap, or whilst working with the family</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

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 2023 to 2024 academic year.

As a result of the Little Wandle training resources, we were able to identify and train all class-based staff in the 6 modules of Little Wandle training. This has enabled all staff members to be able to deliver high quality phonics sessions across the school.

An increased number of Pupil Premium pupils are accessing Little Wandle and a greater number passed the Phonics Screening.

The investment in high quality manipulatives for maths manipulatives and digital resources allowed us to focus our support for those children (especially those Pupil Premium Children) who required additional resources to support their understanding of mathematical concepts and apply them in the real world.

There are 32 Pupil Premium pupils across Pathways 2 and 3 that are accessing White Rose Maths.

Our outdoor environment was an area of development from the most recent Ofsted inspection so this was determined as high priority to provide better opportunities for outdoor play and learning. A phased plan was determined and we were able to use some of the pupil premium funding to provide high quality outdoor equipment, particularly in those areas of the school where there were children receiving PP funding. This led to increased opportunities for children to exercise and receive sensory and physical feedback in the outdoor areas and subsequently, led to a reduction in instances of crisis and dysregulation outside.

Development of the library environment and resources was an urgent area of development as there was not adequate access to the library with sufficient books and resources. Pupil voice indicated children wanted a wider range of books with familiar authors and 'high interest, low demand' books for those who are in KS2 yet struggle to read. Funding was used to improve the book offer with high quality texts to engage all children, regardless of pathway. This included a lending library placed in the school reception where any child can take and share a book. Parents with children who receive Pupil Premium funding are encouraged to share books from the lending library at any time.

The Family Liaison Officer (FLO) was highly effective in targeting those families of children eligible for Pupil Premium while providing support for families across the school. This was particularly important for families who felt isolated as they had someone that they know and trust to discuss their concerns with. The FLO offered support with housing, access to benefits, respite, transport and other issues families faced. Some of these are more pertinent to families whose children are eligible for PP funding.

In summary, we can be assured by continued analysis of the hard and soft data that the reach of the initiatives part-funded by Pupil Premium ensures whatever children's primary learning needs, they are enhanced by the measures we have put in place. We are confident that the extended provision we part fund through Pupil Premium has a positive and sustained impact for our children and their families.

Pupil Premium provides an important funding stream to offer provision that has a wide and diverse impact for disadvantaged children across the school. The evidence suggests that the services offered by

all of these part-funded roles to be crucial in achieving needs-led best outcomes for our children, including the most vulnerable, and we propose to continue funding these in part through Pupil Premium.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.