



Aspire Schools

Pupil premium strategy statement 2021-2024

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

Aspire Schools includes three alternative provision schools which offer education to permanently excluded students and students at risk of permanent exclusion, and one school which offers long term placements to students with EHCPs for SEMH difficulties.

Because of this, our cohort is constantly changing, as students enter our schools or are successfully reintegrated back to their mainstream schools. The data below is based on the total cohort of students who attended any of the Aspire schools during the academic year 2020-21.

Detail	Data
School name	Aspire Schools: Blueprint, CSEC, The Wycombe Grange and Shortenills
Number of pupils in school	192 total PAN
Proportion (%) of pupil premium eligible pupils	This number changes as we are an AP setting. In 2020-21, 47% of students that we worked with at some point during the year received PPG.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	Sarah Jones, Executive Head Teacher
Pupil premium lead	At Blueprint: Andy Hearne At CSEC: Kate Baptiste At The Wycombe Grange: Tammy Nichols At Shortenills: Michelle McRae
Governor / Trustee lead	John Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,660
Recovery premium funding allocation this academic year	<i>Estimated £12,760</i>
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	£62,420

Part A: Pupil premium strategy plan

Statement of intent

Aspire Schools provides education for some of the most vulnerable and disadvantaged students. While only approximately half of our students receive the Pupil Premium Grant, we know that they are all disadvantaged in some way. All have been excluded from education, or are at risk of exclusion. All have special educational needs, some diagnosed, some as-yet unidentified. And like all AP settings, we have significantly higher than typical percentages of children who are supported by professionals in social care, youth offending services, and child and adolescent mental health services.

Our ultimate objectives for all our students, including those disadvantaged as per PPG definitions, is that they make progress while with us. This could include:

- **Progress in reading**: children who are in Alternative Provision settings typically have reading ages below their chronological age, which impacts their ability to engage in education across all curriculum subjects. Improving our students' reading skills is therefore a key priority for us.
- **Progress in terms of their Social, Emotional and/or Mental Health**: all of our students have special educational needs, and the majority have SEMH identified as their primary need. Student's SEMH difficulties cause them to have difficulties forming positive relationships at school and at home, and engaging in their lessons or other activities that will support their growth and development. Supporting them to develop strategies that help them regulate and manage their SEMH is therefore also a key priority.
- **Progress in curriculum subjects**: As a school, we of course want our students to make progress in their curriculum subjects.
- **Progress in terms of securing a positive destination**: This could be a student in KS4 who is working towards a college place, or apprenticeship. Or it could be a student being supported to find a new permanent special setting where their special educational needs can be met and they will be able to flourish.

Our Pupil Premium Strategy Plan has been developed with these aims in mind. The majority of this strategy is designed to support students making progress in reading or SEMH. There is also a strand focused on improving attendance, as students will not be able to work towards progress in any of these areas if they are not attending.

Challenges

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

Challenge number	Detail of challenge
1	Students' low literacy levels
2	Difficulties related to students' social, emotional and/or mental health
3	Difficulties related to poor attendance

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
All disadvantaged students improve their reading age in the time they are with us.	<ul style="list-style-type: none"> Reading age assessments on entry and exit show that the majority of disadvantaged students improve their reading age in the time that they are with us.
All disadvantaged students receive appropriate support for identified SEMH issues, leading to improvements in SEMH.	<ul style="list-style-type: none"> Boxall assessments on entry and exit show that the majority of disadvantaged students improve either their developmental or diagnostic score in the time that they are with us. Parent and mainstream school feedback on the impact of the placement on SEMH and behaviour is positive.
All disadvantaged students have better attendance with us than they did at their previous school or setting.	<ul style="list-style-type: none"> The majority of disadvantaged students improve their attendance in the time that they are with us.

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: £3,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular reading age assessments by intervention team for each student.	As reading is so important for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential. Accurate assessment to identify next steps is vital. (DfE Reading Framework July 2021)	1
Regular Boxall assessments for each student, allowing all teachers to plan for nurturing provision that responds to Boxall assessments	Nurture provision enables pupils to attend school more often. These vulnerable pupils receive high levels of support... recommendations for schools to “explore approaches such as restorative practice, pupil support centres, peer mentoring and nurture groups” to improve attendance (Estyn 2014) Study found significant increases in Developmental scores (for 9 out of 10 strands) and significant decreases in Diagnostic scores (4 out of 10), suggesting that the impact of nurture on behavioural difficulties may be less rapid than on the development of social emotional skills (Grantham 2017).	2 and 3
Development of reading areas in school	Research for the UKLA (United Kingdom Literacy Association) examined how teachers could enhance children’s reading for pleasure. The activities included marked improvements in reading environments.	1
Development of school strategies to encourage reading for pleasure that enable students to choose their own books and provide time to read independently and talk about books	An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008) Research for the UKLA (United Kingdom Literacy Association) examined how teachers could enhance children’s reading for pleasure. The activities included: read aloud programmes, book talk	1

	and book recommendations and the provision of quality time for independent reading.	
Literacy related rewards	<p>Clark and Rumbold (2006) cite other research which finds that a reward linked to a desired behaviour can increase motivation to carry out that behaviour. Therefore, Clark and Rumbold (2006) conclude that literacy-targeted rewards, such as books or book vouchers, are more effective in developing reading motivation than rewards that are unrelated to the activity.</p> <p>Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p>	1

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

Budgeted cost: £15,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one phonics based intervention for KS3 students who are insecure in phonetic understanding (tutors funded partly from this budget, and partly from the school-led tuition grant)	In a 2021 French study of children with learning disabilities, Sermier found that students with [special educational needs] benefit from phonics-based programs integrating research-based approaches and techniques. (Sermier D and others 2021)	1
One to one reading for pleasure intervention for students with a reading age significantly below their chronological age (tutors funded partly from this budget, and partly from the school-led tuition grant)	For various reasons, some parents cannot support their children's reading at home. Schools should provide extra opportunities for these children to read to adults and to listen to adults reading to them. (DfE Reading Framework July 2021)	1

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

Budgeted cost: £44,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture based one-to-one or small group interventions responding to Boxall assessment	Nurture interventions in secondary have a positive impact on vulnerable students similar to the impact seen in a primary setting – providing a safe base, helping them cope with the demands of a secondary school, with sudden trauma and with transition from primary to secondary, feeling more confident (Colley 2011, 2009)	2
Additional capacity in student support teams to facilitate key-worker support for students and families	<p>Evaluations of the Troubled Families Programme 2015-20 conclude that <i>'The single keyworker approach was important to successful interactions among participating families'</i> (Peirera et al for Ipsos Mori, 2015)</p> <p>School-Home Support (SHS) has adopted the key worker model directly to improve school attendance. SHS employs 'practitioners' to work with families on addressing the underlying causes of poor school attendance. 89% of pupils in alternative educational settings working with SHS saw improved attendance (Centre for Social Justice, 2021).</p>	3

Total budgeted cost: £63,385

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Aim	Outcome
Enrichment activities, trips and visits	Students were exposed to a range of cultural activities that they would not otherwise have accessed. This supports the development of cultural capital, and helps children experience a world beyond the one they have been born into.
Nurture breakfast	Students have been supported with a nurturing transition into the school environment and expectations, and also received a healthy breakfast that sets them up for a day of learning.
Improve literacy	Driver Youth Trust engaged for CPD and strategic development, which positions us well for implementing strategies this year that will lead to improved pupil outcomes in reading and literacy.

Externally provided programmes

We did not make use of any externally provided programmes.

Service pupil premium funding (optional)

We did not receive any service pupil premium funding