

PUPIL PREMIUM SUMMARY

2017/2018 Academic Year

| Single Registered (Received Direct) | Number of Students | Amount |
|-------------------------------------|--------------------|-------------------|
| Autumn Term 17 | 43 | 13,190.00 |
| Spring Term 18 | 43 | 9,892.00 |
| | | £23,082.00 |

| Dual Registered (Recovered from Schools) | Number of Students | Amount |
|--|--------------------|-------------------|
| Autumn Term 17 | 48 | 9,255.00 |
| Spring Term 18 (estimate) | 39 | 7,452.00 |
| | | £16,707.00 |

| | |
|-------------------------------|-------------------|
| Overall Income (Year to Date) | £39,789.00 |
|-------------------------------|-------------------|

2. Barriers to educational achievement and how we aim to overcome them.:

The majority of our learners at Aspire are disadvantaged to varying degrees and face a range of social, emotional, mental health and behavioural challenges. In particular the following but not exclusive areas are the main barriers to our disadvantaged students:

i) Aspiration: Many of our students lack aspiration. They have often been in and out of establishments and have missed out on many experiences and activities that encourage a desire to be successful during and after school. Aspire staff, therefore, have to have aspirations for our students.

ii) Social Issues: This can trigger a chain reaction of other issues including lack of readiness for school causing poor performance and poor behaviour in school, involvement in gang-related activity and a sense of hopelessness.

iii) Reduced enrichment and cultural activities: Many of our disadvantaged students have not been fortunate enough to take part in the kind of activities and experiences that we often take for granted. Trips and holidays by the seaside, camping, walks through the woods, theatre visits and more.

iv) Attendance: Many of our young people have had negative experiences of school and have often refused to attend in certain circumstances. We pride ourselves at Aspire in improving attendance for most of our young people by offering them alternative education and opportunities where they feel safe, secure

and valued. The reasons for poor or erratic attendance amongst our disadvantaged students may be factors such as attachment issues, drug use, SEN issues such as ASD, ODD and so on.

v) Undiagnosed SEN on arrival: Unfortunately many of our young people arrive at ASPIRE with undiagnosed SEN. This may have been missed by a school due to funding cuts or behavioural issues that have masked any learning difficulties.

- **Overcoming these Barriers:**

When our students first join us they will have already participated in meetings with key staff and thorough correspondence conducted between the previous school and parents to establish a positive relationship. Our young people are assessed during their first two weeks to establish reading ages and basic literacy skills. As well as this, our philosophy as a school is to recognise the individual for who they are and to believe in the potential that each of them have no matter what their background or reasons for being with us. We want to encourage them to 'want' to succeed, to become independent and resilient learners and people, to see the bigger picture beyond school, to believe in themselves and to grasp the future they have for so long believed unattainable. We also strive to provide students with at least one life changing experience a year. We appreciate that many of our young people are unaware of the bigger world around them. Many are so entrenched in their local areas, routines and friendship groups and do not have the financial capacity to enable them to see either the beauty of natural environments or the endless mind-blowing opportunities that await them.

- **How funding is used:**

Funding is used in a variety of ways which supports the progress and development of the whole school community. We spend funds on maintaining high staffing ratios, bespoke resources and activities. Further to this we have allocated pupil premium funds on a range of enrichment activities ranging from trips and visits, weekly outdoor learning, varied sporting activities, adventure activities, mentoring, guest speakers, poetry workshops with the national poetry society, prevention interventions with Synergy London and so on. We appreciate that many of our students do not have access to a rich and varied diet for a number of socio- economic reasons and also to support our wrap-around approach to our learners we provide breakfast for all including cereal bars, fresh fruit, tea and coffee. All students receive break time snacks and at lunch a wholesome in house prepared and cooked meal that our on-site chefs adapt and vary. It would be counterproductive to charge those pupils who are not entitled to free school meals. Instead, we aim to create a cohesive climate of support for all to support their needs. We also provide all ingredients free of charge for cooking lessons that all students receive. As part of our literacy drive we have invested in a strong link with the Driver Youth Trust to deliver workshops, presentations and support to our staff in the endeavour to improve literacy across the board. We also offer bespoke learning opportunities – where learners struggle with the curriculum we offer we strive to offer alternatives outside of the school. Pupil premium allows us to source vocational courses across our sites and on occasions other venues to meet the learning needs of certain learners. For example, we offer Motor Vehicle maintenance courses, construction, brick laying, painting and decorating and basic plumbing and electrical skills all free of charge to our students. Provision of basics in terms of stationery etc. – rather than insist that learners come to school fully equipped we have a policy of providing them with the equipment they need in order to get on with their learning.

Revision materials and packs are provided in the lead up to mocks and any examinations. Activities week is a week at the end of the Summer Term where all students come off the standard timetable and follow an alternative curriculum based upon an ethos of excitement, interest and fun. We offer students during this week visits to museums, camping trips, activity centres and so on.

- **Tracking Progress:**

The performance and progress of pupil premium groups is tracked and regularly reviewed against other groups, along with reading age progress. We seek to engage students in mentoring sessions and monitor academic achievement through a consistent and detailed approach to recording using SIMS, report writing and postcards and certificates home to recognise stand out achievement and progress.

Given the high numbers of pupil premium pupils at Aspire at any given time and bearing in mind our pupil population is growing-year on year, our approach to determining who benefits from our range of interventions cannot be based upon who is entitled to pupil premium; it is based on need.

Therapeutic interventions – the mental health of all our learners is monitored closely. Many of our learners are faced with the paradox that engaging with the interventions designed to support them and help them, makes them feel more needy and so they often reject the support provided, hence our approach to make interventions available to all. Our therapeutic offer, again, is based on need, not entitlement to pupil premium. This is a difficult area to monitor impact given that the effects of therapy may not become apparent until much later in the lives of our learners, possibly after they have left us.