

Pupil premium strategy statement – Inspire Academy Ashton-Under-Lyne

2023/24

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	L Armstrong
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 208,417
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£208, 417

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 and achieve their individual potential academically across all subject areas and emotionally to become happy, confident, fulfilled individuals. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this, including progress for those who are already high attainers.

The IDSR identifies the school setting in quintile 3 but the pupil base is in quintile 5 – the most deprived. We feel it is important therefore to support all of our children to overcome barriers to learning that are linked to their socio-economic background and which include not only finance but lack of opportunity and aspiration rooted in generational experience and cultural deficit.

Whilst changeable, we have high numbers of children and families who are either open to services, have historically been open to services or a high number who regularly sit just beneath the threshold for intervention from services. It is important therefore that we identify and support through effective signposting and intervention so that barriers are removed for our children and their learning and development is allowed and actively enabled to flourish.

High-quality teaching is at the heart of our tailored approach. We believe in quality first teaching and in quickly identifying and addressing gaps in learning and knowledge so that children can make progress from their own starting points in the context of the whole class/ cohort's learning. Staff at all levels and in all roles play a part in facilitating the children's development and progress and ensuring that there are support staff in place to facilitate targeted intervention and additional support in the class setting is key to supporting our children.

Many of our children who have special educational needs are also eligible for pupil premium and addressing their gaps and accelerating learning is therefore two-fold. There are some tailored classes and interventions and also targeted 1:1 support to work on specific targets. We feel it is important to have a tailored approach to learning for all our children and often approaches and interventions put in place for PP children will be accessed and of benefit to a number of other children, so working on dyslexia friendly strategies and ensuring there are groups supporting emotional regulation and anxiety mean that barriers are removed for as many children as possible.

We try to carefully balance intervention with ensuring periods of QFT and opportunities for cooperative learning are not missed or too regularly interrupted.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic. High level pastoral and wider family support and also before and after school interventions for targeted groups have supported particularly our Y4 group to make good progress following the pandemic where they were heavily affected along with the other younger year groups where key reading and writing skills were not fully embedded.

Our ongoing approach will be tailored, targeted and personalised based on the challenges and barriers our children need support to overcome.

It is up to everyone at Inspire to take responsibility for disadvantaged pupils' outcomes and to ensure that barriers to every child meeting their potential regardless of their backgrounds are removed. Our approach will be responsive to common challenges and individual needs. It will focus on the development of the 'whole child' in order to give the best possible conditions for learning and achieving.

The approaches and support we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified either within the classroom or through targeted intervention and support
- Ensure a holistic approach that ensures that issues outside of the classroom are addressed to remove barriers
- Address cultural deficit and ensure that all children have an extended and enriched programme of learning which supports them to contextualise their learning in the real/ wider world.

Challenges

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

Challenge number	Detail of challenge
1	Significant gap in '<u>Communication and Language</u>' attainment and ability remains between those children who are Pupil Premium and those who are non-Pupil Premium. Many pupils start school below the national expectation in particular in the area of 'Communication and Language' and understanding, speaking and listening.
2	Many children are rarely read with and do not read independently at home. For a number of children, reading and homework is not supported and they miss out on a 5 wealth of rich literature which

	impacts enjoyment, affects language learning and threatens to limit their writing and wider curriculum areas.
3	A high proportion of PP children rely solely or predominantly on the experiences and trips provided through school. Due to many families having severe financial constraints and limited experiences themselves, some children do not have positive, personal experiences to draw upon and which will feed into their speaking and conversation skills, writing and wider learning.
4	Many families in receipt of Pupil Premium are also working within the CSC framework and many of these are at highest level of need. This impacts on pupil welfare and wellbeing and directly affects their educational and wider experience
5	Many children at the academy would benefit from access to pastoral care in a nurturing environment as this can sometimes be lacking in the home environment. This impacts upon children's aspirations and feelings of self-worth ensuring that pupil welfare continues to be cared for at the highest level and impacts positively upon educational and wider experience.
6	Attendance and lateness of some PP children impacts upon their start to the school day and wider learning experiences. This impacts on learning, access to the curriculum and performance
7	A number of children eligible for PP also have additional needs (SEN, social and emotional needs etc) which can impact upon and affect performance and progress at school and the child's wider learning experiences
8	Lack of positive male role model and some additional education and pastoral needs mean that some of our older boys require support, guidance and monitoring for positive behaviour which ensures that behaviour does not negatively impact their own or other's learning experiences Lack of positive female role model and some additional education and pastoral needs mean that some of our girls require support, guidance and monitoring for wellbeing which ensures that wellbeing does not negatively impact their own or other's learning experiences

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
The gap between EYFS NPP and PP pupils will decrease (specifically in the area of Communication and Language).	<ul style="list-style-type: none"> All EYFS children make progress in the area of C&L from their individual start points

	<ul style="list-style-type: none"> • PP children access intervention through speech leap etc to close the gap between PP/NPP • The gap between PP/non-PP children will decrease in the area of C&L – Data 6 • Attainment is in closer alignment with NA
Reading outcomes (attainment and progress) will improve for PP children.	<ul style="list-style-type: none"> • Data shows that all PP children show good progress from their individual starting points in reading • The gap between PP/non-PP children will decrease in the area of Reading – Data
PP children will be provided with enriching experiences and opportunities that impact on wellbeing and all areas of learning	<ul style="list-style-type: none"> • Cultural deficit is addressed by ensuring that PP children have similar experiences to those non-PP children and which inform their wider understanding of the world and education and overall wellbeing.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dyslexia Training – Dyslexia Friendly School Accreditation TA allocated to DFS	Having teaching assistants who specialise in supporting dyslexia awareness has been valuable in identifying and supporting child and parent needs. EEF Guide to Pupil Premium Document states that reading comprehension strategies are high impact, on average (+6 months).	2, 7

	<p>Alongside phonics it is a crucial component of early reading.</p> <p>Understanding and accommodating the needs of dyslexic or likely-dyslexic learners means that we are removing barriers to learning for as many children as possible and creating accelerated progress.</p> <p>Screening tools to support children showing signs of dyslexia.</p>	
NCETM teacher training	<p>EEF Guide to Pupil Premium</p> <p>Mastery approach to learning has been shown to be a very high impact intervention and has improved mathematics results in school.</p> <p>Approach is aligned, uniform and progressive across school.</p>	
Whole School Writing Training	<p>Writing (especially since the pandemic) has become a focus area for school and as such the school is endeavouring to provide whole school writing training to ensure that staff are highly confident in the teaching of quality writing and in improving attainment and progress for all groups across school.</p>	2,7
Team Teach – selected staff members	<p>EF Guide to Pupil Premium</p> <p>Behaviour interventions as well as an embedded ethos and high expectations ensure our standards to remain high throughout and ensure that the school environment is calm with very low levels of disruptive or unacceptable behaviour</p>	7
Subject leader release time for CPD and tailored training - All staff/ all subjects	<p>Investing in curriculum CPD has allowed subject leaders to be knowledgeable and passionate about their subject, to drive the teaching and learning of their subject across school</p>	All
Teaching Assistant in every class for core curriculum learning	<p>investing in having an additional adult to support targeted teaching and learning in every class means that children's gaps and misconceptions can be quickly identified and addressed.</p>	All

Drama lessons for each class including extra curricular clubs	EEF improving literacy in KS1 and KS2 states the importance of developing language and speaking skills. Through structure performance lessons all children will develop confidence and skills through music, poetry and drama.	
Art Teacher for each class for a term.	The impact of the development of cognition through art has been long researched. Children develop creative skills that can be used across the curriculum.	All

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech Leap support for language development from Nursery/ EYFS and through KS1 as req'd	EEF Guide to Pupil Premium EEF Early Years Toolkit Both documents state that early literacy intervention and communication and language approaches have a significantly positive/ high impact on learning and progress. We have found with many of our children entering with a low baseline, the impact of cementing language and communication skills at an early stage is key and is the basis for all other successful learning.	1
Midday additional reading support/ practice for PP	EEF Guide to Pupil Premium Supports children to apply key comprehension skills independently and with self regulation/ understanding. Supports development of independence but cementing of key basic skills.	2
Purchase of reading stock to stock classroom libraries and reading vending machine	EEF Guide to Pupil Premium Focus on reading strategies is high and this needs to be underpinned by children having constant access to high quality, beautiful literature and to challenging, aspirational as well as ability level texts.	2
Set up base for targeted intervention for children requiring	EEF Guide to Pupil Premium Small group tuition as well as focussing on tailored programmes particularly for	7

tailored learning programmes/ those with additional needs	those children with additional and different needs, is known to have positive impact on the children involved not just academically but socially and emotionally also.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children to be provided with enriching experiences and opportunities that impact on cultural deficit, wellbeing and all areas of learning, in particular enhancing speech and writing (educational visit/ experience budget, treat/ rewards days, topical/ seasonal cultural experiences)	Embedded in our ethos is the need to ensure that children's wider experiences and opportunities provided by school in order to address the cultural deficit they experience and also support both socially/ emotionally. This develops overall understanding, wider vocabulary, understanding when reading and writing higher level texts etc.	3, 5, 6
Highly effective pastoral provision ensuring that engagement with PP families and children is increased and impacts positively on focus on learning and child's educational needs – 2 x pastoral mentors, wide variety of pastoral interventions, parenting courses, support for families open to services/ plan.	Embedded in our ethos is the need to ensure that children's social and emotional needs are met. Our IDACI profile shows that we are in the most deprived decile. This alongside high levels of domestic violence, poverty and children and families open to plans and services means that ensuring children and their families have access to high quality pastoral care is imperative in ensuring barriers to learning are removed and children are emotionally ready to access to learning and fulfil their potential.	4,5,8
Attendance Support for Improvement Programme – in-	Embedded in our ethos is the need to ensure that children's social and emotional needs are met. Our IDACI	5,6

<p>school attendance officer and monitoring and full access to EWO support</p>	<p>profile shows that we are in the most deprived decile. This alongside high levels of domestic violence, poverty and children and families open to plans and services means that ensuring children and their families have access to high quality attendance support is imperative in ensuring barriers to learning are removed and children are emotionally ready to access to learning and fulfil their potential.</p>	
<p>Advice and support (buy-in) from Tameside Pupil Support Service, encompassing BLISS. SEN etc</p>	<p>Embedded in our ethos is the need to ensure that children’s social and emotional needs are met. Our IDACI profile shows that we are in the most deprived decile. This alongside high levels of domestic violence, poverty and children and families open to plans and services means that ensuring children and their families have access to high quality additional needs support is imperative in ensuring barriers to learning are removed and children are emotionally ready to access to learning and fulfil their potential.</p>	<p>5,7,8</p>
<p>Lunchtime Sport and Behaviour coach in particular for boys/ older children struggling with boundaries/ behaviour</p>	<p>Embedded in our ethos is the need to ensure that children’s wider needs are met and ensuring access to a programme of high-level physical activity incorporating the ethos and principles of successful sport and activity is key. Our sports coach not only does this but also acts as a guide and mentor for those children who can sometimes be harder to reach in the more ‘traditional ways’</p>	<p>5, 7, 8</p>
<p>Forest school provision for all children with additional sessions for PP children</p>	<p>Forest Schools offer a unique educational experience using the outdoor environment of the forest as a classroom. The New Economics Foundation (NEF) evaluated two schools to highlight how they can provide learning opportunities for children who typically do not do as well in the classroom. NEF also created a self-appraisal methodology for leaders and teachers from other Forest Schools to assess their performance.</p>	<p>4,5,7</p>

	<p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	
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Total budgeted cost: £ 210, 000