

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

2025-2026



This statement outlines Inspire Academy’s use of Pupil Premium funding to improve the attainment, progress, and wider development of our disadvantaged pupils. It details our current Pupil Premium strategy and planned allocation of funding for the academic year, while evaluation of the previous year’s strategy can be found at the end of this report.

At Inspire Academy, we are committed to a long-term approach in addressing barriers to learning and achievement for disadvantaged pupils. While funding is targeted at those formally identified as eligible for Pupil Premium, we recognise that many other pupils face financial or social challenges and may benefit from additional guidance, support, and opportunities to ensure they fully access and engage with their education. Consequently, some of our Pupil Premium allocation is used to benefit broader groups or cohorts, beyond those with the formal eligibility.

Our approach is holistic and aspirational, focusing on developing the whole child. This includes providing positive role models—both adult and peer—high-quality pastoral support at all levels, and enriching experiences that remove barriers to learning and enable children to achieve their full potential. Through this strategy, we aim to ensure that every child, regardless of background, can thrive academically, socially, and personally.

School overview

Detail	Data
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	35.7%
Academic year/years that our current pupil premium strategy plan covers.	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,975
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	£249,975

Part A: Pupil premium strategy plan

Statement of intent

At Inspire Academy, our intention is that all pupils, regardless of their background or challenges, make strong progress and achieve their individual potential, both academically across all subjects and emotionally, to become confident, happy, and fulfilled individuals. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve this, including those who are already high attainers.

While the IDSR places the school in quintile 3, our pupil base is in quintile 5 – the most deprived. Many of our pupils face socio-economic barriers, including financial constraints, limited opportunities, and generational gaps in aspiration and cultural exposure. Our strategy ensures that these barriers are addressed through targeted interventions, effective signposting, and tailored support, enabling all pupils to flourish in their learning and personal development.

High-quality teaching and expert staff are central to our approach. All staff, at every level, receive continuing professional development (CPD), including training in trauma-informed practice, to ensure they are equipped to support the complex emotional and social needs of our pupils. This ensures that staff can recognise and respond effectively to trauma, anxiety, and other barriers to learning, creating safe and nurturing classroom environments where every child can thrive.

Quality first teaching (QFT), combined with prompt identification and addressing of gaps in knowledge, ensures that children make progress from their individual starting points within the context of the wider class or cohort. Support staff play a key role in providing targeted interventions and in-class support, enabling pupils to access the full curriculum and achieve their potential.

For pupils who have both special educational needs (SEN) and Pupil Premium eligibility, our approach is two-fold: tailored group interventions and focused 1:1 support address both academic gaps and personal targets. Strategies such as dyslexia-friendly approaches, emotional regulation support, and trauma-informed interventions benefit not only disadvantaged pupils but also a wider group of children, helping remove barriers to learning for as many pupils as possible. Interventions are carefully balanced with QFT to maintain continuity in classroom learning.

Our strategy also forms part of the wider school plan with high-level pastoral support, family engagement, and before- and after-school interventions targeted at groups most affected by pandemic-related disruption, ensuring key skills in reading, writing, and numeracy are consolidated.

Our ongoing approach is tailored, targeted, and personalised, responsive to both common and individual challenges. It prioritises the development of the whole child, creating optimal conditions for learning and achievement.

To ensure maximum impact, our Pupil Premium strategy will:

- Challenge disadvantaged pupils with appropriately high expectations in all aspects of learning.
- Intervene promptly when needs are identified, either within the classroom or through targeted support.
- Take a holistic approach, addressing barriers outside the classroom that may impact learning.
- Provide trauma-informed, evidence-based interventions and pastoral support, underpinned by highly trained staff at all levels.
- Address cultural deficits, providing an enriched and extended programme of experiences to contextualise learning in the wider world.

At Inspire Academy, every member of staff takes responsibility for the outcomes of disadvantaged pupils, ensuring that all barriers to success are actively removed and that each child can achieve their full potential.

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 ‘Communication and Language’ attainment and ability remains between those children who are Pupil Premium and those who are non- Pupil Premium. Many pupils start school <u>below the national expectation</u> 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 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
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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).	• All EYFS children make progress in the area of C&L from their individual start points • 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 • Attainment is in closer alignment with NA
Reading outcomes (attainment and progress) will improve for PP children.	• 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	• 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 135,466

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). Alongside phonics it is a crucial component of early reading. 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.	2, 7
Whole School English Training - PVP	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. Phonics and new to year group training for all teachers to ensure high quality teaching.	2, 7
Team Teach – selected staff members	EEF Guide to Pupil Premium 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	7
Subject leader release time for CPD and tailored training - All staff/ all subjects	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	All
Teaching Assistant in every class for core curriculum learning	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.	All

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

Budgeted cost: £46,845

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	<u>EEF Guide to Pupil Premium</u> <u>EEF Early Years Toolkit</u> 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
Purchase of reading stock to stock classroom libraries and reading vending machine	<u>EEF Guide to Pupil Premium</u> 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
Base for targeted intervention for children requiring tailored learning programmes/ those with additional needs	<u>EEF Guide to Pupil Premium</u> Small group tuition as well as focussing on tailored programmes particularly for 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. Highly trained staff support and meet needs of children, providing bespoke curriculum and wellbeing support for children attending.	7
Intervention in place throughout KS2 including before school	<u>EEF Guide to Pupil Premium</u> Document states that reading comprehension strategies are high impact, on average (+6 months). Alongside phonics it is a crucial component of early reading. Supports children to apply key comprehension skills independently and with self-regulation/ understanding.	
Before school reading intervention for selected children not making expected progress.	<u>EEF Guide to Pupil Premium</u> Document states that reading comprehension strategies are high impact, on average (+6 months). Alongside phonics it is a crucial component of early reading. Supports children to apply key comprehension skills independently and with self-regulation/ understanding.	1, 2

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

Budgeted cost: £67,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children to be provided with enriching	<u>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</u>	3, 5, 6

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)	deficit they experience and also support both socially/ emotionally. This develops overall understanding, wider vocabulary, understanding when reading and writing higher level texts etc.	
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.	5
Attendance Support for Improvement Programme – in-school attendance officer and monitoring and full access to EWO support	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 attendance support is imperative in ensuring barriers to learning are removed and children are emotionally ready to access to learning and fulfil their potential.	5, 6
Advice and support (buy-in) from Tameside Pupil Support Service, encompassing BLISS. SEN etc	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.	5, 7, 8
Lunchtime Sport and Behaviour coach in particular for boys/ older children struggling with boundaries/ behaviour	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	5, 7, 8

	who can sometimes be harder to reach in the more 'traditional ways'.	
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Total budgeted cost: £249,975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Pupil Premium funding has had a demonstrably positive impact on the children who attend Inspire Academy. Through carefully planned and meaningful enhancements such as educational trips, Forest School sessions, and visits from inspiring guests, children have broadened their cultural capital and developed a deeper understanding of the world around them. These experiences have not only enriched their personal development but have also had a direct influence on their academic achievement, as pupils are able to draw upon real-life experiences to enhance their learning across all subjects. Importantly, these opportunities have been made accessible to every child, ensuring that financial circumstances do not limit participation or opportunity.

A significant focus has also been placed on pastoral care and emotional well-being. Our highly trained and experienced pastoral team provides consistent, targeted support that enables children to find their voice, engage fully with the curriculum, and build a strong sense of self-worth and resilience. Regular interventions, group sessions, and one-to-one support create safe spaces for children to express themselves, explore their emotions, and develop strategies to manage them effectively. This holistic approach helps to remove social and emotional barriers to learning, allowing every child to thrive.

Moreover, strong partnerships with parents and carers have been fundamental to the success of our approach. By maintaining open lines of communication and working collaboratively, we ensure that the support children receive in school is mirrored at home, creating continuity and stability. This shared commitment between staff, families, and the pastoral team has led to improved attendance, engagement, and overall life chances for our pupils.

At Inspire Academy, the Pupil Premium is not simply an additional source of funding — it is a vital tool in our mission to provide equitable opportunities, nurture confidence, and empower every child to reach their full potential.

2024/2025 data shows that

Data from the 2024–2025 academic year shows that a significant proportion of children enter EYFS below age-related expectations, coming from a variety of early settings, not solely the school nursery.

The EYFS Good Level of Development (GLD) for the year was 59.6% overall. When broken down by pupil group, 46.9% of children in receipt of Pupil Premium funding achieved a GLD, compared with 64.3% of children not in receipt of Pupil Premium funding.

Analysis of individual areas of learning highlights the positive impact of targeted interventions and additional support funded through the Pupil Premium allocation. These measures have helped to close gaps, particularly for disadvantaged pupils, and demonstrate the importance of continued targeted support in EYFS to improve outcomes for all children.

Area of Learning	% Expected
Communication and Language	L&A – 75.4% S – 78.9%
Personal, Social and Emotional Development	SR – 84.2% MS – 89.4% BR – 89.5%

Physical Development	GM – 93% FM – 86%
Literacy	C – 75.4% WR – 70.2% W – 64.9%
Maths	N – 73.7% NP 77.2%

A range of interventions including Speech leap support and Welcomm assessment are directed at our youngest children to ensure they have the best start to their school life. We will continue to build on this data and embed the impact during the next year.

Other statutory testing

Assessment point/Test	Data	National
Phonics Year 1	All children – 83.7% Non-PP chd – 97.1% PP Chd – 66.7%	

KS2 statutory testing

Assessment	% ARE	National
RWM combined	All chd - 67% Non-PP - 77.4% PP – 56.7%	60%
Maths	86.9%	
Reading	88.5%	
Writing	70.5 %	
SPAG	88.5%	

During the academic year 2024–2025, whole-school attendance at Inspire Academy was 95.4%, demonstrating a strong culture of attendance and engagement across the school community.

Attendance for pupils in receipt of Pupil Premium funding was slightly lower at 94.65%, remaining broadly in line with the overall school figure and reflecting continued progress in reducing absence rates among disadvantaged pupils.

Of the 165 pupils eligible for Pupil Premium, 24 were identified as persistently absent compared with 29 pupils who do not receive Pupil Premium funding. This indicates a relatively balanced pattern across both groups, though the academy continues to focus targeted support on reducing persistent absence among disadvantaged learners.

Currently, 15 pupils in receipt of Pupil Premium funding are engaged in Attendance Improvement Plans. These plans involve close collaboration between families, the pastoral team, and the attendance officer, with strategies such as mentoring, targeted family support, and regular monitoring meetings in place to encourage sustained improvement.

The school remains committed to ensuring that all pupils—particularly those eligible for Pupil Premium—attend regularly and benefit fully from the rich learning and enrichment opportunities provided at Inspire Academy.

During the 2024–2025 academic year, Inspire Academy placed a strong emphasis on continuing professional development (CPD) for all staff. This targeted training has strengthened the ability of teachers and support staff to meet a wide range of pupil needs within the classroom, creating a more inclusive learning environment for all pupils.

Staff have received specialist training to identify and support specific special educational needs (SEN), enabling earlier intervention and more effective differentiation in lessons. CPD and interventions during the year have included Team Teach training, Dyslexia training and accreditation, Maths Hub professional development, and whole-school BCED English training. These opportunities have ensured that all staff are well-equipped to support the learning, wellbeing, and progress of every child in their class, particularly those in receipt of Pupil Premium funding.

This training has also provided a strong base for targeted interventions for pupils with additional needs, enabling the development and implementation of individualised learning programs tailored to each child. These programs ensure that pupils requiring extra support receive focused, personalised teaching to address gaps in learning, build skills, and make measurable progress. As a result, all staff are well-equipped to support the learning, wellbeing, and progress of every child in their class, particularly those in receipt of Pupil Premium funding.

Additional adults in classrooms have played a vital role in strengthening quality-first teaching, particularly within core subjects. Their targeted support has allowed for small-group interventions, timely feedback, and personalised learning opportunities, directly contributing to improved engagement and progress for disadvantaged pupils.

The continuation of a sports coach intervention during lunchtimes has had a clear and positive impact on both behaviour and pupil wellbeing. Increased access to structured physical activities has resulted in a noticeable reduction in behaviour incidents during unstructured times, as well as higher levels of participation and enthusiasm for sport.

This initiative has been especially beneficial for pupils in receipt of Pupil Premium funding, who have gained additional opportunities to engage in physical activity, develop teamwork and social skills, and learn about the importance of maintaining a healthy lifestyle. The long-term benefits of this initiative are expected to extend beyond the immediate school environment, supporting pupils' physical and emotional wellbeing throughout their lives.

The allocation and impact of Pupil Premium funding will be monitored and reviewed continuously throughout the year to ensure it delivers the greatest possible benefit to the children. Adjustments will be made as necessary to maximise its effectiveness, and the outcomes of this evaluation will be reported in next year's Pupil Premium report.

Externally provided programmes

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

Programme	Provider
Speech Leap	Speech Leap
Bikability	Tameside Youth Service
Balance to pedals	Tameside Youth Service