

Pupil premium strategy statement 2018/19: Aspire Pupil Referral Unit

1. Summary information					
School	Aspire Pupil Referral Unit				
Financial Year	2018/19	Total PP budget April 17 – March 18	£53, 750 (55 students)	Date of most recent external PP Review	N/A
Total number of pupils	107	Number of current pupils eligible for PP	84	Date for next internal review of this strategy	November 2019

2. . Barriers to future attainment (for pupils eligible for PP, including high ability)

Many of the barriers to future attainment remain the same. The vast majority of our PP children enter our provision at various stages of their school life with attainment levels that are significantly below their peers nationally. Many of our students have had significant gaps in education due to issues with attendance and exclusion. Most of our students have not coped within a mainstream setting due to behaviour being the presenting need. Some of our parents feel let down by mainstream education and students have historically been on reduced timetables. Families are encouraged to develop a better understanding of the importance of good attendance and the impact on academic and social achievement. Most have our students have issues with communication, independence, confidence, self-esteem, resilience, problem solving. These life skills are needed to enable our learners access to their environment and community, raising aspirations about what they can achieve in life. Some pupils within our setting have a full EHC plan and are commissioned by Rotherham Local Authority and therefore all pupils are placed in the academies in line with SEN and Fair Access protocol. Through the partnership arrangement places can be commissioned from directly by schools. Barriers to learning for our students are difficult to overcome. A focus for this year will be on literacy and numeracy across the School. We believe that a significant barrier to success for pupils is poor literacy skills, particularly in reading and writing. Pupil Premium pupils often need more support than other pupils in this area and the use of the Pupil Premium funding reflects this. Attendance is also a barrier for some students.

3. Desired outcomes

Our Pupil Premium learners develop socially and emotionally and consistently achieve good progress from their starting points.

- Continue to build capacity within Aspire to improve provision for all PP students.
 - Interventions continue to play a fundamental role in ensuring learning is personalised and meets the individual needs of all our PP learners. This ensuring all

pupils have an opportunity to reach their potential.

- We are investing in, interventions to enhance the curriculum, outdoor adventurous activities will support the development of communication, interaction, cooperation, confidence and build resilience and academic interventions will support better rates of progress in reading, literacy and numeracy.
- The development of our Outreach tutors and increase in Mentors will continue to play a pivotal role in the engagement of our lowest attendees to increase attainment.
- We will continue to track the impact of all of the interventions both academic and pastoral to monitor children individually within our student Support plan.

Planned expenditure

Financial year	2018 / 2019	
The priorities below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
Action	Objective	Amount allocated
Appoint Associate Leaders to lead on the coordination and delivery of interventions across Aspire	Increase capacity to deliver Wave 2 and Wave 3 interventions in reading, literacy and numeracy	£6,000
Attendance Support	Increase Learning Mentor team to support improved and effective attendance interventions	£12,000
Careers Education coordinator	To support aspiration and improve motivation and therefore attainment and progress through a coordinated programme across all centres	£2,000
Access to Outdoor Activities	To build resilience and increase students abilities to work cooperatively in small groups as well as make mistakes, take risks and become more confident	£5,000
Support with curriculum visits, trips and events as required	Ensure no child misses out on additional opportunities and ensure students access an appropriately enriched curriculum	£2,000
Resources to support learning interventions	Ensure learning interventions are appropriately resourced by reliable and proven programmes	£2,000
Full Time SENDco appointed to support the coordination of interventions for PPG	Support the coordination of interventions and improve rates of progress and	£14, 235

Planned expenditure			
children	attainment in Reading, literacy and Maths		
Professional services of educational psychologist and learning support advisor to identify learning needs and develop Wave 2 and 3 interventions identified children	Students will have their needs identified accurately and appropriate interventions will be planned and delivered to support better rates of progress and attainment	£8,500	
Staff Training	High quality CPD programme to develop the quality of Wave 1, 2 and 3 teaching	£2,000	
Contingency		0	
Total		£53,735	

4. Tracking, monitoring and Governors questions answered (From Governors Toolkit 2017) Data accurate: Nov 2018		
1	<p>Do Governors know how much money is allocated to the school for the Pupil Premium?</p> <p>a. What percentage of Pupil Premium eligible pupils have you in your school? How does this compare with national data?</p> <p>b. Do governors know the breakdown between FSM, Looked After Children and Service Children?</p> <p>c. Do you know the breakdown of each group by academic year/</p> <p>d. Do you know how many of each cohort appears in other vulnerable groups i.e. SEN(D), BAME (Black, Asian and Minority Ethnic), Gender?</p>	<p>a. 84 children = 78% (More PPG children in school after budget has been awarded which was based on 54) Nat Average =16%</p> <p>b. 5 x LAC, no Service Children</p> <p>c. No of children: Yr1-0, Yr2-2, Yr3-1, Yr4-0, Yr5-5, Yr6-4 Yr7-1 Yr8-3, Yr9-15, Yr10-18 Yr11-34</p> <p>d.</p>
2	Is the Pupil Premium money identified in the school's budget	

4. Tracking, monitoring and Governors questions answered (From Governors Toolkit 2017) Data accurate: Nov 2018		
	<p>planning?</p> <ul style="list-style-type: none"> a. How much does the Pupil Premium money represent in percentage terms of the total income of the school? b. Is the Pupil Premium money likely to alter significantly over time? c. How is the delegated authority to make decisions over Pupil Premium spend decided and documented? d. Is income and expenditure reported explicitly for Pupil Premium? 	<ul style="list-style-type: none"> a. Approx 78% b. Expect an increase for 2019/20 but this year allocation is down on 2017/18 c. Delegated to HT who reports to Management Committee d. Yes
	<p>Do Governors have a clear understanding of where gaps exist, both within the school and against national performance data?</p> <ul style="list-style-type: none"> a. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school and for all subjects and how this compares to non-Pupil Premium pupils? b. What is the trend of progress and attainment for each group over a 3 year period i.e. has the gap closed for each group? c. How does this compare to National data? 	<ul style="list-style-type: none"> a. Half termly data identifies and demonstrates the progress of all children individually. b. Gaps have varied from year to year due to a large number of in year admissions and a high percentage of children PP children with SEN but 2018 outcomes for Y11 were improved and positive with gap closing c. No comparative data available for PP and SEN children nationally
4	<p>Do Governors discuss in detail, including intended outcomes/impact, how Pupil Premium funding is used?</p> <ul style="list-style-type: none"> a. Does the school have a standalone Pupil Premium strategy to raise attainment and close the gap in all year groups? b. Is the Pupil Premium strategy linked to the SIP and other school policies? c. Have the governors considered external research and reports about what works to inform their decisions about how to spend the Pupil Premium? E.g. The Sutton Trust / Education Endowment Fund, Ofsted updates and previous Pupil Premium award winners. 	<ul style="list-style-type: none"> a. No b. Yes c. Yes. Sutton Trust information is used across the school to influence strategies to increase rates of progress. d. Yes

4. Tracking, monitoring and Governors questions answered (From Governors Toolkit 2017) Data accurate: Nov 2018		
	<p>d. Are this year's Pupil Premium interventions tailored to this year's Pupil Premium eligible pupils to meet their individual and group needs?</p> <p>e. Have the governors challenged the interventions and their predicted impact and is this documented?</p> <p>f. Will interventions close the gap against predicted end of year attainment and progress?</p> <p>g. Is there a correlation between the intervention on other outcomes i.e. attendance, behaviour, punctuality?</p>	<p>e. No</p> <p>f. Yes</p> <p>g. Attendance is continuing to rise across the school as is the standard of behaviour. Higher expectations, levels of challenge, rigorous monitoring and greater use of data to inform teaching are all having a positive impact. Data analysis of the ½ termly data of groups is invaluable and proving to be very beneficial when focused on in the PPM meetings.</p>
5	<p>Do Governors regularly monitor the outcomes of Pupil Premium and know gaps are being reduced/removed?</p> <p>a. How often are Pupil Premium reports monitored by the governors?</p> <p>b. Is there a Pupil Premium governor and have they undertaken training?</p> <p>c. Is Pupil Premium a standing agenda item at committee or full GB?</p> <p>d. Are Pupil Premium monitoring visits scheduled and completed on a regular basis?</p> <p>e. Is Pupil Premium part of the Headteacher's report and informs governors about intervention impact across all year groups in comparison with non-Pupil Premium?</p> <p>f. Do the governing board use the Ofsted Pupil Premium and challenge toolkit?</p> <p>g. Do all governors have a broad understanding of Pupil Premium funding and its use within the school?</p>	<p>a. Every Primary Standards Committee meeting (every 6 weeks)</p> <p>b. No.</p> <p>c. No</p> <p>d. No</p> <p>e. Yes</p> <p>f. Yes</p> <p>g. Yes, Information regarding criteria and funding has been shared via Governors Hub</p>
6	<p>Is value for money (in terms of impact on pupil outcomes) regularly discussed and challenged by governors (e.g. is Pupil Premium having the impact we anticipated?).</p> <p>a. Is the income and expenditure related to Pupil Premium being monitored and how often?</p>	<p>a. Yes. Through data collection cycle.</p>

4. Tracking, monitoring and Governors questions answered (From Governors Toolkit 2017) Data accurate: Nov 2018		
	<ul style="list-style-type: none"> b. If money is held in reserve as a contingency, is this being monitored? c. Is the expenditure on the intervention proving value for money in comparison to other interventions and the impact on attainment and progression or predicted outcomes? d. Are the school's interventions providing value for money when compared externally e.g. evidence of the Sutton Trust. 	<ul style="list-style-type: none"> b. A small amount of contingency is kept for in year admissions of PP children and to counteract funding lag. c. Yes. See recent progress data d. Yes, See recent progress data and data analysis by subject leads and SENDCo.
7	<p>Does the school's website provide parents with a clear understanding of the amount of funding, how it is spent and what difference it makes to pupil outcomes?</p> <ul style="list-style-type: none"> a. Does the website show the amount of the school's allocation from the Pupil Premium grant in respect of the current academic year? b. Does the website show details of how it is intended that the allocation will be spent for this academic year including individual interventions, their costs and the predicted impact including the target groups (each academic year if appropriate)? c. Does the website show the details of how the previous academic year's allocation was spent by intervention and target audience (each academic year if appropriate)? d. Does the website show the impact of the previous year's Pupil Premium expenditure on raising attainment and closing the gap when compared with non-Pupil Premium pupils? 	<ul style="list-style-type: none"> a. Yes b. Yes c. No d. Yes
8	Is the above work documented to show a true audit trail of the governing board's work in relation to Pupil Premium?	