

Pupil premium strategy statement – Rotherham Aspire

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	125
Proportion (%) of pupil premium eligible pupils	65-70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23, 2023/24 2024/25
Date this statement was published	1 st October 2023
Date on which it will be reviewed	31 st September 2025
Statement authorised by	Leanne Camaish (Headteacher)
Pupil premium lead	Lee Morrith (Deputy Head)
Governor / Trustee lead	Nathan Heath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,727
Recovery premium funding allocation this academic year	£20,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£5,655
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>	£90,382

Part A: Pupil premium strategy plan

Statement of intent

Our mission is to improve the life chances of those students who are disadvantaged through socio-economic challenge, and whose experience of the period of the pandemic has increased this disadvantage; we intend for those children to attain and achieve well and to develop resilience and self-worth. We aim to minimise cultural and social gaps, plan effective interventions, maximise opportunities in English and Maths and develop teacher knowledge and skills to identify barriers and opportunities for disadvantaged students. Our plan is a mix of actions that are aimed at meeting the needs of this cohort, whilst also providing a sustainable, expertly staffed curriculum that enables disadvantaged students to fulfil their potential.

Challenges

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

Challenge number	Detail of challenge
1	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
2	Many of our students have had significant gaps in education due to issues with attendance and exclusion
3	Most of our students have not coped within a mainstream setting due to behaviour being the presenting need and therefore their learning behaviours are underdeveloped
4	Some of our parents feel let down by mainstream education and some students have historically been on reduced timetables
5	Families are encouraged to develop a better understanding of the importance of good attendance and the impact on academic and social achievement
6	Most of our students have issues with communication, independence, confidence, self-esteem, resilience and 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
7	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 protocols.

8	Whilst many all students obtain places in Post 16 provision a significant number drop out before the end of Term 1
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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
Pupil Premium learners develop socially and emotionally and consistently achieve good progress from their starting points	Students achieve good progress in academic, SEMH and Boxall assessments
Interventions that continue to play a fundamental role in ensuring learning is personalised and meets the individual needs of all our PP learners. Thus, ensuring all pupils have an opportunity the reach their potential	Academic and SEMH intervention programmes in place and having a positive impact on student development Students achieve good progress in academic, SEMH and Boxall assessments
Enhance the curriculum offer, for particular groups, through specific programmes at GTA, ACE, Rother Valley and Paleo Fitness	Greater engagement to support the development of communication skills, interaction, cooperation, confidence and build resilience. Students achieve good progress in academic, SEMH and Boxall assess
Development of our outreach tutor team and increase in Mentors to continue to play a pivotal role in the engagement of our lowest attendees	Increase attendance and attainment of our hardest to reach Students achieve good progress in academic, SEMH and Boxall assessments
Continue to track and monitor the impact of all of the interventions both academic and pastoral to monitor children individually within our student Support plan	No student slips through the net and is left behind Students achieve good progress in academic, SEMH and Boxall assessments

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: £74,382

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to alternative curriculum provision including; Rother Valley, GTA, Paleo Fitness to provide PPG children with the opportunity to have access to vocational and therapeutic activity to support engagement in the curriculum	EEF T&L Toolkit Behaviour Interventions +4 Social & Emotional Learning +4 Collaborative Learning Approaches +5 Individualised instruction + 4 Mentoring +2 Physical Activity +1 Reducing Class Size +2 Small Group Tuition +4	1, 2, 3, 6, 7,
Support with curriculum visits, trips and events as required to ensure no child misses out on additional opportunities and builds cultural capital	EEF T&L Toolkit Behaviour Interventions +4 Social & Emotional Learning +4 Mentoring +2 Physical Activity +1 Individualised Instruction +4 Oral Language Intervention +6	1, 2, 3, 6, 7, 8
Access to ACE programme to develop interpersonal skills and provide SEMH support from external agencies so that children access bespoke learning from all areas of the curriculum	Behaviour Interventions +4 Social & Emotional Learning +4 Mentoring +2 Individualised Instruction +4 Oral Language Intervention +6	1, 2, 3, 6, 7, 8,
To buy in the professional services of educational psychologist and learning advisors to develop learning programs for specific children	EEF T&L Toolkit Behaviour Interventions +4 Social & Emotional Learning +4 Oral Language Intervention +6 Phonics +5 Reading Comprehension Activity +6 Teaching Assistant Interventions +4	1, 2, 3, 6, 7, 8
Staff Training for all so that all children are taught by teachers and TAs with up-to-date knowledge to ensure students make good progress	EEF T&L Toolkit Behaviour Interventions +4 Social & Emotional Learning +4 Oral Language Intervention +6 Phonics +5 Reading Comprehension Activity +6 Teaching Assistant Interventions +4	1, 2, 3, 6, 7, 8

in their small group settings		
Develop our programme to promote parental involvement through Friends and Family Days	EEF T&L Toolkit Parental engagement +4 Feedback +6 Behaviour Interventions +4	4, 5, 6, 7,

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading and phonic interventions across all sites including staff training	EEF T&L Toolkit Reducing Class Size +2 Small Group Tuition +4 Phonics +5 Individualised Instruction +4 Oral Language Intervention +6 TA Interventions	1, 2, 3, 6, 8
Easter and Summer school provision	EEF T&L Toolkit Small Group Tuition +4 Social & Emotional Learning +4 Individualised Instruction +4 Reading Comprehension Activity +6 Oral Language Intervention +6 Parental engagement +4	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint an Attendance Support Lead to work across all three sites specifically focusing on SAMP process	Improving School Attendance: support for schools and local authorities DfE	5, 1, 2, 3, 4, 6, 7,8

Create capacity for Post 16 support for Aspire students and Careers guidance by appointing a Careers Lead	Michelle Dowling 'Ideas4Careers' Jan 2020	3, 4, 6, 8
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Total budgeted cost: £90382

Part B: Review of the previous academic year – 2021/22

Outcomes for disadvantaged pupils

In 2022, 87% of Pupil Premium students in Year 11 left Rotherham Aspire with GCSE qualifications in English and Mathematics. 93% of Y11 PP students achieved grades 1 to 9 and 3% achieved grades 4 to 9, in English. 87% achieved grades 1 to 9 and 3% achieved grades 4 to 9 in Mathematics.

73% of PP students gained a Maths Functional Skills qualifications. (All students 88%) 30% achieved an Entry 3 qualification (All students 57%) and 27% gained a level 1 (All students 28%). One PP student gained a Level 2 qualification and one an Entry 2.

50% of PP students gained a Full English Functional Skills qualification (All 3 elements achieved: Reading, Writing, Speaking and Listening) (All students 62%) 27% gained a full Entry 3 qualification (All students 33%) and 20% gained a level 1 Qualification (All students 23%) 13% gained one or two units of the English qualification at all levels (All students 26%). Of the two students who achieved a Full Level 2 pass, one qualified for PPG.

57% of PP students gained at least one vocational qualification (All students 67%)
46% of PP students gained two or more Voc Ed quals (All students 50%)
43% of PP students gained a full award (All students 64%) While 13% of PP students gained a full certificate (All students 19%)

57% of PP students achieved a L1 qualification (All students 62%)

Externally provided programmes

Programme	Provider
Boxall Profile	The Nurture Group Network Limited
Various Accredited Vocational Courses	NCFE, NOCN