

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Blackpool Aspire Academy
Number of pupils in school	810
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	John Woods
Pupil premium lead	Simon Blackwell
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£461,265
Recovery premium funding allocation this academic year	£70,035
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	£531,300

Part A: Pupil premium strategy plan

Statement of intent

At Blackpool Aspire Academy, we believe all students have the right to receive the same opportunities, support and experiences to enable them to succeed into the next stage of their education or employment. We aim to reduce barriers, raise aspirations and offer a broad range of opportunities for our disadvantaged students. Research has shown that disadvantaged students have been worst affected by partial school closures and the demands placed upon young people through periods of self-isolation. We have drawn upon the research conducted by the Education Endowment Foundation on the strength of effective practices in creating a robust and effective plan to make a difference to the lives of the young people at Aspire.

Our plan focuses on implementing and reviewing carefully selected provisions that will make a difference: Quality First Teaching underpinned by a rich and broad curriculum, targeted academic support and mentoring, parental/carer engagement, careers and university guidance and a focus on improving literacy and raising reading ages.

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy (specifically reading) skills in accessing the curriculum are significantly below national average. Utilising entry assessments, baseline testing (NGRT and CATS) and observations alongside transition discussions indicates that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 30-40% of our disadvantaged pupils arrive below age-related expectations compared to their peers.</p>
2	<p>Attendance: significantly below non-disadvantaged counterparts. The gap between the disadvantaged and non-disadvantaged student attendance is 6.5%. Persistent Absence 7% difference between the disadvantaged and non-disadvantaged students.</p>
3	<p>A number of students who attend our school come from some of the most deprived wards within Britain. The children and families have significant challenges in their social and emotional well-being and behaviours for learning. Over the last two academic years referrals for</p>

	<p>students in need of additional support to assist them accessing school have increased especially for disadvantaged students.</p> <p>This contributes to the fact that some of our children do not have the same access to wider opportunities of the “average” child. There is significant external data that confirms children that are disadvantaged have reduced cultural capital opportunities which can impact negatively on children social and emotional skills.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g Improved academic performance, attitudes, behaviour and relationships with peers).</p>
4	<p>Closing the academic progress gap between disadvantaged and non-disadvantaged students as shown by external assessments (where available) have demonstrated an average of a half grade difference. The partial closure of schools and the information gathered via our assessments and welfare teams suggest that this has impacted our disadvantaged students to a greater extent. These findings are backed up by several national studies.</p>

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
Improved Literacy rates, specifically reading ages of disadvantaged students to meet chronological age by the end of Year 9.	By the end of the current plan (July 2024) the GL Assessments, specifically NGRT, will demonstrate a reduced gap between disadvantaged and non-disadvantaged standard age scores alongside reading ages of students showing incremental increases across KS3 when compared to baseline assessments.
Improved attendance of all students especially disadvantaged pupils.	<p>Persistent Absence rate for disadvantaged students will be in line, or lower than national averages.</p> <p>Disadvantaged students will achieve, or exceed, attendance percentages in line with national averages.</p> <p>Increased parental engagement demonstrated through home visits log.</p> <p>Attendance matters tracked consistently through Student Panel meetings.</p> <p>Sustained high attendance from 2024/25 demonstrated by summer 2024 data:</p> <ul style="list-style-type: none"> the overall absence rate reducing for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. the percentage of disadvantaged pupils who are persistently absent compared to non-disadvantaged being below 5%.
Provision of a comprehensive personal development	Reduced behaviour incidents for disadvantaged pupils.


programme including meaningful support to pupils with SEMH concerns.	Destination data show 100% in education or employment. Established in school support for students with students reporting, via student voice, positive influence of personal development interventions.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4. Attainment 8 achieve National Average for all students.	Incremental gains for disadvantaged and whole school Attainment 8 at each data collection. 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve an improving progress 8 score.

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: £230,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy CPL for all classroom based staff to support embedding wider reading and disciplinary literacy strategies.	<p>The EEF suggests that schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. The EEF Secondary Literacy Guidance Report pays particular focus to disciplinary literacy as an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects. Reading comprehension strategies focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence</p> 	1, 2, 3 & 4
Retention of disciplinary literacy lead to embed the delivery of	EEF Secondary Literacy guidance report guidance challenges the notion that literacy in secondary school is solely the preserve of English teachers, or literacy coordinators. The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every	1 & 4

disciplinary literacy.	<p>other subject in secondary school. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</p>	
CPL for teaching staff	<p>The EEF's Effective Professional Development guidance states that supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap by adapting a professional development programme that aligns with the needs of the school (Literacy, Quality First Teaching and Personal Development) and is fully supported by the school leadership. Programmes must recognise the time constraints faced by teachers and adapt accordingly maximising the time available to provide significant development opportunities. Design and selection must take care to understand how professional development fits in with the school routine. Programmes should maximise the opportunities for teachers to collaborate within subject areas and the wider school where appropriate. https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/effective-professional-development/eef-effective-pd-report.pdf</p> <p>Metacognition and self-regulation Very high impact for very low cost based on extensive evidence</p> <p>Feedback Very high impact for very low cost based on extensive evidence</p>	3 & 4
Literary Canon	<p>EEF Secondary Literacy guidance report suggests that in order for students to comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/effective-professional-development/eef-effective-pd-report.pdf</p>	1, 3 & 4
Additional Maths and English teacher	<p>To build capacity to provide high quality teaching and learning including targeted intervention groups within these subjects. The DfE report Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Reducing class size Low impact for very high cost based on very limited evidence</p>	4

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

Budgeted cost: £185,351


Activity	Evidence that supports this approach	Challenge number(s) addressed
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National Tutoring Programme	Research has shown that pupils' learning has been affected by school closures (EEF, 2021), which is supported by a larger body of evidence suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut. There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme	4
Lexonik Literacy intervention	EEF Secondary Literacy guidance report's recommendation targeted intervention Provide high quality literacy interventions for struggling students. Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7 and develop model of tiered support, which increases in intensity in line with need is a promising approach https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-literacy-in-secondary-schools/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf	1
Alternate provision supports academic progress as well as SEMH support.	PP students are four times more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternative provision and shaping the curriculum to meet their needs will avoid this.	3 and 4

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

Budgeted cost: £115,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full Time Pupil Welfare Officer and an additional in school Attendance Officer	Aspire employs a Pupil Welfare Officer and an Attendance Officer whose sole focus is to raise student attendance; this is achieved through a range of intervention methods including student and parent contact in school and at home. Students attendance has shown an improvement outside of the COVID-19 pandemic and this can be attributed to the work of the Pupil Welfare Officer, the leadership within the academy and what the staff as a whole do, day-to-day to ensure students are in school to access the teaching and learning provision on offer.	2

<p>Director for Personal Development, Director for Behaviour and Attendance, an additional behaviour support TA, School Counsellor, in school Caseworker and mentoring support.</p>	<p>The average impact of successful Social and emotional learning (SEL) interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. Local evidence bases and in school experience of what works to liaise with students, parents and teachers ensures that students maximise their achievement whilst receiving the support they need. The Academy also liaises closely with external agencies to support students including: CAMHS, School Home Support, Families in Need and other agencies. According to the EEF regular contact and encouraging dialogue between school and home has been proven to have up to 3 month's impact on students' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The EEF reports that on average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. The impact of mentoring (Student Voice) at Aspire in previous years has been positive. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> 	<p>3 & 4</p>
<p>Extended Curriculum</p>	<p>The EEF suggests that there is limited evidence to support aspirational interventions. The extended curriculum intervention builds on the development of Social and Emotional Learning where the evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the</p>	<p>3</p>

link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.

Impact on attainment varies considerably between different interventions, and participation in sports does not straightforwardly transfer to academic learning. It is likely that the quality of the programme and the emphasis on or connection with academic learning may make more difference than the specific type of approach or activities involved.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

<p>Arts participation Moderate impact for very low cost based on moderate evidence</p>			
<p>Aspiration interventions Unclear impact for very low cost based on insufficient evidence</p>			
<p>Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence</p>			
<p>Physical activity Low impact for very low cost based on moderate evidence</p>			

Total budgeted cost: £531,300

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The interventions to improve attendance played a pivotal role in the ongoing support of students throughout the challenges of the last academic year which was severely impacted by the Covid-19 restrictions. All students were subject to routine contact to support remote learning. Over 12000 phone calls and visits were made to students and additional home visits were made to support disadvantaged students with accessing remote learning. Additional IT resources including laptops, sim cards and IT equipment were sought and provided to enable all students to engage fully with remote learning.

Considerable investment in teaching and learning through a collaborative approach has enabled an increase (25% improvement in staff voice) in more personalised CPL leading to more effective implementation within the classroom. Significant changes were made to the CPL programme during the academic year to support more effective remote learning (live lessons) and 'teaching behind the line' within the Covid-19 safety measures.

Using the GL Assessments NGRT to assess reading and the impact of a range of literacy strategies including the Literary canon delivered in English lessons and the impact of the disciplinary literacy strategic approach over the 2020-21 academic year, Aspire students maintained their standard age scores compared to a national regression. Additionally, Aspire's disadvantaged students closed the gap in standard age scores compared to the non-disadvantaged students.

Literacy interventions utilising the Lexonik programme and completed over the disrupted 2020-21 academic year found Year 7 cohort made an average reading gain of 37 months with 69% of the students reporting they felt more confident when reading and spelling challenging words after completing Lexonik. The Year 8 cohort made an average reading gain of 49 months with 64% of the students reporting that they felt more confident when reading and spelling challenging words after completing Lexonik. 61% of these students maintained their progress and improved their reading age on the NGRT completed in July 2021.

All Year 11 students received a 1 to 1 careers interview with some students accessing multiple sessions to support their transition to post 16 destinations. All pupil premium Year 11 students have gone on to further education / training according to most recent destination data.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexonik Reading Intervention	Lexonik
IDL	
Blackpool Football Club	Blackpool Football Club
Construction Skills	Construction Skills Centre
Chefs Academy	Blackpool Catering Services

