

Pupil premium strategy statement – Inspire Academy 2024-2025

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
School name	Inspire Academy
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Martyn O' Donnell
Pupil premium lead	Row Wood
Governor / Trustee lead	Eleni Kyriazi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49820
Recovery premium funding allocation this academic year	No longer paid
Pupil premium (and recovery 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>	£49820

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help achieve and sustain positive academic and social outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see some variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social skills and opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust assessment of need, and helping pupils to access a broad and balanced curriculum so that they can be well-prepared for adulthood.

All pupils have an Education, Health and Health Plan (EHCP) at Inspire Academy and so all can be disadvantaged by their additional needs. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching, meals or intervention packages. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside their disadvantaged peers.

At Inspire Academy we provide disadvantaged pupils with high levels of support in line with their Education, Health and Care Plans and the continually evolving needs which they present with. We aim to help our pupils to develop independent lives and social skills, which prepares them well to engage positively in the workplace and wider society.

Barriers to learning can be:

- Low self-esteem
- Poor attendance
- Poor communication skills
- Economic and social deprivation
- Low aspiration
- Trauma and neglect
- Low self confidence
- Lack of parental engagement
- Negative social groups

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points, and have significant gaps in their education experience. This trend is most recognisable in Reading, Writing, Numeracy and Comprehension.
2	Observations show that many lack of the emotional resilience necessary to stay in lessons and attempt activities, especially in English and written work.
3	Observations and discussions with pupils and families show that social Independence skills are not developed at age-related expectations; many disadvantaged pupils are not able to self-regulate and are reliant on staff for co-regulation.
4	Observations and discussions with pupils and families show that disadvantaged pupils generally have greater challenges around language comprehension, and in communicating and expressing their needs than their peers, including limited language and social interaction difficulties.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

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
Raise attainment for disadvantaged pupils in all subjects, notably maths and English(reading/writing), relative to their starting points.	Through achievement of improved performance, as demonstrated by our end of year assessments An increase in the number of disadvantaged pupils entered and taking examinations in a variety of subjects, yearly.
To provide therapeutic interventions to support the SEMH needs of Pupil Premium Pupils. This year (2024/25) this will be extended to Speech and Language interventions.	Pupils regularly and fully take part in specific therapeutic interventions, such as counselling Improved attendance to school and lessons.

	Ability to take part in lessons, testing, off site activities and group work. Positive outcomes in their YP core results and Social Independence Scores (SIS). Improved speaking' listening and understanding skills.
To support pupil premium pupils to effectively engage with their education. This includes, specifically, pupils who are not attending school.	Demonstrated in the increase in attendance of those not ready to learn. Increase in whole school attendance.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a full time social interventions tutor to deliver a range of interventions across the school.	Section F of each pupil's Education, Health and Care plan (EHCP) details interventions that should be provided to pupils to support their social, emotional and mental health.	2,3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke Teacher to support disadvantaged pupils to engage in online learning in preparation for reintegrating back into school.	The 2022 Attendance Audit from the Children's Commissioner found that in Autumn 2021, 1 in 4 children were persistently absent. In 2018/2019, this figure was 1 in 9 – meaning that persistent absence has more than doubled in this time period. Absence from school - GOV.UK Ethnicity facts and figures (ethnicity-facts-figures.service.gov.uk) Emotionally based school avoidance - what to do when your child refuses to go to school (clinical-partners.co.uk)	1,2,3,4,5,6

<p>Accelerated reader (MYON) Or SPARX reader</p>	<p>Pupils who do not attain functional reading levels are less able to manage well in adult life with form filling, reading letters and every day activities which require reading skills. These pupils are more likely to place less importance on education when they have their own children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2,4</p>
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Part B: Review of the previous academic year

During the 2023/24 academic year the Pupil Premium spend was used to support disadvantaged pupils falling behind in core subjects who were offered 1-1 sessions to accelerate progress. Read, Write Inc and accelerated reader were purchased to enable disadvantaged pupils to catch up. Some PP Pupils received bespoke teaching where needed during the day and out of school hours. The funding was also used to support pupils with activities in class to help them to re-socialise and work again as a group, and for headphones, fidget toys and calming resources. This careful and targeted spending has had an impact on concentration levels and engagement and, as a consequence, on academic progress.

Pupils attending Inspire Academy all have an Education, Health and Care Plan (EHCP) and many have had Adverse Childhood Experiences so they are offered counselling for a wide variety of reasons. Pupils may have experienced significant trauma in their early life and been unable to engage with a counsellor prior to joining us, so simply attending may show success. Over the year 2023/24, counselling attendance stands at over 86% (non-attendance is only due to illness, not refusal). Although it is not always possible to judge what impact the counselling has on skills that are transferable into the class room or into the wider society, we do have YP Core data to show the impact of the counselling on a pupil's presentation and well-being levels.

The table below shows the year 11 data from results from August 2024.

	Number of pupils	Number of Pupils Achieving 5 (9-1 or equiv.)	% achieving 5 (9-1 or equiv.)
Total number of pupils	12	7	58.3%
Number of PP pupils =	7	3	43%
Number of NPP pupils =	5	4	80%

Externally provided programmes

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

Programme	Provider
Lexia	Online provider
Sparks Maths	Online provider
Sumdog	Online provider
Read Write Inc (WRI)	Oxford University Press

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A
Further information (optional)

