



# Pupil Premium Strategy Statement 2021-24



## Spa Academy Askern

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. We are now in the second year of our three year Pupil Premium Strategy

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	Spa Academy Askern
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	49.6% (118)
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Emma Anderson
Pupil premium lead	Emma Anderson
Governor / Trustee lead	Rebecca Austwick (Teaching & Learning Link Governor) Wayne Dorey (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	None
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£173,125

## Part A: Pupil premium strategy plan

### Statement of intent

Spa Academy Askern is ambitious for all of its pupils, particularly those that are disadvantaged. In our context, 50% of our pupils are disadvantaged and Askern is an area of high deprivation. School improvement priorities, in our context, are viewed through the lens of these disadvantaged pupils.

The school is determined to powerfully address social disadvantage by aiming to:

- Ensure our **curriculum intent is ambitious** and addresses our contextual barriers, including social disadvantage. It will be responsive to the emerging needs of our school community, including addressing the gaps in pupils' knowledge, skills, personal development and cultural capital.
- Relentlessly improving the quality of curriculum **implementation** so that disadvantaged pupils' attainment continues to improve, alongside that of their non-disadvantaged peers. High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Developing a **knowledge-led** and **literature-rich**, that begins with our Literature-Led Curriculum. Being able to read confidently and fluently, as well as developing a love of reading, ensures pupils, including those that are disadvantaged, to access the whole curriculum, without which the opportunity for future success, educational qualifications and career becomes limited. Reading is, therefore, at the heart of our strategy.
- Raising the **aspirations** of our pupils, **far beyond the academic**, allowing them to discover, explore and develop interests and talents. Our pupils have the right to have access to the same opportunities as all others. With this in mind, we strive to provide a wide range of opportunities, focused on opportunities that our disadvantaged pupils may not have otherwise been able to access.
- Develop a **highly-effective and collaborative community of staff, parents and pupils** who are all actively engaged and supportive of one another's efforts to increase the attainment of disadvantaged pupils.
- Addressing the key barriers identified for **education recovery**, for those pupils whose education has been worse affected, including non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reading</b></p> <p>On average, disadvantaged pupils make slower progress than their non-disadvantaged peers. Further exploration has identified that pupils access limited texts at home, are read to less than their non-disadvantaged peers. Following COVID-19, there are gaps in pupils' phonics knowledge, particularly in Years 3 &amp; 4. In Years 5 &amp; 6, there are pupils who continue to struggle with fluency.</p>
2	<p><b>Meta-cognition &amp; Self-Regulation</b></p> <p>Observations show that pupils struggle to plan, monitor and evaluate their own learning. To improve pupil progress, building the resilience of pupils to take on challenging tasks and face these with resilience is a key priority.</p>
3	<p><b>Wider Experiences &amp; Cultural Capital</b></p> <p>Askern is an isolated village to the north of Doncaster. Social mobility is low and pupil voice highlights the community provides limited opportunities to develop interests and talents. Many pupils have limited aspirations, particularly those that are disadvantaged, and are unaware of potential future career options. Equally, limited wider experiences and cultural capital of pupils means that pupils, particularly the disadvantaged, have limited context for much of the National Curriculum content.</p>
4	<p><b>Gaps in learning, as a result of COVID-19 disruption to education</b></p> <p>Whilst disruption to education has been minimised by the school's remote education provision, there are groups of pupils (particularly disadvantaged pupils) who have gaps in their learning that will hinder progress through the school's curriculum. These gaps must be addressed rapidly in order for pupils to continue to progress and achieve highly across the curriculum.</p>
5	<p><b>Behaviour &amp; Attendance</b></p> <p>Some children in receipt of funding show weakness in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They struggle with metacognition and self-regulation in their learning but also beyond the academic. Similarly, attendance continues to be a priority for the school. During the pandemic, the school's attendance has been in-line or above national and this needs to be sustained, particularly among disadvantaged pupils.</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
<p>The school significantly <b>narrows the gap</b> between disadvantaged and non-disadvantaged pupils in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>- End of KS2 combined outcomes in 2023/24 for disadvantaged pupils is in line with the national average for this group.</li> <li>- Disadvantaged pupils achieve highly across the curriculum, as reflected through pupil voice, observations and external reviews.</li> </ul>

<p>Disadvantaged pupils become lifelong readers, able to access, be challenged by and enjoy the whole curriculum, through a <b>culture of reading</b> being embedded across the school.</p>	<ul style="list-style-type: none"> <li>- End of KS2 reading outcomes in 2023/24 for disadvantaged pupils is in line with the national average for this group</li> <li>- Disadvantaged pupils read regularly and for a wide range of purposes. Qualitative data (pupil voice, parent voice and observations) demonstrate that pupils read regularly for pleasure.</li> <li>- Pupils make rapid progress through phonics intervention in Year 3 &amp; 4, with a significant reduction in those requiring intervention beyond Year 3.</li> </ul>
<p>Disadvantaged pupils access an <b>ambitious and demanding curriculum</b>, delivered expertly.</p>	<ul style="list-style-type: none"> <li>- Disadvantaged pupils achieve highly across the curriculum, in line with their non-disadvantaged peers, as reflected through data, pupil voice, observations and external reviews.</li> <li>- The curriculum provides disadvantaged pupils with explicit and effective opportunities to provide context to the knowledge being taught as well as equipping them with the cultural capital they need to succeed in life.</li> </ul>
<p>Disadvantaged pupils are able to explore, develop and nurture <b>interests and talents</b> that would normally be inaccessible.</p>	<ul style="list-style-type: none"> <li>- At least 90% of disadvantaged pupils take part in the school's after-school programmes, competitions or extra-curricular activities.</li> <li>- There is a reduction in behaviour incidents of all pupils and qualitative data (student voice, observations, book reviews) highlight increased engagement of all pupils, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>- The overall absence rate for all pupils and the attendance gap between disadvantaged and non-disadvantaged peers being reduced to in-line with national data.</li> <li>- The percentage of all pupils who are persistently absent and the gap between disadvantaged and non-disadvantaged peers being reduced to in-line with national data.</li> </ul>

## Activity in this academic year (2022-2023)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,000 *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued investment in our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure strong phonics teaching for all pupils. Phonics lead and key TAs working throughout KS2 to deliver coaching, assessment and small intervention groups providing targeted support for all children who are below standard in reading</p> <p>Full CPD for all staff teaching phonics using RWInc trainer and Phonics Lead Daily timetabled teaching of RWInc across KS2</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Reading Comprehension Strategies - Education Endowment Foundation</a></p>	1,4
<p>Embedding the use of diagnostic testing across the core curriculum. For example, using the DfE Ready-to-Progress criteria in maths and YARC / Star Reading Assessments in reading. Funding for release time of teaching and support staff.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p><a href="#">Diagnostic Assessment - Education Endowment Foundation</a></p>	1,2,4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2
<p>Senior &amp; Subject Leadership. AHT to have non-class based responsibilities to further support middle leadership and add capacity to sustain school improvement towards self-improving. Cover provided for subject leaders to support curriculum development.</p>	<p>Sustaining the significant changes made since academisation and those that will continue to be made this year, to improve the quality of education, is a key priority. Ensuring leaders at all levels have the capacity to sustain these improvements is crucial.</p> <p><a href="#">Sustaining School Improvement - Education Endowment Foundation</a></p>	All

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

Budgeted cost: £53,100 *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased support staff deployment across school to allow for small group focus teaching, allowing for in-class ability grouping, to take place, focused on providing support and stretch.</p>	<p>The predecessor school's validated data shows that the school's attainment of the higher standard is well-below national average (in the lowest 20%). Unvalidated data in 2020 and 2021 of the new school shows this gap is narrowing in reading and maths. Group teaching – employed through a variety of approaches – aims to address this gap in attaining the higher standard at the end of KS2.</p> <p><a href="#">Within class attainment grouping – EEF Evidence</a></p>	1,4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,4
<p>Key Adults and those that work with the most vulnerable pupils are supported within their role by the SENCo. Mental Health practitioner CPD</p>	<p>EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils –</p> <p>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools states that SEL skills should be modelled and taught explicitly. The Guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities.</p>	
<p>Smaller class sizes for Cohort 2024 (Year 5) pupils, with smaller adult:pupil ratio</p>	<p>In Cohort 2024, 49% of pupils are eligible for PP. Leaders have identified that the PP gap in reading, writing and maths is wider here than in other year groups. 45% of PP pupils in this cohort are also SEND.</p> <p>Smaller class sizes have been used in this cohort.</p> <p><a href="#">Smaller Class Sizes – EEF Toolkit Strand</a></p>	1,4,
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,4

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

Budgeted cost: £75,025 [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Revised Trust Attendance Policy is fit for purpose and robust procedures which are in line with the DFE's Working Together to Improve Attendance Document- May 2022. This will involve training and release time for attendance and pastoral staff to develop and implement the revised procedures within school and the Trust</p>	<p>Evidence shows that the pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. In addition, for the most vulnerable pupils, regular attendance is an important protective factor and the best opportunity for needs to be identified and support provided.</p>	5
<p>Regular monitoring of pupil premium attendance with Admin Attendance Lead, SLT and Pupil Premium Lead. Clear system for monitoring attendance - Escalation procedures initiated proactively e.g meetings with Pupil Premium Lead and Attendance Lead (Letter 1, Letter 2, home visits etc.) Meetings are held and measures are implemented to support families and improve attendance of pupils in a timely and effective manner with pastoral lead and SLT. All parents feel that their children are safe.</p>	<p>For the most vulnerable pupils, regular attendance is an important protective factor and the best opportunity for needs to be identified and support provided.</p>	5
<p>Innovation Lead appointed with responsibility for equity and diversity as well as developing ASPIRE programme (focused on personal and character development) and integrate this in to the curriculum, prioritising PE.</p>	<p>Research shows that engagement with extra-curricular activities can increase engagement with school as well as attainment.  <a href="#">EEF Research on the impact of the Children's University</a></p>	2,3,5
<p>Subsidy programme in place for school trips to ensure that 100% of disadvantaged pupils are able to attend and access these, as part of the curriculum offer.</p>	<p>This fund allows the school to provide a broad range of trips and events that support the contextualisation of the curriculum and contribute to pupils' cultural capital.</p>	3,4
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Breakfast Club to be provided for free for all disadvantaged pupils and that effective liaison will encourage our most vulnerable pupils to attend.</p>	<p><a href="#">Breakfast Club - Education Endowment Foundation</a></p>	1,3,4,5
<p>Spa to design, implement and evaluate two parent courses: one based around supporting early reading (aimed at LKS2)</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels</p>	1,4

<p>and one based around supporting pupils to read at home (aimed at whole-school).</p>	<p>even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><a href="#">Parental Engagement - Education Endowment Foundation</a></p>	
<p>Social &amp; Emotional Interventions</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>5</p>
<p>Family Liaison Officer to provide support to vulnerable families.</p> <p>Teachers to monitor which families are engaging in the home learning in their classes and to regularly contact parents to offer support if families are not logging on regularly.</p> <p>Consult all parents about how they would like to be involved with their children's learning.</p> <p>Strive to ensure even hard to reach families are engaging and talk to parents who are less involved about what support they would find helpful.</p> <p>Arranging parent assemblies and workshops.</p> <p>Offer carefully selected books plus advice and support for early reading.</p> <p>Deliver school CPD on parental engagement</p>	<p>Research from the EEF Guidance Report: Parental Engagement explains that effective plans and communication systems with parents can be effective for improving attainment and attendance.</p>	<p>5</p>



## 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 2021 to 2022 academic year.

The school, which academised in June 2019, had no previously validated data for either 2020 or 2021. In 2022 this data has been validated and shared with the trust and governing body.

- The attainment of disadvantaged pupils in Reading, Maths and Combined RWM has increased from 2019-2022.
- The gap in achievement for disadvantaged pupils at Spa **has narrowed in Reading**.
- The **disadvantaged gap is wider in writing and Maths** (non-disadvantaged pupils outperforming by 32% & 23% respectively), a distinct difference to the performance of Reading). However the gap to disadvantaged pupils at Spa and those Nationally has **narrowed in all core subjects and RWM combined**.

	KS2 SATs 2022					KS2 SATs 2019				
	Spa Dis % EXS+	Spa Non-Dis % EXS+	Spa Gap	National Dis % EXS+	National Non-Dis % EXS+	Spa Dis % EXS+	Spa Non-Dis % EXS+	Spa Gap	National Dis % EXS+	National Non-Dis % EXS+
Reading	57%	69%	+12%	63%	79%	41%	58%	+17%	62%	78%
Writing	51%	83%	+32%	56%	75%	53%	70%	+17%	68%	83%
Maths	46%	69%	+23%	57%	77%	41%	60%	+19%	67%	84%
Combined	38%	59%	+21%	43%	65%	29%	40%	+11%	51%	71%

### Outcomes

- The impact is reflected in results from the end of KS2 statutory assessments. This data demonstrates the highest attainment of pupils reaching the combined measure of the school since, at least, 2016/17 (before which levels were used to assess attainment).
- Whilst national figures dropped in maths, writing and combined, these results go against the trend and have increased. Pupils reaching the combined measure increased from 34% to 47%. This is an increase of 13%, contrasting the national data which shows a decline of 6%.
- Our reading and writing data is a particular strength, with 62% and 65% of pupils attaining the expected standard, increasing by 13% and 5% in 2019. 13% of pupils attained the higher standard in reading. The gap between our attainment and national data has significantly closed. In reading, this gap halved (24% to 12%). In writing it has reduced from 19% to 4%, suggesting we are almost in line with national and the gap in maths has almost halved (29% to 15%). The gap in the combined measure has more than halved, from 31% to 12%, reflective of the impact of the curriculum intent and implementation.
- In 2019, only 29% of disadvantaged pupils achieved the expected standard in reading, writing and maths combined. In 2022, this increased to 38%, hugely decreasing the gap between school data and National (from 22% difference in 2019 to broadly in line with National in 2022).
- A small group of disadvantaged Year 6 boys in this cohort had significantly low progress measures. The school is able to demonstrate the progress these pupils made. This ranges from being placed on the CP register and breakdown of the family home to being at risk of permanent exclusion. Case studies demonstrate the extensive provision for these pupils and the progress made, ensuring they are able to access secondary education.

### **Quality of Education**

- The quality of teaching has continued to rapidly improve, despite the pandemic. Governors, Trust & Local Authority have quality-assured the rapidly improving teaching profile. This is having a positive impact on narrowing the gap and raising the attainment of disadvantaged pupils.
- Targeted support continued throughout periods of remote education. Disadvantaged pupils were encouraged to attend school. The school issues over 100 digital devices to pupils and provided ongoing support.

### **Attendance**

- Trust Attendance Policy has ensured more consistent practice across school with regard to communication to parents to raise awareness of their child's attendance, holding of attendance meetings and issuing of penalty notices.
- For the academic year 2021-22 attendance for disadvantaged pupils was 91.1% compared to 91.4% of non-disadvantaged pupils. The gap has narrowed from the previous academic year (2020-21) when attendance for disadvantaged pupils was 92.4% compared to 93.8% of non-disadvantaged pupils.

### **Behaviour**

- For the academic year 2021-22 disadvantaged pupils were excluded for 24.5 days in total compared to 20 days by non-disadvantaged pupils.

## **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*

<b>Programme</b>	<b>Provider</b>

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also participated in a Trust pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.