

Pupil premium strategy statement – Spa Academy Askern

This statement details our school's use of pupil 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	245
Proportion (%) of pupil premium eligible pupils	⁽¹²⁰⁾ 49%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	December 2024 – December 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	S Lathlane
Pupil premium lead	K Housley
Governor / Trustee lead	Claire Pearson Jo Hepworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,220
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£183,220

Part A: Pupil Premium Strategy Plan

Statement of intent

Spa Academy Askern has high ambition for all of its pupils, particularly those that are disadvantaged. Spa Academy serves a community of high deprivation with almost half the pupil body recognised as being disadvantaged. School improvement priorities are viewed through the lens of these disadvantaged pupils.

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

- ✓ 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.
- ✓ 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 improve 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.
- ✓ Improve overall literacy skills, inspiring pupils through **literacy-rich** learning experiences. Being able to read confidently and fluently, as well as developing a love of reading, ensuring pupils, including those that are disadvantaged, can access the whole curriculum, without which the opportunity for future success, educational qualifications and career becomes limited. High quality models of speaking and listening and increased opportunities to speak without fear will support abilities as well as their self-confidence.
- ✓ Raise 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.

Key Principles of the Strategy Plan:

- ❖ Attend
- ❖ Achieve
- ❖ Aspire

Challenges

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

Challenge number	Detail of challenge
1	Engagement of parents/carers: Within the families of disadvantaged pupils, varying degrees of importance are placed on education and as such, disadvantaged pupils are less well supported with Home Learning and Reading. Parents/carers of disadvantaged pupils are 20% less likely to attend Parents' Evening or engage with school about their child(ren)s progress.

2	<p>Attendance: The attendance of disadvantaged pupils is 6% lower than that of non-disadvantaged pupils and 3% lower than the same time last year. Persistent absenteeism of disadvantaged pupils is increasing and has almost doubled in 12 months for those with SEND.</p>
3	<p>Wider Experiences & Cultural Capital: Within the community social mobility is low and pupil voice indicates limited opportunities to develop interests and talents outside of school. Aspirations amongst pupils are variable but noticeably more limited amongst the disadvantaged. 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>Social, Emotional, Mental Health: School has seen a rise in the presentation of poor social skills, emotional dysregulation and poor mental health, particularly amongst disadvantaged pupils. Emotional Based School Avoidance (EBSA) is slowly increasing in pupils with many parents/carers unable to positively influence this. The need for pastoral support is currently beyond capacity.</p>
5	<p>Literacy Skills: Age-related skills of reading, writing, speaking and listening – social communication – are lowest amongst disadvantaged pupils. On average, disadvantaged pupils make slower progress than their non-disadvantaged peers. Further exploration has identified that these pupils access limited texts at home and are read to less than their non-disadvantaged peers. The rise in use of electronic devices at home continues to negatively impact writing development. Speaking and listening skills are not consolidated outside of school, with many pupils using colloquialisms and local dialects.</p>
6	<p>Behaviour / Responding to Authority Figures: Poor behaviour choices such as refusal to follow reasonable instructions, defiance, absconding and aggression are increasing in the minority of disadvantaged pupils. The vast majority of behaviour sanctions are recorded against 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
To significantly narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths.	41% combined 2025 (+14% on 2024 academy outcomes and within 3% of 2024 national)
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils' attendance is in line with their peers and the gap to national is 2% less than 2023/24
Disadvantaged pupils are able to explore, develop and nurture interests and talents that would normally be inaccessible.	First-hand experience enhancements ensure all disadvantaged pupils access at least one afterschool club within each term, attend the whole school theatre trip and the VR Experience.

Staff successfully utilise taught strategies for the supporting SEMH needs of all pupils, especially disadvantaged pupils.	Pupil voice indicates positive pupil / adult relationships; absconding data has decreased; PA is below compared to the same time last year; parent voice indicates confidence and trust in the school to supports its pupils.
Disadvantaged pupils become competent readers, able to access, be challenged by and enjoy the whole curriculum, through prioritising Literacy and raising its profile across the school.	Number of pupils engaging with In It 2 Win It increases to at least 60% by May 2025; 63% attainment in Reading at KS2; 62% attainment in writing at KS2; Increased exposure to a wider variety of text through Pathways to Write, Pathways to Spell and Reading curriculum.
Pupils feel better prepared to positively and successfully access education at the academy.	A small number of pupils access alternative and therapeutic provisions whilst enrolled at the academy.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s)
<i>Teachers and support staff weekly CPD delivered by external practitioners; trust behaviour lead; ASCETs; BOSS; Ed Psych (Mondays & Tuesdays)</i>	All staff regardless of role or responsibility have access to ongoing professional development, delivered weekly. Careful succession planning, use of mentors and timely CPD mitigate the potential negative impact of staff changes, absence and/or level of experience. https://shorturl.at/8RLjZ https://shorturl.at/eitfu	3, 5 & 6
<i>Instructional coaching for key staff (Wednesdays) led by SLT and coaching groups</i>	To further drive positive change with regard to HQT, senior staff have identified key staff requiring intensive, in the moment support. Across three terms (January to December 2025), staff will collaborate on planning, delivery and assessment with a dedicated coach. https://shorturl.at/99MWf	
<i>Great Teaching Toolkit (GTT) programme</i>	The Great Teaching Toolkit is built on the Model for Great Teaching – a curriculum for teacher learning. The Great Teaching Toolkit helps teachers to: set specific goals for improving their classroom practice, where everyone's voice is heard and build understanding in areas that make the most difference. https://evidencebased.education/great-teaching-toolkit-evidence-review/	
<i>Early contract start-dates to support handover between exiting and new staff</i>		

<p><i>Increased staff ratio in current Y6 classes: Cohort 2025 allowing for strategies including split inputs, smaller groupings etc. The year group is assigned 1 HLTA per class plus an additional HLTA and 1:1 support.</i></p>	<p>In Cohort 2025, 54% of pupils are eligible for PP. Leaders have identified that the PP gap in reading, writing and maths is wider here than in previous years. A third of PP pupils within this cohort are also SEND. https://shorturl.at/M5O9x</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £97,000

Activity	Evidence that supports this approach	Challenge number(s)
<p><i>Increased support staff deployment across school to facilitate small group focus teaching, allowing for in-class ability grouping to take place, focused on providing support and stretch.</i></p>	<p>The EEF's Teaching and Learning Toolkit highlights the effectiveness of small-group interventions, such as small-group tutoring and peer-assisted learning, in improving outcomes for disadvantaged students. Research by the EEF suggests that collaborative learning interventions can have a positive impact on student outcomes, particularly for disadvantaged students. https://shorturl.at/GZ8fC https://shorturl.at/ddDd8 https://shorturl.at/pv0NX</p>	<p>5, 6</p>
<p><i>After school booster sessions to support with closing the gaps in Yr6 pre-transition to secondary</i></p>	<p>Significant gaps created by staff absence, the pandemic, poor attendance, EHE, school transfers and cognition and learning needs have been identified within this cohort. By offering 2 hours of additional tuition per week, teaching staff are better placed to address more of these. https://shorturl.at/bm3Vh</p>	<p>3, 4</p>
<p><i>Family Liaison Officer and Learning Mentor dedicated to fulltime pastoral support.</i></p>	<p>A study published in the Journal of School Psychology found that emotional support interventions had a positive impact on student well-being and academic outcomes, particularly for students from disadvantaged backgrounds. Research by the Mental Health Foundation suggests that mental health support can improve outcomes for children and young people with mental health difficulties. https://shorturl.at/w87x6</p>	<p>4, 6</p>
<p><i>Train-up a Senior Mental Health Lead, utilising the DfE grant. Regularly attend Trust Mental Health Lead Networks (6x per year)</i></p>	<p>As above. https://www.gov.uk/government/publications/senior-mental-health-lead-training-grant-funding</p>	<p>4, 6</p>
<p><i>Access outreach support and weekly placements for pupils requiring SEMH transition support before secondary</i></p>	<p>https://shorturl.at/ZToGo Alternative provision (AP) can benefit students in a number of ways, including:</p>	<p>2, 6</p>

<p><i>school (to include transport)</i></p>	<ul style="list-style-type: none"> • Holistic support: AP addresses academic, social, emotional, and behavioural needs, which can help students develop life skills and resilience. • Meaningful learning: AP can provide more meaningful learning than mainstream schools, allowing students to learn in a way they enjoy and understand. • Confidence boost: AP can help students boost their self-esteem and confidence. • Real-life experience: Depending on the type of AP, students can gain real-life experience. • Positive attitude: AP can help students develop a positive attitude towards education. • Explore interests: AP can help students explore subjects of interest. <p>https://shorturl.at/UZZzB</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34,220

Activity	Evidence that supports this approach	Challenge number(s)
<p><i>Improve overall attendance of disadvantaged pupil group with financial support to attend Breakfast Club</i></p>	<p>A study published in the Journal of Educational Psychology found that attendance interventions had a positive impact on student attendance and academic outcomes, particularly for students from low-income backgrounds.</p> <p>https://shorturl.at/W4hlm https://shorturl.at/nJVcO</p>	<p>2</p>
<p><i>Ensure engagement of disadvantaged pupils in curriculum enhancements incl. trips, visits, events, rewards with financial support</i></p>	<ul style="list-style-type: none"> • Real-world learning Students can apply what they've learned in the classroom to real-life situations. For example, students might speak French at a market in France. • Improved academic performance Students who participate in multiple field trips tend to have higher test scores and perform better in class. • Personal and social development School trips can help students develop self-esteem, self-confidence, and self-belief. They can also help students develop social skills, make friends, and learn to communicate more effectively. • Increased cultural awareness Students can learn to respect differences and experience new cultures. • Spark curiosity School trips can ignite a student's passion for a subject and encourage them to take appropriate risks. • Career ideas Science trips can help students spark their curiosity in STEM subjects and give them ideas for future careers. • Teacher development Teachers can see how their students learn and view the world, which can help them generate ideas to bring back into the classroom <p>https://shorturl.at/NMPnl</p>	<p>3, 4</p>

<i>6x coffee mornings for parents and carers</i>	Research by the National Association of School Psychologists suggests that family and community engagement can positively impact the academic achievement and well-being of students from diverse backgrounds.	1
<i>Primary Futures Careers Day</i>	The academy understands the importance of specifically developing non-academic skills such as enterprise skills and social-emotional skills and behaviours that will benefit pupils' own wellbeing and the wellbeing of others.	3, 4
<i>6x Life Skills Day:</i> <ul style="list-style-type: none"> • <i>Money Skills</i> • <i>Helping at Home</i> • <i>Staying Safe</i> • <i>Its Kind to Care</i> • <i>Employment Skills & Enterprise</i> • <i>On the Move: Positive Change</i> 	Career-related learning helps primary pupils to learn about the world around them, broaden their aspirations and challenge stereotypes. Quality career-related learning in primary school provides exposure to ideas that pupils may not get elsewhere.	3, 4
<i>Open Day for prospective students</i>	Research by the National Association of School Psychologists suggests that family and community engagement can positively impact the academic achievement and well-being of students from diverse backgrounds.	1
<i>'Learning Together Days'</i> <i>Spring & Summer Term</i> <i>(4 afternoons each term)</i>	Junior version of early years 'Stay and Play'. Families will join their children in an interactive afternoon of learning and discovery. These sessions will support parents' and carers' understanding of academy expectations, taught strategies and routine teaching methods. https://shorturl.at/ZqwGG	1, 2, 4, 5, 6
<i>Weekly attendance trophies / In It 2 Win It trophies & rewards / Ice cream van / Always Reward / Raffle Prizes</i>	By rewarding the hard work and commitment of the pupils, we are sending a clear message of encouragement to those who don't engage, and of celebration and thanks to those at home supporting their children. https://shorturl.at/nJVcO	1, 6
<i>Assemblies:</i> <ul style="list-style-type: none"> • <i>PSCO</i> • <i>Water Safety</i> • <i>Road & Rail</i> • <i>No Outsiders</i> • <i>Safeguarding</i> • <i>FBV</i> 	Assemblies are an important vehicle for sharing information and knowledge with pupils. Short, sharp bursts of information are shared overtime and repeated or expanded to support long term memory.	2
<i>Crucial Crew Trip for Yr6</i>	Crucial Crew is an educational programme that is free for all year six students in South Yorkshire. It is delivered at the Lifewise Centre in Rotherham where there is a film-set environment featuring locations including a court room, super-market and street scene. Students take part in a variety of interactive scenarios, covering topics from road safety and anti-social behaviour to child sexual exploitations. https://shorturl.at/8SLeT	4, 6

<i>Theatre production</i>	Benefits of school trips to the theatre: These can include enhanced literary knowledge, increased tolerance, and more empathy amongst students. These skills can be useful to students in all aspects of their life, in school or at home, and will benefit them for a lifetime. https://shorturl.at/8SLeT https://shorturl.at/NMPnl	3, 4
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Total budgeted cost: £183,220

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	2021-22		2022-23		2023-24	
	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
Reading	54.8%	70.4%	50%	53.8%	31%	75.8%
Writing	50%	85.2%	61.5%	76.9%	42.9%	72.7%
Maths	48.4%	70.4%	46.2%	57.7%	48.3%	84.8%
Combined	38.7%	59.3%	26.9%	50%	32.1%	63.6%

- 47% (29 pupils) of the 23-24 cohort were classed as disadvantaged.
- Two thirds of the group were female.
- Of those, 41% (12 pupils) were recognised as having SEND. The past 3 years have seen an increase in the number of disadvantaged pupils with SEND.
- The academy continues to benefit from a dedicated Pastoral team consisting of a family liaison officer and one learning mentor who support pupils in accessing the classroom and their learning. The academy recruited a highly experienced, dedicated SENDCo and a robust package of CPD has been delivered throughout the year. A higher proportion of support was allocated into both Year 6 classes to support targeted small group teaching and intervention. An additional teacher was recruited to further improve teacher pupil ratios. An intense programme of targeted intervention was implemented from January through to the end of the year, this included Third Space Learning, after school sessions, 1:1 tuition, revision material purchased by the academy alongside incentivised home learning.
- Following a decline in 22-23, outcomes for disadvantaged pupils increased by 5% in 23-24. However, this remained 13% below national and local outcomes.
- Disadvantaged pupils perform most consistently in mathematics; however, Reading is on a three-year decline and writing has decreased significantly since 23-24.
- 2024 saw a spike in the number of pupils with SEND and those with EAL as well as our highest number of pupils falling into both vulnerable groups.
- The academy recognises the significant level of support given to pupils around reading and mathematics. Despite academy, trust and external support input on writing, a significant number of pupils were not able to reach the expected standard. The school received external writing moderation from the LA and was praised for the accuracy of its judgements.
- Access arrangements: 37 pupils qualified for 25% extra time; 33 pupils qualified for a reader in SPAG and maths. The trust SEND and inclusion manager undertook a detailed assessment of all Y6 pupils to ascertain EAA.
- 8 pupils transferred into the upper juniors, 6 of those in Year 6.
- Girls outperformed boys in all subjects (including Maths) where previously boys had outperformed girls.
- 4 out of the 12 (PP and SEND) did not sit their SATS. 50% of boys have SEND of which, more than 50% are also Pupil Premium and only 17% of girls have SEND. Roughly a third of boys with SEND attended alternative provision on a weekly basis. 5/14 PP, SEND boys were persistently absent and 2/14 were severely absent.
- Explicit teaching of systematic synthetic phonics continues to have a positive impact on reading and spelling across the academy. A significant number of pupils progressed beyond the programme, meaning that in 24/25 the academy has the lowest number of pupils requiring intervention since starting the programme.
- 99.2% of all disadvantaged pupils accessed after school provision, educational visits and represented the academy at inter-academy sporting competitions.

Externally provided programmes

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

Programme	Provider

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>
One pupil in receipt of Service Pupil Premium. Reading, Writing and Maths 1:1 tuition, 1hr per week, given during the spring term (12wks).
The impact of that spending on service pupil premium eligible pupils
Pupil new to school in academic year 24/25