

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 and how we intend to spend the funding in this academic year (part A) and the outcomes for disadvantaged pupils last academic year (part B).

School overview

Detail	Data
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers	September 2025 – December 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	S Lathlane
Pupil premium lead	K Housley
Governor / Trustee lead	Claire Pearson John Dougherty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,695
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£184,695

Part A: Pupil Premium Strategy Plan

Statement of intent

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

The school is determined to purposefully address barriers to academic and personal success as a result of 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. It will be responsive to the emerging needs of our school community; address the gaps in pupils' knowledge, skills, personal development and cultural capital.
- ✓ Insisting upon the highest 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 success become 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. We strive to provide a wide range of educational and extra-curricular experiences, designed to broaden our pupils' cultural capital.

Key Principles of the Strategy Plan:

- ❖ Attend
- ❖ Achieve
- ❖ Aspire

Challenges

This details the key challenges to achievement 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 significantly less likely to attend Parents' Evening or engage with school about their child(ren)s progress. In 2025, 36% of disadvantaged parents did not attend Parents' Evening compared to just 6% of non-disadvantaged parents in our transition year (Yr3). A huge 51% of disadvantaged parents in Yr5 did not attend Parents' Evening compared to 25% of non-disadvantaged parents. Comparisons were less significant in Yrs. 4 and 6, however the pattern of non-attendance of disadvantaged parents remains across all years.
2	

	Attendance: In 2025, attendance for disadvantaged pupils was 88.77% compared to non-disadvantaged at 94.86%. Three quarters of persistently absent pupils and 100% of severely absent pupils were disadvantaged and eligible for FSM. The school recognises that in 24/25, 25% of disadvantaged pupils had multiple vulnerabilities, which also negatively impacted their attendance.
3	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.
4	Social, Emotional, Mental Health: School has seen a rise in the presentation of under-developed social skills (social communication), emotional dysregulation and poor mental health, particularly amongst disadvantaged pupils. An increased number of pupils requesting access to Soft Start, Pastoral Lunch Club, as well as those requiring SEMH interventions has resulted in weighting lists as Pastoral provision is currently beyond capacity.
5	Literacy Skills: Age-related skills of reading and writing 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 significantly less than their non-disadvantaged peers. The rise in use of electronic devices at home continues to negatively impact writing development and stamina.
6	Behaviour / Responding to Authority Figures: Poor behaviour choices such as refusal to follow reasonable instructions, defiance, absconding and aggression are increasing in disadvantaged pupils. Analysis shows the majority of behaviour sanctions are weighted against disadvantaged pupils.

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 increase engagement of all parents , particularly those of disadvantaged pupils, in ensuring a positive educational experience for their child.	<ul style="list-style-type: none"> Engagement of disadvantaged pupils in the In It 2 Win It initiative (home learning) is at least 50% Termly subject specific workshops for parents and children Teachers engage with the parents of disadvantaged pupils twice per year without exception Meet the Teacher sessions are planned in across the year and are well attended Social media has moved over to Facebook and audience engagement has increased
To improve the attendance of disadvantaged pupils.	<ul style="list-style-type: none"> Home visits are routine, purposeful and high impact

	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils improves to within 4% of their peers • Persistent absenteeism in disadvantaged pupils is below 23/24 outcomes • Severe absenteeism in disadvantaged pupils is eradicated • Office and classroom staff are acutely aware of pupils with poor attendance and go above and beyond to ensure strong relationships and regular communication with home • Pupils speak confidently about the importance of good attendance and encourage each other to attend regularly
<p>To improve the attainment of disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Reading attainment of disadvantaged pupils improves so that it is in line with national • Writing attainment of disadvantaged pupils improves so that it is in line with national • Mathematics attainment of disadvantaged pupils improves so that it is in line with national • All disadvantaged pupils attend booster programme • Interventions at Yr6 are tailored and high impact • Termly subject specific workshops for parents and children
<p>To further engage disadvantaged pupils to explore, develop and nurture their interests and talents.</p>	<ul style="list-style-type: none"> • 75% of disadvantaged pupils access after school enrichment • 85% of disadvantaged pupils attend one of the two residential visits in the upper juniors • The Life Skills Curriculum is embedded across school • School leaders are regularly informed regarding the pupils' interests and opinions on their school
<p>To upskill education support staff with strategies for supporting SEMH needs and deescalating dysregulated behaviour.</p>	<ul style="list-style-type: none"> • Pupil voice indicates positive pupil / adult relationships • Parent voice demonstrates confidence and trust in the school • Pupils demonstrate application of taught skills to self-regulate • Behaviour incidents are reduced by 25% • Suspensions remain below 21/22 data • Alternative and/or therapeutic resources are sourced where necessary

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: £55,644

Activity	Evidence that supports this approach	Challenge number(s)
<p><i>Great Teaching Toolkit (GTT) programme</i></p> <p>(£2000)</p>	<p>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.</p> <p>https://evidencebased.education/great-teaching-toolkit-evidence-review/</p>	5
<p><i>Increased number of HLTAs working across the academy</i></p> <p><i>Deployment aimed at facilitating small group focus teaching, allowing for in-class ability grouping to take place, focused on providing support and stretch.</i></p> <p>(£26,822 x2 = £53,644)</p>	<p>Spa Academy has a diverse pupil body from a variety of backgrounds. Many pupils require additional academic support to address prolonged absence, mobility and gaps in learning. An increased focus on 'catch up and keep up' requires the expansion of interventions, discreet teaching and group input. Qualified HLTAs deliver bespoke and research-backed interventions and lead groups requiring significant adaptations, as well as ensuring high quality session cover in the absence of senior staff incl. SENDCo and Deputy Headteacher. 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.</p> <p>https://shorturl.at/GZ8fC</p> <p>https://shorturl.at/ddDd8</p> <p>https://shorturl.at/pv0NX</p>	2, 5

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

Budgeted cost: £113,966

Activity	Evidence that supports this approach	Challenge number(s)
<p><i>After school booster sessions to support with closing the gaps in Yr6 pre-transition to secondary</i></p> <p>(£1500)</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.</p> <p>https://shorturl.at/bm3Vh</p>	5
<p><i>All disadvantaged pupils receive 1:1 reading tuition at least twice per week</i></p>	<p>Disadvantaged pupils are significantly less likely to receive support at home with reading and home learning. 20 minutes, twice per week minimum is allocated for all</p>	5

(2 x LSA = £49,000)	disadvantaged pupils. Progress is carefully tracked, and strategies align to in-class teaching strategies.	
<i>Family Liaison Officer and Learning Mentor dedicated to fulltime pastoral and attendance support.</i> (£24,500 + £38,966 = £63,466)	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	2, 4, 6

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

Budgeted cost: £15,311

Activity	Evidence that supports this approach	Challenge number(s)
<i>Improve overall attendance of disadvantaged pupil groups with financial support to attend Breakfast Club</i> (£936)	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. https://shorturl.at/W4hIm https://shorturl.at/nJVcO	2, 4, 6
<i>Ensure engagement of disadvantaged pupils in curriculum enhancements incl. trips, visits, events, rewards with financial support</i> (£4000)	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 https://shorturl.at/NMPnl	2, 3, 4, 6
<i>Open Day for prospective students</i> (£500)	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, 4

<p><i>'Learning Together Days'</i> <i>Spring & Summer Term</i> <i>(4 afternoons each term)</i></p> <p><i>(£800)</i></p>	<p>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.</p> <p>https://shorturl.at/ZqwGG</p>	<p>1, 2, 4, 5, 6</p>
<p><i>Weekly attendance trophies / In It 2 Win It trophies & rewards / Ice cream van / Always Reward / Raffle Prizes</i></p> <p><i>(£4500)</i></p>	<p>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.</p> <p>https://shorturl.at/nJVcO</p>	<p>1, 6</p>
<p><i>Crucial Crew Trip for Yr6</i></p> <p><i>(£600)</i></p>	<p>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, supermarket 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.</p> <p>https://shorturl.at/8SLeT</p>	<p>4, 6</p>
<p><i>Theatre production</i></p> <p><i>(£3975)</i></p>	<p>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.</p> <p>https://shorturl.at/8SLeT https://shorturl.at/NMPnl</p>	<p>3, 4</p>

Total budgeted cost: £184,921

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Yr4 Multiplication Check:

Multiplication tables check

Spa Askern

	% of cohort	Teacher assessment						LA	England	
		No score	21-25	16-20	11-15	6-10	0-5	Score	Score	
All pupils (59)	100%	2%	83%	10%	5%	0%	0%	23.3	21.5	21.0
Female (30)	51%	0%	90%	10%	0%	0%	0%	23.6	21.5	20.8
Male (29)	49%	3%	76%	10%	10%	0%	0%	23.0	21.5	21.3
PP (23)	39%	0%	87%	4%	9%	0%	0%	23.1	20.7	19.4
Not PP (35)	59%	3%	80%	14%	3%	0%	0%	23.4	22.7	21.6

End of KS2

Key Stage 2

Spa Askern

Reading

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
All pupils (49)	100%	104	69%	45%	73%	75%
Female (24)	49%	104	67%	50%	77%	78%
Male (25)	51%	104	72%	40%	70%	72%
PP (27)	55%	101	56%	33%	61%	63%
Not PP (22)	45%	108	86%	59%	80%	80%

Key Stage 2

Spa Askern

Writing

	% of cohort	Teacher assessment						LA	England
		EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+
All pupils (49)	100%	61%	8%	53%	33%	6%	0%	73%	72%
Female (24)	49%	67%	13%	54%	29%	4%	0%	80%	79%
Male (25)	51%	56%	4%	52%	36%	8%	0%	66%	66%
PP (27)	55%	48%	7%	41%	41%	11%	0%	59%	59%
Not PP (22)	45%	77%	9%	68%	23%	0%	0%	81%	78%

Key Stage 2

Spa Askern

Maths

	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
All pupils (49)	100%	101	71%	20%	75%	74%
Female (24)	49%	101	75%	17%	75%	73%
Male (25)	51%	101	68%	24%	75%	75%
PP (27)	55%	99	59%	19%	63%	61%
Not PP (22)	45%	105	86%	23%	82%	80%

Key Stage 2

Spa Askern

Grammar, punctuation and spelling

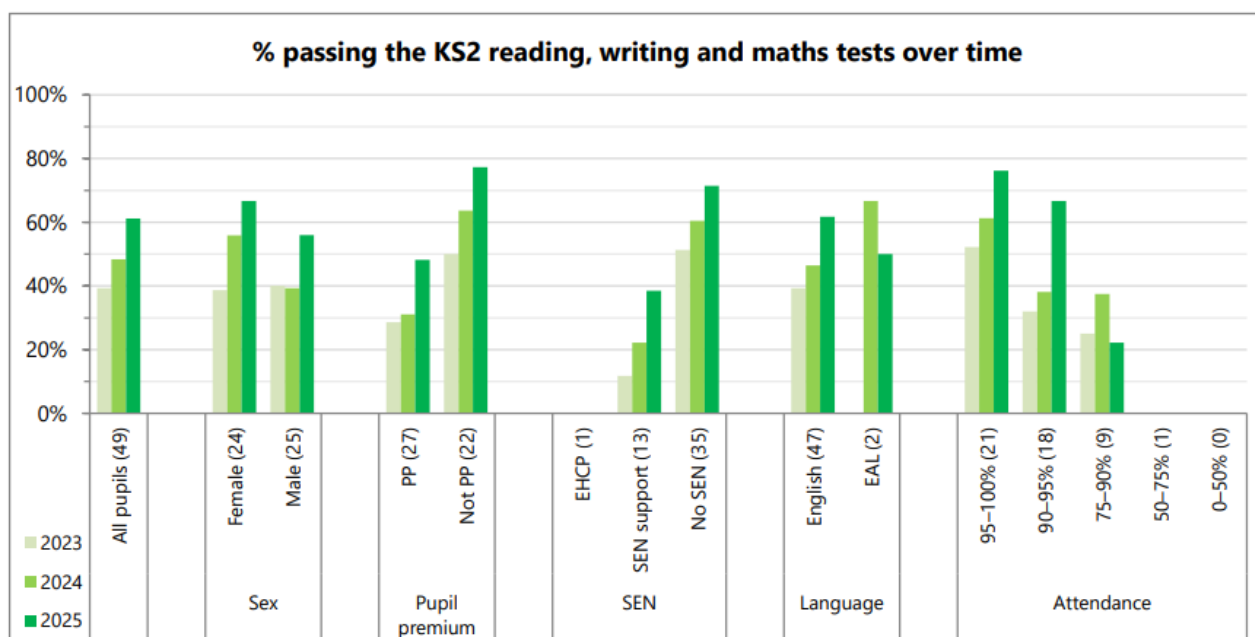
	% of cohort	Test			LA	England
		Score	Exp+	High	Exp+	Exp+
All pupils (49)	100%	103	69%	31%	68%	73%
Female (24)	49%	103	71%	33%	73%	77%
Male (25)	51%	103	68%	28%	63%	69%
PP (27)	55%	101	59%	26%	55%	60%
Not PP (22)	45%	106	82%	36%	75%	78%

Key Stage 2

Spa Askern

Reading, writing and maths

	% of cohort	Test		LA	England
		Exp+	High	Exp+	Exp+
All pupils (49)	100%	61%	4%	62%	62%
Female (24)	49%	67%	4%	66%	66%
Male (25)	51%	56%	4%	59%	59%
PP (27)	55%	48%	4%	48%	47%
Not PP (22)	45%	77%	5%	70%	69%



Intended Outcome 1:

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)

Achievement exceeded target by 7% with a combined of 48% bringing Spa Academy in line with national

Intended Outcome 2:

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

PP Attendance 23-24

89.20% PP
93.72% Non PP
27.56% PA – 58.57% of these children were PP
1.97% SA – 100% of these children were PP

PP Attendance 24-25

88.77% PP
94.86% Non PP
27.45% PA – 74.29% of these children were PP
2.75% SA – 100% of these children were PP

Intended Outcome 3:

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.

After school clubs 2024/25

PP Whole School:	PP Boys:	PP Girls:	PP + SEND
61/112 =54%	34/61=56%	27/51= 53%	18/30 =60%
Year 3: 14/25 = 56%		Year 4: 16/25 =64%	
Year 5: 17/36 = 47%		Year 6: 14/26= 53%	

External visits 2024/25

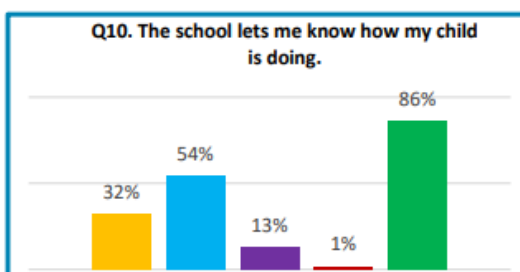
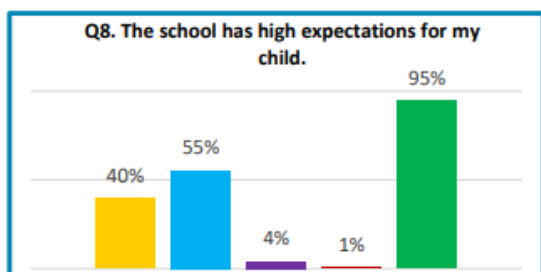
PP Whole School:	PP Boys:	PP Girls:	PP + SEND
107/112= 96%	58/61= 95%	49/51= 96%	27/30= 90/%
Year 3: 25/25 =100 %		Year 4: 24/25 = 96%	
Year 5: 35/36=97%		Year 6: 23/26= 88 %	

Intended Outcome 4:

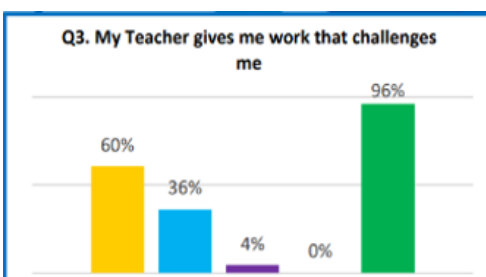
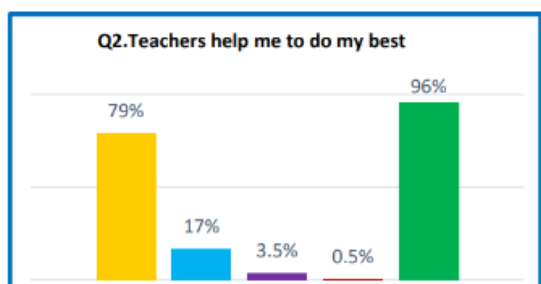
Staff successfully utilise taught strategies for the **supporting SEMH needs** of all pupils, especially disadvantaged pupils.

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.

Parent survey response examples:



Pupil survey response examples:



Intended Outcome 5:

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.
<p>Reading PP – 58% > 31%</p> <p>Writing PP – 48% > 42.9%</p> <p>Despite not achieving the targeted outcomes for disadvantaged pupils, significant gains were made when compared to 23/24 outcomes.</p>	
Intended Outcome 6:	
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.
<p>4x disadvantaged pupils attended a 12wk programme at Big Picture Doncaster.</p> <p>1x disadvantaged EBSA pupil attended Castle Hills SEMH Hub and built back up to full time attendance.</p> <p>1x accessed on-site therapy from Changing Lives, Doncaster.</p>	

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, provided during the spring term (12wks).
The impact of that spending on service pupil premium eligible pupils
Pupil is achieving well in Reading and targeted for GDS. In all other subjects, pupil is achieving age related expectations.