Pupil premium strategy statement:

1. Summary information					
School	Blackpool Aspire Academy				
Academic Year	2019/20	**Total PP budget**	£423,072	**Date of most recent PP Review**	June 2017
Total number of pupils	752	**Number of pupils eligible for PP**	504	**Date for next internal review of this strategy**	Feb 2020

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average 2018)*
Progress 8 score average (from 2018/19) unvalidated	-0.30 (-0.18)	0.10 (0.13)
Attainment 8 score average (from 2018/19) unvalidated	41.04 (42.98)	46.60 (50.1)
% 4+ English and maths	41% (48%)	60% (71.5%)
% 5+ English and maths	29% (28%)	27% (50.10%)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Teaching & Learning: Improving the evenness of teaching and learning across the Academy
B.	Middle attaining pupils (2018/19 unvalidated -0.26 [disadvantaged students -0.5 non-disadvantaged students +0.27]), who are eligible for PP are making less progress than other middle attaining pupils especially in English. This prevents sustained high achievement.
C.	Low resilience levels
External barriers	
D.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved progress by all students especially those eligible for PP.	Pupils eligible for PP in all years will be on track for end of KS4. Where they are not, departments are putting in place interventions, monitored by Directors and the senior team.

B.	Improved rates of progress across Middle Attaining pupils who are eligible for PP especially in English.	Pupils eligible for PP identified as middle attaining make as much progress as 'other' pupils identified as middle attaining, so that 75% or above are on track for the end of KS4. Where they are not, departments are putting in place specific interventions, monitored by Directors and the senior team.
C.	Improved resilience levels within students	Fewer behaviour incidents recorded for pupils on the school system (without changing recording practices or standards) utilising Class Charts to provide real time feedback.
D.	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for disadvantaged students improves from 93% towards 95% in line with 'other' pupils.

5. Planned expenditure					
Academic year	**2019/20**				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A. Improved progress by all students especially those eligible for PP.	Increased investment in CPL programme to support continued rollout of Golden Hour lesson model with specific focus on development of curriculum, collaborative planning, formative assessment and literacy in all subjects. Deployment of SEND Teaching Assistants and intervention to support collaborative planning and wider development of teaching and learning. Dedicated member of senior staff responsible for Golden Hour Model and CPL.	We want to offer high quality teaching to all pupils to enable them to progress. CPL will be offered as a combination of content knowledge, pedagogical knowledge and pedagogical content knowledge, and involve both external contributors and peer support. Feedback and the resulting metacognition development have been highlighted to have significant impact of student progress. The intervention is designed to build on a collaborative approach to planning with evidence from the Education Endowment Foundation (EEF) which has stated that Feedback has a high impact (+8 months progress) and collaborative work an impact (+5 months). Additional information from the work load study will support well-being.	Courses selected using evidence of effectiveness, relevance to new specifications with covering staff organised well in advance. Quality Improvement Group support and Quality Assurance via the Academy Trust, links with the Blackpool Research School and Teacher Development Trust Monitored by Assistant Principal. Peer observation of attendees' classes after the course, to embed learning (no assessment) as well as collaborative planning opportunities scheduled into the directed time programme. Feedback strategy monitored by Assistant Principal.	Assistant Headteachers, Teaching and Learning and Outcomes	November 2019, January 2020, March 2020, August 2020

B. Improved rates of progress across Middle Attaining pupils who are eligible for PP especially in English.	Subject specific CPL to develop accessing specification challenge. Links to the PiXL Independence programme. Subject specific links with Post 16 providers raise attainment.	Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective use of formative assessment, verbal feedback and summative assessment feedback at key junctures alongside extended writing.	Directors and SLT to oversee the implementation of refined feedback policies within individual subject areas. Directors and SLT ensure quality first teaching within areas. Data collection points reviewed for impact and interventions implemented to support progress.	Assistant Headteachers Outcomes and Teaching and Learning	November 2019, January 2020, March 2020, August 2020
				Total budgeted cost	£198,500

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved progress by all students especially those eligible for PP.	In school Learning Mentor 2 days per week to specifically work with KS4 students. Learning Mentor to attend weekly Student Panel Meeting to share information and to liaise with parents.	To break down barriers to learning and provide further support on the purpose of school. Using the EEF Toolkit a range of interventions will be utilised to focus on meeting the needs of students and supporting them in accessing, progressing and achieving in school. These will include interventions such as behaviour (+4 months), Oral Language Interventions (+5 months), Social and Emotional Learning (+4 months) and Sports Participation (+2 months).	Target group of KS4 students with data tracking to show impact of the programme.	Assistant Headteacher, Outcomes	November 2019, January 2020, March 2020, August 2020

A. Improved progress by all students especially those eligible for PP.	Utilising developing knowledge we aim to provide key knowledge recall and application sessions each weekday morning for the whole school. There will be specific morning meetings for Year 11 students recalling knowledge and modelling exam techniques with Directors. Small group sessions in English, Maths and Science for pupils with Director. Additional resources in supporting VCert Business, Performing Arts and Dance by utilising PP funding to provide specialists supporting technical and assistance.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils during interventions. Track data in English, Maths and Science at Data Collections with SLT Links to observe sessions and provide feedback / support.	Faculty Directors	November 2019, January 2020, March 2020, August 2020
D. Increased attendance rates	Attendance Officer employed to monitor pupils and follow up quickly on truancies. First day response provision.	Persistent Absence figures remain above average. "We can't improve attainment for children if they aren't actually attending school." NfER briefing for school leaders identifies addressing attendance as a key step. Numerous research and briefing papers address attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP Lead, AHT Attendance and Behaviour, caseworkers and Learning Mentor, Headteacher etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and Pupil Welfare Officer assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with AHT Behaviour and Attendance and mentor. Letters about attendance and PWO to visit all PA at home to discuss attendance with parents / guardian and explore barriers.	Assistant Headteacher, Behaviour and Attendance	November 2019, January 2020, March 2020, August 2020

C. Improved Resilience Levels of disadvantaged students	Identify a targeted intervention for selected students. Utilise Learning Mentor for caseload students. Provide behaviour intervention and support catch up to break down barriers to positive behaviour for learning.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair and clear using the data collected from teaching staff as well as the Student Panel. Use support worker to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Culture points to be a focus for all staff through the implementation of a new centralised monitoring tool and reward structure. Weekly Student Panel meeting to review caseloads in relation to key measures (attendance and behaviour logs as well as attainment/progress data).	Assistant Headteacher Attendance & Behaviour, Assistant Headteacher Outcomes.	November 2019, January 2020, March 2020, August 2020
	Support for all disadvantaged students as identified by Student Services.		Breaking down barriers to attendance by providing a first port of call for students and parents. Supporting access to education and focus on the purpose of school. Improved attendance and lower incidents of behaviour issues as well as improved attainment.	Assistant Headteacher SENDCO and Student Services.	November 2019, January 2020, March 2020, August 2020
	Employ external careers advisor to raise aspirations		All Year 11 students will have a conditional offer for Post 16 education, training or employment (apprenticeship). Year 7-11 students will have at least three meaningful careers interactions within the year.	CEIAG Lead	November 2019, January 2020, March 2020, August 2020
Total budgeted cost					£142,500

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improved Resilience Levels of disadvantaged students	Rewards, events and trips including Year 7 Residential, Blackpool Football Club outreach. Additional programmes to provide personalised support through small projects including support	Additional interventions to tackle resilience and enrichment supporting student development including attendance, behaviour and wider curriculum opportunities. Using the EEF Toolkit a range of interventions will be utilised to focus on meeting the needs of students	Improved attendance and reduced numbers of behaviour incidents in supporting the purpose of school for all year groups.	Assistant Headteacher Attendance & Behaviour plus individual trip leads.	November 2019, January 2020, March 2020, August 2020

	for funding for development of activities enhancing wider cultural capital.	and supporting them in accessing, progressing and achieving in school. These will include interventions such as behaviour (+4 months), Social and Emotional Learning (+4 months) and Sports Participation (+2 months).			
				Total budgeted cost	£82,000

6. Review of expenditure

Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
A. Improved progress by all students especially those eligible for PP.	Increased investment in CPL programme to support continued rollout of Golden Hour lesson model with specific focus on Feedback development in all subjects. Deployment of SEND Teaching Assistants and SHINE Therapy to support collaborative planning and wider development of teaching and learning. Dedicated member of senior staff responsible for Golden Hour Model and CPL.	Mixed: The Golden Hour Model continues to provide a platform for continuing improvement in Teaching and Learning. The measures of attainment have been measured for all children, not just PP eligible. • Year 11 summer Attainment 8 has improved from 40.7 to 42.98 • English 4+ slightly decreasing from 58% to 2019 55% PP 45% Non PP 73% • English 5+ 2018 39% to 2019 38% PP 36% Non PP 43% • Maths 4+ 2018 54% to 2019 63% PP 55% Non PP 77% • Maths 5+ 2018 32% to 2019 43% PP 41% Non PP 47%. • Science 4+ 2018 68% to 2019 68.6% PP 66% Non PP 73% • Science 5+ 2018 50% 2019 48.8% PP 41% Non PP 63% • High Attaining PP students were successful 2018 -0.50 to 2019 -0.19 (unvalidated). Progress in teaching and learning plus subject knowledge continues to be a focus of sustainable development within the academy. Success criteria: not fully met but new approaches introduced during the academic year show significant improvements in developing feedback and providing opportunities for further improvements to the Golden Hour Model – best practice continues to be shared in briefings with the Academy achieving Silver accreditation from the Teacher Development Trust for CPL. Progress 8 data shows that not just PP students made improvements towards expected progress.	Staff were positive about the changes and believe it has affected attitudes of students. We will continue implementing the Golden Hour Model following external reviews (Ofsted 2018 Graded Teaching and Learning as Good) and feedback on the platform it is providing for improving teaching and learning while developing teacher feedback and student behaviours for learning while monitoring pupil response. The Academy Improvement Plan 2019/20 details the future approaches to continuing to improve the curriculum, subject knowledge and pedagogy alongside wider pedagogical development. ,	£174,982
B. Improved rates of progress across High Attaining pupils, especially boys, who are eligible for PP.	Subject specific CPL to develop accessing new specification challenge. Links to the PiXL Independence programme. Subject specific links with Post 16 providers.			

ii. Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
A. Improved progress by all students especially those eligible for PP.	In school Learning Mentor 2 days per week to specifically work with KS4 students. Learning Mentor to attend weekly Student Panel Meeting to share information and to liaise with parents.	Mixed: The Learning Mentor enabled students at risk of exclusion to access in school support and succeed in completing their secondary education. The Learning Mentor was working with significantly disenfranchised students who were regularly attending school with external environmental issues. These students were supported and able to access the qualifications they were taking. The impact on these students was positive in relation to decreased behaviour incidents and improved attendance. Progress 8 scores will be utilised, once validated, to measure full impact of the intervention.	The role of the Learning Mentor is still required within the academy to support students in engaging with their classroom studies. The reinforcement and positive support towards behaviour for learning and improving attendance has a positive correlation towards engagement within the classroom.	£137,342
A. Improved progress by all students especially those eligible for PP.	Utilising developing knowledge we aim to provide key knowledge recall and application sessions each weekday morning for the whole school. There will be specific morning meetings for Year 11 students recalling knowledge and modelling exam techniques with Directors. Small group sessions in English, Maths and Science for pupils with Director.	Progress 8 (unvalidated) and Attainment 8 levels show positive progress. Based on 2018 measures disadvantaged students improved Progress 8 from -0.50 to -0.19 (unvalidated). Attainment 8 disadvantaged 2018 39.44 to 2019 41.04	The role will be developed to enhance interventions through knowledge recall and retention as well as developing exam technique within KS4.	

D. Increased attendance rates	Attendance Officer employed to monitor pupils and follow up quickly on truancies. First day response provision.	Positive: Significant progress of all groups of students towards reducing the gap between the Academy's persistent absence figures and National Average persistent absence figures. Improvements in whole school attendance continue however the persistent absence figures remain an area of focus.	Rapid first day response reduced periods of absence. The provision will be extended to embed sustainable approaches and continuing improvements in reduction of persistent absence.	
C. Improved Resilience Levels of PP students	Identify a targeted intervention for selected students. Utilise Learning Mentor for caseload students. Provide behaviour intervention and support catch up to break down barriers to positive behaviour for learning.	Positive: Reduction in exclusions and behaviour related incidents. Continuing improvements in behaviour for learning and support in accessing the curriculum. Positive to negative golden culture points continue to improve with the introduction of the Class Charts tool.	Development of this provision to provide additional resource for the deployment of a dedicated teaching assistant to provide behaviour support and intervention to reduce barriers to behaviour for learning.	
	Support for all disadvantaged students as identified by Student Services.	Improved attendance and reduction in behaviour for learning incidents as mentioned above. The improvements in progress and attainment demonstrate reduction in barriers to learning.	The provision will be continued with a return to four case worker team and the provision of a lead caseworker.	
	Employ external careers advisor to raise aspirations	Positive: 100% conditional offers for post 16 provision. Interaction with all Year 8 students pre options decision making. Year 9 and 10 students all received careers advice.	Continue with the provision for one day per week targeting all students within years 8-11.	

iii. Other approaches				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
C. Improved Resilience Levels of disadvantaged students	Rewards, events and trips including Year 7 Anglesey Residential, Blackpool Football Club outreach. Additional programmes to provide personalised support through small projects.	Positive: Enrichment to support engagement with learning. Improved progress levels demonstrate the complimentary activities and the enrichment of students to enhance wider knowledge and experiences for all students. This is supported by progress and attainment figures highlighted above as well as the significant attendance and behaviour improvements.	During the next academic year enrichment activities will continue to take place to support the developing cultural capital of the students.	£60,072