

Pupil premium strategy statement – Park Aspire AP Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	90
Proportion (%) of pupil premium eligible pupils	69.41%
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)	2025-26 to 2027-28
Date this statement was published	1 st September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Park Aspire's LAB
Pupil premium lead	Richard Morris
Governor / Trustee lead	Melissa Sellars

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£73,690

Part A: Pupil premium strategy plan

Statement of intent

Our use of Pupil Premium funding is rooted in equity, compassion, and ambition. We are committed to ensuring that disadvantaged pupils, many with complex SEMH and SEND needs, receive targeted academic, emotional, and pastoral support that enables every child to thrive. Park Aspire's strategy aligns with our Pupil Premium Policy and DfE guidance, ensuring funding is used strategically, inclusively, and transparently to deliver measurable impact.

Challenges

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

Challenge number	Detail of challenge
1	SEMH and behavioural needs affecting engagement.
2	Low baseline attainment due to disrupted education.
3	Low confidence, resilience, and exposure to deprivation.
4	Persistent absence and anxiety-linked attendance issues.
5	Difficult transitions and limited family engagement (Due to the geographical spread of pupils and families)

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
Enhanced SEMH and self-regulation.	- Pupils demonstrate measurable improvement on pupil SEMH assessment tool. - Reduction in behaviour-related incidents, suspensions, and time spent out of class. - Pupils can identify and use agreed self-regulation strategies independently or with minimal adult prompting. - Increased pupil confidence, resilience, and engagement reported through pupil voice and staff observations. - Improved classroom engagement and learning behaviours.
Broader enrichment and aspiration for disadvantaged pupils.	- Increased participation of disadvantaged pupils in enrichment activities, trips, clubs, and careers-related experiences. - Pupils articulate higher aspirations for future education, training, or employment through pupil voice and discussion with staff and parents.

	- Improved confidence, motivation, and engagement indicators for disadvantaged pupils, measurable improvement as per pupil's Attitude to Learning and pupil SEMH assessment tool. - Evidence of widened cultural capital (e.g. exposure to new activities, settings, and experiences). - Sustained engagement in enrichment activities over time rather than one-off participation.
Narrow the attainment gap between performance and age related expectations in Literacy and Numeracy.	- Target pupils make at least expected, and where appropriate accelerated, progress in literacy and numeracy from baseline. - Improved attainment in reading, writing, and maths assessments and/or standardised tests. - Increased confidence and engagement in literacy and numeracy lessons. - Reduction in gaps between disadvantaged pupils and their peers. - Consistent application of literacy and numeracy skills across the wider curriculum.
Strengthened family engagement.	- Increased parental/carers engagement with school (attendance at meetings, workshops, reviews, and school events). - Improved quality and frequency of communication between school and families. - Positive feedback from parents/carers regarding support and relationships with the school. - Families demonstrate increased confidence in supporting learning, behaviour, and attendance at home. - Reduction in barriers to engagement for hard-to-reach families.
Improved attendance and reduction in persistent absence.	- Overall attendance for targeted pupils improves as measured against previous school attendance and moves closer to national and school benchmarks. - Reduction in the number and proportion of pupils classified as persistently absent. - Improved punctuality and consistency of attendance. - Increased parental understanding of the importance of regular school attendance. - Sustained attendance improvements maintained over time, not short-term gains.
Positive integration into and transition around school.	- Pupils settle quickly into new routines, classes, or environments with reduced anxiety or behavioural incidents. - Pupils demonstrate positive relationships with peers and staff, evidenced through observation. - Attendance and punctuality remain stable or improve following transitions (e.g. between classes, key stages, provisions). - Pupils engage in learning and developmental activities, and school life following integration with increasing consistency. - Reduction in incidents linked to transition points (e.g. movement between lessons, breaktimes, start/end of day). - Pupils show increased independence and confidence when navigating the school environment.

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: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching & Learning Responsibility Payments	Teachers with specific, identified responsibilities and accountability make for clearer understanding of pathways that support learning.	1,2,3,4
Trauma-informed CPD /Specialist training for staff (e.g. trauma-informed practice/Emotion Coaching)	Trauma-informed practice improves teachers' understanding of how trauma and adversity affect executive functioning, behaviour, and learning capacity. Staff have an increased understanding of pupils' lived experiences and adapt teaching and behaviour approaches accordingly. Emotion Coaching and trauma-informed approaches support behaviour for learning through a proactive and relational approach.	1,2,3,4,5

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

Budgeted cost: £ 29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy recovery programmes supported 1:1 and 1:2.	Explicit evidence-based literacy and numeracy catch-up, particularly where pupils have experienced disrupted learning, is supportive in improving pupils' reading, writing and mathematics and there access to the wider curriculum. Closes gaps that prevent access to the full curriculum. Enables pupils to engage more successfully in learning. 1:1 and 1:2 tuition supports individual learning styles and needs.	1,2,3,4
Educational Psychologist-led assessments	EP-led assessments provide accurate diagnosis of learning needs, cognitive profiles, and appropriate strategies, enabling targeted academic support to be matched precisely to pupil need. Ensures interventions are appropriate and effective. Supports teachers to adapt practice and provision for disadvantaged pupils.	1,2,3,4

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

Budgeted cost: £ 36,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support	Effective pastoral support, where pupils' emotional or behavioural needs prevent them from accessing learning, improves pupils' sense of wellbeing and improves engagement in learning and developmental opportunities. Social and Emotional Learning (SEL) approaches support additional progress, particularly for disadvantaged pupils when they improve self-regulation, resilience, and engagement. Supporting mental health and wellbeing barriers improves emotional regulation and behaviour and engagement in lessons. Reduced incidents that result in lost learning time.	1,2,3,4
Emerge partnership (community support)	Strong multi-agency and community partnership support improved outcomes for vulnerable and disadvantaged pupils by stabilising external factors that affect school attendance, behaviour, and wellbeing. Targeted Community partnerships reduce the wider socio-economic barriers and risks to wellbeing, exploitation and engagement in criminality.	1,2,3,4,5
Safer Schools Officer and gang prevention initiatives	School-based prevention and early intervention work is an effective means of reducing risk and keeping pupils engaged in education. safeguarding and child exploitation as critical factors that can seriously disrupt pupils' education, particularly in areas affected by criminal exploitation and serious youth violence. Preventative rather than reactive approaches to behaviour and safety reduce risk-taking behaviours affecting attendance while improving feelings of safety and trust among pupils.	1,2,3,4,5
Outdoor learning and enrichment activities	Disadvantaged pupils particularly benefit from enrichment and cultural capital opportunities that they may otherwise lack. Outdoor and experiential learning improves engagement, wellbeing, teamwork, and motivation, all of which positively affect classroom learning. Outdoor learning and enrichment activities broadens experience and supports sustained engagement with school. Purposeful Outdoor learning and enrichment opportunities contribute to personal development and engagement, support attendance, behaviour, and confidence, improve motivation and attitude to learning. Outdoor learning and enrichment activities enhance resilience, independence and social skills.	1,2,3,4,5

Attendance incentives	Targeted attendance incentive based strategies supports engagement and attendance at school. Improved attendance supports learning and achievement.	1,2,3,4,5
Strengthen parental engagement through workshops and targeted family support.	Deliver termly workshops focused on SEND, Autism, ADHD, SEMH, emotional regulation, attendance, online safety and supporting learning at home.	1,2,3,4,5
Attendance and family liaison work	Working with families removes barriers to attendance. Targeted attendance strategies based on diagnosis/needs, effective communication and support for hard-to-reach families increases engagement with school and improves attendance. Stronger home-school relationships supports attendance, learning and achievement.	1,2,3,4,5

Total budgeted cost: £ 73,690

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Park Aspire supports pupils who have been permanently excluded from their mainstream settings. Many pupils arrive at Park Aspire having experienced significant disruption to their education, persistent non-attendance, complex social, emotional and mental health (SEMH) needs, and a history of multiple suspensions or physical interventions within previous settings. Pupil Premium funding is therefore deployed strategically to address barriers to learning, strengthen emotional wellbeing, and re-establish positive engagement with education.

Attendance and Engagement

Pupil Premium funding has played a significant role in securing levels of attendance and engagement that compare favourably with those often seen in similar alternative provision and sixth-day settings.

Funding has enabled the development of a highly personalised and relationship-centred approach, including flexible transition arrangements, transport support where required, access to trusted key adults, and a curriculum designed around pupils' interests, aspirations, and strengths. As a result, many pupils who previously demonstrated persistent absence or school refusal now attend more consistently and sustain their engagement over time.

At Park Aspire, attendance is built through strong relationships, consistency, predictability, and psychological safety rather than through compliance-driven approaches. For many pupils, this represents their first experience of maintaining regular attendance in a school setting. This demonstrates the effectiveness of Pupil Premium funding in removing barriers to education and successfully re-engaging pupils who were previously disconnected from learning.

Reduction in Suspensions and Behaviour Incidents

Many pupils arrive at Park Aspire following a pattern of repeated suspensions within their mainstream schools. Since joining the provision, suspension rates have reduced significantly. Pupil Premium funding has supported lower staff-to-pupil ratios, enhanced training in trauma-informed practice, and a consistent relational approach that prioritises de-escalation and support over punitive responses. Behaviour is understood as a form of communication, with intervention focused on understanding underlying needs and restoring relationships.

Consequently, pupils remain successfully engaged in education for longer periods without suspension, demonstrating improved self-regulation, increased resilience when faced with challenge, and a greater capacity to repair relationships following incidents.

Mental Health and SEMH Outcomes

Promoting positive mental health and emotional wellbeing remains a key priority within the school's Pupil Premium strategy.

Baseline SEMH assessments show that many pupils enter the provision with significant levels of anxiety, emotional dysregulation, low self-esteem, and limited confidence in accessing support. Through targeted interventions funded by Pupil Premium, including mentoring, emotional literacy programmes, structured pastoral support, therapeutic approaches, and regular wellbeing check-ins, pupils make measurable gains in their social and emotional development.

Follow-up assessments indicate improvements in emotional regulation, self-awareness, and pupils' ability to identify and communicate their feelings appropriately. Pupils increasingly demonstrate confidence in seeking support when required and show greater independence in applying strategies to manage their emotional wellbeing.

Reduction in Physical Intervention

Many pupils have experienced frequent physical intervention prior to joining Park Aspire. Through the strategic use of Pupil Premium funding to strengthen staffing consistency, build trusting relationships, and provide proactive regulation support, the requirement for physical intervention has reduced considerably.

Staff are able to identify and respond to signs of escalation at an earlier stage through restorative and relationship-based approaches. Pupils are increasingly able to recognise triggers, communicate distress effectively, and access support before situations reach crisis point.

This reduction reflects more than improved behaviour alone; it demonstrates increased emotional security, stronger relationships, greater trust in adults, and enhanced resilience.

Resilience, Motivation, and Self Awareness

Pupil Premium funding continues to have a positive impact on pupils' wider personal development.

Over time, pupils demonstrate increased resilience when encountering challenge, higher levels of motivation to participate in learning, and a stronger sense of ownership over their progress. They are more willing to reflect upon their actions, accept responsibility, and engage constructively in restorative conversations.

This progress is closely linked to the relational culture enhanced through Pupil Premium funding. Consistent support from trusted adults, predictable routines, and regular opportunities for success help pupils to rebuild confidence as learners and develop a more positive sense of identity, often after years of negative educational experiences.

Summary of Impact

In summary, Pupil Premium funding at Park Aspire has been used strategically and effectively to: Improve attendance and engagement beyond expectations typically associated with comparable alternative provision settings.

Reduce suspensions and behaviour-related exclusions compared with pupils' previous mainstream experiences.

Enhance mental health and wellbeing, evidenced through SEMH assessments and pupil outcomes.

Significantly reduce the need for physical intervention through early support and relational practice.

Develop resilience, motivation, self-awareness, and sustained engagement in learning.

The evidence demonstrates that Pupil Premium funding is delivering both immediate and long-term benefits. It is supporting pupils to re-engage with education, improve their readiness to learn, strengthen their emotional wellbeing, and increase their prospects for successful reintegration, further education, employment, and positive life outcomes.

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)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.