

Pupil Premium at Aspris

Supporting Educational Equity,
Opportunity and Ambition

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Statement of purpose

Aspris is committed to securing high-quality educational outcomes for pupils experiencing disadvantage. We recognise that disadvantage may be socio-economic, contextual, developmental or experiential in nature and that pupils may experience disadvantage across a range of overlapping groups.

Within Aspris settings, this includes pupils eligible for Pupil Premium funding, including Ever 6, Looked After Children (LAC) and previously LAC. This may also include pupils who experience additional contextual disadvantage, such as those with English as an Additional Language (EAL), pupils subject to Child Protection plans, Children in Need (CIN) those previously known to social care, or pupils known to social care at any point. Disadvantage may also be experienced by pupils within specific demographic groups, including gender.

The principles underpinning the Pupil Premium strategy align closely with Aspris' aim to ensure that every pupil is supported to make progress from their individual starting point, irrespective of background or circumstance. This includes a commitment to closing attainment and progress gaps between groups of pupils, recognising that all pupils educated within Aspris settings experience some form of disadvantage.

Where Pupil Premium funding is received, it is used strategically, transparently and in accordance with national guidance to support improved outcomes for disadvantaged pupils.



National context

Pupil Premium is additional funding provided by the Department for Education (DfE) to schools in England to improve educational outcomes for disadvantaged pupils and children from service families.

While not all Aspris schools receive Pupil Premium funding, the evidence base and principles that inform its effective use are embedded across our educational approach. This supports consistency, quality and ambition across all Aspris settings.



Aspris educational context

Aspris schools and colleges support pupils with a range of complex educational needs, including autism, social, emotional and mental health needs, communication difficulties, and trauma related barriers to learning.

Many pupils educated within Aspris settings experience cumulative and layered disadvantage. Educational disadvantage often intersects with:

- Interrupted or disrupted education
- Social care involvement or placement instability
- Adverse childhood experiences
- Barriers to communication, regulation and engagement
- Sensory and emotional regulation needs

Where applicable, Pupil Premium funding is therefore positioned within a broader, whole school commitment to inclusion, equity and high expectations.

Whether or not a setting receives Pupil Premium funding, all Aspris schools share a commitment to:

- Ambition for every pupil
- Inclusive, evidence informed practice
- Removing barriers so all pupils can achieve their full potential

Strategic principles for the use of pupil premium

Aspris schools use the Education Endowment Foundation (EEF) Implementation Guidance to inform the development of their Pupil Premium strategies.

In line with DfE guidance and Aspris policy, Pupil Premium funding is not treated as an individual entitlement. Instead, it is deployed to address identified barriers and improve outcomes for disadvantaged pupils as a group.

Aspris schools apply the following strategic principles:

1. High quality teaching as the primary lever for improvement

Evidence consistently demonstrates that high quality teaching has the greatest impact on outcomes for disadvantaged pupils.

Pupil Premium funding is therefore prioritised to:

- Strengthen teacher expertise and professional development
- Support consistent, adaptive and inclusive classroom practice
- Embed evidence informed pedagogy aligned with specialist need

2. Targeted and responsive support

Where barriers to learning persist, schools implement targeted approaches that:

- Are clearly linked to assessed need
- Complement, rather than replace, high quality teaching
- Are regularly reviewed for impact and value for money

This may include academic, therapeutic, communication or regulation based support, where appropriate.

3. Addressing wider barriers to learning

Where disadvantage affects engagement, attendance, wellbeing or readiness to learn, schools may use Pupil Premium funding to support:

- Attendance and inclusion strategies
- Emotional wellbeing and relational support
- Access to enrichment and wider curriculum opportunities

These approaches are selected carefully, ensuring a clear and demonstrable link to improved educational outcomes.



Evidence informed practice

All Pupil Premium decision making is underpinned by:

- The Education Endowment Foundation (EEF) evidence base
- The DfE's Menu of Approaches
- Professional judgement informed by contextual and pupil level analysis

Schools prioritise sustained, well implemented strategies, focusing on impact rather than volume of intervention.



Monitoring impact and evaluating the pupil premium strategy

The effectiveness of Pupil Premium spending is evaluated through a combination of quantitative and qualitative measures aligned to the objectives of the strategy. These may include:

- Progress from individual starting points
- Attendance, engagement and behaviour indicators
- Progress towards EHCP outcomes
- Wider indicators of preparedness for next stages of education, training or adulthood

This ensures funding decisions remain purposeful, proportionate and outcome focused.



Accountability and governance

In settings where Pupil Premium funding is received:

- Schools develop an annual Pupil Premium Strategy Statement
- Leaders are accountable for evidencing impact through governance and quality assurance processes
- Spending aligns with school improvement priorities and Aspris policy expectations

This ensures transparency, consistency and effective deployment of funding.

A consistent ethos across Aspris

While funding arrangements vary across settings, Aspris maintains a consistent belief that:

- Disadvantage must never limit ambition
- Educational equity requires deliberate, evidence informed action
- Sustained improvement in outcomes depends on high quality teaching, trusted relationships and inclusive practice

The principles reflected in Pupil Premium guidance reinforce our commitment to raising potential for every pupil and aligns with Aspris ACS68 Pupil Premium Policy.

