

Pupil premium strategy statement – Astley Park School

This statement details our school's use of pupil premium (and recovery 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 | 162 |
| Proportion (%) of pupil premium eligible pupils | 40.1% |
| 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) | 25-26 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | Termly |
| Statement authorised by | Kieran Welsh Headteacher |
| Pupil premium lead | Karen Wells |
| Governor / Trustee lead | Sarah Seddon |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £79,250 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | NA |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £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> | £79,250 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we recognise that nationally, there can be a variance in outcomes for disadvantaged pupils across schools when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching, focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced highly individualised curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

- Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessment, Lesson observations and Audits show that the pupil complexity is changing with pupils requiring higher levels of early intervention to support their social communication and interaction skills. |

| | |
|---|--|
| 2 | Through observation and conversations with pupils and families, pupils who are disadvantaged show reduced opportunities for developing their social and independence skills outside of the school environment. |
|---|--|

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 |
|---|--|
| <p>Pupils progress in communication is increased due to a highly trained staff team providing increased opportunities to develop their skills within a total communication environment.</p> | <p>Staff Training & Implementation:</p> <ul style="list-style-type: none"> • 100% of staff receive targeted training in total communication strategies (e.g., Makaton, PECS, AAC). • Staff demonstrate consistent use of total communication approaches across all learning environments, as evidenced by lesson observations and learning walks. <p>Pupil Engagement & Progress:</p> <ul style="list-style-type: none"> • Pupils show measurable progress in communication skills, tracked through their individual communication profiles, EHCP outcomes, or assessment tools such as SCERTS or B Squared. • Increased pupil participation in classroom activities and social interactions, observed through structured monitoring (e.g., engagement scales or communication logs). <p>Environment & Opportunities:</p> <ul style="list-style-type: none"> • All learning environments are adapted to support total communication (e.g., visual supports, communication boards, accessible signage). • Pupils are provided with daily opportunities to use and develop their communication skills in both structured and unstructured settings. |
| <p>All pupils will have access to enrichment opportunities to increase their confidence</p> | <p>Access & Participation:</p> |

| | |
|---|---|
| <p>and self-esteem and develop their independence skills.</p> | <ul style="list-style-type: none"> • 100% of pupils eligible for pupil premium are offered at least one enrichment opportunity per term (e.g., clubs, visits, workshops, therapeutic sessions). <p>Confidence & Self-Esteem:</p> <ul style="list-style-type: none"> • Pupil voice is gathered through adapted methods (e.g., symbols, surveys, video diaries) showing increased confidence and enjoyment in enrichment activities. • Staff observations and wellbeing assessments show improvement in pupils' self-esteem over time. <p>Independence Skills:</p> <ul style="list-style-type: none"> • Pupils demonstrate increased independence in targeted areas (e.g., making choices, managing personal belongings, navigating environments) during enrichment activities. • Progress is evidenced through individual learning plans, EHCP outcomes, or structured observation tools. |
|---|---|

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,260

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| SHINE Speech and Language Therapist will complete assessments for new pupils, and end of key stage pupils to ensure that strategies are | The core role of an SLT working in education settings is to support and enable CYP to reach their full communicative and educational potential and remove or reduce the barriers that their speech, language and | 1 |

| | | |
|---|--|--|
| suitable challenging and supportive to improve pupils communication and interaction skills. | communication needs (SLCN) present to their learning. https://www.rcslt.org/speech-and-language-therapy/where-slts-work/education | |
|---|--|--|

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

Budgeted cost: £42,647

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Creation of new communication specialist role to model best practice and lead small intervention groups. | Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches | 1 |

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

Budgeted cost: £4000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Community visits and enrichment opportunities will be funded via school to ensure that no pupil is disadvantaged. | Through our own observations and assessments, it is clear that educational visits, including 'residential visits' have a profoundly positive impact on pupils including but not exclusive to; -Opportunities for experiential learning - Expansion of pupils world views/ experiences -Allows application of skills in context -Allows pupils to learn and become a part of their local community -Pupils are motivated Pupils grow in confidence and build resilience | 2 |

Total budgeted cost: £ 75,907

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils progress in communication is increased due to a highly trained staff team providing increased opportunities to develop their skills within a total communication environment.

SHINE SALT has supported in primary classes alongside updating the pupil profiles for all primary age pupils. The Speech and Language Therapist has spent time in classes modelling and supporting implementation of communication strategies and these have been observed being implemented through learning walks, lesson observation and anecdotal opportunities e.g. seeing pupils being skilfully supported transition through school. 100% of classes that have received targeted support have shown improvement in their learning environments and pupils have all made progress against their communication targets.

In addition, we have created a centralised system to ensure consistency of implementation with profiles being uploaded on our agreed format alongside a spreadsheet that details each pupils' preferred method of communication, levels of understanding, communication strategies, symbolic representation and motivators.

Pupils are able to self regulate, or engage in mutual regulation activities, due to highly bespoke interventions which are delivered by a highly trained staff team.

A brand-new sensory integration space has been established and staff who have pupils accessing the space have been supported to develop individual plans for pupils to follow. The Occupational Therapist and specialist teacher created a bank of resources which have been shared and training provided. Pupils accessing the space have shown a reduction in incidents and one pupil has managed to return to accessing the classroom.

All pupils will have access to enrichment opportunities to increase their confidence and self-esteem.

100% of pupils have accessed enrichment opportunities including a Year 10&11 residential and a year 7 residential at Bendrigg Lodge. Pupils have accessed community visits to enhance their learning in the community with educational visits being funded for those pupils in receipt of premium funding. Pupils continue to report that educational visits are one of "their favourite things to do" in school.

