

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Astley Park School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/ 23
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kieran Welsh, Headteacher
Pupil premium lead	Karen Wells
Governor / Trustee lead	Helen Meldrum

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding allocation this academic year	£22, 951
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,151

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 communication and interaction skills.

2	Assessment, Lesson observations and Audits show that our pupils are currently showing greater challenge around following routines and expressing their needs within the school environment.
3	Through observation and conversations with pupils and families, pupils who are disadvantaged show reduced opportunities for developing their social skills outside of the school environment.
4	Assessment, Lesson observations and discussions with pupils and families demonstrate that our pupils are currently showing greater challenge around mental health and wellbeing following the pandemic. These findings are backed up by many national studies.
5	Pupil observations show that many pupils have travelled over an hour before arriving at school and are not regulated and ready to learn, often requesting a drink and snack on arrival.

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
100% of pupils with a sensory regulation diet will have access to a bespoke sensory toolkit throughout the school day.	All classes will have bespoke sensory regulation toolkits and staff will have received training and advice to implement their use with the pupils.
Identified pupils will develop their self esteem through accessing a targeted wellbeing intervention	100% of pupils will achieve their individual intervention target.
To provide outstanding onsite and offsite support for pupils and their families throughout the holidays.	Through observations and discussions with pupils and families.
All pupils in receipt of PPG will receive breakfast and snacks to allow them to be satiated and ready to learn.	Through learning walks and pupil and teacher feedback
Pupils make outstanding progress in all aspects of their communication because of the total communication approach and support received by highly skilled staff	All staff will have completed communication matters. All teachers will have completed ELKLAN training

<p>All pupils will have access to enrichment opportunities to increase their confidence and self-esteem.</p>	<p>100% of pupils in Year 7 and Year 10 will have had the opportunity to attend a residential trip. 100% of Year 11's will have the opportunity to attend the school Prom.</p>
<p>Pupils identified through attendance monitoring will be supported to reduce absence from school.</p>	<p>Pupil attendance will return to pre pandemic levels</p>

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: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Audit current environment and issue staff questionnaire.</p> <p>All staff & governors complete Communication Counts Training- 5 hr training course.</p> <p>All teachers to complete Elklan Course</p> <p>SHINE SALT to provide in class coaching for TAs to support implementation of total communication environment.</p> <p>SHINE SALT to provide fortnightly 'drop</p>	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>1, 2</p>

<p>ins' during directed time to provide additional training as identified through coaching/ monitoring sessions.</p> <p>Purchase additional resources to support communication in the classrooms.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified Pupils to access bespoke interventions; Drawing and Talking Superflex Emotional Wellbeing</p>	<p>This is a child-centred therapeutic approach based on Jungian principles Adopted by 1 in 10 UK Schools Early Intervention addressing mental well-being is crucial in being able to improve the lives of children, adolescents and adults who, when suffering from emotional pain or trauma that is left untreated, may go on to develop more serious mental health issues. https://drawingandtalking.com/</p>	<p>3, 4</p>

<p>Book residential trips</p> <p>Identify staff to support trips</p>	<p>In school audits, and parent and pupil feedback has identified that pupils have had limited opportunities to learn outside the classroom due to Covid.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&utm_medium=search&utm_campaign=site_search&search_term=extend</p>	<p>3</p>
<p>Sensory Toolkits created for all secondary classrooms supported to be implemented by specialist OT.</p>	<p>NICE guidelines recognise the significant sensory difficulties in children and adults with autistic spectrum disorder. 42% of pupils at Astley Park have ASC as a primary category of need. Recent research has suggested that up to 95 % of children with autistic spectrum disorder have sensory processing disorder.</p> <p>https://juliadyer.com/autism-autistic-spectrum-disorder-including-aspergers-syndrome/</p>	<p>1</p>

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

Budgeted cost: £ 19, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued roll out of before and after school club.</p> <p>Continued role out of 'holiday heroes'</p>	<p>In school audits, and parent and pupil feedback has identified that pupils have had limited opportunities to develop their social communication skills due to clubs not running during Covid and limited opportunities for our pupils to socialise with peers outside the school day.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&utm_medium=search&utm_campaign=site_search&search_term=extend</p>	<p>3</p>

<p>Toast and Milk to be provided for all pupils. Pupils with limited diets to be identified and alternatives to be provided</p>	<p>Before a student's cognitive needs can be met, they must first fulfil their basic physiological needs. For example, a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential. Maslow, 1971</p>	<p>5</p>
<p>Community visits and enrichment opportunities will be funded via school to ensure that no pupil is disadvantaged.</p>	<p>In school audits, and parent and pupil feedback has identified that pupils have had limited opportunities to learn outside the classroom due to Covid.</p>	<p>3</p>

Total budgeted cost: £87, 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Summary of Impact

1. Pupils will be supported to regulate their own emotions and behaviours.

A subscription has been purchased and we have appointed a Thrive lead in school who has been trialling some THRIVE interventions with 3 identified pupils working and supporting the class team to implement strategies to support pupil regulation. Alongside this, we have completed the 'ACE training' and 'emotion coaching' with all of our staff to become a 'Trauma informed school'. Staff feedback has shown an increase in their confidence to support pupils to manage and regulate themselves.

2. Identified pupils will develop their self esteem through accessing a targeted wellbeing intervention

Sessions Delivered:

9 pupils took part in superflex

3 pupils took part in a 1:1 'drawing and talking' intervention

3 pupils took part in an emotional wellbeing intervention

pupils took part in a 'good to be me' intervention

7 pupils took part in a social skills intervention

Training was delivered to the TA3's with RDF to enable them to deliver a specific intervention for identified pupils in their classes. Pupils took part in sessions focusing on well-being, self-esteem, peer relationships and feelings and emotions. All pupils achieved their individual target and progress was shown through observations of pupils and self-assessment undertaken by the pupils before and after the intervention took place.

All identified learners have had the opportunity to engage in Wellbeing interventions to enable them to develop confidence, self-esteem, and resilience. Sessions have focussed on pupils building emotional resilience, fostering a positive sense of self, and developing tools to help to manage their emotions and feelings.

100% of learners achieved their individual intervention targets supporting progress towards their PLG's and end of year outcomes.

Pupil's self-assessments show 100% of pupils said they were happy at school, 100% can say something they are good at and 100% said they know what to do if they feel sad and are able to name someone to talk to.

Observations, teacher feedback and parental comments show pupils are more confident to talk about how they are feeling, sharing any worries they might have with trusted adults around them. Pupils have been observed interacting more positively with each other and working together in groups building friendships and learning to problem solve. Strategies being learnt in sessions such as taking time out, deep breathing and grounding techniques are all being successfully tried when pupils feel low or dysregulated.

Parents comments include,

'My daughter has enjoyed the small group she has attended. She has talked about some of the activities she has taken part in, really enjoying the practical craft activities, including making friendship bracelets, she was happy to give the one she made to her friend.'

One pupil who engaged with a Drawing and Talking Therapy intervention to better understand their feelings and emotions, completed all 3 stages moving from chaotic, showing progress from the initial phase when drawings show how they are feeling right now and can be fragmented and chaotic. Moving through to the conflict stage showing internal battles and good and bad images. Finishing with the resolution phase with drawings becoming calmer and showing happier times.

Parental comments

'Our son found Drawing and Talking difficult to start with, but as each week passed, he seemed to be dealing with his feelings and would tell us what he had drawn. He was very happy to share his pictures with us at the end. We definitely saw a difference with his self-esteem and confidence at the end'

3. To provide outstanding onsite and offsite support for pupils and their families throughout the holidays.

We have appointed an out of schools service manager who has successfully set up and delivered our Holiday Club during all of the school holiday periods.

October Half Term hosted 30 pupils (9 in receipt of PPG)

Christmas Holidays hosted 41 pupils (9 in receipt of PPG)

February Half term hosted 36 pupils (9 in receipt of PPG)

Easter Holidays hosted 36 pupils (8 in receipt of PPG)

We have been able to allocate places to every family that has made a request, thus allowing them to take a break from their caring responsibilities in the school holidays. We have provided a free meal to every pupil that has accessed the club thus reducing the financial burden on families during the holidays. We have offered help with transport costs to families, although the take up rate has been very low. We have given children opportunities to take part in fun activities such as soft play, sensory rooms, crazy golf, bowling, bouncy castles / slides and fun swimming sessions which they may not have been able to do otherwise. These activities have boosted their self-esteem and self confidence and given the pupils opportunities to engage with the local community as well as making new friends in school.

4. All pupils in receipt of PPG will receive breakfast and snacks to allow them to be satiated and ready to learn.

All pupils have had access to free toast or fruit and milk, juice or water on arrival to school and at snack times. As a result, Pupils have been provided with a healthy breakfast and teachers and pupils report an improved readiness to learn, increased concentration and improvements in pupil well-being and behaviour.

5. Pupils will develop their expressive and receptive language skills.

Following classroom observations, it was identified that only 11% of our current staff team have had any formal training around communication.

There are several factors that contribute to this data being so low. This includes:

the impact and restrictions of the Covid pandemic including outside professionals visiting the setting

- a high staff turnover including some very experienced staff leaving that have then been replaced with new inexperienced staff for both teachers and teaching assistants
- School Speech and Language Therapist being on Maternity Leave

Due to the scale of the training and input required, 3 classes were identified as priority groups to focus on. An additional SALT was also brought in to support our school SALT address the training gap.

A block of weekly input from Speech and Language Therapy was put in place to identify key areas of communication support and development required and to support and role model best practise to staff. It was identified that the use of visual supports across the classroom required further development and were not being used as consistently as they could be.

In addition, the additional SALT has seen 9 pupils for a full observation and assessment including liaison with staff and parents and a full report. She has supported 3 classes for a weekly block (10 weeks) of in class support sessions for the identified priority classes (taken from SIP) to support/model and provide advice around communication working with staff and pupils (see SIP evaluation for further information/data). She has also worked with 3 pupils for direct regular ongoing support which includes working with both the pupils and staff/parents.

We also used some of the Covid catch up funding to purchase some AAC devices/switches and toys as due to the change in pupil cohort becoming more complex and the requirement for access to overcome pupil barriers.

The use of strategies to support pupil understanding was highlighted as the priority and a target was set to develop lanyards for staff to wear, with photographs of key items, activities, and rooms that the pupils access. This target detailed that the lanyards, and photographs and symbols were to be used at key transition times across the day or when novel activities or changes to the routine occur. By the end of the block the education team had developed lanyards with photographs of key items and activities on, and were using them consistently alongside other strategies to support pupil understanding at these key times of the day (e.g. sitting for circle time, going to the toilet). It was also noted that more visuals in terms of signing, photographs, objects and symbols are being used by the adults in the classroom to support the pupil's understanding. Staff are now working on continuing to utilise these strategies consistently and by all staff.

Speech and Language Therapy provided support for a brand-new member of staff when she arrived in Class by modelling the use of visuals with only key word language and explained the importance of this as not to overload with language when supporting the learners with transitions.

They also modelled intensive interaction techniques for class staff when assessing a new child in class to support communication and helping to write PLG targets. They observed sensory stories and Attention Autism in class and provided feedback to support and extend receptive and expressive communication skills for pre formal and semi formal learners. The support has been invaluable for both class and pupils.

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

2 residential trips have taken place this year, with both groups attending a week at the Calvert Trust in Keswick. 10 students in year 10 and 9 pupils in year 7 that are in receipt of PPG were part of the trips.

Groups accessing horse riding, high ropes courses, canoeing and a variety of other activities. Staff reported that pupils all achieved individual personal goals they set relating to independence or social and emotional skills. Parental feedback gathered during annual reviews indicated that parents recognised the positive impact the residential had on their pupils confidence and independence skills. Parents reported they were amazed at the new things their child had tried as they are normally so nervous to try anything new. For the majority of Year 7 it was also their first time away from home and they coped brilliantly with it, learning new skills and getting to spend time away with their friends.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider