

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 202 to 2024 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	170
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/ 24
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kieran Welsh, Headteacher
Pupil premium lead	Karen Wells
Governor / Trustee lead	Mick Maher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding allocation this academic year	£22, 951
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£92,951

# 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, learning walks and Audits show that the pupil complexity remains high 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	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
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	Learning Walks will show total communication environments enhancing pupils outcomes. Pupils will achieve their aspirational learning intentions.
All pupils will have access to enrichment opportunities to increase their confidence and self-esteem.	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. 100% of learners will have the opportunity to access learning within their local community.

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: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Audit current environment and issue staff questionnaire.</p> <p>The school based Speech and Language Therapist will be supported by an additional day from SHINE to provide in class coaching for teachers and TAs to support implementation of total communication environment.</p> <p>Recruitment of additional TAs to implement communication interventions under the direction of the SALT</p> <p>SHINE SALT to provide</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><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>1, 2</p>

<p>fortnightly 'drop 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: £ 13,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Book residential trips</p> <p>Identify staff to support trips</p> <p>Education al Visits to be planned</p>	<p>Research by Hus Bal et al 2015, suggests that people with an autistic spectrum condition struggle have a significantly lower rate of progress with their development of daily living skills.</p> <p>The opportunity to overlearn skills in real life settings will enable our pupils to hone their important life skills in real life settings through learning within their local communities.</p> <p>In school audits, research and parent and pupil feedback has identified that pupils continue to have limited opportunities to engage in learning outside the classroom.</p>	3

<p>into the weekly timetable and be funded for pupils in receipt of PPG.</p>	<p>Whilst there have been limited studies, the Education Endowment Foundation have suggested Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Many of our pupils do not have access to outdoor adventurous activities without these being provided by school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extend">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extend</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11, 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>Continued offer for transport to and from holiday clubs for those otherwise</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extend">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extend</a></p>	<p>3</p>

unable to attend.		
<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.</p> <p>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.</p> <p><b>Maslow, 1971</b></p>	4

**Total budgeted cost: £88, 905**

## 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 2022 to 2023 academic year.

#### Summary of Impact

**100% of pupils with a sensory regulation diet will have access to a bespoke sensory toolkit throughout the school day.**

All classes in school now have access to bespoke sensory toolkits within each classroom with an identified member of staff responsible for the kit. Specialist OTs have supported the development of the kit and provided overviews for its use. Unfortunately, due to issues with delivery from the company, the roll out of equipment was significantly delayed and therefore stage 2 of the implementation and impact needs to be carried forward, with the OTs supporting implementation into classes and providing modelling and support. This will roll into September and continue to be a priority.

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

Our internal referral system is fully embedded with the option for teachers to put through referrals for mental health and well-being support with 12 referrals made from September to July . One year 6 pupil is currently being supported in Primary for resilience, self-esteem and anger management affecting feelings and emotions. 3 year 8 pupils all being support with their emotions, feelings, regulation and behaviour and have been escalated to MAP for targeted support. Two further secondary pupils in year 8 and year 10 have been accessing a play therapy session with the pupil and parent support manager working on attachment, self-esteem, and behaviour.

Pupil and parent feedback have being overwhelmingly positive with improvements seen both in school and at home with pupils mental health and self.

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

Holiday club continues to be over subscribed. The following clubs have been run this year;

October Holiday Club - 11 pupils in receipt of PPG funding attended Holiday Club for one or two days. All pupils were offered a free hot meal and accessed visits out (Space



Sensory Room / Cinema / Play Centre) or fun activities in school (bouncy castle / animal therapy / sensory room etc)

Christmas Holiday Club – 11 pupils in receipt of PPG funding attended Holiday club for one to three days. All pupils were offered a free hot meal and accessed visits out (Space Sensory Rooms / Bowling / Cinema) or fun activities in school (bouncy castle / animal therapy / sensory room)

February Half Term Club - 11 pupils in receipt of PPG funding attended February Half Term holiday club with transport being provided to allow all pupils to access.

Easter Holiday club was attended by 40 pupils, (11 in receipt of PPG funding) over the 2 days provided. Pupils visited the Cinema, went swimming and had the use of an onsite bouncy castle.

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

Morning and afternoon snacks are readily available for all learners and bespoke nurture sessions are delivered each morning to ensure all learners have had a healthy snack and drink in order to improve focus and allow them to be ready to learn.

**Pupils make outstanding progress in all aspects of their communication because of the total communication approach and support received by highly skilled staff**

The school Speech and Language Therapist delivered ELKLAN training for school staff. 11 teachers, the deputy head teacher and the pupil and parent support manager for secondary all completed the ELKLAN SLD course. 2 teachers and 2 lead professionals completed the ELKLAN complex needs course and 2 teachers and 2 HLTA's are completing ELKLAN ASD course. We have also had 10 TA's volunteer to access the training. As a result, learning walks have shown an increase in outstanding provision in classrooms and this work needs to continue to be further embedded to improve pupils communication outcomes.

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

Year 10 completed their trip to the Calvert Trust in Keswick in November and pupils participated in bushcraft, canoeing, swimming and the high ropes course. Pupils pushed themselves to try new things and staff reported how well the pupils supported one another. Another fantastic trip was had by all. The Year 7 trip was a huge success with pupils visiting the Anderton Centre. All pupils were invited and accessed the sessions – with 1 pupil just accessing the day provision. The pupil and staff feedback was brilliant, with all pupils showing improved confidence and resilience by undertaking personal challenges.

911 educational visits were approved for this academic year, with visits to the park, weekly trips to Chorley and visits to SPACE in Preston.

We have now gained more sessions at SPACE to accommodate more sessions and allow our Primary pupils to attend in smaller groups to support with their social and communication development.

Year 11 Pupils have also been attending weekly visits to College and using funding to access the canteen etc in preparation for transition.

All pupils also have personalised learning goals which are measurable to track progress

Alongside educational visits, social enrichment events were delivered and free to access for all pupils in receipt of PPG funding. The Halloween Disco was a great success, with pupils from our Secondary Phase attending. They really got into the spirit of the event dressing up with pupils enjoying games, dancing a raffle and a drink and hot dog. The secondary Valentines disco was another success, with pupils in receipt of PPG receiving a free ticket to the event.

Prom is always the highlight of the year with our Year 11 pupils attending Shore Hill Golf Club. Pupils were transported by limousine and received a three course meal followed by disco. All pupils were supported with outfits provided where required and cost of tickets being covered by PPG funding. All pupils were able to access the event and celebrate their time and achievements at Astley Park School.

**Pupils identified through attendance monitoring will be supported to reduce absence from school.**

Pupil attendance remains above the national average for similar special schools and where pupils have been identified as persistently absent, targeted support has been implemented to the family and pupil delivered by our pupil support lead and our family support lead. Whilst we still have two pupils who are currently being supported, both instances are due to medical needs.

## 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

