

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	167
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/ 22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£58, 820
Recovery premium funding allocation this academic year	£17, 690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£76, 510

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 our pupils are currently showing greater challenge around following routines and expressing their needs within the school environment.

2	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.
3	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.
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
Pupils will be supported to regulate their own emotions and behaviours.	Identified staff will have completed introductory Thrive training.
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 will develop their expressive and receptive language skills.	An increase in pupils that have met or exceeded their individual PLG communication outcome from 65% to 75% Learning walks and observations will show strategies being effectively implemented in classrooms
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.

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: £31,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase 2 year subscription.</p> <p>Identified staff to complete online training.</p> <p>Develop Thrive action plan in school with identified lead.</p>	<p>The Thrive Approach is being used successfully in schools, homes and other childcare settings throughout the UK and has been positively evaluated by a number of leading organisations:</p> <ul style="list-style-type: none"> • Evaluated by CELSI (Centre for Education Leadership & School Improvement) for the Department of Health • Recommended in 'Choosing Health' • Reviewed very positively by the TES in 2003, the leading UK website for teachers and education professionals <p>https://portal.thriveapproach.com/approach/info/credentials/</p>	<p>3</p>
<p>External Speech and Language Assistant SLA agreed</p> <p>Environmental Audit to be conducted</p> <p>To agree and action training plan</p> <p>To deliver staff training</p> <p>Learning walks to take place</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>

Resources will be purchased to support recommendations		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified Pupils to access bespoke interventions; Drawing and Talking Superflex Emotional Wellbeing	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/	2, 3
Book residential trips Identify staff to support trips	In school audits, and parent and pupil feedback has identified that pupils have had limited opportunities to learn outside the classroom due to Covid.	3

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

Budgeted cost: £ 26, 855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify out of school leader Plan dates and onsite provision Recruit staff to support delivery	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	2, 3

	our pupils to socialise with peers outside the school day.	
<i>Toast and Milk to be provided for all pupils. Pupils with limited diets to be identified and alternatives to be provided</i>	<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>Maslow, 1971</p>	4
<i>Community visits and enrichment opportunities will be funded via school to ensure that no pupil is disadvantaged.</i>	In school audits, and parent and pupil feedback has identified that pupils have had limited opportunities to learn outside the classroom due to Covid.	2

Total budgeted cost: £76,510

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 2020 to 2021 academic year.

Summary of Impact

1. 100% of pupils baselined in all areas using updated assessment tool

B Squared Assessment Package purchased and implemented across school. All pupils baselined using the latest/updated assessment tool.

What was the impact?

Teachers now able to record, track and report a more detailed analysis of pupil progress.

2. 100% of pupils accessing a SEND Intervention will achieve or exceed their predicted SEND Intervention Plan targets.

The plan was for all teachers to identify a specific SEND target for each pupil in line with their PLG and End of Year outcome. The pupil will receive a targeted intervention to enable them to meet their identified target.

What was the impact?

Unfortunately, due to the impact of COVID lockdown most pupils were not attending face to face sessions from March 2021 and therefore interventions could no longer run as initially planned. All learning moved onto the new 'online platform' that was devised to support learning and advice was continued to be provided to families and to support overall wellbeing.

Despite the impact of lockdown, teachers and parents jointly measured the progress of Pupils, with 36% of pupils achieving their identified end of year outcomes.

3. 100% of 'voyager' pupils in KS3 will achieve or exceed end of year outcomes in cognition and learning (Number) using digital technology to enhance progression.

An internal 1:1 iPad project team was developed to identify pupils and agree end of year outcomes. Individual iPads were ordered to allocate to the 14 pupils. Appropriate Apps were identified, researched and training was delivered to staff. Use of 1:1 Pads was to be implemented into daily class practice.

What was the impact?

An initial group was identified and baselined and iPads were ordered, and a focus group was created to identify key learning outcomes. Unfortunately, National Lock-down heavily impacted the supply and delivery of the iPads, and the pupils were accessing learning from home.

As a result, the team worked with the digital transformation lead to develop a digital online platform to provide targeted support to enhance learning from home. Including parent training and the provision of hardware to allow access. The result being that teacher assessment showed that 70% of those identified pupils continued to make progress against identified targets.

4. 100% of pupils will achieve or exceed their predicted end of year outcome (EOY) in Communication & Interaction.

All teachers were offered support from school Speech & Language therapist (SALT) to develop SMART speech language & communication targets for pupils Personalised Learning Goals and End of Year outcomes.

School SALT reviewed plans to ensure each pupil had appropriate SLCN target(s) and support strategies & resources were identified and available.

School SALT re-assessed all pupils who were at end of key stage and updated their personalised communication profiles which were shared with all school staff and parent/carers.

All parent/carers offered a meeting, with the school SALT, to discuss SLCN needs and development.

What was the impact?

Despite the impact of the Covid 19 pandemic, national lockdown and most pupils learning from home 100% pupils made progress and 75% achieved their predicted EOY outcome and 25% exceeded predicted levels of progress.

5. 100% pupils will be provided with breakfast & snacks daily.

Although most pupils were learning from home, those pupils that attended school were provided with milk & toast each morning on arrival into school. They were also provided with access to snacks throughout the day.

What was the impact?

All pupils were satiated and able to attend & focus on their learning tasks.

Teachers reported that once pupils were satiated there was a significant improvement in their ability to attend and focus on learning tasks.

Teachers also reported that pupils were able to attend and focus for longer periods of time.

Teachers reported an increase in their willingness to undertake tasks that were perceived to be a challenge.

Teachers reported an increase in willingness to persevere and complete tasks.

6. 100% pupils will have an opportunity to participate in all curricular and extra-curricular activities.

The plan was to fully subsidise the cost of all curricular and extra-curricular visits to enable all pupils to participate and for parents to consent to participation without the worry of any financial constraints.

What was the impact?

Unfortunately, due to the Covid 19 pandemic and national lockdowns there has been no curricular or extra-curricular activities.

7. 100% pupils have an opportunity to access Pupil support Fund

Pupils in need of additional support were identified by the school. Ensuring that all pupils had access to items to address their needs including providing clothing and personal care items.

What was the impact?

Applications for financial support during COVID crisis were completed on behalf of families, positively impacting on the pupils and their wellbeing.

Food parcels collected and distributed throughout lockdown.

All vulnerable families received food hampers over the Christmas period.

41 vulnerable families received Christmas presents for their children.

8. 100% Year 11 pupils will attend prom celebration & participate in all prom celebrations.

All Year 11 pupils attended and participated in the end of year prom celebrations. Although these were impacted by the pandemic and lockdown. Covid secure onsite celebrations took place.

What was the impact?

All 8 Y11 pupils were able to be fully involved with all elements of the end of year prom celebrations without the worry of any financial constraints.

9. 100% Year 7 & Y10 pupils will have the opportunity to participate in OAA residential holiday.

The plan was for all 8 Y7 pupils and all 10 Y10 pupils to participate in a 5-day (4 night) Outdoor Adventurous Activity residential holiday, at Calvert Trust, Keswick

What was the impact?

Unfortunately, due to the Covid 19 pandemic and national lockdowns the residential holidays were unable to go ahead. These have been re-arranged and will hopefully take place later this year.

Summary of Unplanned Actions & Impact

Due to the COVID 19 Pandemic and National Lockdowns we have not achieved some of the intended outcomes we had had originally planned

However, we were dynamic and adapted and responded to the situation and as a result achieved a great many unplanned outcomes.

Prioritised onsite attendance

We prioritised our PPG pupils for onsite education.

Learning from Home Support

Those that opted for home learning, we ensured that they had the technology and access to it to enable them to engage in our Learning from Home programme.

We offered weekly remote learning support to parents to enable them to discuss

Easter Holiday – School Open

School remained open throughout the Easter 2020 holidays and prioritised attendance for our PPG pupils.

May Holiday – School Open

School remained open throughout the May 2020 half-term break, prioritising attendance for those pupils in receipt of PPG.

Summer School

School remained open for four weeks during the summer 2020

We ran a four-week summer school during the summer break, prioritising attendance for those pupils in receipt of PPG. On average 12 PPG pupils attended each day.

Parental support continued throughout school closure – phone calls, home visits, pastoral support, and signposting to charities and support lines was completed

What was the impact?

100% of pupils made progress in all areas.

100% of pupils that accessed the additional support throughout Easter, May & Summer achieved their predicted End of Year outcomes.

Positive feedback from parents and local community re: school staff going ‘above and beyond’ to support families.

The needs of our families are better understood, and they have been able to build links with wider support services

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