

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Ashley Park School
Number of pupils in school	20 students
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Monika Hosker Head Teacher
Pupil premium lead	Ruth Bodley Deputy Headteacher
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,300
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NA
<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	£5,175

# Part A: Pupil premium strategy plan

## Statement of intent

Ashley Park School is a co-educational children's independent day school catering for pupils with ASC and other associated needs. All of our pupils have Education Health Care Plans and due to the complexity of their needs, it is not possible to identify the degree to which their achievement is affected by social background. Barriers to learning are primarily related to a diagnosis of ASC with a focus placed upon enabling pupils to acquire communication and interaction skills and to develop effective emotional regulation strategies within school, home and the wider community. At Ashley Park School, our vision is to cultivate a learning environment that embodies the values of ambition, collaboration, and trust. We are committed to providing a child-centred education that acknowledges and nurtures unique abilities, tailoring our approach to meet individual needs. Our aim is to provide an inspirational and inclusive learning environment that enables our disadvantaged pupils to achieve in line with our non-disadvantaged pupils. We target the use of the Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality education where integrated therapy and education meets the needs of those with complex learning difficulties to reach their full potential regardless of starting points and individual challenges.

We aim to use pupil premium funding to counter disadvantage and to ensure greater equity through our three-tiered approach:

1. High quality teaching
2. Embedded Therapy
3. Careers program

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 curriculum. We know that research demonstrates that high quality teaching is the most effective way to improve outcomes for students.

Via a holistic approach of the multi-disciplinary clinical team, we strive to remove the barriers to learning so that outcomes for disadvantaged pupils can be improved.

We also provide disadvantaged pupils with support to develop independence and life and living skills and continue to ensure that high quality work experience and career guidance where appropriate is available to them.

## Challenges

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

Challenge number	Detail of challenge
1	Complex, educational and behavioural needs of students that impact on attainment and progress.
2	Communication difficulties for students with limited language and with social communication difficulties.
3	Social, Emotional and Mental Health barriers to progress, engagement and attendance
4	Aspirations of and opportunities for students and families with regard to community involvement, occupations and future employability.

## 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 have increased engagement with learning	Pupils eligible for Pupil Premium will be engaging and taking part in an increased range of lessons and learning activities. Pupil voice will demonstrate improved attitudes towards school and learning.
Improved attainment for Pupil Premium pupils in Literacy and Numeracy, relative to their starting points as identified through baseline assessments.	Pupils eligible for Pupil Premium will reach or exceed their targets annually.
Pupils will make at least expected progress in communication and social interaction.	Pupils eligible for Pupil Premium will continue to reach or exceed their reading targets annually in their specific social, expressive and receptive communication targets through achievement of EHCP annual outcomes.
Reduction in social, emotional and behavioural barriers to learning and improved attendance.	Pupils will be equipped with strategies to support themselves in managing challenging situations and self-regulate with the aid of calming resources. The attendance of the disadvantaged students will improve.  Through professional development and training, teaching staff will further develop their understanding and skills to support these additional needs.
Increased employability of individual pupils.	Pupils will be provided with careers advice and support, including additional resources and opportunities to develop interests and skills in identified areas.

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 1,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one Interventions in phonics</p> <p>Purchasing resources</p>	<p>Government guidance suggests that children who are at risk of falling behind need extra practice to consolidate and master the content of the programme. Programmes should provide guidance on how to support these children so that they keep up with their peers. Options for support could include 1 to 1 tutoring. (Note 9)</p> <p><a href="http://www.gov.uk">Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK (www.gov.uk)</a></p> <p>Pupils who need extra practice to keep up will have 5 – 10 min one to one interventions to accelerate their progress.</p>	1
<p>Programme working with parents, carers and teachers alongside the students to raise aspirations and plan for work experience opportunities</p>	<p>This complies with the Gatsby Benchmark:</p> <ul style="list-style-type: none"> <li>1 A stable careers programme</li> <li>3 Addressing the needs of each pupil</li> <li>5 Encounters with Employers and Employees</li> <li>6 Experiences of a workplaces</li> </ul> <p><a href="#">Good Career Guidance   Education   Gatsby</a></p>	4

Careers – resources and experiences linked to individual careers meetings	This complies with the Gatsby Benchmark: 3 Addressing the needs of each pupil <a href="#">Good Career Guidance   Education   Gatsby</a>	4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of building and technology projects (with resources) to engage students in learning and develop practical and problem solving skills. (Infento)	We have observed that many of our students find it challenging to engage in more typical; academic curriculum content. This can be for a range of reasons including; learning difficulties, sensory regulation, language and communication challenges, high levels of anxiety and previous experiences in education. For many of them, they have relative strengths in practical tasks and enjoy more physical learning.	1, 2 and 3
Access to individualised extra-curricular provision, linked to individual pupil interests (e.g. horse riding, music lessons)	It is well-documented that engaging in music and spending time with animals can have a therapeutic effect. These opportunities can support our students with emotional regulation and self-esteem, thereby increasing their attendance and engagement with learning. This	

**Total budgeted cost: £ 6,300**