


Alfreton Park Community Special School Development Plan - Pupil Premium Strategy

April 2019 to March 2020

School Development Plan (SDP Project)	Objective	Activities	Project Team	Resources & Costs
<p>Pupil Premium Strategy 2019-20 Due by: 31/03/2020</p>  <p>Progress: 70%</p>	<p>1. To promote the Social, Emotional and Mental Health and well-being of pupils in receipt of PP funding.</p> <p>2. To maintain and develop supportive relationships between school and families, and engage parents and carers in school life and the education of their children.</p> <p>3. To increase pupil independence through developing communication skills.</p> <p>4. To promote the physical well-being and health of all pupils.</p> <p>5. To ensure that</p>	<ul style="list-style-type: none"> 1.1 - Maintain Family Support Worker role with DSL responsibility. FSW is a vital role as school lead on Safeguarding, child Protection, Children in Need, and Looked After Children. <i>01/04/2019 - 31/03/2020 - 2 user(s) - Started</i> 1.2 - Provide each group with access to Forest Schools. Marie Redfern and Wendy Toft to lead sessions across the school. Sessions should provide pupils with the opportunity to develop a relationship with nature and the outdoors, and learn practical and craft skills in a supportive group setting. Pupils should be provided with space to explore and discuss their feelings. An emphasis should be placed on developing confidence, security, friendships and independence. <i>01/04/2019 - 31/03/2020 - 2 user(s) - Started</i> 1.3 - Provide pupils with access to Nurture sessions including; horticulture, creative arts, design and technology. Lynne Radlett and Matt Clements to lead sessions and Katie Turner to oversee provision. Sessions should provide pupils with an opportunity to do something enjoyable in a small group or 1:1 setting, and staff should use therapeutic techniques to provide pupils with space to explore and discuss their feelings. An emphasis should be placed on developing confidence, security, friendships and independence. <i>01/04/2019 - 31/03/2020 - 2 user(s) - Started</i> 1.4 - Pupils in all classes should be able to attend 	<p>Cheryl Smart Josie O'Donnell Katie Turner Marie McCuaig Rebecca Dallman Sharon Walker Tracy Cross John Glasby</p>	<p>1.1, 2.2, 4.1 - Family Support Worker Proportional Cost: £12,000</p> <p>1.2, 1.3 - Staff cover costs for Forest Schools and Nurture: £9,000</p> <p>1.4 - Subsidies pot for educational trips: £4,000</p> <p>2.2, 5.1, 5.2 - DHT proportional cost: £1,000</p> <p>3.1 - Communication TA proportional cost: £8,000</p> <p>1.2, 1.3, 1.4, 3.1, 4.2 - AHT and Curriculum Lead proportional costs: £3,000</p>

pupils in receipt of PP funding do not fall behind their peers in terms of overall progress and attainment.

6. To increase pupil independence and development of physical skills by accessing all PE and swimming sessions on class timetables.

educational visits and short residential trips. As well as the in school opportunities we have for learning outside the classroom, there is a potentially huge benefit to pupils from the unique experiences afforded by class trips. Katie Turner is the school EVC. Funding will sometimes be used to subsidise trip attendance for PP pupils. [01/04/2019 - 31/03/2020](#) - 2 user(s) - Started

- 2.1 - Maintain Family Support Worker role with responsibility for parent liaison. Where appropriate FSW will act as an advocate and support families with; accessing Free School Meals, accessing social care provision, transition to adult services, and other areas where families may need support. FSW will also coordinate coffee mornings and parents workshops, and act as the school point of contact for the Friends of Alfreton Park parent group. Work will also include the development of a parent council and the instalment of an Early Help Support Coordinator.

[01/04/2019 - 31/03/2020](#) - 2 user(s) - Started

- 2.2 - Senior leaders and governors will work alongside the Family Support Worker to develop other strategies for increasing engagement with families and the support we offer as a school. Specifically, this year we will hold an expanded parents evening that will run alongside a services signposting event, and step up efforts to recruit a parent governor for the vacant position on the governing board.

[01/04/2019 - 31/03/2020](#) - 3 user(s) - Started

- 3.1 - Maintain Communication TA role to enable specific communication programmes to be implemented in school. Communication TA will work alongside curriculum area lead for Communication and Interaction to develop use of Alternative and Augmentative Communication aids and strategies across the school.

[01/04/2019 - 31/03/2020](#) - 3 user(s) - Started

- 4.1 - Ensure pupils are provided with a healthy and balanced diet at school. 'Magic Breakfast' will be bought and made available for pupils in receipt of PP. Family

4.1 - Magic Breakfast and subsidies for snack and cooking activities: £3,000

4.3 - Physio TA proportional cost: £6,000

2.2, 4.1, 5.2, 5.3 - SBM and HT proportional costs: £2,000

5.4 - Targeted intervention subsidies pot: £4,000

6.1 - Cost of 1 x PE and 1 x swimming kit for pupil: £25

Total Cost: £52,025.00

Support Worker will support families to apply for Free School Meals where possible. Healthy snack options and cooking activities will sometimes be provided or subsidised by the school.

01/04/2019 - 31/03/2020 - 3 user(s) - Started

- 4.2 - Work towards attaining the silver level Food For Life award. Snack options and other regular activities involving food should all be healthier. 01/04/2019 - 31/03/2020

- 2 user(s) - Started

- 4.3 - Maintain Physio Support TA role for focused work with specific individuals, including MOVE Programme.

01/04/2019 - 31/03/2020 - 2 user(s) - Started

- 5.1 - Deputy Head Teacher and Assistant Head Teacher will monitor and analyse pupil attainment and progress data to identify 'focus pupils' at risk of falling behind. Interventions and support measures will be designed with class teachers in Pupil Progress Meetings. Key data measures will be B Squared assessments and ILP outcomes in the Social, Emotional and Mental Health area of the curriculum.

01/04/2019 - 31/03/2020 - 2 user(s) - Started

- 5.2 - Senior leaders and School Business Manager will monitor progress of Pupil Premium strategy and track end of year outcomes against success criteria identified below. Success of strategy will be evaluated, and spending plans will be revised for the following year to achieve best value for money and impact.

01/04/2019 - 31/03/2020 - 4 user(s) - Started

- 5.3 - Designated lead for Looked After Children (Headteacher) will monitor educational progress and emotional wellbeing of LAC and ensure pupils are supported by suitable interventions. 01/04/2019 - 31/03/2020 - 2 user(s) - Started

- 5.4 - Subsidise targeted interventions for pupils where specific needs are identified. This spending could go on things like communication aids, mobility equipment, music therapy, etc.

01/04/2019 - 31/03/2020 - 3 user(s) - Started

- 6.1 - PE and swimming kit to be provided for those pupils in receipt of PP whose parents are unable to fund this.
01/04/2019 - 30/04/2020 - 1 user(s) - Not Started

Project Description

Summary Information 2019-20

Total Pupils on Roll: 86
Total PP Eligible Pupils: 48

Total PP Budget: £52,480

School Context:

Alfreton Park Community Special School is a specialist school in the heart of Derbyshire, providing a high quality education for pupils aged 2 to 19. The pupils who attend our school have varying degrees of learning difficulties, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), and Profound and Multiple Learning Difficulties (PMLD). We cater for pupils who are affected by a very wide range of specific medical and physical conditions, including but not limited to; Autism, Down Syndrome, Epilepsy, Sensory Impairment, and Physical Disabilities.

Beyond their learning difficulties and disabilities, many of our pupils face additional challenges in their lives. The school receives Pupil Premium funding to spend on interventions and initiatives to support disadvantaged pupils, in order to ensure they are able to achieve at the same level as their peers. Our Pupil Premium spending is therefore designed to address the specific challenges faced by these pupils. The issues listed below represent some of the barriers to development that may be present, and the objectives identified in this strategy document are directly linked to these challenges;

- The area of the curriculum where challenges and difficulties may be most likely for these pupils is Social, Emotional and Mental Health. They may find it hard to feel secure in themselves and with their peers, and they may lack confidence or independence.
- Many families are stretched by the pressures of caring for children with complex needs, and can find it difficult to access the support they need and are entitled to from the relevant services and authorities.
- Pupils may develop communication skills more slowly where the right support and resources are less available, and this can lead to a negative impact on other areas of learning and behaviour.
- The physical health and wellbeing of pupils may suffer if they do not have enough opportunities for exercise and full access to a balanced and nutritious diet.

	<ul style="list-style-type: none"> As a result of the factors described here, it may be more likely for these pupils to fall behind in all areas of their learning, and not just those that are most directly impacted by their disadvantages. <p>Impact Assessment:</p> <p>The objectives and activities listed here apply for the 2019-20 financial year and run alongside the School Development Plan operating in the same period. The impact of these interventions will be evaluated in Spring 2020, informed by the success criteria outlined in this document. School leaders and governors will be guided by the insights gained from this review as they begin to develop a Pupil Premium spending strategy for the following year.</p>	
Success Criterion	<p>Objective 1 - Pupils have high levels of emotional well-being and self-esteem, facilitating their ability to learn.</p> <p>Evidence: lesson observations, learning walks, home-school communication, annual review, parents evening.</p>	2
Success Criterion	<p>Objective 1 - Pupils in receipt of PP funding access and benefit from a range of opportunities for learning outside the classroom to support their social and emotional development.</p> <p>Evidence: Nurture activities, Forest Schools, educational visits, residential trips. Assessments and evaluations linked to these activities.</p>	2
Success Criterion	<p>Objective 2 - Parents and carers have positive feelings about the school and feel well supported. They know who they can contact for help and feel that their contributions and concerns are valued.</p> <p>Evidence: Parent survey, parent workshop feedback, home school diaries, annual reviews.</p>	2
Success Criterion	<p>Objective 2 - All eligible pupils receive Free School Meals.</p> <p>Evidence: FSM take up.</p>	2
Success Criterion	<p>Objective 2 - Parents governor/s have been appointed.</p> <p>Evidence: Governor meetings.</p>	2
Success Criterion	<p>Objective 2 - Parents evening signposting event has taken place and been well received by families.</p> <p>Evidence: Parent survey, verbal feedback.</p>	2
Success Criterion		2

	<p>Objective 3 - Pupils receive effective targeted support from Communication TA and Communication Lead to develop their communication skills.</p> <p>Evidence: 1:1 sessions, cascade training for class staff, embedded good practice seen in learning walks and</p>	
	<p>observations. Progress in Communication and Interaction is at least as good as progress in other areas, as evidenced by; B Squared assessments, ILP target outcomes. Blank Level assessments show good progress.</p>	
Success Criterion	<p>Objective 3 - All pupils who need one have a communication aid / device.</p> <p>Evidence: Needs analysis compiled with support of SaLT.</p>	2
Success Criterion	<p>Objective 4 - Silver Food for Life award obtained.</p> <p>Evidence: Portfolio submitted for award. Food provided to pupils for snack, special occasions, parties, rewards, and community visits are all much healthier and clear guidelines are in place.</p>	2
Success Criterion	<p>Objective 5 - Focus pupils and all pupils receiving Pupil Premium funding all have effective individual learning plans in place.</p> <p>Evidence: ILP documents, observations, learning walks, annual reviews.</p>	2
Success Criterion	<p>Objective 5 - Outcomes for focus pupils and PP pupils are at least as good as the school average. B Squared assessments and ILP targets show this to be the case for SEMH curriculum area in particular, but also overall progress.</p> <p>Evidence: B Squared assessments and ILP target assessments.</p>	2
Success Criterion	<p>Objective 5 - Objectives in Pupil Premium strategy have been met, and the overall strength of PP provision has been evaluated and developed to feed forward into next year's plan.</p> <p>Evidence: Success criteria in plan, PP budget review.</p>	2