


# 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                                                                                                                                                                                                                                                                                                                                                                                            | Impact July 2020 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <p>Pupil Premium Strategy 2019-20<br/>Due by: 31/03/2020</p>  <p>Progress: 70%</p> | <ol style="list-style-type: none"> <li>1. To promote the Social, Emotional and Mental Health and well-being of pupils in receipt of PP funding.</li> <li>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.</li> <li>3. To increase pupil independence through developing communication skills.</li> <li>4. To promote the physical well-being and health of all pupils.</li> <li>5. To ensure that</li> </ol> | <ul style="list-style-type: none"> <li>• 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.<br/><i>01/04/2019 - 31/03/2020 - 2 user(s) - Started</i></li> <li>• 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.<br/><i>01/04/2019 - 31/03/2020 - 2 user(s) - Started</i></li> <li>• 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.<br/><i>01/04/2019 - 31/03/2020 - 2 user(s) - Started</i></li> <li>• 1.4 - Pupils in all classes should be able to attend</li> </ul> | <p>Cheryl Smart<br/>Josie O'Donnell<br/>Katie Turner<br/>Marie McCuaig<br/>Rebecca Dallman<br/>Sharon Walker<br/>Tracy Cross<br/>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.

- 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.

Impact Assessment:

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> | <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>                                                                                                     | <p>Pupil confidence and wellbeing has been a commonly strong theme in lesson observation feedback.</p> <p>Parent comments recorded during parents evening supported the suggestion that this translates to home life.</p> <p>The COVID-19 pandemic meant that we needed to be creative when sourcing evidence and photos sent in from families showed pupils adapting to a new unprecedented situation, continuing to learn at home. Virtual annual reviews confirmed this for PP pupils.</p>                                                                                                |          |                  |                  |          |           |                                     |    |       |           |                                     |    |       |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------|------------------|----------|-----------|-------------------------------------|----|-------|-----------|-------------------------------------|----|-------|
| <p>Success Criterion</p> | <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> | <p>All PP have accessed some form of nurture support. The records of these sessions show a positive impact on SEMH in the ILP Data Report, with an increase in exceeded targets.</p> <table border="1" data-bbox="1034 932 1998 1171"> <thead> <tr> <th>Time</th> <th>Area of Learning</th> <th>Assessed Targets</th> <th>Exceeded</th> </tr> </thead> <tbody> <tr> <td>Autumn 19</td> <td>Social, Emotional and Mental Health</td> <td>78</td> <td>1.28%</td> </tr> <tr> <td>Spring 20</td> <td>Social, Emotional and Mental Health</td> <td>85</td> <td>3.53%</td> </tr> </tbody> </table> | Time     | Area of Learning | Assessed Targets | Exceeded | Autumn 19 | Social, Emotional and Mental Health | 78 | 1.28% | Spring 20 | Social, Emotional and Mental Health | 85 | 3.53% |
| Time                     | Area of Learning                                                                                                                                                                                                                                                                                                                                | Assessed Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Exceeded |                  |                  |          |           |                                     |    |       |           |                                     |    |       |
| Autumn 19                | Social, Emotional and Mental Health                                                                                                                                                                                                                                                                                                             | 78                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1.28%    |                  |                  |          |           |                                     |    |       |           |                                     |    |       |
| Spring 20                | Social, Emotional and Mental Health                                                                                                                                                                                                                                                                                                             | 85                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3.53%    |                  |                  |          |           |                                     |    |       |           |                                     |    |       |
| <p>Success Criterion</p> | <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>                                      | <p>Excellent feedback from parents in annual reviews and meetings about the value of the role.</p> <p>Parent visits and transitions supported.</p> <p>CiN and LAC meetings attended (virtually since March).</p> <p>Feedback from parents highly praised FSW and the role she has played over the course of the pandemic.</p>                                                                                                                                                                                                                                                                |          |                  |                  |          |           |                                     |    |       |           |                                     |    |       |
| <p>Success Criterion</p> | <p>Objective 2 - All eligible pupils receive Free School Meals.</p> <p>Evidence: FSM take up.</p>                                                                                                                                                                                                                                               | <p>All pupils eligible have received FSM – since the beginning of the lockdown, PP pupils have received FSM vouchers and/or food hampers supplied by school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                             |          |                  |                  |          |           |                                     |    |       |           |                                     |    |       |

| Success Criterion | Objective 2 - Parents governor/s have been appointed.<br>Evidence: Governor meetings.                                                                                                                                                                                                                                                                                | We have two highly valued parent governors who regularly attend FGB meetings and actively participate in the wider life of the school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               |                  |          |                 |     |          |                 |          |                               |        |        |        |       |               |             |                               |       |        |        |       |               |
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| Success Criterion | Objective 2 - Parents evening signposting event has taken place and been well received by families.<br>Evidence: Parent survey, verbal feedback.                                                                                                                                                                                                                     | Parents evening was a success and due to the agencies present on the night, the number of families supported by outside professionals such as CAMHS, OH and SALT has increased.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                  |          |                 |     |          |                 |          |                               |        |        |        |       |               |             |                               |       |        |        |       |               |
| Success Criterion | Objective 3 - Pupils receive effective targeted support from Communication TA and Communication Lead to develop their communication skills.<br><br>Evidence: 1:1 sessions, cascade training for class staff, embedded good practice seen in learning walks and observations. Progress in Communication & Interaction is at least as good as progress in other areas. | Communication and Interaction attainment for PP pupils has steadily increased over the year. It is in the top two strongest curriculum areas for progress.<br><br><table border="1"> <thead> <tr> <th>Date</th> <th>Area of Learning</th> <th>Unmet</th> <th>Partially Met</th> <th>Met</th> <th>Exceeded</th> <th>Met or Exceeded</th> </tr> </thead> <tbody> <tr> <td>Aut 2019</td> <td>Communication and Interaction</td> <td>11.54%</td> <td>44.87%</td> <td>41.03%</td> <td>2.56%</td> <td><b>43.59%</b></td> </tr> <tr> <td>Spring 2020</td> <td>Communication and Interaction</td> <td>5.88%</td> <td>49.41%</td> <td>43.53%</td> <td>1.18%</td> <td><b>44.71%</b></td> </tr> </tbody> </table> | Date          | Area of Learning | Unmet    | Partially Met   | Met | Exceeded | Met or Exceeded | Aut 2019 | Communication and Interaction | 11.54% | 44.87% | 41.03% | 2.56% | <b>43.59%</b> | Spring 2020 | Communication and Interaction | 5.88% | 49.41% | 43.53% | 1.18% | <b>44.71%</b> |
| Date              | Area of Learning                                                                                                                                                                                                                                                                                                                                                     | Unmet                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Partially Met | Met              | Exceeded | Met or Exceeded |     |          |                 |          |                               |        |        |        |       |               |             |                               |       |        |        |       |               |
| Aut 2019          | Communication and Interaction                                                                                                                                                                                                                                                                                                                                        | 11.54%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 44.87%        | 41.03%           | 2.56%    | <b>43.59%</b>   |     |          |                 |          |                               |        |        |        |       |               |             |                               |       |        |        |       |               |
| Spring 2020       | Communication and Interaction                                                                                                                                                                                                                                                                                                                                        | 5.88%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 49.41%        | 43.53%           | 1.18%    | <b>44.71%</b>   |     |          |                 |          |                               |        |        |        |       |               |             |                               |       |        |        |       |               |

| Success Criterion | Objective 3 – All PP pupils who need one have a communication aid / device.<br><br>Evidence: Needs analysis compiled with support of SaLT. | All PP pupils in need of a communication aid are currently using one at home and in school. The benefits of this are reflected in the B Squared and ILP data for C&I and Spoken English.<br><br><table border="1"> <thead> <tr> <th>Time</th> <th>Area of Learning</th> <th>Assessed Targets</th> <th>Unmet</th> <th>Partially Met</th> <th>Met</th> <th>Exceeded</th> <th>Met or Exceeded</th> </tr> </thead> <tbody> <tr> <td>Autumn 19</td> <td>Communication and Interaction</td> <td>78</td> <td>11.54%</td> <td>44.87%</td> <td>41.03%</td> <td>2.56%</td> <td><b>43.59%</b></td> </tr> <tr> <td>Spring 20</td> <td>Communication and Interaction</td> <td>85</td> <td>5.88%</td> <td>49.41%</td> <td>43.53%</td> <td>1.18%</td> <td><b>44.71%</b></td> </tr> </tbody> </table> | Time   | Area of Learning | Assessed Targets | Unmet    | Partially Met   | Met | Exceeded | Met or Exceeded | Autumn 19 | Communication and Interaction | 78 | 11.54% | 44.87% | 41.03% | 2.56% | <b>43.59%</b> | Spring 20 | Communication and Interaction | 85 | 5.88% | 49.41% | 43.53% | 1.18% | <b>44.71%</b> |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------------|------------------|----------|-----------------|-----|----------|-----------------|-----------|-------------------------------|----|--------|--------|--------|-------|---------------|-----------|-------------------------------|----|-------|--------|--------|-------|---------------|
| Time              | Area of Learning                                                                                                                           | Assessed Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Unmet  | Partially Met    | Met              | Exceeded | Met or Exceeded |     |          |                 |           |                               |    |        |        |        |       |               |           |                               |    |       |        |        |       |               |
| Autumn 19         | Communication and Interaction                                                                                                              | 78                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 11.54% | 44.87%           | 41.03%           | 2.56%    | <b>43.59%</b>   |     |          |                 |           |                               |    |        |        |        |       |               |           |                               |    |       |        |        |       |               |
| Spring 20         | Communication and Interaction                                                                                                              | 85                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 5.88%  | 49.41%           | 43.53%           | 1.18%    | <b>44.71%</b>   |     |          |                 |           |                               |    |        |        |        |       |               |           |                               |    |       |        |        |       |               |

|                   |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                       |
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| Success Criterion | Objective 4 - Silver Food for Life award obtained.<br><br>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. | We achieved the silver Food for Life award in the spring term. This was mentioned on the scheme's website and our dedication to the cause despite the current climate was recognised. Food supplied to PP pupils at home has been in line with the current healthy eating guidelines. |
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| <p>Success Criterion</p> | <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>                                                                                         | <p>Focus pupils continue to make expected progress</p> <table border="1" data-bbox="1016 86 1361 212"> <thead> <tr> <th colspan="2">Focus Pupils</th> </tr> <tr> <th>Autumn 19</th> <th>Spring 20</th> </tr> </thead> <tbody> <tr> <td>9.45</td> <td>9.33</td> </tr> </tbody> </table> <p>ILP learning walk could not take place due to COVID-19. Annual review feedback was positive and found that where PP pupils' long term EHC outcomes were not appropriate, parents and teachers had worked together to formulate relevant ILP targets. Requests for amendments to EHC outcomes were submitted.</p>                                                                                                                                                                                                                                                                          | Focus Pupils |  | Autumn 19 | Spring 20 | 9.45 | 9.33 |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--|-----------|-----------|------|------|
| Focus Pupils             |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |  |           |           |      |      |
| Autumn 19                | Spring 20                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |  |           |           |      |      |
| 9.45                     | 9.33                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |  |           |           |      |      |
| <p>Success Criterion</p> | <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> | <p>Pupil attainment in SEMH has fallen by 10% between Autumn 2019-Spring 2020. As mentioned in the ILP spring progress report, this is more likely related to the way teachers have set targets than the actual progress of PP pupils. We have smartened our ILP target setting to ensure they can be accurately measured and thus evaluations have been to a stricter-criteria. We hope to see this reflect in future assessments which will show increments of progress once again.</p> <p>Due to the pandemic we have only made one B Squared update which means we are unable to confidently express views on the progress made in this years' PP group.</p>                                                                                                                                                                                                                    |              |  |           |           |      |      |
| <p>Success Criterion</p> | <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>                                                        | <p>The current climate has implications for the evaluation of the strategy due to most pupils staying at home from March – June. The evaluations seen below mostly reflect the school year from Spring 2019-Spring 2020 and we have supported PP pupils remotely in every way possible since then, including and not limited to: weekly phone calls with FSW and/or class teacher, daily home learning activities, adapted communication resources and physical dev. plans sent home, remote assemblies, receipt of FSM vouchers and/or food parcels, personalised videos for individual pupils, open email contact, remote annual reviews and more.</p> <p>The PP strategy will now run back in line with the academic year to enable us to effectively analyse the impact, rather than trying to do this over two half academic years with two different groups of PP pupils.</p> |              |  |           |           |      |      |