



Community Special School

Learning Together for Personal Success

Pupil Premium Strategy Statement 2021-2022

Summary Information					
School: Alfreton Park Community Special School					
Academic Year	2021-2022	PP Budget	£46,000	Date of Review	July 2021
Total pupils	107	Eligible Pupils	47	Date of next Review	July 2022

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;

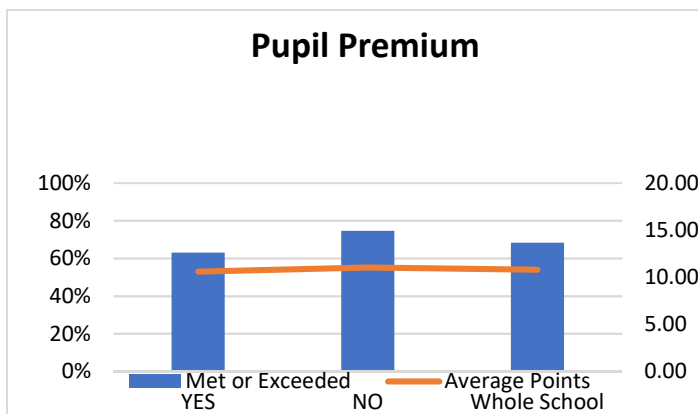
- The area of the curriculum where challenges and difficulties may be most likely for these pupils is Social, Emotional and Mental Health. They may find it hard to feel secure in themselves and with their peers, and they may lack confidence or independence.
- Many families are stretched by the pressures 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.



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- 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.
- The objectives and activities listed here apply for the 2021-22 academic year. The impact of these interventions will be evaluated in Summer 2022, 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.



Pupil Premium	Total Pupils	Number Assessed	Total Targets	Unmet	Partially Met	Met	Exceeded	Unmet	Partially Met	Met	Exceeded	Met or Exceeded	Average Points
YES	50	47	187	15	54	99	19	8.02%	28.88%	52.94%	10.16%	63.10%	10.61
NO	41	39	154	6	33	107	8	3.90%	21.43%	69.48%	5.19%	74.68%	11.04
Whole School	91	85	341	21	87	206	27	6.16%	25.51%	60.41%	7.92%	68.33%	10.80



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As of Summer 2021, there is very little difference in the attainment of those pupils eligible for the pupil premium grant and the rest of the school (0.43 points). However, given the potential impact of the pandemic on pupils in both the disadvantaged groups and the whole school, we must endeavour to ensure this gap does not widen. The planned spend of the pupil premium grant below reflects our intentions.

Intent: Objectives	Implementation: How the intervention addresses barriers to learning & intended impact	Evidence Base	Pupils Supported	Proportionate Cost	Staff Leading	Impact
To maintain and develop supportive relationships between school and families, and engage parents and carers in school life and the education of their children.	Maintain Family Support Worker role with DSL and parent liaison responsibility. FSW is a vital role as school lead on Safeguarding, child Protection, Children in Need, and Looked After Children. Where appropriate FSW will act as an advocate and support PP 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 parent workshops for PP pupils, and act as the school point of contact for the Friends of Alfreton Park parent group. Work will also include the continued development of a parent council and the instalment	Parent questionnaires School diaries SDP Phone logs Parent events Parent panel minutes Annual reviews Recruitment records	All pupils, particularly those in receipt of PP funding.	£12,000	Sharon Walker Josie O'Donnell Megan Harrowing	



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	<p>of an Early Help Support Coordinator. 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.</p> <p>Increase the capacity of the FSW role to enable higher level of support and level of involvement in Early Help Support. Apprentice FSW has now been appointed – she works with pupils 2 days a week and supports the FSW 3 days per week.</p> <p>Success Criteria:</p> <p>Parents and carers, including those of PP pupils, 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>			£3000		
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<p>To promote the Social, Emotional and Mental Health and well-being of pupils in receipt of PP funding.</p>	<p>Provide pp pupils with access to Forest Schools. Marie McCuaig, Sam Butlin, Wendy Toft and Richard Simpson 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.</p>	<p>SEMH data Parent feedback Thrive assessments School budget Lesson obs Learning walks</p>	<p>All pupils, particularly those in receipt of PP funding.</p>	<p>£3000</p>	<p>Marie McCuaig Wendy Toft Sam Butlin Richard Simpson</p>	
	<p>Support pp pupils to continue to have smooth transitions between classes and the new school, and the varying implications of the COVID-19 pandemic – by providing each pupil with a 'happiness box' to be filled with items that are personal to them.</p>		<p>All pupils, particularly those in receipt of PP funding.</p>	<p>£500</p>	<p>Josie O'Donnell Emma Durham All staff</p>	
	<p>Identify pp pupils through assessment process to receive weekly Thrive sessions, designed to meet their SEMH needs and support them through anything</p>		<p>All pupils, particularly those in receipt of PP funding.</p>	<p>£2500</p>	<p>Lynne Radlett, Katie Turner</p>	



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	<p>additional happening in their lives that could be impacting on this.</p> <p>Continue to replenish and 'freshen up' the Thrive room to provide a comfortable, relaxed environment for sessions.</p> <p>Success Criteria:</p> <p>Pupils have high levels of emotional well-being and self-esteem, facilitating their ability to learn.</p> <p>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>All pupils, particularly those in receipt of PP funding.</p>	<p>£500</p>	<p>Lynne Radlett Rebecca Dallman</p>	
<p>To increase pupil independence through developing communication skills.</p>	<p>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 and SALT to develop use of Alternative and Augmentative Communication</p>	<p>School budget C&I data SALT assessments and records</p>	<p>All pupils, particularly those in receipt of PP funding</p>	<p>£8,000</p>	<p>Clare Charlesworth Tracy Cross</p>	



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	<p>aids and strategies across the school with pp pupils.</p> <p>Success Criteria:</p> <p>PP pupils receive effective targeted support from Communication TA and Communication Lead to develop their communication skills.</p>					
<p>To promote the physical well-being and health of all pupils.</p>	<p>Ensure pp 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 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.</p> <p>Work towards attaining the gold level Food for Life award. Snack options and other regular activities involving food should all be healthier.</p> <p>Maintain Physio Support TA role for focused work with specific individuals including those in</p>	<p>FSM register Class timetables Work files Budget Physio records FfL evidence base MOVE records</p>	<p>All pupils, particularly those in receipt of PP funding</p>	<p>£3,000</p> <p>£6,000</p>	<p>Rebecca Dallman Josie O'Donnell Sharon Walker Katie Turner Donna Speight</p>	



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	<p>receipt of pp, including MOVE Programme.</p> <p>Pupils in all classes should be able to attend 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.</p> <p>Success Criteria:</p> <p>Food provided to pupils for snack, special occasions, parties, rewards, and community visits are all much healthier and clear guidelines are in place.</p>			<p>£4,000</p>		
<p>To ensure that pupils in receipt of PP funding do not fall behind their peers in terms of overall</p>	<p>Deputy Head Teacher and Assistant Head Teachers will monitor and analyse pupil attainment and progress data to identify 'focus pupils' at risk of falling behind. Impact of Covid-19 limitations will be a key factor to consider amongst others. Interventions and support</p>	<p>Pupil progress data and reports Focus pupil analysis School budget</p>	<p>All pupils, particularly those in receipt of PP funding</p>	<p>DHT £1,000 AHT & Curriculum Leads £1,000</p>	<p>Josie O'Donnell Marie McCuaig</p>	



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<p>progress and attainment.</p>	<p>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.</p> <p>Designated lead for Looked After Children (Headteacher) will monitor educational progress and emotional wellbeing of LAC and ensure pupils are supported by suitable interventions.</p> <p>Subsidise targeted interventions for pp pupils where specific needs are identified. This spending may be on resources such as communication aids, mobility equipment, music therapy, etc.</p> <p>Success Criteria:</p> <p>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>£1500</p>		
				<p>£46000</p>		



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