



## 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 |

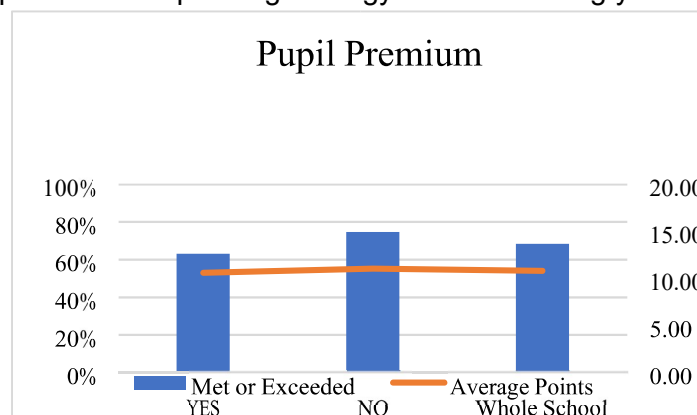
### School Context

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.

- 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          |



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Learning Together for Personal Success

|              |    |    |     |    |    |     |    |       |        |        |       |        |       |
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| 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:<br>Objectives | Implementation:<br>How the intervention addresses<br>barriers to learning & intended<br>impact | Evidence<br>Base | Pupils<br>Supported | Proportionate<br>Cost | Staff<br>Leading | Impact |
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| <p>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>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</p> | <p>Parent questionnaires<br/>School diaries<br/>SDP<br/>Phone logs<br/>Parent events<br/>Parent panel minutes<br/>Annual reviews<br/>Recruitment records</p> | <p>All pupils, particularly those in receipt of PP funding.</p> | <p>£12,000</p> | <p>Sharon Walker<br/>Josie O'Donnell<br/>Megan Harrowing</p> | <p>Feedback from parents is incredibly positive regarding the support they receive. FS team have supported parents and carers through virtual and face to face meetings, parent and carer workshops for various areas of the curriculum, home visits, organising and delivering FSM vouchers and hampers where appropriate. A regular parent group has taken place, this has allowed parents to share information. Addition FSW has been</p> |
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|  |  |  |  |  |  | <p>appointed to support families. Apprentice FSW no longer in post. FS team support parents and carers to access benefits, financial support and local foodbanks when needed. This is all tracked through our school recording system. Parent and carer feedback was exceptionally positive during our OFSTED inspection.</p> |
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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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# Learning Together for Personal Success

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| To promote the Social, Emotional and Mental Health and well-being of pupils in receipt of PP funding | 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. | SEMH data<br>Parent feedback<br>Thrive assessments<br>School budget<br>Lesson obs<br>Learning walks | All pupils, particularly those in receipt of PP funding. | £3000 | Marie McCuaig<br>Wendy Toft<br>Sam Butlin<br>Richard Simpson | Pupils have continued to enjoy forest school sessions this year. Staff have supported pupils to explore their emotions and express themselves in a natural, safe environment.  |
|  | 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.  |   | All pupils, particularly those in receipt of PP funding. | £500  | Josie O'Donnell<br>Emma Durham<br>All staff                  | Happiness boxes have continued to be a great tool for pupils transitioning into school each day, and continue to be used to support pupils to settle in each day. Following feedback from staff and pupils, we will continue |



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|  | <p>Identify pp pupils through assessment process to receive weekly Thrive sessions, designed to meet their SEMH needs and support them through anything additional happening in their lives that could be impacting on this.</p>  |  | All pupils, particularly those in receipt of PP funding. | £2500 | Lynne Radlett,<br>Katie Turner    | <p>to use these as needed.</p> <p>Pupils on PP who had fallen behind were identified and offered interventions.</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> |  | All pupils, particularly those in receipt of PP funding. | £500  | Lynne Radlett,<br>Rebecca Dallman | <p>The Thrive room continues to be a positive and supportive place for our pupils, allowing them a safe environment outside of the classroom.</p> <p>Pupils across school have their emotional wellbeing and self-esteem monitored. Pupils are supported to use Zones of regulation and are assessed through Thrive.</p> |





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| To increase pupil independence through developing communication skills. | 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 | School budget<br>C&I data<br>SALT assessments and records | All pupils, particularly those in receipt of PP funding | £8,000 | Clare Charlesworth<br>Tracy Cross | <p>Pupils are receiving targeted support from communication team – this is guided by the SALT.</p> <p>PP pupils are closely monitored to assess if they're falling behind their peers with their communication – if this is the case, pupils are offered additional interventions</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>PP pupils in need of assessments have had private SALT assessments funded and equipment provided to ensure that they do not fall behind their peers with their communication.</p> |
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| <p>To promote the physical wellbeing 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<br/>Class timetables<br/>Work files<br/>Budget<br/>Physio records<br/>FfL evidence base<br/>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<br/>Josie O'Donnell<br/>Sharon Walker<br/>Katie Turner<br/>Donna Speight</p> | <p>Pupils are offered magic breakfast each morning. PP pupils are also supported with snack and community funding if parents and carers have been unable to fund this.</p> <p>Pupils are making exceptional progress with their physical skills.</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> |  |  | £4,000 |  | <p>Where possible, visits have been supported using PP funding including class trips, Lea Green and residential.</p> <p>Pupils are benefiting from a healthy balanced diet, including treats and special occasions.</p> |
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| To ensure that pupils in receipt of PP funding do not fall behind their peers in terms of overall | 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  | Pupil progress data and reports<br>Focus pupil analysis<br>School budget | All pupils, particularly those in receipt of PP funding | DHT £1,000<br>AHT & Curriculum Leads £1,000 | Josie O'Donnell<br>Marie McCuaig | In Autumn and Spring last year, PP pupils made greater progress than their peers, in Summer they fell slightly behind (8.35%). Although this is a drop, all pupils made good progress that improved on the previous year. |
| progress and attainment.  | 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.<br><br>Designated lead for Looked After Children (Headteacher) will monitor educational progress and emotional wellbeing of LAC and ensure pupils are supported by suitable interventions. |  |   | £1500                                       |                                  | Our LAC pupils have received a high level of interventions – 1 pupil is supported off   |



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|    | <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>site and the other receives additional daily interventions.</p> <p>PP Pupils fell slightly behind in the summer, however they made progress year on year.</p> <p>As a result, all interventions teams will work with class teams to ensure that</p> |
| Pp |  |  |  | £46000 |  |