

Pupil Premium Strategy Statement 2022- 2023

Summary Information					
School: Alfreton Park Community Special School					
Academic Year	2022-2023	PP Budget	£59,000	Date of Review	July 2022
Total pupils	125	Eligible Pupils	57	Date of next Review	July 2023

School Context

Alfreton Park Community Special School is a specialist school in the heart of Derbyshire, providing 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 2022-23 academic year. The impact of these interventions will be evaluated in Summer 2023, 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.

Intent: Objectives	Implementation: How the intervention addresses barriers to learning & intended impact	Evidence base	Pupils supported	Proportionate cost	Staff leading	Impact (to be completed in July 2023)
<p>To develop pupils' physical health and emotional wellbeing by allowing them to change position regularly.</p> <p>To support pupils to access a range of activities, expanding their educational opportunities.</p> <p>To ensure that pupils EHCPs outcomes are met.</p>	<p>Purchasing an additional Acheeva bed for Blossom class so that we have one in primary (Apple class) and two in secondary (Blossom class & Juniper class)</p> <p>Meeting the physical needs of our pupils and expanding opportunities for them, both educationally and socially.</p> <p>Purchasing 2 power-assisted wheelchairs to support pupils across school.</p> <p>Success criteria: Pupils are using the Acheeva bed throughout the day, accessing education and social opportunities.</p> <p>Pupils are accessing the community regularly, using the power-assisted chair.</p>	<p>Pupil, parent and staff feedback</p> <p>Implementation of physio plans</p> <p>Evidence through Earwig MOVE progression</p>	<p>All pupils, particularly those in receipt of PP funding.</p>	<p>£6000</p> <p>£7000</p>	<p>Marie McCuaig</p> <p>Emma Durham</p>	
<p>Support pupils to have their needs accurately identified by external professionals, thus supporting staff to ensure that all pupils needs are met at all times.</p>	<p>Fund assessments for pupils in need including SALT, Sensory OT, OT and anything else deemed appropriate.</p> <p>Success criteria: Pupils needs are accurately identified, allowing staff to implement plans successfully.</p>	<p>Pupil, parent and staff feedback</p> <p>Implementation of intervention plans</p> <p>Evidence through Earwig</p>	<p>All pupils, particularly those in receipt of PP funding.</p>	<p>£1500</p>	<p>Marie McCuaig</p> <p>Clare Charlesworth</p> <p>Katy Morley</p> <p>Emma Durham</p>	
<p>To ensure that all pupils are able to access a range of extra-curricular activities including visits and residential – supporting their emotional wellbeing.</p>	<p>Pupils who are in receipt of PP and are identified as being at risk of not accessing the community / holidays.</p> <p>Success criteria: Pupils access a wide range of activities that support their emotional wellbeing. No</p>	<p>Zones of regulation</p> <p>Pupil, parent and staff feedback</p> <p>Evidence through Earwig</p>	<p>All pupils, particularly those in receipt of PP funding.</p>	<p>£3500</p>	<p>Katie Turner</p> <p>Sharon Walker</p> <p>Emma Durham</p>	

	pupils miss out on opportunities due to financial difficulties.					
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>Maintain Family Support Worker roles with DSL and parent liaison responsibility. Senior Family Support Practitioner is a vital role as school lead on safeguarding, child protection, children in need, and looked after children.</p> <p>Where appropriate SFSP will act as an advocate and support PP families with; accessing free school meals, accessing social care provision, transition to adult services, benefits including PIP and DLA and other areas where families may need support.</p> <p>SFSP will also support parents through our parent group and line manage the FSW.</p> <p>FSW to 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.</p> <p>Senior leaders and governors will work alongside the family support team to develop other strategies for increasing engagement with families and the support we offer as a school.</p> <p>Increase the capacity of the family support team, continuing the role of a FSW into the next year.</p> <p>Success Criteria: Parents and carers, including those of PP pupils, have positive feelings about the school and feel well</p>	<p>Parent questionnaires School diaries SDP Phone logs Parent events Parent panel minutes Annual reviews Recruitment records</p>	All pupils, particularly those in receipt of PP funding.	£15,000	<p>Sharon Walker Josie O'Donnell Emma Durham Jasmine Allen</p>	

	supported. They know who they can contact for help and feel that their contributions and concerns are valued.					
To promote the Social, Emotional and Mental Health and well-being of pupils in receipt of PP funding.	<p>Provide pp pupils with access to Forest Schools. Marie McCuaig, Sam Butlin, Wendy Toft, Lesley Burton 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>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 – room to be replenished as needed to ensure the environment is.</p> <p>Success Criteria: Pupils have high levels of emotional well-being and self-esteem, facilitating their ability to learn. 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>SEMH data Parent feedback Thrive assessments School budget Lesson observations Learning walks</p>	All pupils, particularly those in receipt of PP funding.	<p>£3000</p> <p>£2500</p>	<p>Marie McCuaig Wendy Toft Sam Butlin Lesley Burton Richard Simpson</p> <p>Josie O'Donnell Emma Durham All staff</p> <p>Lynne Radlett, Rebecca Dallman</p>	

To increase pupil independence through developing communication skills.	<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 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>	Pupil, parent and staff feedback C&I data SALT assessments and records	All pupils, particularly those in receipt of PP funding	£8,000	Clare Charlesworth Tracy Cross	
To promote the physical wellbeing and health of all pupils.	<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 team 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 receipt of pp, including MOVE Programme.</p> <p>Success Criteria:</p>	<p>FSM register</p> <p>Class timetables</p> <p>Work files</p> <p>Physio records</p> <p>FfL</p> <p>MOVE records</p>	All pupils, particularly those in receipt of PP funding	<p>£3,000</p> <p>£6,000</p>	<p>Rebecca Dallman</p> <p>Josie O'Donnell</p> <p>Emma Durham</p> <p>Sharon Walker</p> <p>Katie Turner</p> <p>Donna Speight</p>	

	Food provided to pupils for snack, special occasions, parties, rewards, and community visits are all much healthier and clear guidelines are in place.					
To ensure that pupils in receipt of PP funding do not fall behind their peers in terms of overall progress and attainment.	<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. 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.</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: 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>	Pupil progress data and reports Focus pupil analysis School budget	All pupils, particularly those in receipt of PP funding	<p>DHT £1,000 AHT & Curriculum Leads £1,000</p> <p>£1500</p> <p>Total spend: £59,000</p>	<p>Emma Durham, Charlotte Young, Marie McCuaig</p> <p>Josie O'Donnell</p> <p>Charlotte Young, Marie McCuaig</p>	