

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
		Recovery Premium Budget	£45,216		
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.

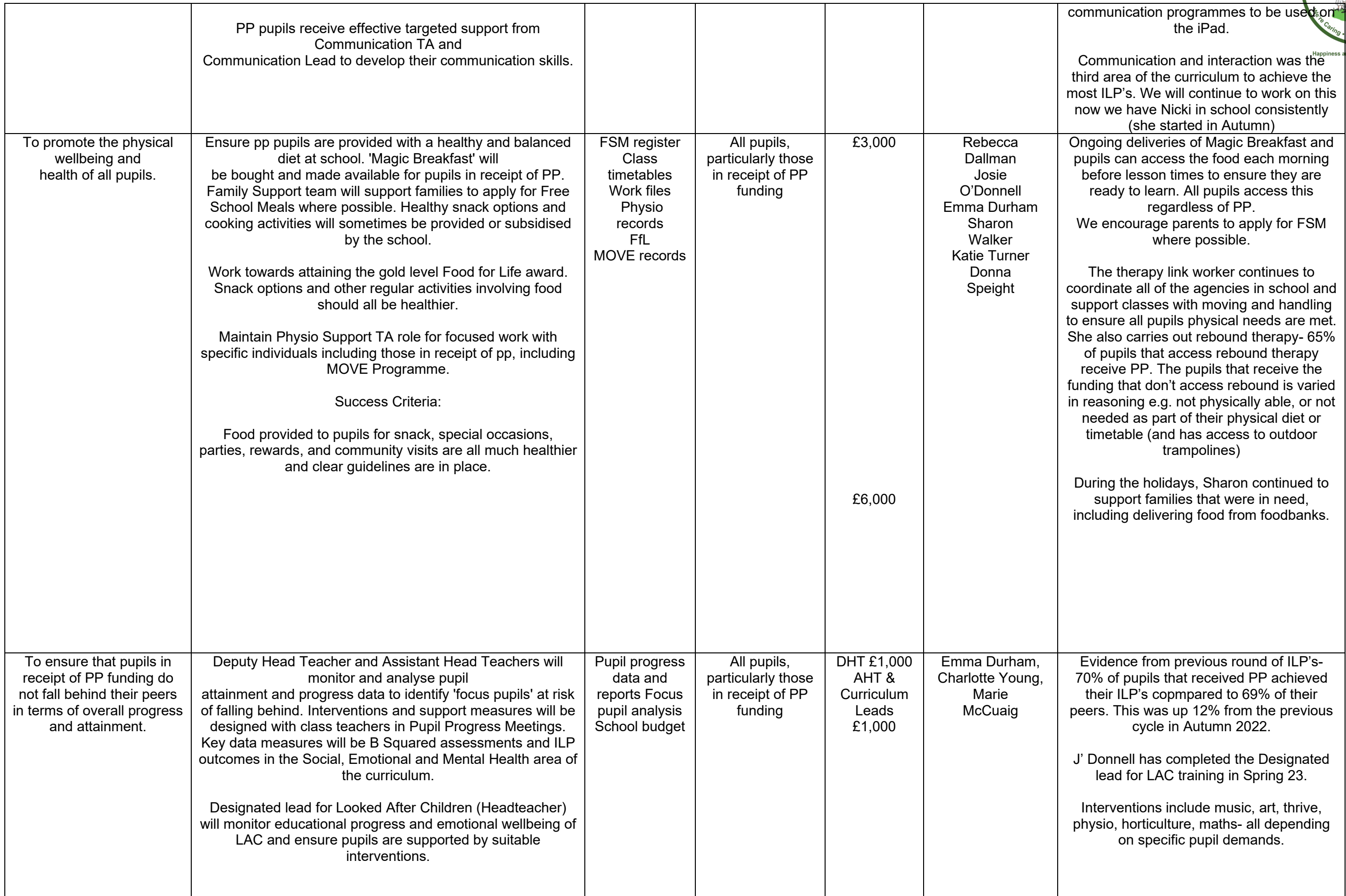
Beyond their learning difficulties and disabilities, many of our pupils face additional challenges in their lives. The school receives Pupil Premium funding to spend on interventions and initiatives to support disadvantaged pupils, in order to ensure they are able to achieve at the same level as their 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>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>Pupil, parent and staff feedback</p> <p>Implementation of physio plans</p> <p>Evidence through Earwig</p> <p>MOVE progression</p>	<p>All pupils, particularly those in receipt of PP funding.</p>	<p>£6000</p>	<p>Marie McCuaig</p> <p>Emma Durham</p>	<p>Acheeva bed is going to be purchased in the Summer term- demand issue so that we have enough equipment to meet the range of physical needs of pupils in school (% of which receive PP funding) Correct implementation of physio programmes/MOVE programmes too.</p> <p>No longer the need for the power assisted chairs, this was discussed at SLT.</p>

To ensure that pupils EHCPs outcomes are met.	<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>			£7000		<p>Five trained staff have been in rebound therapy- this increases the provision for pupils that access rebound across the week.</p> <p>Enhanced physical provision for pupils that require additional and physical movement.</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>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>	All pupils, particularly those in receipt of PP funding.	£1500	<p>Marie McCuaig</p> <p>Clare Charlesworth</p> <p>Katy Morley</p> <p>Emma Durham</p>	<p>Regular Sensory OT sessions until Easter 2023- we are awaiting new one to be assigned. Plans & resources in place for students.</p> <p>Nicki Lees SALT now in half a day each week working with pupils & teachers, meets with Comm lead on a regular basis, intervention groups identified. Nicki meets with various staff to show them how to support individuals that have been identified.</p>
To ensure that all pupils are able to access a range of extra-curricular activities including visits and residentials – supporting their emotional wellbeing.	<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 pupils miss out on opportunities due to financial difficulties.</p>	<p>Zones of regulation</p> <p>Pupil, parent and staff feedback</p> <p>Evidence through Earwig</p>	All pupils, particularly those in receipt of PP funding.	£3500	<p>Katie Turner</p> <p>Sharon Walker</p> <p>Emma Durham</p>	<p>Residentials & trips have been funded for pupils in receipt of funding. These include residentials to Lea Green, CAFT, Sailing & also day trips out with classes.</p> <p>Pupil premium students- 15 to access Twycross Zoo with the Rotary Club.</p> <p>Sharon has provided ongoing support to families during the school holidays e.g. contact as/when, visiting foodbanks etc.</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>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>Parent questionnaires</p> <p>School diaries</p> <p>SDP</p> <p>Phone logs</p> <p>Parent events</p> <p>Parent panel minutes</p> <p>Annual reviews</p> <p>Recruitment records</p>	All pupils, particularly those in receipt of PP funding.	£15,000	<p>Sharon Walker</p> <p>Josie O'Donnell</p> <p>Emma Durham</p> <p>Jasmine Allen</p>	<p>Family support role is working exceptionally well- parents feel supported and this was evident in questionnaire and the feedback we receive from parents directly. CIN, CP's & LAC meetings are attended so we gain a full understanding of the pupil and contribute from an education aspect.</p> <p>Parent group & coffee mornings are ran termly but not well attended. Sharon helps organise and supports when parents are invited into school e.g. coronation celebrations ,</p> <p>Sharon to</p> <p>Positive comments re Sharon from parents in annual reviews.</p> <p>Request for approval at Gobs re increase in capacity in office and family support role. This role is now only being competed by Sharon as Jasmine on Mat leave and no internal applicants for the role.</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 supported. They know who they can contact for help and feel that their contributions and concerns are valued.</p>					
<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, 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>	<p>All pupils, particularly those in receipt of PP funding.</p>	<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>	<p>Across the year Forest schools has been delivered to all pupils that are in receipt of PP funding as all classes access a half a term within a cycle. There have been additional opportunities for FS as one off sessions/enrichment. Each half term pupils that attend Thrive sessions is reviewed as per demand. Approximately 75% of the pupils that attend Thrive are in receipt of PP funding compared to 25% of those that don't.</p> <p>Classes continue to have Thrive time & resources purchased for these sessions with pupils. Most classes have accessed forest school slots this year- there has been a much broader range of activities including use of fire pits and tools now staff are competently trained and we have adequate space for these activities. Evidence on Earwig.</p> <p>Pupils still access Thrive with Lynne (3 days) and Treg supports where possible. She is currently completing her Adolescent Thrive Practitioner training in the summer term. Pupils have the opportunity to access Thrive as and when in some circumstances or if the opportunity arises. LAC accesses 1:1 every week and there is an open Thrive club on a Friday afternoon for all pupils that want to attend.</p> <p>All staff attending cyber bullying in training in June 2023.</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 aids and strategies across the school with pp pupils.</p> <p>Success Criteria:</p>	<p>Pupil, parent and staff feedback 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>	<p>A plan is now in place to identify key pupils and how they can be supported in class. This is recorded on a spreadsheet and Nicki/Clare/Rest of the communications team have a specific plan with timely interventions in for those in receipt of PP.</p> <p>Using PP funding with have bought two AAC devices for students as well as</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>				Josie O'Donnell	
				£1500	Charlotte Young, Marie McCuaig	
				Total spend: £59,000		

Recovery premium: allocated budget: £45,216

Approach used	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)
Wider strategies <ul style="list-style-type: none"> Supporting pupils emotional and behavioural needs Outdoor activities Professional development 	To train 2 members of staff in Therapeutic Forest School, focussing on supporting pupils to recover from the impact of covid Staff who are trained to train	FS staff to use training in sessions FS staff to train staff across school in therapeutic FS to ensure strategies are consistent and are implemented across all sessions by all staff	Clinical psychology research Earwig Impact on pupils' wellbeing Feedback from staff and pupils	All pupils in school – pupils who have struggled to regulate since covid will be allocated additional sessions	£1400	Sam Butlin Wendy Toft	This training has been completed and implemented in school. The impact is pupils having better quality FS and outdoor learning opportunities- consistency with all three staff now having the same training/approaches to use. Evidence on EWA
Wider strategies <ul style="list-style-type: none"> Supporting pupils emotional and behavioural needs Outdoor activities Professional development 	To train 1 additional member of staff with Therapeutic forest school, focussing on supporting pupils to recover from the impact of covid	FS staff to use training in sessions FS staff to train staff across school in therapeutic FS to ensure strategies are consistent and are implemented across all sessions by all staff	Clinical psychology research Earwig Impact on pupils wellbeing Feedback from staff and pupils	All pupils in school – pupils who have struggled to regulate since covid will be allocated additional sessions	£700	Lesley Burton	This training has been completed and implemented in school. The impact is pupils having better quality FS and outdoor learning opportunities- consistency with all three staff now having the same training/approaches to use. Evidence on EWA
High quality teaching <ul style="list-style-type: none"> Professional development 	Staff to visit mainstream schools to observe outstanding practice including the teaching of phonics	Staff to learn from others and implement this in school Pupils to receive high quality lessons in line	Educational research shows observing high quality practice increases standards Quality of observations	All pupils in school – particularly those in the formal pathways	£1000	Charlotte Young Clare Charlesworth Katie Turner	*issue with staffing has reduced the number of opportunities we have for this. Approximately 8 staff have been to observe different settings this term. This will continue once staffing more consistent. They have

		with the programme – allowing sequential and progressive learning	Data				reflected on their experiences and shared with teams.
High quality teaching <ul style="list-style-type: none"> High quality teaching that responds to the needs of the pupils Resources 	Resources to be purchased for cognition & learning – this is an area that pupils really missed out on as many couldn't be taught face to face Pupils will be taught high quality lessons with a range of purposeful resources that support their learning style and promote engagement	Resources to be stored centrally and shared across school, ensuring that they are accessible to all classes Resources to be purchased in line with the long-term plans to support the implementation of a broad and balanced curriculum over time	Educational research shows that it is imperative to have high quality resources in order for pupils to learn successfully Observations – good and outstanding lessons with clear use of good resources Earwig Pupil engagement	All pupils in school	£2500	Charlotte Young Marco Echeverria Chanise Gregory Ceri-Anne McCallum	K Turner has also sent out an email to request resources in May 2023. Complete audit being undertaken and new resources will be purchased and in place ready for the delivery of the next cycle of the LTP (year 2 of 3)
High quality teaching <ul style="list-style-type: none"> High quality teaching that responds to the needs of the pupils Resources 	Purchase sensory resources to allow pupils to regulate and participate in activities that engage them and that they enjoy	Resources to be stored centrally and shared across school, ensuring that they are accessible to all classes Resources to be purchased in line with the long-term plans to support the implementation of a broad and balanced curriculum over time Work to be completed with the Sensory OT to ensure that appropriate resources are sourced and offered in school to support pupils	Educational research shows that it is imperative to have high quality resources in order for pupils to learn successfully Observations – good and outstanding lessons with clear use of good resources Earwig Pupil engagement Pupils are able to regulate Pupils are ready to learn	All pupils in school	£1500	Annabelle Towndrow Teresa Hosie Katy Morley	Full range of resources for AA have been purchased and monitored/replenished by A Towndrow. We have a box of new sensory resources for staff members to come and take as/when required e.g. weighted vests, chewy's. Sensory OT was in every fortnight between September- Easter, we are now awaiting a new sensory OT.
High quality teaching <ul style="list-style-type: none"> High quality teaching that responds to the needs of the pupils Resources 	Purchase communication resources to allow pupils to communicate effectively, supporting them to be heard, to demonstrate their preferences and make choices	Resources to be stored centrally and shared across school, ensuring that they are accessible to all classes Resources to be purchased in line with the long-term plans to support the implementation of a broad and balanced curriculum over time Work to be completed with the SALT to ensure that appropriate resources are sourced and offered in school to support pupils	Educational research shows that it is imperative to have high quality resources in order for pupils to learn successfully Guidance from SALT Observations – good and outstanding lessons with clear use of good resources Earwig Pupil engagement Pupils are able to communicate effectively Pupils are ready to learn	All pupils in school	£1500	Clare Charlesworth Tracy Cross	New 'Grid' programme is going to be purchased over the next few weeks for pupils to access on their AAC devices. We will need a few licenses and gradually over time, students will transfer from Proloquo to Grid. Cause and effect toys and interacting toys (e.g. noisy/moving toys) These will increase opportunities for students to develop consistency in their communication approaches.
High quality teaching	Resources to be purchased for EYFS	Resources to be stored in the EYFS area	Educational research shows that it is	EYFS pupils	£1000	Lucy Powell	This was spent in January 2023-Acorn purchased a range of well needed resources

<ul style="list-style-type: none"> High quality teaching that responds to the needs of the pupils Resources 	<p>Pupils will be taught high quality lessons with a range of purposeful resources that support their learning style and promote engagement</p> <p>Pupils will be able to access all areas of the EYFS curriculum</p>	<p>Resources to be purchased in line with the long-term plans to support the implementation of a broad and balanced curriculum over time</p> <p>Resources to be purchased based on the EYFS curriculum, supporting continuous provision and play based activities</p> <p>Having ample resources supports pupils to remain excited and engaged while learning</p>	<p>imperative to have high quality resources in order for pupils to learn successfully</p> <p>The EYFS</p> <p>Guidance from SALT</p> <p>Observations – good and outstanding lessons with clear use of good resources</p> <p>Earwig</p> <p>Pupil engagement</p> <p>Pupils are able to communicate effectively</p> <p>Pupils are ready to learn</p>			<p>Marie McCuaig</p>	<p>to provide a continuous provision and safe and stimulating learning environment. Evidence through achievement and progress in Small Steps Assessment for R aged pupils.</p> <p>Resources linked to areas of the curriculum that are being taught.</p>
<p>Wider strategies</p> <ul style="list-style-type: none"> High quality teaching that responds to the needs of the pupils Resources Culture Music 	<p>Pop-up festival for formal learners</p> <p>Promote a love of literacy in school for both pupils and staff - inspire, promote and engage pupils.</p>	<p>Inspiring and participatory workshops delivered by authors of the books chosen. Fully interactive and engaging workshops to invigorate literacy teaching and practice.</p>	<p>Levels of engagement and evidence from the festival (including recordings and progress on B Squared). Promote a love of literacy in school for both pupils and staff.</p>	<p>All pupils that are on the formal pathway will access the pop-up festival and each receive a book of the production created.</p>	<p>£1500 (price based per pupil, includes workshops and free book)</p>	<p>Ed Acons</p> <p>Charlotte Young</p> <p>X3 formal pathway teachers</p>	<p>Additional curriculum opportunities for pupils on formal pathway. Improved level of attainment in areas of curriculum, supporting ability to meet pupils ECHP's.</p> <p>Offering 'wow' moments and a breadth of experiences for pupils in line with curriculum. Ed Acon- Aesop's Theatre company offered all pupils the opportunity to see a live performance of a play in school and also for pupils on the formal curriculum to have drama lessons delivered by professional actors, through performance workshops. The pupils were shown how to structure ideas into a short play and perform it to their peers, which was an incredibly valuable experience for them.</p> <p>We have also hosted a recording day where pupils in classes each recorded their own song to create a school CD. This provided different and varied opportunities for our learners that lots had not experienced before.</p>
<p>Targeted academic support</p> <ul style="list-style-type: none"> Interventions to support Literacy and the purchasing of resources to support high quality teaching 	<p>Resources to be purchased for Read Write Inc resources to develop reading and phonics – this is an area that is part of our SDP and many pupils need support with</p> <p>Pupils will be taught high quality lessons with a range of purposeful resources that support their learning style and promote engagement</p>	<p>Resources to be stored centrally and shared across school, ensuring that they are accessible to all classes</p> <p>Resources to be purchased in line with the long-term plans and Read Write Inc programme to support the implementation of a broad and balanced curriculum over time</p>	<p>Educational research shows that it is imperative to have high quality resources in order for pupils to learn successfully</p> <p>Observations – good and outstanding lessons with clear use of good resources</p> <p>Earwig</p> <p>Pupil engagement</p> <p>Data</p> <p>Pupils' reading progression</p>	<p>All pupils in school</p>	<p>£300</p>	<p>Charlotte Young</p> <p>Clare Charlesworth</p> <p>Katie Turner</p>	<p>Writing books have been purchased and are now being used for pupils once they have completed Ditty books and move onto the next scheme. There has been a good level of progress recorded for using the RWI reading books and writing books for a small number of pupils that access sessions that it is appropriate for.</p>

Wider strategies <ul style="list-style-type: none"> • Extra-curricular activities – After school club 	Resources to be purchased support pupils to access a variety of activities during after school club Pupils will be able to access a wide range of activities that are stimulating, meaningful and are clearly different to school	Resources to be stored centrally but clearly labelled for ASC. Activities to be planned based on needs of pupils and resources available.	Pupil engagement in activities Feedback from pupils, parents and staff	All pupils who attend ASC	£1000	Jasmine Allen	This money has now changed- to subsidise Lorraine and Amanda's LOA's once per term to organise/run/sort ACS, snacks and activities.
Targeted academic support Interventions to support Literacy and the purchasing of resources to support high quality teaching	A staff member to begin 30-minute daily interventions – phonics and reading Pupils will progress within phonics and will become confident readers	A staff member to support pupils with interventions each day 11.30-12 Pupils will receive high quality support on a 1:1 or very small group basis Pupils will become more confident and will progress well	Data Earwig and reading records Feedback from staff and pupils	All pupils in school	£2000	Charlotte Young – a member of staff to be allocated	Due to staffing restrictions in Ash Class- no cover available. We will continue to re look into the possibilities of this starting once we have built up a bigger supply staff.
Wider strategies <ul style="list-style-type: none"> • High quality teaching that responds to the needs of the pupils • Resources • Culture • Music 	Purchase some new musical instruments to support the teaching of music and promote pupil engagement Expand school orchestra to allow more pupils to join	Instruments to be purchased and stored in the music room Pupils will access high quality music lessons where they are able to develop their musical skills and knowledge Pupils will be able to express themselves through music in a safe environment	There is a huge amount of evidence that reports on the links between music and wellbeing Pupil engagement Earwig Feedback from staff and pupils	All pupils in school	£2000	Ed Acons Ruth Woodhouse	Ed Acons- The recovery funding has had a big impact on what we have been able to do in music and drama. The arrival of the school harp has been really exciting. It has been enjoyed by both primary and secondary pupils and it will be used in a concert for the first time on Friday. Also having a wider variety of percussion and other instruments has helped, not only in orchestra but also when delivering topics such as culture week, where the steel drums, guiros, claves and other instruments have matched the music from the countries studied. More instruments are still to arrive, such as the cello, pBuzzes and boomwhackers which will enable us to offer greater choice and wider experiences for the orchestra members. The boomwhackers come as a set which will enable groups to play together and perform songs in a whole new way.
High quality teaching <ul style="list-style-type: none"> • Teaching that responds to the needs of the pupils • Professional development • Communication 	To train a Makaton tutor to support pupils, staff and parents to develop their use of Makaton	Clare to be trained and then begin offering workshops to staff, parents and pupils Pupils will be better supported across school with their communication Staff confidence will increase when supporting pupils Parents will feel supported to communicate effectively with their child	Educational research that pupils with SEND often need visual support as well as verbal Lesson observations Pupil engagement Earwig Feedback from staff, parents and pupils	All pupils in school	£2743	Clare Charlesworth	Clare Charlesworth is currently undergoing the Makaton training and should be Qualified during the 2023-2024 academic year. During the current period, Makaton support is divided up between J 'OD and CC.

Wider strategies <ul style="list-style-type: none"> Supporting pupils emotional and behavioural needs Outdoor activities Resources 	Purchase forest school resources Pupils have access to an exciting and stimulating Forest School area that supports pupils with their wellbeing outside	Pupils can learn in an engaging outdoor space that has a variety of resources Pupils feel comfortable in nature Staff provide exciting and engaging activities	FS assessments Earwig Pupil and staff feedback Lesson observations	All pupils in school	£1400	Wendy Toft Sam Butlin Marie McCuaig Rich Simpson Lesley Burton	New posts/shade/hammocks and sail are being purchased and fitted by Brian. This is being overseen by M Mccuaig to enhance the Forest School area further.
Wider strategies <ul style="list-style-type: none"> Supporting pupils emotional and behavioural needs Outdoor activities Resources Extra-curricular activities Culture 	Begin to prepare for the Duke of Edinburgh award to support pupils to develop skills and knowledge	Pupils can learn in an engaging outdoor space Pupils' confidence and self-esteem is increased Pupils feel comfortable in nature Staff provide exciting and engaging activities	Achieving award Observations Earwig	All pupils who choose to participate	£2500	Rich Simpson Marco Echeverria	Application has been submitted. Marco and Rich are starting this in September- current meetings with staff and parents to inform them of the process.
Wider strategies <ul style="list-style-type: none"> Art and culture 	Local artists to come into school and support pupils to learn new skills and develop their knowledge of Art	Pupils will be supported by a range of artists to enhance their understanding and experiences Pupils develop their cultural knowledge	Earwig Pupil and staff feedback Lesson observations	All pupils who choose to participate	£2000	Treg Marsh	Treg- I am currently liaising with a local artist who is coming into school to run some workshops, with the view to collaborate with pupils across the whole of school to create a mural. This will give our pupils a sense of pride and accomplishment to help create and design a piece of artwork that can be seen by all. Ongoing.
Wider strategies <ul style="list-style-type: none"> Art and culture 	Pupils to access Art and culture trips both locally and nationally	Pupils are offered new and exciting opportunities including trips to various cultural places Pupils' world is expanded Pupils feel part of the Art community	Earwig Pupil and staff feedback Lesson observations	All pupils who choose to participate	£1000	Treg Marsh	Treg- Van Gogh immersive experience for two classes in Leicester. The experience for them, using the VR headsets, was a way of immersing themselves in the art world, recognising the artworks that they had been learning about.Ongoing
Wider strategies <ul style="list-style-type: none"> Sport 	To expand our sports offer with a member of staff leading more group sessions including trips to other sites	1 week cover requested – agreed to 1 day Pupils are offered new and exciting opportunities including trips to various sports venues	Earwig Pupil and staff feedback Lesson observations	All pupils who choose to participate	None as already covered within numbers – in future years would be £5200	Shannon Parkes	Shannon runs a sports club on a Friday afternoon with approx. 20 students. The access a range of different sporting activities that works on different skills, sportsmanship etc.
Wider strategies <ul style="list-style-type: none"> Culture (Drama and expression) 	To hold a Christmas performance in school to support pupils' expression Promote British values within school	SLT will work alongside Culture team to organise a Christmas performance Pupils will be able to choose or make	Pupil and staff feedback Pupil engagement Observations	All pupils in school	£1000	Charlotte Young Marie McCuaig Ed Acons Treg Marsh	One Harvest and one Christmas performance- resources and costumes to allow full performance. Money towards the new stage that is accessible for all. This was used to showcase our talents during the school opening.

	Purchase resources	costumes, design and make the set Pupils will have increased self-esteem					
Wider strategies <ul style="list-style-type: none"> Residential visits Supporting pupils' social, emotional and behavioural needs 	Organise and partially fund residential visits for identified pupils	Pupils will visit new and exciting places Pupils will have time away from their families with trusted adults and peers in a new environment Pupils develop increased self-esteem and confidence	Pupil, parent and staff feedback Earwig Informal observations Engagement and wellbeing increase	Identified pupils who have struggled to recover from the impact of covid	£2000	Katie Turner Clare Charlesworth Sharon Walker and Jasmine Allen for identifying pupils in need of support	Residential trips that have taken place of which money has been used to contribute towards overall costs: sailing x5 days, CAFT x2 groups for 2 nights each, Lea Green x2 groups for 2 nights each. There is an additional residential being booked for Autumn 2023.
Wider strategies <ul style="list-style-type: none"> Trips Culture Supporting pupils' social, emotional and behavioural needs 	Organise and partially fund trips for identified pupils	Pupils will visit new and exciting places Pupils will have time away from school with trusted adults and peers in a new environment Pupils develop increased self-esteem and confidence	Pupil, parent and staff feedback Earwig Informal observations Engagement and wellbeing increase	Identified pupils who have struggled to recover from the impact of covid	£2000	Emma Durham Charlotte Young Marie McCuaig All teachers and intervention staff	Money is being used to pay for additional busses for each class to visit Lea Green during the summer term. Additional minibuses have been paid for Blossom Class to the farm and Christmas trip too. Move Fest will be taking up amounts from this allowance.
High quality teaching <ul style="list-style-type: none"> Identify and meet the needs of pupils Targeted academic support <ul style="list-style-type: none"> Interventions to support pupils with SEND 	Purchase additional Sensory OT support to support staff to ensure that pupils' needs are met, that they are able to regulate and feel ready to learn	Pupils will be regulated and / or staff will feel confident in knowing how to support pupils when they are dysregulated Staff confidence will be higher to implement sensory diets More pupils will receive support from sensory OT	Pupil, parent and staff feedback Earwig Informal observations Engagement and wellbeing increase	All pupils in need of sensory support	£3000	Marie McCuaig Katy Morley	Additional OT support was provided from September-April until she left the role. OT worked with sensory lead in supporting individuals and putting plans/sensory diets and equipment they needed in place for classes to follow. We have a good bank of resources to support pupils e.g. specialist chairs, weighted vests etc and we are waiting to be allocated a new sensory OT.
High quality teaching <ul style="list-style-type: none"> Identify and meet the needs of pupils Creating a curriculum that meets the needs of the pupils 	Fund a project within school that allows pupils to have meaningful work experience placements that challenge them and prepare them for employment	Pupils develop key knowledge and skills for employment by participating in a meaningful project (to be confirmed once pupils and work experience co-ordinator have planned)	Pupil confidence and self-esteem Earwig Pupil, parent and staff feedback Earwig Informal observations Increased engagement in sessions	All pupils who choose to participate (post-14)	£2500	Jeanette Scarfe Amy Naylor	New pop-up café has started running this term to allow post-14 students the opportunity to develop their career/working skills. With this being on site it increases the number of people that can experience working in a café that might not be able to access off site experiences. We also have some standalone work experience opportunities that are staffed 1:1 during the summer term at new settings (e.g. a mechanics)
Wider strategies <ul style="list-style-type: none"> Trips Culture Supporting pupils' social, 	Organise and partially fund trips for all pupils for a whole school trip	Pupils will visit a new and exciting place together Pupils will have time away from school with	Pupil, parent and staff feedback Earwig Informal observations	All pupils	£3090	Charlotte Young Marie McCuaig	Use money to spend 'Festival Day' e.g. bubble man (£400) Ice creams, Donkeys. Planning a whole school visit off-site was not feasible due to transport restrictions etc.

emotional and behavioural needs		trusted adults and peers in a new environment Pupils develop increased self-esteem and confidence	Engagement and wellbeing increase			Clare Charlesworth Josie O'Donnell	
Wider strategies <ul style="list-style-type: none"> Supporting pupils emotional and behavioural needs 	<p>Become an attachment aware and a trauma informed school Improve the outcomes for vulnerable learners in school through training 2 staff in attachment</p> <p>Raise awareness of the issues and needs around attachment and trauma</p> <p>Improve staff confidence in embedding a 'therapeutic approach' within their practice</p> <ul style="list-style-type: none"> - Develop joined-up thinking and a holistic approach to pupil wellbeing which incorporates existing trauma-informed practice (Classroom practice, Thrive, Forest Schools, Music & Art therapy, SCIPr, etc.) - Enable staff to better understand behaviour which challenges, with the intention of reducing the frequency of these behaviours - Develop relationship with other 'attachment aware' and 'trauma informed' schools in Derbyshire. - Fulfil the recommendations of Government guidance, such as Keeping Children Safe 	<p>Lynne and Victoria to attend 10-day Practitioner Training (Level 5 Diploma). This practical skills-based training course underpinned by over 1000 evidence-based psychological, medical and neuroscientific research studies, is designed to inform and empower school and community staff to respond effectively to vulnerable children/young people who have experienced trauma and/or have a mental health issue</p> <p>Lynne and Victoria to complete approximately 50 hours of work-based learning as required by the above course</p> <p>Whole school to access half-day inset (3 hours) or School Training Webinars – Lynne and Victoria to develop ongoing in-house training and support, to fill the gaps identified in recent audit of staff skills</p> <p>To continue to consult with Lizzie Watt (Assistant Headteacher, Virtual School) and potentially the school's Educational Psychologist, to ensure we are developing best practice</p> <p>Pupil progress/outcomes to be continually measured to</p>	<p>Improved outcomes for vulnerable learners in school (Thrive profiles, etc)</p> <p>Raised awareness and understanding of the issues and needs around attachment and trauma (staff skills audit / surveys / lesson observations)</p> <p>Improve staff confidence in embedding a 'therapeutic approach' within their practice (staff skills audit / surveys / lesson observations)</p> <p>Reduction in frequency of behaviour which challenges</p> <p>Joined up working between different areas and approaches in school (Classroom practice, Thrive, Forest Schools, Music & Art therapy, PROACT-SCIPr etc)</p>	<p>All pupils in school, especially the most vulnerable</p>	<p>Training £1495 x 2 1 x £995</p> <p>50 hours of cover – approx £600</p> <p>Total: £4585</p> <p>Can train 1 member of staff – would be expected to complete CPD before and after school in working hours. Cost £1495</p> <p>Training would need to be completed internally.</p>	<p>Lynne Radlett Victoria Sheldon</p>	<p>Bid approved for Lynne Radlett- she has been attending the training days throughout the school year. This is ongoing.</p> <p>Bid declined for V Sheldon.</p> <p>Lynne is going to share her knowledge and expertise once this has been completed with the rest of the school.</p> <p>We have continued to seek advice from our own Ed psychologist (Kim Glynn)</p> <p>We will continue to work on a becoming an attachment aware school/.</p>

		identify that progress is being made					
Wider strategies <ul style="list-style-type: none"> Supporting pupils emotional and behavioural needs Outdoor activities Resources 	Purchase forest school canopy Pupils have access to an exciting and stimulating Forest School area that supports pupils with their wellbeing outside	Pupils can learn in an engaging outdoor space that has a variety of resources Pupils feel comfortable in nature Staff provide exciting and engaging activities	FS assessments Earwig Pupil and staff feedback Lesson observations	All pupils in school	Asked for £4000- could offer £1500	Wendy Toft Sam Butlin Marie McCuaig Rich Simpson Lesley Burton	See additional FS comments for the progress that has been made to enhance the FS environment for all pupils in school
Wider strategies <ul style="list-style-type: none"> Supporting pupils emotional and behavioural needs 	Expand Thrive team to offer additional support to pupils. A member of staff to become Thrive practitioner trained in adolescence (currently have 2 child trained staff) 1 member of staff to cover 1 day a week	Pupils receive support in line with their age and ability Pupils feel that they have an additional safe place in school where they can share their concerns	Thrive profiles Reduced incidents Pupil, staff and parent feedback	All pupils in school, particularly those identified as high need in terms of their emotional vulnerability	£1000 No cost as teachers will cover Art sessions	Lynne Radlett Treg Marsh	Treg has picked up additional Thrive within her timetable. Lynne has reduced her timetable to 3 days/week so Treg has picked up the core caseload. Continue to explore how to increase capacity further.
Wider strategies <ul style="list-style-type: none"> Supporting pupils emotional and behavioural needs Outdoor activities Resources 	Purchase horticulture resources Pupils have access to an exciting and stimulating horticulture area that supports pupils with their wellbeing outside	Pupils can learn in an engaging outdoor space that has a variety of resources Pupils feel comfortable in nature Staff provide exciting and engaging activities	Earwig Pupil and staff feedback Lesson observations Thrive profiles where appropriate	All pupils in school	Asked for £4500 Offered £1500	Matt Clemens	£1500 spent on materials for planters and to improve the front of school. Additional plants/seeds and shrubs to improve the horticulture area and the surrounding area of the outdoor classroom. The pupils are actively involved in developing this area of the school.
Total cost: £45,128							
Wider strategies <ul style="list-style-type: none"> Art and culture 	Art – cover in school Requested additional support in the Art room to work collaboratively and to have 1 day out for Thrive	Additional art sessions offered for pupils Additional Thrive sessions offered for pupils	All pupils who access Art	Earwig PPS Feedback Lesson observations	£10,400	Treg Marsh	Bid refused but agreed to adolescent training and 1 day of Thrive without cover
Wider strategies <ul style="list-style-type: none"> Supporting pupils emotional and behavioural needs Outdoor activities 	Pupils to participate in bike maintenance – expanding resources and sourcing a shed to allow all weather work	Pupils learn valuable skills and knowledge regarding bike maintenance Pupils are able to have a 'job' in school	Achieving award Observations Earwig	All pupils who choose to participate	£11,000	Rich Simpson	Unable to support at this time as the pupils who will benefit are a very small cohort (2 pupils currently very keen) – something to look at from other funding pots as the project grows
Wider strategies <ul style="list-style-type: none"> Supporting pupils emotional 	To have a trainer from Therapeutic Forest School in school to train all staff	All staff would have an overview of training and would be able to implement strategies	Clinical psychology research Earwig	All pupils in school – pupils who have struggled to regulate since covid will be	Cost unknown – potentially around £1000	Sam Butlin Wendy Toft	As 3 staff will have received the full training, and we have no INSET days left, we would recommend that they train all staff internally during after school meetings

and behavioural needs • Outdoor activities • Professional development for all staff			Impact on pupils wellbeing Feedback from staff and pupils	allocated additional sessions			
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Recovery Funding Evaluation- Music- Ed Acons

I have organised a trip to the Van Gogh Immersive experience in Leicester, using some of the funding from the Recovery & Pupil Premium. We took Larch and Sycamore class; they had been learning about Van Goghs work in the weeks approaching our trip. The visit was invaluable to their understanding of the artists' work and opened their eyes to a new way of accessing art.