

Pupil Premium Strategy Statement 2023- 2024

Summary Information					
School: Alfreton Park School					
Academic Year	2023-2024	PP Budget	£67, 325	Date of Review	September 2023
		Recovery Premium Budget	£38, 872		
Total pupils	128	Eligible Pupils	51	Date of next Review	Summer 2024

School Context

Alfreton Park 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 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 2023-2024 academic year. The impact of these interventions will be evaluated in Summer 2024, 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 2024)
<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 adjustable standing frame for various students to use and access throughout the school week.</p> <p>Battery fixture for wheelchairs, including reverse.</p> <p>The support of Donna Speight (Therapy Link Worker) for pupils that need additional physical support; either with their</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>£5,000</p> <p>£900</p> <p>£1,500</p>	<p>Marie McCuaig</p> <p>Donna Allsop</p>	.

To ensure that pupils EHCPs outcomes are met. To ensure all pupils have equipment they can access/	equipment, with their MOVE programme or on rebound therapy. Pupils physical needs are being met.					
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.	Fund assessments for pupils in need including SALT, Educational Psychologist Sensory OT, OT and anything else deemed appropriate, this includes buying sensory any suggested resources. Success criteria: Pupils needs are accurately identified, allowing staff to implement plans successfully.	Pupil, parent and staff feedback Implementation of intervention plans Evidence through Earwig	All pupils, particularly those in receipt of PP funding.	£5000	Marie McCuaig Clare Charlesworth Josie O'Donnell Charlotte Young	
To ensure that all pupils are able to access a range of extra-curricular activities including visits and residentials – supporting their emotional wellbeing.	Pupils who are in receipt of PP and are identified as being at risk of not accessing the community / holidays. Success criteria: Pupils access a wide range of activities that support their emotional wellbeing. No pupils miss out on opportunities due to financial difficulties.	Zones of regulation Pupil, parent and staff feedback Evidence through Earwig	All pupils, particularly those in receipt of PP funding.	£2000 £2,500	Katie Turner Sharon Walker Josie O'Donnell	
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 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. 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. 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. 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. FSW role continues throughout the school holidays, including accessing and delivery of food bank packages and arranging trips for pupils who receive PP. 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.	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.	£16, 200	Sharon Walker Josie O'Donnell Charlotte Young	

<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 Leanne Hardy 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. Therapeutic Forest School sessions are now beginning, targeting pupils that are in receipt of PP.</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>Provide pupils in receipt of PP with the opportunity to develop their music skills in a specialist room, both meeting their SEMH and music curriculum needs. This will be on a 1:1 basis, small groups or classes. Ed Acons will lead this.</p> <p>Provide pupils in receipt of PP with the opportunity to develop their art in a specialist room, both meeting their SEMH and music curriculum needs. This will be on a 1:1 basis, small groups or classes. Tregonie Marsh will lead on Art and Thrive.</p> <p>Provide pupils in receipt of PP opportunities to have 1:1 or small group horticulture sessions in our specialist outdoor classroom and outdoor learning area. Matt Clemens will lead in this area.</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>£3200</p> <p>£1756</p> <p>£1756</p> <p>£1756</p> <p>£1756</p>	<p>Marie McCuaig Wendy Toft Sam Butlin Lesley Burton Leanne Hardy</p> <p>Josie O'Donnell Marie McCuaig, Katie Turner All staff</p> <p>Lynne Radlett, Treg Marsh, Matt Clemens, Ed Acons, 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 aids and strategies across the school with pp pupils.</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>£6,000</p>	<p>Clare Charlesworth Tracy Cross</p>	

	<p>To purchase Grid, communication programme for all pupils that use AAC devices can access the new programme as required- recommended by SALT/other settings and ensuring consistency across school, meeting the needs of students that require alternative resources to communicate effectively.</p> <p>Success Criteria:</p> <p>PP pupils receive effective targeted support from Communication TA and Communication Lead to develop their communication skills.</p>			£5,000		
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>We have achieved gold level Food for Life award. Snack options and other regular activities involving food should all be healthier- we have stopped asking for class money each week and increased our Magic Breakfast offer.</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>FSM register Class timetables Work files Physio records FfL MOVE records</p>	All pupils, particularly those in receipt of PP funding	<p>£3,000</p> <p>£1,500</p>	<p>Rebecca Dallman Josie O'Donnell Charlotte Young Sharon Walker Katie Turner Donna Speight</p>	
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:</p>	<p>Pupil progress data and reports Focus pupil analysis School budget</p>	All pupils, particularly those in receipt of PP funding	<p>DHT £1000 AHT & Curriculum Leads £1000</p> <p>£1500</p>	<p>Katie Turner Clare Charlesworth Charlotte Young, Marie McCuaig</p> <p>Josie O'Donnell</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 in our aim to promote the overall wellbeing.				Charlotte Young, Marie McCuaig	
				Total spend:	£67,325	

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"> High quality teaching that responds to the needs of the pupils Resources Culture Music 	To be able to set up a hair dressing salon/provide a haircutting service for pupils in school. The aims are to: Provide some pupils the opportunities to 'work' and support in a salon under the supervision of skilled and train staff. To be able to support families with haircutting (this is an ongoing issue for lots of pupils in school) To try to desensitise some pupils and create a positive experience.	Resources to be stored in the social skills room. Pupils will learn new skills in a job role that they can potentially use out of school and take away with them. Progress with breadth of work experiences, prepare for life post Alfreton Park. Some pupils will be exposed to a calmer experience with hair cutting that staff are familiar with.	Pupil, parent and staff feedback Earwig Informal observations Engagement and wellbeing increase Parent relationships improved.	All pupils can access if appropriate.	£1000	Jayne Horsley	
High quality teaching <ul style="list-style-type: none"> High quality teaching that responds to the needs of the pupils Resources 	Successful application and achieve the Rainbow Flag award in school. The rainbow flag award is a national quality assurance framework for all schools and youth-centred organisations. This Award focuses on positive LGBT+, inclusion and visibility.	Apply and implement the framework, raise awareness and create an inclusive environment for all.	Observations, behaviour. Lessons being taught (RSHE)	All pupils in school	£795	Josie O'Donnell, Lynne Radlett, Katie Turner.	
High quality teaching <ul style="list-style-type: none"> High quality teaching that 	To replenish and stock the Cookery and social skills room so we have	Through the implementation of the new long term plans,	Progression on Earwig, ASDAN modules being submitted.	Post-14 All students have some element of cookery on	£1500	Katie Turner, Amy Naylor	

<p>responds to the needs of the pupils</p> <ul style="list-style-type: none"> Resources 	<p>full sets of resources in each room, allowing students to access the rooms and create different food, meals and snack. This will develop their life and independence skills, something that can be transferred to home and be used after leaving Alfreton Park. Some resources break during the course of the year.</p>	<p>there is clear plan for cookery and the progression we would expect to see in each pathway. Progression of skills and increase in independence through modules (Equals) Enterprise projects can also be achieved.</p>	<p>Observations and learning walk evidence.</p>	<p>LTP's at some point in the cycle.</p>			
<p>High quality teaching</p> <ul style="list-style-type: none"> High quality teaching that responds to the needs of the pupils Resources 	<p>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</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 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>All pupils in school</p>	<p>£3500</p>	<p>Charlotte Young Marco Echeverria Katie Turner</p>	
<p>High quality teaching</p> <ul style="list-style-type: none"> High quality teaching that responds to the needs of the pupils Resources 	<p>Purchase sensory resources to allow pupils to regulate and participate in activities that engage them and that they enjoy</p> <p>To commission the sensory OT, Sarah to visit regularly to provide</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 to support the implementation of a broad and balanced curriculum over time</p> <p>Work to be completed with the Sensory OT to ensure that appropriate resources are sourced and offered in school to support pupils</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>Pupils are able to regulate</p> <p>Pupils are ready to learn</p>	<p>All pupils in school</p>	<p>£9050</p>	<p>Marie McCuaig Annabelle Towndrow Teresa Hosie</p>	
<p>High quality teaching</p> <ul style="list-style-type: none"> High quality teaching that responds to the needs of the pupils Resources 	<p>Purchase communication resources to allow pupils to communicate effectively, supporting them to be heard, to demonstrate their preferences and make choices</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 to support the</p>	<p>Educational research shows that it is imperative to have high quality resources in order for pupils to learn successfully</p> <p>Guidance from SALT</p> <p>Observations – good and outstanding lessons</p>	<p>All pupils in school</p>	<p>£1500</p>	<p>Clare Charlesworth Tracy Cross</p>	

		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	with clear use of good resources Earwig Pupil engagement Pupils are able to communicate effectively Pupils are ready to learn				
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 EYFS Pupils will be taught high quality lessons with a range of purposeful resources that support their learning style and promote engagement Pupils will be able to access all areas of the EYFS curriculum	Resources to be stored in the EYFS area Resources to be purchased in line with the long-term plans to support the implementation of a broad and balanced curriculum over time Resources to be purchased based on the EYFS curriculum, supporting continuous provision and play based activities Having ample resources supports pupils to remain excited and engaged while learning	Educational research shows that it is imperative to have high quality resources in order for pupils to learn successfully The EYFS 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	EYFS pupils	£1000	Lucy Powell Marie McCuaig	
Wider strategies <ul style="list-style-type: none"> High quality teaching that responds to the needs of the pupils Resources Culture Music 	To have a Bamboozle Production company visit school, to provide a stimulating and exciting experience for pupils on the pre, informal and semi formal pathway.	Inspiring and participatory workshops that bring stories to life in creating and innovative ways.	Levels of engagement and evidence from the company (including recordings and progress on B Squared). Promote a love of literacy in school for both pupils and staff.		£1200	Ed Acons	.
Targeted academic support <ul style="list-style-type: none"> Interventions to support Literacy and the purchasing of resources to support high quality teaching 	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 Pupils will be taught high quality lessons with a range of purposeful resources that support their learning style and promote engagement The number of classes using RWI has	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 and Read Write Inc programme 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 Data Pupils' reading progression	All pupils in school	£2000	Charlotte Young Clare Charlesworth Katie Turner Marco	

	<p>increased this academic year and we are beginning to streamline which</p> <p>To replenish and stock the library books in school- reading for pleasure.</p> <p>To purchase audio books for the library area, ensuring our library is accessible for pupils who find reading/texts more tricky.</p> <p>To purchase resources to be used for STEAM week 2024</p>	<p>To identify motivating and current books that inspire pupils in school.</p> <p>Audio books will be stored in the library with headphones, these can be accessed easily by pupils as and when they want to.</p> <p>Resources to be stored centrally. Carefully planned activities depending on theme of week and areas required for improvement in the field of STEM.</p>	<p>Questionnaire for students, evidence of increased interest in books through Earwig. Increased attainment. Weekly reading records.</p> <p>Progress towards ILP outcomes/reading recordings in class. Progress towards Literacy on BSquared for Formal learners (see additional tracker)</p> <p>Evidence through assessment systems, wow moments recorded.</p>		<p>£1000</p> <p>£600</p> <p>£500</p>		
<p>Wider strategies</p> <ul style="list-style-type: none"> • Extra-curricular activities – After school club 	<p>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</p>	<p>Resources to be stored centrally but clearly labelled for ASC. Activities to be planned based on needs of pupils and resources available.</p>	<p>Pupil engagement in activities</p> <p>Feedback from pupils, parents and staff</p>	<p>All pupils who attend ASC</p>	<p>£500</p>	<p>Lorraine Spence</p> <p>Amanda Alletson</p>	
<p>Targeted academic support</p> <p>Interventions to support Literacy and the purchasing of resources to support high quality teaching</p>	<p>To top-up the tutoring programme providing literacy and numeracy sessions each week online, in ability groups. Train up the staff in different techniques and to develop subject knowledge development too.</p>	<p>Purple Ruler Company provides online tailed match and literacy top up sessions for 10 pupils.</p>	<p>Pupils will make better than expected progress. Reports will be provided on the students and this should be reflected on the formal learner tracking sheet,</p>	<p>Selected pupils who require additional, specific and focused intervention that can access an online session.</p>	<p>£2500 (already partly subsidised through the NTP)</p>	<p>Katie Turner</p> <p>Formal class teachers, Charlotte Young</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>Purchase some new musical instruments to support the teaching of music and promote pupil engagement</p> <p>Expand school orchestra to allow more pupils to join ; this includes a better</p>	<p>Instruments to be purchased and stored in the music room</p> <p>Pupils will access high quality music lessons where they are able to develop their musical skills and knowledge</p>	<p>There is a huge amount of evidence that reports on the links between music and wellbeing</p> <p>Pupil engagement</p> <p>Earwig</p> <p>Feedback from staff and pupils</p>	<p>All pupils in school</p>	<p>£382</p>	<p>Ed Acons</p> <p>Ruth Woodhouse</p>	

	selection of microphones which are well used each day in school.	Pupils will be able to express themselves through music in a safe environment					
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"> Culture (Drama and expression) 	To hold different performances in school to support pupils' expression e.g. harvest, Christmas and summer. Promote British values within school Purchase resources	SLT will work alongside Culture team to organise a Christmas performance Pupils will be able to choose or make costumes, design and make the set Pupils will have increased self-esteem	Pupil and staff feedback Pupil engagement Observations	All pupils in school	£500	Charlotte Young Marie McCuaig Ed Acons Treg Marsh	
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	
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 To purchase all sensory resources as identified by Sarah in her written reports (Chewys, weighted blankets/jackets)	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	£9050	Marie McCuaig Katy Morley	

