



Pupil premium strategy statement – Alfreton Park School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 – 2027/2028
Date this statement was published	Updated: Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Josie O'Donnell Headteacher
Pupil premium lead	Emma Durham Deputy Head
Governor / Trustee lead	John Glasby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 109,000
Total budget for this academic year	£109,000

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Alfreton Park School is to ensure that disadvantaged pupils gain a broad and balanced range of activities that enrich their curriculum offer at Alfreton Park School. It is our intent that we deliver high quality teaching through a range of different activities, experiences and sessions to prepare our children and young people for adulthood. We are driven in ensuring our pupils are 'brave, caring and aim high.'

We believe that this is best achieved through the provision of high-quality teaching within whole class scenarios, supported by targeted academic support and the implementation of wider support programmes, including our interventions team (Thrive, Horticulture, Art, Music, physical therapy and more) on a one to one and small group basis, according to pupils' individual needs. We use the money to ensure that pupils' EHCPs are fulfilled.

Despite our strategy focusing on the needs of our disadvantaged pupils, we believe that all pupils in our school will benefit from the whole school approaches that have been implemented as a result of the pupil premium funding.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Parental involvement can be more difficult to achieve (Pupil Premium and non-Pupil Premium eligible), given that pupils are part of a wide catchment area and many are dropped off, and picked up, each day by county transport. Parent engagement and communication can be tricky to achieve given the above.
2	Literacy (reading, RWI phonics and writing) skills are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs (many pupils experience difficulty with their fine and gross motor skills).
3	Physical development (fine and gross motor skills) are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs. Pupils should be able to access the range of equipment and activities they need to make progress.
4	Communication, interaction and engagement skills are significantly lower for the majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of pupils' special educational needs (many pupils are non-verbal or make use of speech output devices). They require additional support from SALTs and interventions.
5	The social, emotional and mental well-being of pupils in school is significantly lower for a majority of pupils (Pupil Premium and non-Pupil Premium eligible) as a result of their special educational needs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To promote the social, emotional and mental health and well-being of pupils in receipt of PP funding.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in Social, Emotional and Mental Health.
To maintain and develop supportive relationships between school and families, and engage parents and carers in school life and the education of their children.	Parents to continue to communicate with school to ensure they are involved in their learning, including Annual Reviews, parent workshops, performances and events throughout the year, when making changes and implementing ILP's, for example. Improved pupil outcomes as a result.
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. To increase pupil independence through developing communication skills.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual 4 starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in all areas in line with the outcomes stated in individual EHCP's.
To develop pupils' physical health and emotional wellbeing by allowing them to change position regularly. To support pupils to access a range of activities, expanding their educational opportunities. To ensure that pupils EHCPs outcomes are met. To ensure all pupils have equipment they can access.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual 4 starting points, capabilities and special educational needs) by the end of the year so that almost all pupils eligible for Pupil Premium make expected, or above expected, progress in all subject areas and aspects, with a particular focus on Physical Education, their physiotherapy and move programmes, in line with the outcomes stated in individual EHCP's.
To ensure that pupils in receipt of PP funding do not fall behind their peers in terms of overall progress and attainment.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress compared to pupils that are more advantaged. This will be evident in ILP data.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.



Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	<p>Pupils needs are accurately identified, allowing staff to implement plans successfully.</p> <p>Pupil, parent and staff feedback</p> <p>Implementation of intervention plans and action plans by the interventions team.</p> <p>Evidence through Earwig.</p> <p>Pupils are regulated and ready to learn effectively.</p> <p><u>The Importance Of Sensory Integration – Sensory People</u></p>	3, 4, 5
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.	<p>Key data measures will be B Level assessments and ILP outcomes.</p> <p>Outcomes for focus pupils and PP pupils are at least as good as the school average.</p>	2, 3, 4, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Four Forest School specialists 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. Art Mentor 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. Horticulture lead will drive in this area.</p>	<p>Pupils have high levels of emotional well-being and self-esteem, facilitating their ability to learn.</p> <p>Pupils in receipt of PP funding access and benefit from a range of opportunities for learning outside the classroom to support their social and emotional development.</p> <p>Evidence can be obtained by:</p> <p>SEMH data can be used to evidence progress.</p> <p>Additional evidence can be found in:</p> <p>Parent feedback</p> <p>Thrive assessments</p> <p>School budget</p> <p>Lesson observations</p> <p>Learning walks</p>	<p>4, 5</p>
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<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</p> <p>Interaction and SALT to develop use of Alternative and</p> <p>Augmentative Communication aids and strategies across the school with pp pupils.</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>PP pupils receive effective targeted support from</p> <p>Communication TA and Communication lead to develop their communication skills.</p> <p>An increase in pupil attainment with communication and interaction ILP's and BSquared attainment data.</p>	<p>4</p>
<p>Deputy Head Teacher and Assistant Head Teachers will monitor and analyse pupil attainment and progress data to identify 'focus pupils' at risk of falling behind. 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>Clear and well-planned interventions organised with the knowledge of the pupils gaps I learning will allow students to make good progress, and close the gap between pupils who receive pp and those who do not.</p> <p>Evidence in pupil progress report (specific PP section) and other pupils analysis tools in school.</p> <p>This is the same for any LAC on roll.</p>	<p>2, 3, 4, 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain Family Support Worker role 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>FSW to coordinate coffee mornings and parent workshops for PP pupils. FSW role continues throughout the school holidays, including accessing and delivery of food bank packages and arranging trips for pupils who receive PP.</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>	1, 5
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>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>A healthy and balanced diet in school will improve attainment and ability to focus on learning in school.</p> <p><u>The importance of breakfast for school-aged children</u></p>	3, 5
Pupils who are in receipt of PP and are identified as being at risk of not accessing the community / holidays. Pupils access a wide range of activities that support their emotional wellbeing. No pupils miss out on opportunities due to financial difficulties. Trips that form part of the curriculum may be funded. Those that fall	To be offered a range of additional and extra-curricular activities to enhance the experiences the students may potentially not have a range of experiences. To subsidise or support during financial difficulty with trips, residential. Some offer of	1, 4, 5



outside of this are not routinely funded by pupil premium funding.	holiday trips to Lea Green with FSW. This can include theatre visits and visitors in school to provide experiences, including a pantomime, Bamboozle etc.	
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Total budgeted cost: £109,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Alfreton Park School, we aim to show that all our pupils make progress no matter if they are PP or Non-PP. This has always been our aim and continues to be our aim by supporting all our pupils and meeting their individual needs. Individual needs such as communication support, physical therapy, outdoor learning, sensory integration, behaviour support, promoting independence and pupil wellbeing.

To promote the social, emotional and mental health and well-being of pupils in receipt of PP funding.

Impact - We recognise that disadvantaged pupils are statistically more likely to need mental health and wellbeing support – we continue to provide high quality interventions and trauma informed support. We also communicate with all professionals, parents and carers to ensure that pupils are supported in all areas of their lives.

We have continued to identify and monitor these pupils by monitoring interventions, and ensuring that pupils who are eligible for PP receive targeted support promptly. In addition to forest school, hydrotherapy swims, horticulture, music, art, Thrive and drama, we continue to offer therapeutic forest school sessions.

We are currently training 2 additional members of staff in Thrive to ensure that as many pupils as possible receive targeted wellbeing support.

This year, we are funding a TA to support pupils with their behaviour across school.

To maintain and develop supportive relationships between school and families, and engage parents and carers in school life and the education of their children.

Impact - Our Family Support Worker has worked closely with families, supporting them with their wellbeing, and ensuring that all pupils are safeguarded effectively. They have also supported families to access emergency funds when needed. We have also recently appointed a pupil attendance officer to support pupils to attend school regularly, and offer early intervention to families who need support.

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. To increase pupil independence through developing communication skills.

Impact – We have funded assessments for pupils including SaLT, Educational Psychologists, Sensory OT, and OT. Our SaLT attends school weekly, supporting pupils with their communication, and supporting staff to develop their CPD. Our



communication lead TA is having additional time out of class to ensure that pupils receive targeted interventions and are assessed accurately.

To develop pupils' physical health and emotional wellbeing by allowing them to change position regularly. To support pupils to access a range of activities, expanding their educational opportunities. To ensure that pupils EHCPs outcomes are met. To ensure all pupils have equipment they can access.

Impact - We continue to provide magic breakfast for our pupils. This has supported our pupils to access a healthy diet and ensure that their basic needs are met, before beginning their learning.

We have provided specialist equipment to support our most vulnerable pupils, who cannot access this equipment at home.

We continue to fund curriculum-based trips where needed.

To ensure that pupils in receipt of PP funding do not fall behind their peers in terms of overall progress and attainment.

Impact - During the most recent internal assessment cycle, pupils who are eligible for PP made higher progress with regards to their EHCP outcomes compared to those that are not eligible for PP.

Targeted sessions for pupils who are falling behind are now able to take place in small groups or on a one-to-one basis.

We are funding Twinkl subscription for our teachers, to ensure that pupils have a range of resources to access both in school and at home.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.