

## Statement of Pupil Premium Strategy – 23/24

### 1. Summary Information

<b>School</b>	Greenbank School	<b>Type of SEN</b>	ASC
<b>Academic Year</b>	23-24	<b>Total PP Budget</b>	£ 34,475 (overspend £7K)
<b>Total Number of Pupils</b>	121 (119 commissioned places))	<b>Number of Eligible Pupils for PP</b>	36

### 2. Barriers to future attainment (for pupils eligible for PP)

#### In-School Barriers

Individual access needs linked to autism diagnosis or associated conditions
Individual sensory needs, anxiety, social and communication needs within setting
Communication issues associated with the 4 areas of differences of ASC impacts directly on all students. Significant number of students receive SALT input. The vast majority of children enter Key Stage 3 reading and number ages significantly below that expected level for their age. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.

#### External Barriers

Parent engagement and skill set in hard to reach families
Evidence in school SEF of Vulnerable group profiles including Child in Need, TAF/CAF and Free school Meals
Significant Gender imbalance
Rising SEND population within CWAC bringing pressure on rising class sizes and school population.
Impact Covid-19 has had on levels of anxiety, mental health and well-being leading to attendance / refusal.

#### 4. Outcomes (Implementation activities)

<i>Desired outcomes</i>	<i>Activity (How?)</i>	<i>Success Criteria / Methodology</i>
Identified pupils will receive necessary and timely support by trained ELSA in order to support MHW needs.	ELSA network	Pupils will be identified, based on a clear referral process. Personalised support will be offered by the ELSA, impact tracked via AET framework. <b>Final Outcomes-</b> Pupils self-regulation, communication, self-esteem is more robust supporting academic progress, attendance, EHCP Outcomes, Cultural Capital and potential life outcomes.
Family Liaison Advisor working directly with identified pupils offering families immediate and relevant support.	FLA	Parental interactions, case study outcomes and feedback will evidence and demonstrate a positive impact linked to the school setting. <b>Final Outcomes-</b> Strong consistent co-production between schools, families and pupils impacting positively on ambition, attendance, attaining EHCP Outcomes, Cultural Capital and potential life outcomes.
All pupils will have access to additional tailored support for their specific needs.	Therapy strategies, Community trips/visits, access to residential school provision	Following a clear referrals process, identified pupils will receive personalised, specialised and tailored experiences linked to their STO's and this will be demonstrated in observations and assessment via Arbor / AET Framework. Available Therapies- Dog, Music, Reiki, Cultural Capital experiences (E.g. PANTO!!) and CBT. Case studies evidence the positive impact. <b>Final Outcomes-</b> Levelling up of academic and wider life & extra-curricular experiences promoting ambition of future pathways.

## 5. Planned Expenditure

<b>Action</b>	<b>Evidence and Rationale</b>	<b>Cost</b>	<b>Staff Led</b>	<b>Review Date</b>
Use of in house specialist ELSA team providing sessions for targeted pupils for an afternoon session per week. (EEF: Behaviour interventions, Feedback, Metacognition & Self-regulation, Social & Emotional learning +3).	Following a clear referral process, pupils meeting ELSA criteria will be supported for ELSA sessions according to assessments by class staff and SLT. Clear outcomes are set at the start of the therapy. Termly reporting evidences the impact on outcomes.	£525 Staff Supervisions £475 Resources	ELSA Team	Sept 2023
Yr7 and targeted access to group/individual music therapy Use of external specialist music therapist, 1 day per week. (EEF: Small group tuition Moderate impact for moderate cost, based on limited evidence. +4)	Following a clear referral process pupil(s) access music therapy to support anxiety, social and communication needs to support their engagement with the curriculum and wider school. Termly reporting evidences the impact on outcomes.	TBC	Music Therapist	Feb '24 (review)
Full-time Family Liaison Officer (partially funded by Pupil Premium) to target support for families in need but also available for all school families. (EEF: Parental engagement +3, Metacognition & Self-regulation +7, Social & Emotional learning +4).	Supporting families with external services eg Housing, Social Care, DWP. Offer advice and support in promoting positive behaviour from school into the home environment. Supporting parents with coffee afternoons.	£26,025	Family Support Worker	Sept 2023
Planned Expenditure total 23-24		£		

Education Endowment Foundation: School adopts the EEF 4 stage approach. Each action for planned expenditure follows the 4 stage approach and is indicated within the Action box.

## 6. Last year's data and expenditure (2022-23)

<b>Action</b>	<b>Evidence and Rationale</b>	<b>Cost</b>	<b>Staff Led</b>	<b>Review Date</b>
Use of in house specialist ELSA team providing sessions for targeted pupils for an afternoon session per week. (EEF: Behaviour interventions, Feedback, Metacognition & Self-regulation, Social & Emotional learning +3).	Following a clear referral process, pupils meeting ELSA criteria will be supported for ELSA sessions according to assessments by class staff and SLT. Clear outcomes are set at the start of the therapy. Termly reporting evidences the impact on outcomes.	£525 Staff Supervisions £475 Resources	ELSA Team	Sept 2023
Use of external specialist music therapist, 1 day per week. (EEF: Small group tuition Moderate impact for moderate cost, based on limited evidence. +4)	Following a clear referral process pupil(s) access music therapy to support anxiety, social and communication needs to support their engagement with the curriculum and wider school. Termly reporting evidences the impact on outcomes.	£12,000	Music Therapist	July 2023
Full-time Family Liaison Officer (partially funded by Pupil Premium) to target support for families in need but also available for all school families. (EEF: Parental engagement +3, Metacognition & Self-regulation +7, Social & Emotional learning +4).	Supporting families with external services eg Housing, Social Care, DWP. Offer advice and support in promoting positive behaviour from school into the home environment. Supporting parents with coffee afternoons.	£26,025	Family Support Worker	Sept 2023
Supporting children with curriculum activities e.g. Horse Riding and educational visits and trips as well as	Enabling Pupil premium students to access additional curriculum activities with staff support- to ensure same opportunities for all students	£1,500	Across School	Sept 2023

any individual items required to support learning and pupil wellbeing (EEF: Outdoor Adventure Learning, Sports Participation +4).				
Supporting a pupil who access residential but is unable, emotionally to access overnight provision. (EEF: Social and Emotional Learning, +4)	Family unable to afford or access transport back home. PP to provide funds to transport back after extended once a fortnight (£50 per trip)	£950	SCCA's	July 2023
Planned Expenditure total 22-23		£	41,475	
Education Endowment Foundation: School adopts the EEF 4 stage approach. Each action for planned expenditure follows the 4 stage approach and is indicated within the Action box.				

**22-23 income- £ 34,475 (overspend £7K)**

**Next review April 2024**