

## Statement of Pupil Premium Strategy – 21/22

### 1. Summary Information

<b>School</b>	Greenbank School	<b>Type of SEN</b>	ASC
<b>Academic Year</b>	21/22	<b>Total PP Budget</b>	28,650
<b>Total Number of Pupils</b>	108	<b>Number of Eligible Pupils for PP</b>	31 (Nov. '21)

### 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, Child protection plan, TAF/CAF and Free school Meals
Significant Gender imbalance
Rising SEND population within CWAC bringing pressure on rising class sizes and school population.

#### 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 evidence, and 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, 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, Cultural Capital and potential life outcomes.
All pupils will have access to additional tailored support for their specific needs.	Therapy strategies, Community trips/visits	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, Animation, 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

<i>Action</i>	<i>Evidence and Rationale</i>	<i>Cost</i>	<i>Staff Led</i>	<i>Review Date</i>
Use of in house specialist ELSA team providing sessions for targeted pupils for an afternoon session per week.	Pupils showing significant challenging behaviour will be targeted for ELSA sessions according to assessments by class staff and SLT.	£6,000	ELSA Team	Ongoing and Review

(EEF: Behaviour interventions, Feedback, Metacognition & Self-regulation, Social & Emotional learning).				
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, Metacognition & Self-regulation, Social & Emotional learning).	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.	£20,000	Family Support Worker	Ongoing and Review
Supporting children with curriculum activities e.g. Horse Riding and educational visits and trips as well as any individual items required to support learning and pupil wellbeing (EEF: Outdoor Adventure Learning, Sports Participation).	Enabling Pupil premium students to access additional curriculum activities with staff support- to ensure same opportunities for all students	£1,500	Across School	Ongoing and Review
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 <a href="#">Action box</a> .				

## 6. Last year's data and expenditure (2020-21)

<b>School</b>	Greenbank School	<b>Total PP Budget</b>	£26,740
<b>Academic Year</b>	20/21	<b>Total PP Spent</b>	£35,300
<b>Total Number of Pupils</b>	112	<b>Number of Eligible Pupils for PP</b>	35

<b>Action</b>	<b>Outcome</b>	<b>Cost</b>	<b>Staff Led</b>
ELSA Interventions. (EEF: Behaviour interventions, Feedback, Metacognition & Self-regulation, Social & Emotional learning).	Support 15% of children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them. Sessions impacting positively on strategies to support overcoming anxiety, confidence; building self-esteem, communication attendance and self-managed behaviour and reduced anxiety.	£6,000	ELSA Team
Full-time Family Liaison Officer (partially funded by Pupil Premium). (EEF: Parental engagement, Metacognition & Self-regulation, Social & Emotional learning).	Improved mental health outcomes impacting on attendance and pupil wellbeing evidence via case studies.	£20,000	Family Liaison Officer
Art Therapy. (EEF: Arts Participation).	Therapy sessions impacting positively on strategies to support overcoming anxiety, confidence; building self-esteem, communication attendance and self-managed behaviour and reduced anxiety.	£7,800	Mrs Scott
Individual Expenditure on Trips, or items to support Pupil Premium students. (EEF: Arts / Sports Participation).	Theatre trip, and funded bowling trip for Pupil premium students as well as requested items for PP students purchased throughout the year- outcomes being greater access for pupil premium students to things they may not access at home, as well as reducing anxiety for these students.	£339.72	Mr McCann
Lego Spike kits. (EEF: Digital Technology).	Secure and maintain a narrowing of the progress gap. Student access to high quality, 21st C tech to engage and access modern tech to support and promote learning and the curriculum as demonstrated by outstanding and sustained progress in English and Maths across school.	£2,857.66	Mr Coward
<b>Total</b>		<b>£36,997.38</b>	

