



Pupil Premium Strategy 2020-21

Number on Roll	329 (272 R-Y11)	Total PPG Budget	£167,960 (TBC)
Total Pupils in receipt of PPG	148	Date of strategy Review	September 2021
Publish Date	01.09.2020	Final Review Date	01.09.2021
Designated PPG Lead(s)	Todd Cheetham Laura Adamson	Link Governor	Vicky Barrick

School Context

Greenacre is a special school educating children and young people aged 3 – 19 with severe and complex needs. The school became an Academy in April 2015 and subsequently joined Wellspring Academy Trust in April 2017. This provides an exciting opportunity for the school to work in collaboration as part of a wider family of schools with an ethos and values that mirror those of Greenacre. This will in turn, provide an even stronger platform to improve outcomes and opportunities for all the children and young people associated with the school. The school has received its second Ofsted Outstanding judgement in January 2018.

The school has high aspirations for all learners, regardless of their background, and is committed to providing equal access and opportunities for all learners to reach their potential. Pupil Premium funding is a government initiative which provides additional funding for pupils from deprived background to support schools to 'narrow the gap' in attainment between disadvantaged learners and their peers. Greenacre has a high proportion of learners from disadvantaged backgrounds, this is currently 55% of learners in Reception to 11 (July 2020).

2018-19 Key Headlines

- At Greenacre, pupils in receipt of PPG attend school more frequently than their peers and at a higher level than national averages for specialist settings.
- There is no attainment 'gap' between disadvantaged learners and their peers in Literacy and Numeracy. Students in receipt of PPG perform as well or better in 81% of cases across Literacy and numeracy in R-11.
- Child protection plans down 60% from 2015 and still only 1.2% Greenacre pupils subject to CP Plans

2019-20 PPG Review

Area of need and rationale	Identified Actions	Success Criteria	Impact
<p>'Clear and responsive' leadership is identified within DfE publications as one of the building blocks to success for raising attainment in disadvantaged learners. Ofsted highlighted the need for Greenacre to 'evaluate the use and impact of pupil premium funding with greater precision'</p>	<p>2 members of SLT allocated to formulate and monitor effective PPG strategy.</p>	<p>-SLE work completed in at least 2 schools/training courses</p> <p>-Sustained impact in all areas of PPG spend evident through termly monitoring</p>	<p>-External support work postponed due to Ofsted inspections and COVID 19 related closures</p> <p>-Despite the significant impact of school closures due to COVID 19 there has been measurable impact in most areas as summarised below.</p>
<p>Quality first teaching is the most effective way to support progress of PPG cohort Metacognition and Feedback are identified as the two most effective ways to boost progress in the EEF teaching and learning toolkit.</p>	<p>Established 'Destination Outstanding' focus groups to develop research based recommendations around these themes to drive whole school improvement.</p>	<p>-Introduction of Zones of Regulation to reduce incident duration for students in focus group.</p> <p>-Review of Learning using Metacognitive strategies to be implemented in all classes</p>	<p>-VRU Funding has been utilised to support 26 pupils, rather than the initial 40 planned, due to the depth of work required with individuals to create Pupil Friendly PIPs. Regulation stations have been further developed using VRU funding to source resources across the school, in addition to making social areas more inviting so these can be used as areas to discuss emotions.</p> <p>-Learning Journey/Tutorial sessions embedded across school. Group evaluating effectiveness to implement next steps in developing metacognitive approach to reviewing learning</p>
<p>High levels of social deprivation and neglect within the locality (Barnsley Safeguarding Children Board- Neglect Strategy, 2017). 148 learners at</p>	<p>Continued employment of Early Help Coordinator to oversee family support, EHA referrals and CIN processes.</p>	<p>-Low levels of child protection plans are sustained.</p>	<p>- At the end of Spring term, there were 4 CP plans open. With 3 being closed from Autumn term.</p>

<p>Greenacre are in receipt of PPG of these 53% are subject to multi-agency support at tier 2 or above..</p>		<p>-Timely early help intervention leading to a reduction in social care referrals</p>	<p>-During Spring, 9 early help assessments are open, with 2 being closed from the Autumn term due to successful support. This meant only 3 referrals to social care were required.</p>
<p>Nationally students in receipt of PPG attend 2.9% less than peers not in receipt of PPG. On Average attendance within Special schools was 90.3% last year, at Greenacre this was 92.4%. (DfE Pupil absence statistics)</p>	<p>Continued employment of Attendance officers to maintain high levels of attendance.</p>	<p>-To maintain no attendance gap between students who receive PPG and those who do not. -To increase overall attendance in R-Y11 and/or R-Y14 and maintain levels above national averages for specialist education settings. -Persistent absence of the R-Y11 cohort will be lower than 17.8%</p>	<p>--Up to the start of lockdown and school closures, there continued to be no attendance gap at Greenacre with students in receipt of PPG attending 93.3% (compared to 93.1% Non PPG) -Up to the start of lockdown and school closures, Greenacre continued to maintain attendance. well above national averages with a current whole school (R-Y14) attendance of 93.1. -Up to the start of lockdown and school closures, persistent absence was 21.7% up from 19.4% in the same period last academic year</p>
<p>37.5% of pupils at Greenacre have or are currently receiving support from Child and Adolescent Mental Health Services compared to 2.68% of all 0-17 year olds in the North of England.</p>	<p>SEMH team to monitor and provide intervention to maintain positive SEMH. Continued collaboration with CAMHS to provide timely intervention as required</p>	<p>-Increased levels of students maintaining 'good EWB' or making progress in EWB compared to 2018/19 -Maintain low levels of Tier 3/4 CAMHS referrals through effective CAMHS Nurse partnership.</p>	<p>-In Autumn, 60% of students are currently maintaining or progressing towards good EWB at this point. This is up from 55% in the same period last year. No Spring data collection. - There has been no Tier 3/4 CAMHS referrals due to effective CAMHS Nurse partnership. There have been 8 referrals for CAMHS nurse support in Spring term (21 in total)- all of which would have previously gone to Tier 3/4. 18 students were supported in Spring</p>

			term in an advisory or direct support capacity.
	Continued implementation of Social conduct team to provide training, functional analysis and proactive approaches to modifying behaviour and promoting self-regulation. Including staff training to support self-regulation.	<ul style="list-style-type: none"> -Reduction in the use of RPI across school compared to 2018/19. -Introduction of Zones of Regulation to reduce incident duration for students within the focus group. 	<ul style="list-style-type: none"> -Up to the end of Spring 1, 63% of classes have had a reduction in RPI from Autumn 2. Overall a reduction in use of RPI of 41% from Autumn 1. Prior to the start of lockdown and school closures, this represents a 4% reduction in the number of RPIs used from the same time period from last year. -VRU Funding has been utilised to support 26 pupils, rather than the initial 40 planned, due to the depth of work required with individuals to create Pupil Friendly PIPs. Regulation stations have been further developed using VRU funding to source resources across the school, in addition to making social areas more inviting so these can be used as areas to discuss emotions.
Disabled children are 3.4 time more likely to suffer abuse than those without a disability.	Targeted Parent workshops to ensure safety online and in the community.	-Increased reach of parental support, advice or intervention by Family Team demonstrated through increased attendance and number of parents reached	-Scheduled training for Solihull training was after the start of Lockdown measures. All training will be rescheduled for 2020-2021 academic year.

<p>Those children with a communication or behavioural disorder are 5-7 times more likely to suffer abuse. NSPCC (October 2014)</p>			
<p>The attainment gap is largest nationally for those from economically disadvantaged backgrounds and those assessed with special educational needs (EEF The Attainment Gap, 2017). At Greenacre there is currently no gap between students in receipt of PPG and those who do not.</p>	<p>Continued priority access to academic interventions to ensure achievement is maintained.</p>	<p>-No academic gap between PPG and Non-PPG learners is maintained</p>	<p>-There continues to be no academic gap between students in receipt of PPG and their peers, in 81% of cases pupils in receipt of PPG performed as well or better than their peers.</p>

Summer Term Summary

The whole school priorities for PPG spending were significantly impacted upon by the imposed school closures and subsequent partial reopening of schools due to COVID-19. As the majority of Pupil Premium Grant spending at Greenacre is utilised in the employment of our Family team and the safeguarding/pastoral roles they fulfil, these staff were utilised in supporting families in a new way and their focus areas have been summarised below:

-Supporting vulnerable families at home

-Supporting reintegration into school

-Planning a reintegration curriculum

-Fulfilling the safeguarding duty of the school remotely

-Supporting the distribution of DfE issued electronic devices

-In School support

-Organisation of funding to resource at home provision for complex learners

3 Year Pupil Premium priorities

Key Priorities from 2019-2022	2019-2020	2020-2021	2021-2022
Sustained improvement in attendance, above national averages and with no gap between disadvantaged learners and their peers.	Embed	Embed	Embed
Sustained Reduction in the use of Restrictive Physical Intervention through the promotion of self-regulation and proactive approaches	Develop	Implement	Embed
Sustained improvement in pupil SEMH through implementing effective intervention structures, embedding EWB measures within classes and maintaining effective CAMHS Nurse partnerships.	Develop	Implement	Embed
Continue to increase parental participation through workshops, school offer and events- in line with LPPA	Implement	Embed	Embed
Sustained low levels of child protection plans through effective Early help processes and family support	Embed	Embed	Embed
Use of action research to improve quality of teaching and learning and pastoral support	Implement	Embed	Embed
Development of SLE role to support Disadvantaged Learners across multiple settings	Develop	Implement	Embed
Delivery of Mental Health recovery Plan	Develop	Implement	

2020-21 Action Plan

Area of need and rationale	Identified Actions	Success Criteria	How is this monitored	Lead Staff
'Clear and responsive' leadership is identified within DfE publications as one of the building blocks to success for raising attainment in disadvantaged learners. Ofsted highlighted the need for Greenacre to 'evaluate the use and impact of pupil premium funding with greater precision'	SLT allocated to formulate and monitor effective PPG strategy.	-SLE work completed in at least 2 schools/training courses -Sustained impact in all areas of PPG spend evident through termly monitoring	-Termly collation of data within school's progress report presented to SLT and governors. -SLT monitoring of all PPG strategy initiatives. -SLT performance management	Todd Cheetham
'Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life' (EEF, 2020)	-SEMH Team and Social conduct team to support the design and implementation of a recovery plan. -Intervention panel to evaluate and plan for individual needs to support reintegration.	-To reduce anticipated rise in SEMH and SCT incidents across the year -All pupils requiring intervention to have an individual action plan in place with support from specialist teams as needed.	-Half termly review of the SEMH recovery plan to demonstrate impact -Review of CFC process -Analysis of impact of planned interventions	Cherie Miller Tom O'Hara
Quality first teaching is the most effective way to support progress of PPG cohort. Metacognition and self regulation is identified as one of the most effective ways to boost progress in the EEF teaching and learning toolkit.	Established 'Destination Outstanding' focus groups to develop research based recommendations around these themes to drive whole school improvement.	-Embedding Zones of Regulation to reduce incident duration for students in focus group.	-A measured decrease in frequency of incidents or an increase in use of self-regulation strategies. -SLT members to oversee groups and ensure impact is measurable. -Teacher/HLTA performance management	Todd Cheetham

<p>High levels of social deprivation and neglect within the locality (Barnsley Safeguarding Children Board- Neglect Strategy, 2017). 148 learners at Greenacre are in receipt of PPG of these 57% are subject to multi-agency support at tier 2 or above..</p>	<p>Designated staff to coordinate Early Help Assessments, oversee family support and CIN processes.</p>	<p>-Low levels of child protection plans are sustained. -Timely early help intervention leading to a reduction in social care referrals</p>	<p>-Ongoing SLT overview of all CP plans and social care referrals</p>	<p>Laura Oxley</p>
<p>Nationally students in receipt of PPG attend 2.9% less than peers not in receipt of PPG. On Average attendance within Special schools was 89.9% in 2018-19, at Greenacre this was 93.4% for the same period. (DfE Pupil absence statistics)</p>	<p>Designated staff to monitor and maintain high levels of attendance.</p>	<p>-To maintain no attendance gap between students who receive PPG and those who do not. -To maintain overall attendance in R-Y11 and/or R-Y14 and maintain levels above national averages for specialist education settings. -To support all students to return to on site provision in Autumn 1 half term, unless shielding.</p>	<p>Termly reviews of attendance. Attendance reports to SLT. -Half termly review of the SEMH recovery plan to demonstrate impact</p>	<p>Sue Dalton Laura Adamson</p>
<p>'Individual approach to addressing barriers to learning and emotional support' is identified within DfE publications as one of the building blocks to success for raising attainment in disadvantaged learners. 13.1% of pupils at Greenacre are currently receiving support</p>	<p>SEMH team to monitor and provide intervention to maintain positive SEMH. Continued collaboration with CAMHS to provide timely intervention as required</p>	<p>-Increased levels of students maintaining 'good EWB' or making progress in EWB compared to 2019/20. -Maintain low levels of Tier 3/4 CAMHS referrals through effective CAMHS Nurse partnership.</p>	<p>Twice annually of progress within Emotional Wellbeing Measures and analysis of intervention effectiveness. SEMH Team performance management Introduction of EWB moderation and scrutiny</p>	<p>Cherie Miller</p>

<p>from Child and Adolescent Mental Health Services compared to 2.68% of all 0-17 year olds in the North of England.</p>	<p>Continued implementation of Social conduct team to provide training, functional analysis and proactive approaches to modifying behaviour and promoting self-regulation. Including staff training to support self-regulation.</p>	<p>-Term on term reduction in the use of RPI in line with the SEMH recovery plan</p> <p>-Introduction of Zones of Regulation to reduce incident duration for students within the focus group.</p>	<p>-Half termly review of the SEMH recovery plan to demonstrate impact</p> <p>-Termly analysis of incidents and RPI.</p> <p>-Analysis of proactive work and intervention effectiveness</p> <p>-Social Conduct Team performance management</p>	<p>Tom O'Hara</p>
<p>Disabled children are 3.4 time more likely to suffer abuse than those without a disability. Those children with a communication or behavioural disorder are 5-7 times more likely to suffer abuse. NSPCC (October 2014)</p>	<p>Targeted Parent and Pupil workshops to ensure safety online and in the community.</p>	<p>-Increased reach of parental and pupil support, advice or intervention by Family Team demonstrated through increased attendance and number of parents reached</p>	<p>-Termly review of parental attendance and feedback to inform future workshops presented to SLT</p>	<p>Amy Bligh</p>
<p>The attainment gap is largest nationally for those from economically disadvantaged backgrounds and those assessed with special educational needs (EEF The Attainment Gap, 2017). At Greenacre there is currently no gap between students in receipt of PPG and those who do not.</p>	<p>Continued priority access to academic interventions to ensure achievement is maintained.</p>	<p>-No academic gap between PPG and Non-PPG learners is maintained</p>	<p>-Twice annual progress reports with analysis of PPG learner progress</p> <p>-Review of support in Intervention Panel Meetings</p>	<p>Todd Cheetham</p>

Associated spending

Action	Breakdown of Spending	Total
Allocated leaders to formulate and monitor effective PPG strategy	Not funded from PPG	£0
'Destination Outstanding' focus groups to develop research based recommendations around Metacognition and feedback	Not funded from PPG	£0
Continued employment of Early Help Coordinator and parent Support HLTA	Early Help Coordinator 0.6 FTE - £14,500 Parent Support HLTA 1.2 FTE- £34,500	£49,000
Continued employment of Attendance officers	Family Liaison and Attendance Officer 1.0 FTE- £35,500	£35,500
Continued implementation of SEMH team and implementation of SEMH Recovery plan	SEMH Team Leader 0.4 FTE - £10,500 SEMH LTA 0.5 FTE- £11,500 SEMH Champs TA2 0.5 FTE- £8,500	£30,500
Continued implementation of Social conduct team and implementation of SEMH Recovery plan	SCT Lead HLTA - £27,000 SCT LTA 3.0 FTE - £69,000	£96,000
Priority access to academic interventions	Not funded from PPG	£0
	Total Spending	£211, 000