

Pupil Premium Strategy Termly Review 2019-2020

Area of need and rationale	Identified Actions	Success Criteria	How is this monitored	Lead Staff	Costs	% Spend
<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>-Termly collation of data within school's progress report presented to SLT and governors.</p> <p>-SLT monitoring of all PPG strategy initiatives.</p> <p>-SLT performance management</p>	<p>Todd Cheetham</p> <p>Dan Foster</p>	<p>Not allocated from PPG</p>	<p>0%</p>
Autumn Term Review		Spring Term Review		Summer Term Review		
<p>-TC gained Expert Practitioner Status through Positive Regard TSA</p> <p>-Lead staff commissioned to complete an external PPG review in Spring term.</p> <p>-Lead staff involved in strategic planning for PPG strategy and will be involved in termly review process early in spring term.</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>Summer review unable to take place due to COVID 19 closures- (See summer term summary on page 9)</p>			

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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.	Established 'Destination Outstanding' focus groups to develop research based recommendations around these themes to drive whole school improvement.	-Introduction of Zones of Regulation to reduce incident duration for students in focus group. -Review of Learning using Metacognitive strategies to be implemented in all classes	-Groups to develop success criteria and monitor impact of implementation. -SLT members to oversee groups and ensure impact is measurable. -Teacher/HLTA performance management	Todd Cheetham	Not allocated from PPG	0%
Autumn Term Review		Spring Term Review		Summer Term Review		
-Regulation stations established across programmes and developing as an intervention. Group has received VRU funding to complete 'Development of Self Regulation Strategies' work- this now has been rolled out for 40 students. Impact will be measured through a reduction in incidents over time and the use of restrictive physical intervention. -Learning Journey/Tutorial sessions embedded across school. Group evaluating effectiveness to implement next steps in developing metacognitive approach to reviewing learning		-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. -Learning Journey/Tutorial sessions embedded across school. Group evaluating effectiveness to implement next steps in developing metacognitive approach to reviewing learning		Summer review unable to take place due to COVID 19 closures- (See summer term summary on page 9)		

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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 53% are subject to multi-agency support at tier 2 or above..	Continued employment of Early Help Coordinator to oversee family support, EHA referrals and CIN processes.	-Low levels of child protection plans are sustained. -Timely early help intervention leading to a reduction in social care referrals	-Ongoing SLT overview of all CP plans and social care referrals	Dan Foster	£49,000	22%
Autumn Term Review		Spring Term Review		Summer Term Review		
<p>-In Autumn, there were 7 CP plans open of which 4 were opened in Autumn term. This represents an increase which we will address across the academic year.</p> <p>-During Autumn, 11 early help assessments are open, down from 12 in the same period last academic year. This meant only 4 referrals to social care were required compared to 7 in the same period last year.</p>		<p>-At the end of Spring term, there were 4 CP plans open. With 3 being closed from Autumn term.</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>Summer review unable to take place due to COVID 19 closures- (See summer term summary on page 9)</p>		

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<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.</p> <p>-To increase overall attendance in R-Y11 and/or R-Y14 and maintain levels above national averages for specialist education settings.</p> <p>-Persistent absence of the R-Y11 cohort will be lower than 17.8%</p>	<p>Termly reviews of attendance.</p> <p>Attendance reports to SLT.</p>	<p>Sue Dalton/Laura Adamson</p>	<p>£35,000</p>	<p>16%</p>
Autumn Term Review		Spring Term Review		Summer Term Review		
<p>-There continues to be no attendance gap at Greenacre with students in receipt of PPG attending 93.3% (compared to 92.7% Non PPG)</p> <p>-Greenacre continues to maintain attendance. well above national averages with a current whole school (R-Y14) attendance of 93.0%, up from 92.3% in the same period last year.</p> <p>-Persistent absence in R-Y11 has increased slightly from the same period in 2018-19 from 21.3-21.9% . Attendance officers have a persistence absence tracker where they clearly track the actions taken to rectify this.</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)</p> <p>-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.</p> <p>-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>Summer review unable to take place due to COVID 19 closures- (See summer term summary on page 9)</p>		

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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>SEMH team to monitor and provide intervention to maintain positive SEMH.</p> <p>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</p> <p>-Maintain low levels of Tier 3/4 CAMHS referrals through effective CAMHS Nurse partnership.</p>	<p>Termly Analysis of progress within Emotional Wellbeing Measures and analysis of intervention effectiveness.</p> <p>SEMH Team performance management</p> <p>Introduction of EWB moderation and scrutiny</p>	Cherie Miller	£30,500	14%
Autumn Term Review		Spring Term Review		Summer Term Review		
<p>-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.</p> <p>-There has been no Tier 3/4 CAMHS referrals due to effective CAMHS Nurse partnership. There have been 13 referrals for CAMHS nurse support in Autumn term- all of which would have previously gone to Tier 3/4. 23 students were supported in Autumn term in an advisory or direct support capacity.</p>		<p>-No Spring data collection means Autumn data is most recent for EWB</p> <p>- 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 term in an advisory or direct support capacity.</p>		<p>Summer review unable to take place due to COVID 19 closures- (See summer term summary on page 9)</p>		

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'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.	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.	-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.	-Termly analysis of incidents and RPI. -Analysis of proactive work and intervention effectiveness -Social Conduct Team performance management	Tom O'Hara	£96,000	44%
Autumn Term Review		Spring Term Review		Summer Term Review		
<p>-88% of classes have had a reduction in RPI from Autumn 1 to Autumn 2. Overall reduction of 34% in the number of RPIs used.</p> <p>-Regulation stations established across programmes and developing as an intervention. Group has received VRU funding to complete 'Development of Self Regulation Strategies' work- this now has been rolled out for 40 students. Impact will be measured through a reduction in incidents over time and the use of restrictive physical intervention.</p>		<p>-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.</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>Summer review unable to take place due to COVID 19 closures- (See summer term summary on page 9)</p>		

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<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 workshops to ensure safety online and in the community.</p>	<p>-Increased reach of parental 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>Dan Foster Amy Bligh Sue Dalton Laura Adamson</p>	<p>£9,500 (contribution from PPG)</p>	<p>4%</p>
<p>Autumn Term Review</p>		<p>Spring Term Review</p>		<p>Summer Term Review</p>		
<p>-No specific parent groups held at this point in the academic year. Sleep workshop starting in Spring 1. Monitoring and tracking tools adapted to ensure we can work increase reach and attendance of Family Team support.</p> <p>-CEOP training delivered to AB, this will enable a CEOP parent workshop to be developed</p>		<p>-Scheduled training for Solihull training was after the start of Lockdown measures. All training will be rescheduled for 2020-2021 academic year.</p>		<p>Summer review unable to take place due to COVID 19 closures- (See summer term summary on page 9)</p>		

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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.	Continued priority access to academic interventions to ensure achievement is maintained.	-No academic gap between PPG and Non-PPG learners is maintained	-Termly progress reports with analysis of PPG learner progress	Todd Cheetham	Not allocated from PPG	0%
Autumn Term Review		Spring Term Review		Summer Term Review		
<p>-There continues to be no academic gap between students in receipt of PPG and their peers (full review available in Progress Report Autumn 2019)</p> <p>-Full review of intervention system means a new approach will be adopted from January 2020.</p>	<p>-There continues to be no academic gap between students in receipt of PPG and their peers based on the Autumn data collection. No Spring data collection was scheduled.</p> <p>-Intervention panel held 2 scheduled meetings coordinating a multi-team approach to pupil support.</p>	Summer review unable to take place due to COVID 19 closures- (See summer term summary on page 9)				

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- this includes a co-ordinating a multi-agency approach, home visits, delivery of food parcels, weekly and daily phone calls to vulnerable families, creation and delivery of learning packs, acting on concerns in conjunction with social care, facilitating social care visits, distribution of food vouchers and continued attendance at meetings (such as LAC, CIN)

-Supporting reintegration into school- Supporting the creation of individual pupils risk assessments and reviewing PIPs to ensure the best chance of successful reintegration into school by adapting strategies accordingly. Coordinating remote staff training for reintegration strategies.

-Planning a reintegration curriculum- Creation of the SEMH Recovery plan to ensure a successful reintroduction into school and staggered approach towards full curriculum access. This will involve a focus upon EWB rather than academic progress.

-Fulfilling the safeguarding duty of the school remotely- This involved the design and creation of new electronic CFC systems to ensure safeguarding duty could continue to be delivered remotely. The safeguarding policy was updated and remote training for staff completed to embed these new changes. The process has since had ongoing quality assurance from Family Team.

-Supporting the distribution of DfE issued electronic devices- Family Team supported the communication with parents and the delivery of devices to allow access to home learning.

-In School support- Family team members have provided on site support in each 'bubble' to ensure ongoing practical support and advice, along with regular reviews of provision for key pupils.

-Organisation of funding to resource at home provision for complex learners- Funding has been secured to create resource packs including sports equipment, stories, sensory resources, stationary and physical resources to support access to learning. Resource packs were personalised to support access to learning (and includes the loan of school owned sensory equipment)