

Greenside School

2021/22 Pupil Premium Strategy including financial statement for 2020-21

SUMMARY INFORMATION			
Date of most recent pupil premium review:	January 2022	Date of next review:	January 2023
Total number of pupils:	154	Total pupil premium budget:	£45,610
Number of pupils eligible for pupil premium:	40	Amount of pupil premium received per child:	Primary aged - £1,345 Secondary aged - £955

STRATEGY STATEMENT
<p>At Greenside we strive to ensure that each learner is supported in the right way to meet their learning outcomes. We recognise though that individual learners are different and some need additional intervention to help them to succeed.</p> <p>Greenside provides a relevant and highly personalised curriculum that takes account of the cognitive, emotional, sensory and physical needs of each learner. Objectives are mapped around EHCP outcomes we support learning throughout the waking day.</p> <p>Interventions at Greenside can occur directly to the PP learner or through the class environment. Much of our impact comes from the knowledge our staff have of our learners and the impact their strong relationships have in the classroom.</p> <p>We constantly review our package of support for our learners, but use this strategic document to steer our approaches.</p>

Assessment information

CURRENT PROGRESS TOWARDS OUTCOMES 2021		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress across personalized summative assessment (2021)	70%	83%
% making expected or better than expected progress across personalized summative assessment (2020)	40%	38%
% making expected progress towards EHCP outcomes (Summer 2021)	87%	89%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

In-school barriers

A	All PP learners have an EHCP, many have ASC and other complex needs
B	Communication difficulties; many have limited language and social communication difficulties
C	COVID restrictions lead to restricted use of the site and limited options
D	Transition in school and out can be hard
E	New TAs/Leads in classrooms – could have limited SEND knowledge
F	Gap in assessment data due to COVID restrictions and limits of assessment

ADDITIONAL BARRIERS

External barriers

G	COVID and other reasons have led to reduced attendance rates – some shielding at home
H	Limited access to ICT equipment and other resources at home can impact home learning opportunities
I	Some parents want further knowledge and support at home i.e knowing signs or using VOCAs

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	All learners to have the tools to self-regulate and be ready to learn in the classroom	Fewer incidents of risk recorded for identified learners

B	All learners to have the equipment/technology to communicate in the classroom and around the school	All learners are able to communicate in all parts of the school – seen through LWs/EfL evidence and EHCP progress
C	To support staff in building their understanding of SEND and specific learner needs	Staff are able to describe and reflect on the SEND needs of our learners. This will be evidenced in LPMs and MDT meeting notes
D	To develop a home learning package that shows impact of learning and supports parents in promoting learning at home	PP learners/parents are able to access the EfL app and take part in home learning. Evidenced through parent surveys and Parent Evening records
E	To continue to offer specific interventions and support to learners that need it in the school	Interventions to have positive impact on a learners progress. Seen over time in reports or other feedback

Planned expenditure for current academic year 2021-22

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
To ensure PP learners have access to learning if self-isolating/shielding at home	While a learner is at home they have access to appropriate home learning	Home learning is an important element to ensuring learners do not fall behind. Personalised approach is needed due to the range of circumstances are learners are in	-Use of the EfL app to facilitate impact of home learning and regular review of opportunities by area leads, parent surveys and parent phone calls. -Termly judgement of progress	AL/SLT	Three times in year

To have an independent communication specialist in the school to support learners and leads in developing communication	With focus time and expertise in this area, focus will be made on ensuring all PP learners are able to access communication tools and methods	Communication is an important element in our 3 year SDP. It is the cornerstone of education (ofsted) and an important focus identified by HIP and other external reviewers. All of our PP learners have communication objectives on their EHCPs	-Introduction of Communication Mapping tool to focus on learners skills (Spring 2021) -Termly reviews of communication targets in EfL app -Half termly reports to SLT by Emma C on impact of her work.	Emma C	Half termly
To train all staff up with Elklan training	Staff to have the knowledge and skills to support communication development of our PP learners	Often staff change in the school – due to cover, if all staff are trained then it is expected that there will be consistent levels of communication development seen	-Follow up with LWs -Follow reflection sessions for staff	Emma C/ Gemma	End of program (Jan 2023)
Provision of a specialist SEND dance practitioner (DP) in the school	DP to work with groups across the school – this movement time support better mental wellbeing and foster better engagement in the classroom	Many of our PP learners have significant gross motor skills and find movement hard – time spent in dance is fun, engaging and has seen have positive impact on learning and behaviour in the day	-Review of specific evidence captured on the EfL app during sessions -LWs and obs of DP practice in the year -Termly reviews with DP and SLT	Nicky F	Termly
Total budgeted cost:					£20,000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Purchase of communication equipment for specific PP learners	To allow learners to have the equipment to communicate throughout the waking day	Communication progress can be stunted if learners are not able to continue the use of their tools at home. Modern ICT can allow for engaging and easy to use technology	- EHCP reviews of specific learners - Review of EHCP Communication objectives -Parent evening reports	Class leads/Stevei/ Emma C	Termly

Input from an independent music specialist	Learners who participate in these sessions show improvements with communication, social and musical skills	These sessions have built strong relationships	-EHCP evidence -reduction in Behaviour incidents -Reviews of progress (LPMS)	Jon O/Class leads	Termly
Total budgeted cost:					£11000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Contribution to ensuring a fulfilling, exciting curriculum within areas in the school	Purchase/contribution to workshops, external activities, horse riding, swimming support Greenside offering an engaging curriculum	An engaging and relevant curriculum can have the real impact on learning. PP learner sharing this with other learners in their class lead to a togetherness and enjoyment in learning	- EfL evidence -Reviews of curriculum - LWs and other obs of planned activities	Area Leads	Termly
Increased direct adult support if need to support PP learners accessing the curriculum	Direct support is given at times to support learners to access school	Having a familiar face at times of transition can help the learner feel relaxed and ready to learn. Strong relationships are an important	-Regular review of staffing in class -LWs evidence of use of staff -EfL	Head	When needed
Specific staff to access and complete further SEND training – including up to Masters level	Staff to have increased up to date knowledge of SEND approaches and interventions	Staff need to understand why our PP learners have barriers to learning. Knowing which evidence informed approaches may work helps to ensure appropriate choices are made	- Review of impact after each completed course -Projects encouraged to be completed within school	Head	Yearly
Total budgeted cost:					£14000

ADDITIONAL INFORMATION

Attached to this report for SLT and others that need to is a breakdown for each PP learner of which access which approach/expenditure also there is a list of training specific staff have completed and who this would have impacted. This can be used an overall of impact, before an optional deep dive of learners progress through the Efl app.

Review of expenditure from previous academic year (2019-20)

To note – COVID impact started in March 2020, this had a significant impact on planned expenditure

PREVIOUS ACADEMIC YEAR				
Total amount: £34,935				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
Additional input from an independent communication specialist.	To offer support and advice to class leads and specific interventions with learners	-Emma set up core walls across the school to allow learners to communicate during transition and play -Emma was useful for direct support when COIVD hit and SALT were not in	Increase in resources up till March – difficult to see impact due to lockdowns and bubbles Emma's role in valued and she has gained direct knowledge of our learners needs	£15000
Additional direct input from an Independent music specialist.	To offer direct input to groups and individual PP learners	His role has been solely for support learners who cannot access school these have been successful in engaging some our hard to reach PP learners	Jon's role has shown it can adapt to the school situation – he has caseload that can change and reflect the needs of the school – it continue to be a lifeline for some learners during peridos of self isolation	£7000

Provision of a dance specialist	To offer direct dance sessions for groups and therapeutic work with 1-1 learners	Nicky has now been employed by the school – her impact has been consist over the year supporting PP learners wellbeing through creative sessions	Continues to be a valued addition to the school. impact is seen through EHCP progress	£6000
Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost
Additional input by specialists in autism and emotional well-being.	Some PP learners have needed additional input from specialist roles in the school – particularly though staff training and support	5 learners had direct intervention and support for behavior – this included MDT planning, specialist staff training and planning	Interventions continue to see a reduction in risk	£1000
Increase in number so Ipads in classrooms to capture PP learning	Supported better reflection of teachers and leads to ensure better T&L and impact	A clearer understanding of learners progress and learning	More devices to hand offr a richer understanding of progress	£2000
Purchasing of equipment as advised by the independent specialists.	3 PP learners had Grid 3 and other Communication app loaded to PCs and individual Ipads for use in and out of school	The impact of these resources have allowed learners to communicate around the clock – Grid 3 is a tool that is easy to use and learner friendly	These resources continue to be of value, the challenge is the cost and being able to offer across the school	£2500
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
Contribution towards learning and enrichment activities which take place within the community.	Continued contribution to ensure we have relevant and fun curriculum Included -4 learners accessing horse riding (half a year) -Xmas immersive environment resources	Allows for creative curriculum resources.	EfL evidence captured during these moments – often highlight increased engagement and learning opportunities	£1000