



Statement of pupil premium strategy for Green Park School

Summary information					
School	Green Park School Link Governor Mr Barry Bond			Type of SEN (eg.PMLD/SLD/MLD etc.)	PMLD, SLD and CLD
Academic Year	2020 / 2021	Total PP budget (Pupil premium and LAC and Service Children payment)	£60,405	Date of most recent PP Review	Autumn 2020
Total number of pupils (R-Yr11 only)	118	Number of pupils eligible for PP	51 (43%)	Date for next internal review of this strategy	Summer 2021

Commented [LJ1]: The DfE advises the inclusion of the name of the PP lead and link Governor where appropriate.

Commented [D2R1]:

Historic attainment and progress data based on Progression Guidance												
	2015/2016				2016/17				2017/18			
	Pupils eligible for Pupil Premium (53)		All other Pupils (45)		Pupils eligible for Pupil Premium (41)		All other Pupils (54)		Pupils eligible for Pupil Premium (50)		All other Pupils (47)	
	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils
Above expected progress	3	5.6%	4	8%	5	12%	2	4%	4	8%	2	4%
Expected progress	48	90.5%	43	86%	34	83%	46	85%	43	86%	40	85%
Below Expected progress	2	3.7%	3	6%	2	5%	6	11%	3	6%	5	11%

Commented [LJ3]: The DfE recommends that you also include progress data.

Progression towards EHCP target over a Key stage											
2018/19			2019/20				2020/2021 (Due end July 2021)				
	Pupils eligible for Pupil Premium (44)		All other Pupils (66)		Pupils Eligible for Pupil Premium (65) Note: Only 1½ terms of assessments due to COVID		All other pupils (44) Note: Only 1½ terms of assessments due to COVID		Pupils Eligible for Pupil Premium (64)		All other pupils (38)
	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils	Number of pupils	% of eligible pupils			
Above expected progress	27	61%	45	65%	19	29%	22	50%			
Expected progress	13	30%	21	31%	36	56%	8	19%			
Below Expected progress	4	9%	3	4%	10	15%	14	31%			

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	A few pupils eligible for pupil premium need to consistently use their alternative communication methods to communicate their basic needs, make requests and use functional communication skills.
B.	There are new staff who require training and mentoring to ensure eligible pupils receive high quality teaching and learning and this will result in improved pupil outcomes.
C.	Most staff understand the development needs of the pupils but on occasions too much spoken language is used and impacts on what the children can process and respond , the timely use of pause is key to effective teaching and learning (OFSTED Feb 2020).
External barriers	
D.	COVID Recovery – Pupils have had a long period of time from school and need to 'catchup'. Some pupils remain shielding or self-isolating and need effective home learning programmes. The curriculum in school has been revised to ensure COVID secure practises - we need to ensure alternate provision is in place for our Pupil premium strategy this school year.

Review of expenditure									
Previous Academic Year		2019-2020							
i. Quality of teaching for all									
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost					
<p>To ensure PP pupils achieve 80% of their EHCP outcomes annually and their Learning passports termly.</p> <p>Link to Barrier:</p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </table> <p>SDP Quality of Education target :Curriculum impact – Outcomes & Behaviour and attitudes : Attendane</p>	A	B	C	D	E	<p>The new assessment system is effective in tracking pupil's outcomes by</p> <p>a) Inset on use of new App features and agreeing pathways for new pupils held annually</p> <p>b) 6 week baseline for all new pupils completed.</p> <p>c) Assessment month to baseline pupils in Autumn term</p> <p>d) Termly assessment updates underpinned by moderation programme each term</p> <p>e) Learning passports are tracked Oct, Feb, June and pupil progress meetings identify pupils who need additional support (termly meeting)</p> <p>f) Termly pupil progress review meetings to identify how to close the gap and interventions needed.</p> <p>g) All app evidence shared at review meetings and reports submitted to the HUB for LA monitoring.</p>	<p>Targets were reviewed at May-Oct 2019 and Oct-February 2020 , this only reflects a 6 month progress period compared to a 12 month cycle due to COVID.</p> <p>All pupils, including PP pupils had an effective curriculum pathway (see End of year outcomes summary)</p> <p>Outcomes were personalised to each child.</p> <p>When pupils were below expectations an intervention was identified in pupil progress meetings and those pupils were within, on track or above target the next term until Easter.</p> <p>Pupil premium pupils achieved 82% of their learning passports from Autumn 2019. Targets were set in the spring term but due to the pandemic, targets have not yet been evaluated. Staff have been working on these and will be evaluated October 2020.</p>	<p>This approach has proven to be highly effective in developing the pupil's priority areas of need.</p> <p>We will continue with the programme as it has proven to drive interventions individualised for pupils on a termly basis. The gap between pupil premium and non-pupil premium pupils has narrowed.</p> <p>Gaps that now need addressing:</p> <ul style="list-style-type: none"> Cognition – specialist schemes needed to support our most able learners. Interventions such as Lego therapy and Cool kids to be implemented to enhance Physical and Sensory needs of pupils as well as benefiting their social, emotional and mental health needs. Communication – some pupils require access to Eye Gaze technology in order to learn how to communicate with those around them. This skill is clearly stated in a pupils EHCP outcome and limited access to this technology can affect their ability to make progress within the communication and interaction area of need. 	<p>Cover time for teachers,</p> <p>Access to EFL app,</p> <p>Additional iPads for each class group</p> <p>Further Eye Gaze and Skyle iPads purchased</p>
A	B	C	D	E					

Commented [LJ4]: How do these priorities link to your SIP?

<p>Formal learner pathways</p> <p>Link to Barrier:</p> <table border="1" data-bbox="100 375 344 406"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </table> <p>SDP Quality of Education target : Curriculum intent</p>	A	B	C	D	E	<p>Pupils on our formal curriculum model: Review the expectations for our formal learners to ensure there are higher expectations of our more formal learners. This includes transition within and beyond school.</p>	<p>Assessment month and all baseline pupils completed in Autumn term.</p> <p>Half termly assessment updates underpinned by moderation programmes until Easter</p> <p>Learning passports are tracked Oct, Feb and there were face to face meetings before Christmas break and a virtual pupil progress meeting at Easter which identified pupils who need additional support (termly meeting)</p> <p>Pupil progress meetings in the Autumn 2019 lead to identification of interventions for specific pupils but due to COVID-19 the actions to support these were restricted.</p>	<p>The priority for delivering EHCP outcomes and balancing this with relevant accreditation and subject specific learning has become more balanced.</p> <p>After the implementation of Key performance indicators we are now seeking to ensure the use of functional curriculum opportunities is enhanced.</p> <p>Most staff regularly provide opportunities for pupils to practice these skills but not all staff provide the opportunities and time to put these skills into action (OFSTED 2020).</p>	<p>Pupil progress meetings (3 days each term for 2 teachers)</p>
A	B	C	D	E					

TOTAL £28,529

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>To ensure that all PP pupils have access to an appropriate communication strategy personalised to their needs.</p> <p>Link to Barrier:</p> <table border="1" data-bbox="103 496 342 539"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </table> <p>SDP Quality of Education target: Curriculum implementation</p>	A	B	C	D	E	<ul style="list-style-type: none"> Ensure each pupils 'All about me' profile identifies personal strategies. These strategies are supported by moderated evidence in the 'Evidence for Learning' app using EFL using tags for SALT or communication strategies. A range of training opportunities throughout the school year using school trainers, the speech and language team and mentoring from the dual support worker. Lesson observations and learning walks show class staff and families feel confident to use the alternative communication method. Share video good practice during inset sessions and moderation events. 	<p>'All about me' profile identifies personal strategies. These were also supported with a communication profile for each class group.</p> <p>A range of training opportunities throughout the school year using school trainers, the speech and language team and interventions from the dual support worker.</p> <p>Lesson observations and learning walks show class staff and families feel confident to use the alternative communication method.</p>	<p>Consistency across class groups needs to be developed further.</p> <p>Even though the development of communication has been strong, some staff need to develop their understanding of pupils receptive language and the amount of 'waiting' time /pause they give to pupils. (OFSTED 2020)</p>	
A	B	C	D	E					

TOTAL £3,376

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost					
<p>Pupil premium pupil's attendance will be monitored closely, especially after periods of ill health to ensure catch up support is provided.</p> <p>Barrier:</p> <table border="1" data-bbox="103 1123 342 1166"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> </tr> </table> <p>SDP Behaviour and Attitudes : Attendance</p>	A	B	C	D	E	<ul style="list-style-type: none"> Track absence weekly with Pupil welfare officer and EWO Offer Interventions after a period of absence as an effective catch up strategies. 	<p>The attendance of all pupils is now linked into the termly tracking of pupil's progress. Attendance levels can be analysed alongside progress to see if this has impacted on progress and outcomes.</p> <p>Although there were still high PA levels there were only 3 pupils who at the end of the school year gave concern, this is an improvement year of year.</p>	<p>This strategy is now integral to pupil progress monitoring over the team /school year and will continue in 2019/2020.</p>	<p>SLA for EWO, Pupil welfare assistant time</p>
A	B	C	D	E					

<p>To share each child learning with parents using the Evidence for Learning app so that we can ensure that schools are secure and mastered in life situations.</p> <p>Link to Barrier:</p> <p>A B C D E</p> <p>SDP Effectiveness of leadership : Parent partnership</p>	<ul style="list-style-type: none"> To ensure a robust strategy for wider implementation of EFL Agree a half termly system for sharing learning and gathering feedback from home. Feedback parent data on to EHCP review meetings and track outcomes. 	<p>Agree a system for sharing learning and gathering feedback from home.</p> <p>Feedback parent data on to EHCP review meetings and track outcomes.</p> <p>This was very effective during lockdown and there are plenty of examples of active engagement and collaborative partnership</p> <p>The school established a home learning team during the pandemic and this worked effectively in promoting reasonable endeavours for all learners.</p>	<p>This is a school development priority for COVID recover and remote learning</p> <p>We have a strategy for remote learning for 2020-2021 and access to software and hardware to support pupils.</p>	<p>EFL costs, Moderation meetings for evidence termly (all staff),</p>
<p>Cultural capital</p> <p>Link to Barrier:</p> <p>A B C D E</p> <p>SDP Quality of Education target</p>	<ul style="list-style-type: none"> CPD session from Pupil Premium advisor about starting points Review the '50 Things to Do before your Leave Green Park School' Offsite programmes: Wildside (all year), Chase water fire service (autumn), Can do project (autumn), Morrison's (all year) Bilston library (spring). Occasional visits - See EVOLVE system e.g. Snowdome, Dudley Zoo, Wightwick. Resources - why are they chosen : in the classroom, Forest schools, Creativity sessions, Music SLA, Squirrel ICT Visitors in school - Christmas journey (Dec) , Fire service visits (autumn/summer) , Living eggs (Easter). 	<p>CPD session on Cultural capital for teachers during staff meeting to highlight the importance of experiences of awe and wonder of the world.</p> <p>We are trying to maximise the opportunity to ensure disadvantaged pupils due to SEND or EAL have the opportunity to acquire skills and knowledge.</p> <p>Class teams are clear of the purpose of the activity and how it will link to the curriculum pathway. Clear links to cultural capital on block planners ensure that teachers are planning for wider experiences.</p> <p>Due to COVID-19 pandemic, off-site visits and visitors into school have not taken place since February 2020.</p>	<ul style="list-style-type: none"> School will review the '50 things to do before you leave Green Park' SIP team will formalise the links across the EHCP Areas of Need and the timetabled provision for each class and cluster group linked to long term curriculum maps. Off-site visits – EVOLVE guidance on making off-site visits safe in regards to COVID risk assessments (Autumn 2020) 	<p>Funding Special projects £1,000</p>

TOTAL £9,684
FINAL TOTAL £52,296

Outcomes for 2020-2021		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	To ensure PP pupils achieve 80% of their EHCP outcomes annually and their Learning passports termly.	<ul style="list-style-type: none"> Our assessment system is effective in tracking pupil's outcomes and Key performance indicators act as milestones for measuring progress. The success criteria for the new system is realistic and achievable.
2.	Interventions are identified for each pupil each term to support their personalised progress and matched to an intervention where needed.	<ul style="list-style-type: none"> To ensure pupils 'catch up' and meet at least expected progress rates predicted for their End of Key stage goals.
3.	To ensure that all PP pupils have access to an appropriate communication strategy personalised to their needs.	<ul style="list-style-type: none"> Each pupils 'All about me' profile identifies personal strategies. Resources to meet these strategies are in place and appropriate CPD underpins their delivery. These strategies are supported by moderated evidence in the Evidence for Learning app.
4.	To ensure effective SEMH provision is offered to support pupils recover from Covid-19 pandemic and they are emotionally ready for learning and engaging.	<ul style="list-style-type: none"> To ensure pupils Social Emotional and Mental health is effectively supported and pupils are ready for learning and on track to meet their expectations.

Planned expenditure 2020-2021			
Academic Year	2020-21	Total:	
		Pupil Premium budget	£60,405
Total number of pupils	118	Number of pupils eligible for: Pupil Premium	51 (43%)
COVID Pupil premium	144	All pupils eligible for COVID Pupil Premium-Yr R-Yr 11. We will use this funding to minimise the risk of not closing the gap due to reduced staffing; so maintaining the Staff to Pupil ratio to ensure teaching standards remain at, at least good where additional support is available. Pupil to staff ratio can be increased and this amount has been	£34,660

Commented [RC5]:

		allocated to this – to be reviewed Spring 2021 – not analysed with PPG	
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>1. To ensure PP pupils achieve 80% of their EHCP outcomes annually and their Learning passports termly.</p> <p>Link to Barrier:</p> <table border="1" data-bbox="100 496 297 531"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> </table> <p>SDP:</p> <ul style="list-style-type: none"> • Pupil progress • Communication and interaction • Cognition • SEMH • Physical, Sensory and Medical. • Attendance 	A	B	C	D	<p>The assessment system is effective in tracking pupil's outcomes by</p> <p>a) Inset on use of new App features and agreeing pathways for new pupils – November 2020, staff meetings termly and May 2020</p> <p>b) 6 week baseline for all new pupils completed.</p> <p>c) Assessment month to baseline pupils in Autumn term</p> <p>d) Termly assessment updates underpinned by moderation.</p> <p>e) Learning passports are tracked Oct, Feb, June and pupil progress meetings identify pupils who need additional support(termly meeting)</p> <p>f) Termly pupil progress review meetings to identify how to close the gap and interventions needed.</p> <p>g) All app evidence shared at review meetings and reports submitted to the HUB for LA monitoring</p> <p>h) EFL evidence shared with parents termly</p>	<ul style="list-style-type: none"> • Since the new assessment system, the drive for learning is based on EHCP. The system needs to track the effective implementation of PP pupils. • Learning passports are tracked term by term with precision with a focus on pupils overcoming barriers to learning. • Learning passport data will be added to our whole school spreadsheet so that we can analyse cohorts and highlight any need for interventions. • After COVID the will be gaps to catch up on for pupils over the summer term and for a few pupils who continue to shield. 	<ul style="list-style-type: none"> • Moderation event at the end of September to confirm baseline judgements • Programme of Autumn A term staff meetings to address ongoing CPD issues to ensure information is gathered. • Pupil progress meetings to track outcomes and consolidated by Learning Passport outcomes. • Additional Autumn A meeting to identify COVID gaps • Gathering of whole school outcomes each term after assessment week. • Gathering of Learning passport data at Oct/Feb/Jun (Sharon L) <p>Funding: Staff costs :</p> <p>Teacher costs whole summary (3 days teacher time per term – 9 days annually = £8091 (inc. cover)</p> <p>Staff meeting costs 3 staff meetings per year plus two sessions inset day time (all Teacher and TA salary for 1 day) £10,138 Leadership time and cover for teacher pupil progress</p>	<p>Heather Martin</p> <p>EHCP Area of need leaders</p> <p>Michelle Keay</p> <p>CPD leader</p>	<p>Termly data collection reports by Pupil progress leader and reports to Governors.</p>
A	B	C	D						
Total budgeted cost					£ 18,229				
ii. Targeted support									
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review				

Commented [LJ6]: How do these priorities link to your SIP?

					implementation?
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<p>2. Interventions are identified for each pupil each term to support their personalised progress and matched to an intervention where needed.</p> <p>Link to Barrier:</p> <table border="1" data-bbox="100 571 297 603"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> </table> <p>SDP links:</p> <ul style="list-style-type: none"> • Pupil progress • SIP plan • Communication and interaction • Cognition • SEMH • Physical, Sensory and Medical. • Attendance 	A	B	C	D	<p>Termly pupil progress meetings identify interventions that might be needed for pupils</p> <p>Further interventions to be added to the programme</p> <ul style="list-style-type: none"> • Pet therapy for Yr9, 10 and 11 pupils plus older pupils in Purple cluster . If successful impact then roll out to other clusters. • Reintroduce Massage therapy groups HM KMc) • Targeted small group Read Write Inc (DL) • Targeted small group Numicon – (DL) • Lego therapy – class group supported but resources needed for COVID secure working • Story massage - NEW plus inset sessions CPD (£150 per person) • Playground development for vestibular activities • Cool kids extended - support for physical aids in classrooms. • TEACCH course (for 20 staff 	<ul style="list-style-type: none"> • Since interventions for Read Write Inc and Numicon have been classed based, the standard of them has been inconsistent. • Baselined in skills – September 2020 – pupils were not identified and no consistent progress. • Pet therapy provides life skill links to ASDAN accreditation, embedding skills from the blossoms functional curriculums. • Massage – communication for pupils who are non-verbal – looking for methods such as eye contact, vocal sounds, gestures. • Social benefits of Lego therapy – peer to peer interaction, listening to and following instructions, enhancing communication and fine motor skills. Training took place in February 2019-2020 but due to the pandemic, Lego therapy not seen in practice across school. • Playground – investigate swing in primary but space limited. • Some staff are aware of cool kids benefits, it sometimes gets forgotten or the purpose is not specific – e.g. no fine motor focus. • TEACCH – understanding of the pedagogy and how it supports teaching and learning is not consistently understood across school. More pupils are coming to Green Park with this named on their EHCP provision. 	<ul style="list-style-type: none"> • Read Write inc, and Numicon CPD - staff meeting sessions and CPD for group sessions leader (DL) • Learning walks – support in classes from leaders (SIP leaders and specialist leaders) • Story massage CPD for teachers – inset day (£150 per person) • Lego therapy groups intervention - duplication of resources needed for COVID secure practice. • Cool Kids CPD (whole school – how to get it further into class. • Resources needed for cool Kids • TEACCH CPD – whole school and individuals November inset days. <p>Funding: Staff costs :</p> <p>RWInc & Numicon -Staff meeting each term x 15 staff = £764 CPD course for RWInc and Numicon plus cover £520 ½ day learning walk cover £100 Teacher costs 20 days = £4000 Story massage x 20 staff person £3975 Lego therapy resources E19 £500 Cool kids budget E19 £1000 TEACCH course costs £3,300</p>	<p>Area of need leaders</p> <p>CPD leaders</p> <p>SIP team</p>	<p>Termly data collection reports by Pupil progress leader and reports to Governors.</p>
A	B	C	D						

<p>3. To ensure that all PP pupils have access to an appropriate communication strategy personalised to their needs.</p> <p>Link to Barrier:</p> <table border="1" data-bbox="100 518 302 566"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> </table> <p>SDP links :</p> <ul style="list-style-type: none"> Pupil progress Communication and interaction Cognition SEMH 	A	B	C	D	<ul style="list-style-type: none"> Ensure each pupils 'All about me' profile identifies personal strategies. These strategies are supported by moderated evidence in the 'Evidence for Learning' app using EFL using tags for SALT or communication strategies. A range of training opportunities throughout the school year using school trainers, the speech and language team and mentoring from the dual support worker. Lesson observations and learning walks show class staff and families feel confident to use the alternative communication method. Share video good practice during inset sessions and moderation events. Explore the purchase of a Receptive language assessment scheme. Whole class communication aid (16 iPads) in place with grid player, PECs Sounding board Eye gaze and Skyle kits purchased. 	<ul style="list-style-type: none"> Pupil access has improved to AAC and strategies. We need to ensure this is embedded further into practice across the school. Receptive language schemes needed – ELKAN and intensive interaction. Only one member of staff trained in intensive interaction currently and one member of staffing ELKAN. Intensive interaction focuses on looking, listening, interaction – early focus and understanding skills. ELKAN will provide functional skills of language. Whole class communication iPads needed to enhance opportunities given to pupils in classes, even without a named communication device. 16 iPads requested with licenses for programme (programmes to suit all learning styles): My Choice Pad, Sounding Board, choice board creator (£1.99 per iPad), Typing Tots, Help Kidz Learn. There are currently 12 PP pupils who need personal access to a communication iPad. Some PP pupils do not have access to Eye Gaze technology and it is a step to an outcome on their EHCP outcomes. The technology requires them to track, dwell, make choices and this is vital for these pupils to learn to communicate. 13 PP pupils need access to eye gaze technology and there are 2 working in school to be shared. 1 based in sunflowers, 1 based in Oak. Software is out of date in green cluster. Voluntary committee have purchased one and that is to be based in green cluster as this has the greater need. Requesting one more eye gaze for Orange Cluster (£5000 - £7000). 2 pupils are trialling Skyle technology (not PP). CPD needed for this to cascade to other pupils who have PP. 	<ul style="list-style-type: none"> Time in staff meetings to ensure each pupils 'All about me' profile identifies personal strategies are shared Moderation events show theme using the EFL using tags for SALT or communication strategies e.g. PECs evidence. Learning walks and observations reflect impact of training opportunities Deploy new eye gazes (voluntary committee +1) appropriately so that pupils can access the technology when needed. <p>Funding</p> <p>16 iPads £3840 Skyle Pads x2 £3990 Software for iPads £500 Communication leader time for communication walks / leadership time £2600 Learning walks (as previous included) Eye gaze unit £5734 Areas of Need Resource Budgets PPG % £2000 Staff meeting - one per term (all teachers/ Ta's) £1,628 Inset day CPD session Nov £ of the school - £ 1,628</p>	<p>Communication and interaction leader</p> <p>SIP team</p> <p>CPD leader</p>	<p>Ongoing during annual review meetings for individuals.</p> <p>Pupil progress meetings each term which are reported to Governors.</p> <p>Purchase of additional iPad for each class group by Dec 2020</p> <p>Further Eye Gaze and Skyle iPads purchased by July 2021</p>
A	B	C	D						

					Total budgeted cost	£36079				
iii. Other approaches (including links to personal, social and emotional wellbeing)										
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?					
<p>To ensure effective SEMH provision is offered to support pupils recover from Covid-19 pandemic and they are emotionally ready for learning and engaging</p> <p>Link to Barrier:</p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> </tr> </table> <p>SDP links:</p> <ul style="list-style-type: none"> • Pupil progress • SEMH • Physical, Sensory and Medical. • Well being SDP • Attendance 	A	B	C	D	<p>Teacher supporting home learning programme.</p> <p>Remote learning packs - 9 IPDAD and laptops to be purchased and software added</p> <p>Offsite curriculum for older pupils and support to prepare for life beyond school Yr12-Yr14</p> <p>Wellbeing programmes in place for all pupils.</p> <ul style="list-style-type: none"> • Cool kids revisited for pupils to ensure sensory diet supported • Student council and voice of learners - links to virtual community projects • Older pupils buddy scheme and WEX across school (Covid secure) • Books beyond words (BBW) Phase 1 and 2 to be extended to wider groups • Story massage programmes to be offered to other pupils. 	<ul style="list-style-type: none"> • To be prepared for when/if bubbles are required to isolate or supporting pupils who continue to shield. • Preparing for life after Green Park : Work related learning across school e.g. litter picking, recycling, cleaning/tidying, helping at lunch times, buddy system, giving resource/letters out, putting equipment away, library support. • Books Beyond words - we have already piloted programmes o phase 1 and 2 shows evidence of impact New books ordered specific to COVID : Lenny and Lily in lockdown, Lenny and Lily return to school. 	<ul style="list-style-type: none"> • Teacher supporting home learning 1 day a week • Pupil welfare officer support for home calls and TAC meetings / Attendance pathway meetings. • Time in staff meetings to ensure each pupils SEMH evidence and goals (one staff meeting per term) • Learning walks and observations reflect impact of training opportunities • Cook kids CPD with OT's • EVC inset time. • ICT hardware and software <p>Funding</p> <p>9 iPads £ 2,160 9 Laptops £6,381 Software for iPads and Laptops £500 SEMH leader time for learning walks / leadership time £3176 Staff meeting - one per term (all teachers/ Ta's) £1628 Inset day CPD session May and June £ 1628 - ½ of the school - £1628</p>	<p>Area of Need Leaders</p> <p>CPD leader</p> <p>SIP team leaders</p> <p>Dual support worker</p>	<p>Termly reports to Governors from Area of Need team.</p>	
A	B	C	D							
					Total budgeted cost	£ 17,101				
					Total allocated costs	£ 71,409				

Governors contribute a significant amount of Budget Share to the provision of Pupil Premium outcomes

Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- EHCP outcomes 2019-2020
- School Development Plan 2020-2021
- Perspective reports from Local Authority and termly SIA meeting reports
- Pupil evidence on Evidence for Learning app
- OSFTED report Feb 2020