

<b>Use of EBSA Funding by secondary schools 2021-22 financial year ST. BARTHOLOMEW'S</b>		
<b>Funding allocated</b>		<b>£11,000</b>
<b>Please state how funding was spent using the categories below:</b>		
	Cost	Details (including FTE / hours for staffing lines)
Teaching staff		
TA time		
Tutors		
Mental health support		
Other staff (please specify)		
On line learning		
Resources	£830	
Equipment	£1741	
Transport	£2159	
Off site activities	£7570	
Other		
Other		
<b>Please explain why you chose to spend the funding allocation for EBSA in this way and what your objectives were at the start of the project</b>		
<p>Objectives were focussed on developing enrichment opportunities, particularly those which offered opportunities for group work and interpersonal skill development. Our aim was to increase the opportunities for students at risk of becoming, or those who had already become, EBSA to strengthen their opportunities to experience success or achievement (such as through activities like the climbing wall at the Waterside Centre) and to deepen a sense of community and belonging through shared activities.</p> <p>Our view was that attending and engaging in enrichment activities beyond the curriculum would help to build confidence about attending lessons with the PL area where curriculum work could be completed with peers and re-integration to school (or increased attendance) would be more achievable.</p> <p>We also allocated some of the funding to increase the resources within the Personalised Learning area in order to be able to offer more therapeutic or enrichment activities in house, particularly to allow for a space for those struggling with attendance or anxiety about school to access resources during the school day to help them regulate.</p>		
<b>To what extent were your objectives met?</b>		
<p>The external activities which we engaged with were beneficial for key students and have helped some of our most vulnerable to engage with staff and peers beyond the school environment in a perceived 'neutral' space. This has in some cases eased the re-integration to school as we had hoped and we've been able to build on these events to establish some pair and small group teaching sessions.</p> <p>In the cases where we haven't necessarily been able to move that on to curriculum engagement, we do still feel that the opportunities we've been able to offer this group of students has been important in and of itself for student wellbeing and socialisation.</p>		

**How many students benefited from the support? Please show numbers by NC Year Group**

Directly, the below numbers have engaged with provision

Year 7: 8

Year 8: 9

Year 9: 2

Year 10:6

Year 11: 0

Indirectly – many more as care was taken in identifying the resources and equipment we have bought to support this group of students and ensure that those could also be valuable to the wider group of students supported by the Personalised Learning team.

**What were the outcomes for the students who received support? (Please provide data where possible, eg. of increased attendance)**

For two of the students in last year's year 10 group who took part in coaching activities beyond school, unfortunately wider circumstances mean that one has been permanently excluded (and will be finishing their education at iCollege) and the other is pursuing full time alternative education provision at Reading College. Notable that in each case, the mentoring work that they have begun with the wider provision we put in place with this funding continues for each and has had a significantly positive wider impact on their potential engagement with education in other settings – and their longer term chances of remaining in education / training in some capacity. While it did not have the intended outcome of helping to ensure they successfully finished year 11 here, it arguably continues to have a positive impact on them overall and a benefit that will be felt by the wider educational provision they are going on to. (It could also be argued that it was a positive intervention that helped them remain engaged in mainstream education for as long as they did as in both cases these developments have unfolded in recent weeks, but it is difficult to predict what outcomes may have been in other circumstances).

For the remaining year 10 students, there are mixed outcomes in terms of attendance – none have slipped further, some continue to struggle to engage in mainstream lessons but are engaging well in home tuition, small group learning and other enrichment activities that we are providing this year. We feel that the opportunities provided within this project have had a positive impact on their sense of self and achievement and have helped prevent a further decline.

The impact was greatest for those lower down the school, and it is with these students where we feel we also had the capacity to put this support in place prior to levels of non-attendance reaching a critical point where we were unlikely to manage to engage them longer term. As such, the students identified for this support while in year 7/8 were much more a preventative group of those showing early signs rather than a reactionary support put in place when other approaches hadn't succeeded.

The group identified, particularly those in year 7 and 8 were those in whom we were seeing the early warning signs of anxiety or the beginning of low-level attendance concerns that we felt had the potential to develop. While impossible to predict how those may have developed, it is pleasing that only two have gone on to have significant attendance issues (and in both cases, there are wider factors at play – both have been assessed for EHCPs for wider SEN need and both have had police and / or social services involvement for wider needs). It is hard to point to the attendance figures of the rest of these cohorts as we were intentionally working to identify early

signs of issues and prevent development rather than target those who were already quite far down the EBSA route but of the remaining students in these groups we have not seen the decline in attendance we had anticipated and we have seen a positive impact on their engagement with PL more widely – attending wider enrichment / social activities within the PL area or the wider school supported by PL staff and we feel that the aims of building a sense of belonging and community have certainly been met which we hope will safeguard against the risk of school avoidance going forward.

**Have there been any savings to the school or the Local Authority as a result of this project?**

It is hard to know what the savings here may have been. In terms of preventative support, it is hoped that this project (and the ongoing interventions we are continuing to fund currently that began with funding from this project), will dramatically reduce the school's spending on alternative education provision – and reduce the demand for long term home tuition in those cases where school based anxiety lead to long term absences. While we didn't see that long term in the two cases in the higher years of the school, it could be argued that we saw it in the short-term. That being said, going forward, much of our focus will be on the earlier prevention support we can put in place as that is where it has the greatest potential to ensure long term improvement in student outcomes – and potential

In thinking carefully about resourcing the internal provision for enrichment activities for this cohort, we sought to make sustainable choices that mean that they can continue to be used by a wider range of students over the coming years, so there is a cost saving there in looking to set up some internal provision (such as in gardening equipment for internal programmes to use with the EBSA identified group that can also be used to enhance provision for others more widely)

**Any other comments**

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