

Use of EBSA Funding by secondary schools 2021-22 financial year –TRINITY SCHOOL

Funding allocated £11,000

Please state how funding was spent using the categories below:

	Cost (annual)	Details (including FTE / hours for staffing lines)
Teaching staff	£35 000	Full time member of staff Trained English teacher –M6 plus TLR 80% role EBSA teacher/20% main school
TA time	£20 000	HLTA TIO
Tutors		
Mental health support		
Other staff (please specify)	£2,400 Art for wellbeing	30 minute sessions with a designer/artist.
On line learning		
Resources		
Equipment		
Transport		Petrol costs for home visits
Off site activities		
Other		
Other		
Other		

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

We have two groups of EBSA students:
 Group 1: Students who are not attending school at all as a result of high levels of anxiety. Many of these students experience low mood, depression and refuse to leave the home. Some have a diagnosis of Autism, many are on the waiting list for CAMHs and have been seen by EHA or have failed to engage so they have been closed to services.
 Group 2: Students who attend school more regularly but refuse to go to lessons when in school. They actively truant internally are defiant when supported to go into lessons and cannot really explain why they can't go in to lessons but display some level of anxiety.

There was no capacity in the pastoral team to work intensively with these two groups of students and so very little progress was being made in getting them in to school.
 We needed a bespoke approach for each student. This involves a triage approach to decide on the package students need. The EBSA worker goes out to the home to make initial contact and works with the students in getting them back in to school. This may involve getting out socially first and then coming into school for short time periods and then building up the amount of time in school. At first they work with the EBSA teacher with a view to getting them back into lessons. The pace at which the programme moves depends on the students.

To what extent were your objectives met?

The programme started fully in Summer Term 1 once the EBSA teacher took up post. Prior to this the EBSA TA was carrying out home visits and taking work for students to complete. The programme is in its second term and the programme is up and running.

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

Group 1

Year 7 – 3 (TP, IF, RT)

Year 8 – 1 (HG)

Year 9 – 5 (MSG, MH, ED, NG, BP)

Year 10 – 6 (AH, RJ, LP, CL, NB)

Year 11 – 1 (JE)

Group 2

Year 9 – 3

Year 10 – 1

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

Group 1

AH – Attendance this academic year 97.3%, up from 22.9% last year. AH has been 'discharged' from EBSA, knowing support is there if she needs it.

RJ – Attendance in the last 30 days 48.39%. Attendance between 02/09/21-30/07/22 was 5.4%.

EG – Attendance in the last 30 days 21.88%. Attendance between 02/09-30/07/22 was 4.2%.

LP – Attendance in the last 30 days 21.88%. Attendance between 02/09-30/07/22 was 8.6%. EHCP being applied for.

JE – Attendance remains at 0%. Parents are exploring EHE and/or change of placement.

CL – Attendance this academic year 45.9% compared to 24.7% last academic year.

BP – Attendance this academic year 6.9% compared to 2.7% last academic year.

MH – Attendance in the last 30 days 40.63%. Attendance 02/09/21-01/06/22 was 18.8%

ED – Attendance this academic year 10.8% due to ongoing CP process. ED is supported by EBSA who provide a safe space to be able to attend school and conduct home visits when ED hasn't attended school for a few days.

NG – NG has been recently referred to EBSA, NG has attended school after two home visits. The EBSA team are working closely with NG's MHST to support their Graded Exposure approach.

IF – Has been referred to EBSA Nov 2022. Home visits scheduled.

RT – Has been referred to EBSA Nov 2022. Home visits scheduled.

HG – Attendance in this academic year has been 75% compared to 59.1% last year. HG is receiving a 'graded exposure' programme to reintegrate him into classroom lessons.

TP – Attendance September 2022 was 31.6% having not attended year 6. School supporting transition to medical home tuition while TP is assessed through the ASD and ADHD CAMHS pathway.

MSG – Parents have taken MSG off role to home educate.

NB – Parents have taken NB off role to home educate.

*we would hope that attendance will continue to increase as we are aware that we are only in term 2 of this academic year so comparisons to whole year last year may result in the data looking more positive at this stage. However, early signs of positive engagement with the programme are promising.

Group 2

Attendance in lessons has increased and there have been less incidents for these students.

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

The school has spent considerably more than the £11 000 allocated so there have been no real savings for the school. It would be hoped that savings would be made in the longer term as students will be back in school and parents may not be requesting EHCPs, however there is no evidence of this.

Any other comments

One unexpected outcome has been that some parents have chosen to move their children to EHE as the students refused to engage with the programme after the initial stages. We found some students just wanted to continue with the home visits but not progress any further. These students and families have often had open referrals to EHA but they have also failed to engage so their case has been closed.

Please return this form to Jane Seymour, Service Manager, SEN & Disabled Children's Service, by
Friday 11th November

Jane.seymour@westberks.gov.uk