

Pupil Premium Grant Report

About the Pupil Premium Grant

Schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.

Evidence shows that children from disadvantaged backgrounds:

- Generally face extra challenges in reaching their potential at school
- Often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the outcomes they achieve.

Eligibility and funding

TreeHouse School receive pupil premium funding based on the number of pupils it has in January each year from EYFS, KS1, KS2, KS3 and KS4. In 2020/2021 TreeHouse School had 26/70 (by academic year end) pupils from these cohorts.

A) We brought forward £7,279 from 2019/20

B) We received income of £28,199 in 2020/21

C) We spent £27,753 in 2020/21 (see attached spreadsheet)

D) We carried forward £7,725 remaining this at the end of 2020/21 to 2021/22 (A+B-C)

E) We will receive £28,730 in 2021/22

STRATEGY STATEMENT

At TreeHouse School we have high aspirations and ambitions for our pupils and believe that no pupil should be left behind. We are determined to ensure that our pupils are given every chance to realise and achieve to their full potential. By adopting a tiered approach to our pupil premium strategy, we prioritise the development of high-quality teaching and learning as well as the individual needs of our PPG pupils who are able to benefit from wider strategies and targeted interventions where appropriate. With a Person-Centered approach, we seek to utilise funding to meet the varying needs of our cohort.

Data such as parent feedback, EHCP / IEP progress, pupil voice, learning walks, curriculum progress and whole school academic data are drawn upon and inform our decisions for spend.

Many pupils in our Pupil Premium cohort benefit from added academic support and interventions to ensure that they have the most positive and successful learning experience possible. Our pupil premium strategy has an emphasis towards bespoke interventions which aim to close any gap in attainment and achievement between them and their non-Pupil Premium peers by expanding pupil opportunities and experiences.

Our approach to spending the PPG funding supports our pupils to meet with their aspirational aims and long-term outcomes as detailed in their EHCP (Education Health Care Plan). Our interventions may also support non-PPG pupils to make progress, however we always have the overarching aim of trying to ensure that PPG pupils continue to make as much progress towards both their curriculum targets and their EHCP outcomes as their non-PPG peers, and effectively 'close the gap' between these groups of pupils.

Some of the planned spend during the 2019/20 academic year could not go ahead, due to the impact of the Coronavirus and therefore this statement acknowledges the adaptations made during this period, and consequently the amount rolled over into the 2020 – 2021 academic year. For 20/21 we have adopted a tiered approach to spending, with the bulk of spend going towards the development of our teachers, and then the remainder split between targeted interventions and wider strategies. At the end of 2021 we intend to move to a 3-year strategy so that we can strengthen the impact of the spend even further.

STRATEGY STATEMENT

F) This gives a total available to spend of £36,455 in 2021/22 (D+E)

TreeHouse School Pupil premium report

Pupil premium spend strategy

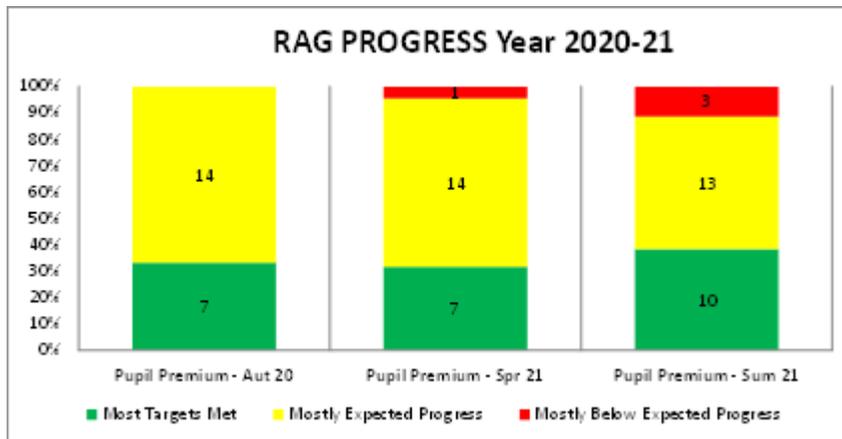
SUMMARY INFORMATION			
Type of special educational needs and disability	TreeHouse School – Non-Maintained Special School for CYP (children and young people) with Autism as their primary diagnosis.	Date of most recent pupil premium review:	September 2020
		Date of next review:	September 2021
Total number of pupils on roll (Sept 20):	70(EYFS-KS4)	Total pupil premium budget:	£28,199 +£7279 carry forward
Number of pupils eligible for pupil premium:	2020-21 = 26	Total amount of pupil premium spent during the period of this Strategy.	£27,753

Assessment information

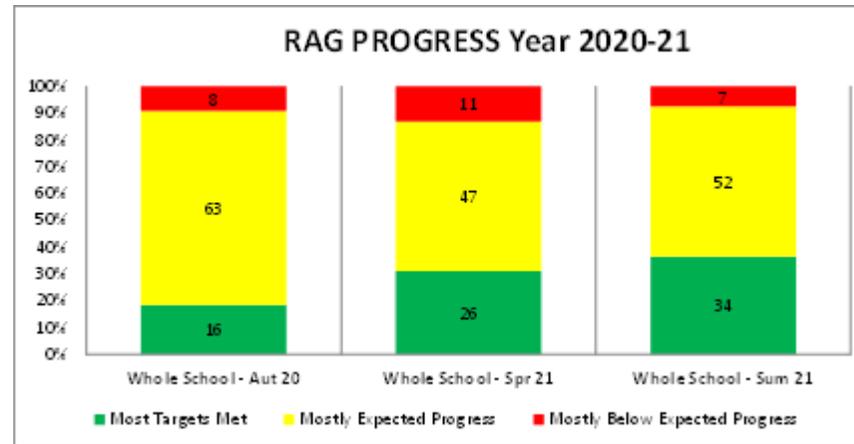
Pupil premium progress data comparisons

The progress data below represents the progress made against pupils EHCP outcomes for the whole academic year. It outlines the number and percentage of pupils achieving red, amber, and green rag rating scores. It is further broken-down making comparisons between pupil premium and non-pupil premium pupils.

RAG PROGRESS Year 2020-21	AUTUMN 2020						SPRING 2021						SUMMER 2021					
	Primary - Aut 20	Secondary - Aut 20	6th Form - Aut 20	Whole School - Aut 20	FSM	Pupil Premium - Aut 20	Primary - Spr 21	Secondary - Spr 21	6th Form - Spr 21	Whole School - Spr 21	FSM	Pupil Premium - Spr 21	Primary - Sum 21	Secondary - Sum 21	6th Form - Sum 21	Whole School - Sum 21	FSM	Pupil Premium - Sum 21
Most Targets Met	3	13	0	16	7	7	14	8	4	26	7	7	12	14	8	34	12	10
Mostly Expected Progress	16	20	27	63	24	14	10	21	16	47	20	14	14	18	18	52	19	13
Mostly Below Expected Progress	4	2	2	8	1	0	1	3	7	11	4	1	3	3	1	7	4	3
				87						84						93		
RAG PROGRESS % Year 2020-21	AUTUMN 2020						SPRING 2021						SUMMER 2021					
	Primary	Secondary	6th Form	Whole School	FSM	PP	Primary	Secondary	6th Form	Whole School	FSM	PP	Primary	Secondary	6th Form	Whole School	FSM	PP
Most Targets Met	3%	15%	0%	18%	8%	8%	17%	10%	5%	31%	8%	8%	13%	15%	9%	37%	13%	11%
Mostly Expected Progress	18%	23%	31%	72%	28%	16%	12%	25%	19%	56%	24%	17%	15%	19%	19%	56%	20%	14%
Mostly Below Expected Progress	5%	2%	2%	9%	1%	0%	1%	4%	8%	13%	5%	1%	3%	3%	1%	8%	4%	3%



Pupil Premium

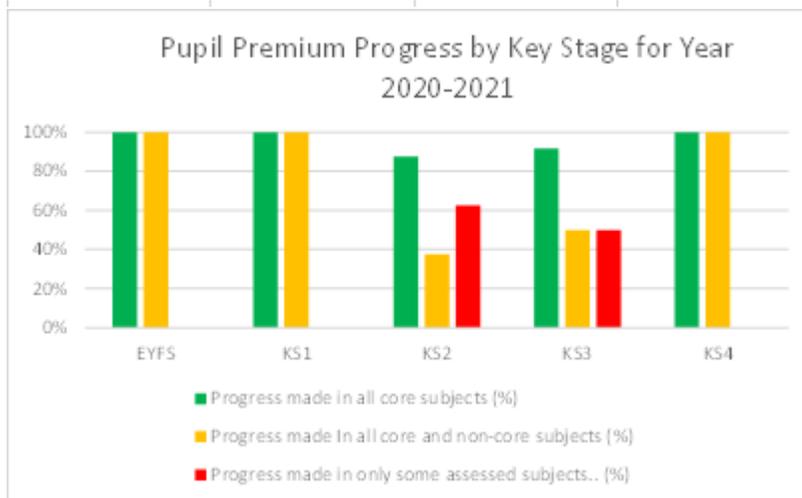


Whole School

The progress data below represents the progress made against the curriculum and the subjects being assessed from pupils' starting points at the beginning of the academic year or when the initial baseline assessment was completed. An overall progress percentage for the whole academic year has been generated below for pupil premium and non-pupil premium pupils.

Pupil Premium:

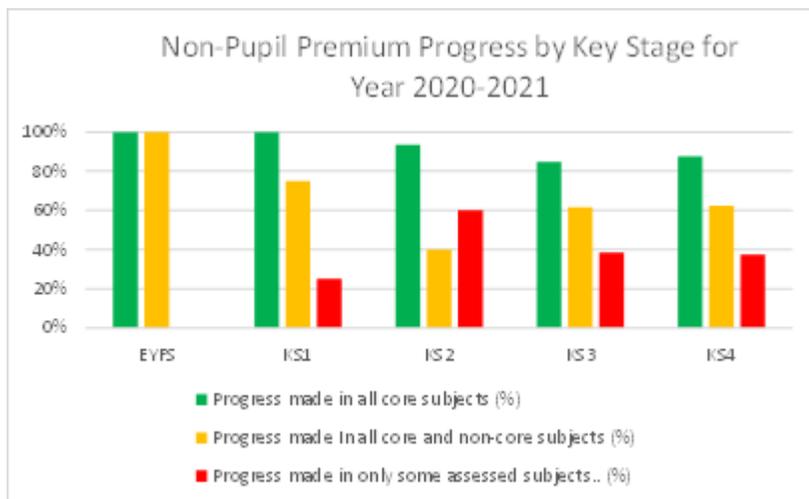
Pupil Premium Progress by Key Stage for Year 2020-2021						
Key Stage	Pupil Premium Pupils	Pupils Progress made in all core subjects	Pupils Progress made in all core and non-core subjects	Progress made in all core subjects (%)	Progress made In all core and non-core subjects (%)	Progress made in only some assessed subjects.. (%)
EYFS	1	1	1	100%	100%	0%
KS1	2	2	2	100%	100%	0%
KS2	8	7	3	88%	38%	63%
KS3	12	11	6	92%	50%	50%
KS4	2	2	2	100%	100%	0%
Pupils	25	23	14			



Non-pupil premium:

Non-Pupil Premium Progress by Key Stage for Year 2020-2021

Key Stage	Non-Pupil Premium Pupils	Pupils Progress made in all core subjects	Pupils Progress made In all core and non-core subjects	Progress made in all core subjects (%)	Progress made In all core and non-core subjects (%)	Progress made in only some assessed subjects.. (%)
EYFS	1	1	1	100%	100%	0%
KS1	4	4	3	100%	75%	25%
KS2	15	14	6	93%	40%	60%
KS3	13	11	8	85%	62%	38%
KS4	8	7	5	88%	63%	38%
Pupils	41	37	23			



Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	All children have an Education, Health and Care (EHC) Plan with a primary diagnosis of ASD.
B	Some pupils display behaviours of distress which can prove a barrier towards meeting their EHCP and curriculum targets. Peers in the environment are often impacted by pupils displaying behaviours of distress.
C	Communication, social interaction & learning difficulties associated with ASD mean our pupils frequently find it difficult to build relationships with their peers and maintain socially appropriate relationships. This can impact their ability to attend learning if there are breakdowns in relationships between learners within the same group.

ADDITIONAL BARRIERS

External or Other barriers

D	Some students find it hard to self-regulate themselves. This can range from finding it difficult to regulate the amount of sensory input they receive, to an inability to understand and control their emotions. In turn, self-confidence, mood, and engagement in learning are affected, with the severity of impact varying from pupil to pupil.
E	Pupils come to school by Local Authority transport, and most of our pupils will have spent between 1 – 2 hours in the morning travelling before they reach the classroom. Some learners can present themselves as hungry or tired in the morning which impacts their engagement in learning.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	PPG pupils meet with their EHCP targets and make at least expected progress in line with or exceeding their non-PPG peers.	PPG pupils make progress at the same rate or better than their non-PPG peers. (Measured by % of EHCP targets met and curriculum progress)
B	Pupils with behaviours that challenge can learn alongside their peers and spend more time in the classroom environment and less time outside of class.	<p>School breakout spaces are not taken up as a proactive measure and are readily available for their intended use (reactive occasional break spaces) and this is evidenced through SLT learning walks.</p> <p>Planned environmental adaptations mean that pupils spend more time in the classroom than the previous year. Evidence through case studies of affected classes.</p>
C	Pupils can access the support (Including technology) required to develop their communication and language. Pupils also have improved social skills and developed relationships with their peers.	Progress in communication & language curriculum area and relevant EHCP targets, Participation in social skills groups, Use of AAC devices as appropriate.
D	<p>i) Teachers are trained to deliver areas of the new THS curriculum for appropriate pupils.</p> <p>ii) Pupils are supported with their emotional development and build self-confidence and support the management of their behaviour in a number of positive, engaging environments.</p>	<p>i) pre-Formal teachers are trained on a variety of approaches to inform delivery of a sensory based curriculum. (Sensory Circuits, Attention Autism, Story Massage, Intensive Interaction, TAC PAC, Rebound Therapy). More minibus drivers are trained and undertake MIDAS training within the school to support delivery of community-based enrichment lessons. Leaders develop their subject knowledge and expertise in PSHE in line with 2020 changes.</p> <p>ii) Pupil's access bespoke interventions as per their emotional / social needs</p>
E	Pupils are alert and ready to learn at the start of the school day. This is supported through access to healthy snacks first thing in the morning, and engagement in active morning sessions.	<p>Pupils Uptake the healthy fruit / breakfast available evidenced through stock taking and teacher feedback.</p> <p>Pupils are actively seen to be regularly engaging in morning movement or sensory circuit-based activities at the start of the school day.</p>
F	Pupils deemed as vulnerable are in school during the period of COVID 19.	The number of pupils in the school during COVID 19 is at the maximum possible, whilst ensuring we can still operate safely and be COVID secure.
G	Pupils are provided with specialist behavioural interventions to help them with their emotional and /or behavioural needs.	Pupils identified as having further emotional / behavioural needs have access to specific behaviour interventions put in place by their behaviour consultant. A decrease in the associated challenging behaviour should be evidenced over time. An increase in engagement of learning tasks should also be seen over time.

Review of expenditure

ACADEMIC YEAR 2020-21					
Quality of teaching for all					
Intended outcome	Chosen Action / approach and costing	Rationale	Implementation	Staff lead	Review / Impact report date
D(I)	Rebound Therapy training £1341.67	Training to support delivery of our new Pre -Formal Curriculum.	Training in school	TS	Staff able to deliver rebound therapy – key part of pre formal curriculum

D (i) & C	<p>Story Massage Training (Teachers)</p> <p>£1340</p>	<p>Training to support delivery of our new Pre -Formal Curriculum.</p>	<p>Online learning course and resources developed by Story Massage.</p> <p>Delivery of Story massage lessons on pre-formal & Semi Formal curriculum (Where appropriate)</p>	CL	<p>July 21</p> <p>Pre – formal pupils can access the curriculum</p> <p>Increased Engagement</p> <p>Sensory experience that supports development</p> <p>Experience of shared experience with peers that supports social development</p> <p>Pre communication development</p>
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D (i) & Cspen	<p>Intensive Interaction Training (Teachers)</p> <p>£1023.40</p>	<p>Training to support delivery of our new Pre -Formal Curriculum</p>	<p>One day course lead by external 'Intensive Interaction' Institute.</p> <p>Intensive Interaction themed learning walks to gather evidence of teachers interacting with this approach. Focused discussions on the approach and its use in practice at THS.</p>	TS	<p>July 21/Sept 21</p> <p>Pupils develop the ability to be to attend to another person</p> <p>Pupils share personal space</p> <p>Pupils learn to regulate and control arousal levels</p> <p>Pupils learn to use and understand facial expressions</p> <p>-</p> <p>Pupils use and understand physical contact</p> <p>Pupils learn to use vocalizations meaningfully</p>
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D (i) & C	TAC PAC Training (Teachers) Actual spend £780	Training to support delivery of our new Pre -Formal Curriculum	Online CPD training course delivered by TAC Pac – includes resources. Delivery of TAC PAC themed communication and language lessons on the pre formal curriculum.	TJ Further training to happen in Autumn 2021	July 21 Increased engagement for pre formal pupils Development of pre numeracy and pre literacy skills Shared learning experience in a shared space Pupils build rapport with trusted adults
D (i) & C	PECS Training £660	Curriculum lead and communication & language lead trained in PECS for improved communication / teacher training across school.	Online training delivered over 2 sessions by Pyramid Education Consultants. Communication & Language and Curriculum lead to carry out PECS themed learning walk to create development / action points post training.		July 21 Pupils are able to express their needs and wants and engage in a two way communication process

D (i) & C	<p>Makaton Training (TABS, Teachers & Middle Leaders)</p> <p>£2588.05 £558.20</p> <p>Total expenditure £3146.25</p>	<p>Improve the whole school communication environment by improving use of Makaton amongst core staff group. (Level 1) - Develop Communication & Language lead and Curriculum lead to be able to eventually deliver in House Makaton training / refreshers to staff. (Level 2&3) Increase Makaton expertise for teachers of pupils who use Makaton regularly as a form of communication. (Level 2&3)</p>	<p>Online training sessions by The Makaton Charity (Level 1 for all interested TABS – 21 registered to date – Dec 20 – budget for 3 x more)</p> <p>(Level 2 & 3 training for Curriculum lead, Communication & Language lead and 2 x teachers who teach pupils using more advanced Makaton as communication)</p> <p>Sign of the week reintroduced to coincide with Makaton training launch.</p>	JR / TS / RH	<p>July 21</p> <p>Pupils learn to use signs to reinforce communication or instead of speech to communicate their wants and needs</p> <p>Pupils can communicate with staff that understand what they are trying to communicate via Makaton</p>
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D (i)	<p>PSHE Curriculum Training (PSHE Association)</p> <p>£800</p> <p>£112.50 to join PSHE Association</p>	<p>Effective PSHE education in Special Education Provision - Cross-phase – 02/02/21</p> <p>Effective leadership and management in PSHE – KS3&4, 09/02/2021</p> <p>Implementing statutory Relationships, Sex & Health Education - KS3&4, 04/03/2021</p> <p><i>Assistant Head (QOE) & Curriculum lead to attend.</i></p>	<p>Review current curriculum delivery and apply any findings from the courses to improve delivery of PSHE at THS.</p>	<p>TS / KDB</p>	<p>July 21</p> <p>Students develop personal health and social skills via the PHSE curriculum</p> <p>Staff and pupils have access to resources provided and developed by the PHSE association</p>
Total budgeted cost:					£
Targeted support					
Intended outcome	Chosen Action / approach and costing	Rationale	Implementation	Staff lead	Review / Impact report date

D (ii)	<p>Extension of the Saplings / Seed to Sell Enterprise project until the end of Academic Year.</p> <p>£4750</p> <p>Actual spend</p> <p>£3081.45</p>	<p>Support students' development through cultivating shared food growing spaces, that can enable individuals to foster team building and social skills, provide good exercise, promote healthy eating, serve as an enjoyable sensory resource, and create a productive edible garden. The garden may also serve as an opportunity to develop enterprise and work experience skills.</p>	<p>Delivery of lessons at school Horticulture site, led by external company Saplings. Lessons 1 x Day per week (Thursdays) to continue throughout the Academic year for all KS3 and 4, supporting accreditation of ASDAN's 'Horticulture' awards.</p>	GM	<p>July 21</p> <p>Pupils develop skills through a meaningful horticulture curriculum</p> <p>Pupils learn to access the community</p> <p>Pupils' wellbeing is improved through fresh air and exercise</p> <p>Pupils participate in an enterprise project that is concrete and accessible to understand</p>
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A & D (ii)	<p>Bike Workshop / Maintenance project setup.</p> <p>£2500</p> <p>Actual spend on bike maintenance and buying new bikes for pupils</p> <p>£529.61</p>	<p>A PPG pupil and his peers - setup costs toward a bike maintenance service in school. Pupils to repair bikes and ensure they are usable and safe for all pupils within the school. (Inc Ongoing training for pupils delivered by N Brook)</p>	<p>Small group weekly training sessions setup between Bike Trainer and Pupils. Bike workshop space created, and setup costs / tools provided.</p> <p>Advertise service in the school and eventually into the community as part of enterprise project.</p>	<p>July 21</p> <p>This did not happen due to Covid and the school being unable to have visitors on site.</p> <p>However, funding was spent on ensuring that pupils could continue to use bikes safely within the school grounds</p>
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B	Individual Behaviour Support Spend Increased £2099	To support the delivery of behaviour interventions of PPG pupils to increase engagement in learning through the reduction of challenging behaviour, as well as reduce the negative impact of such behaviour's on the learning of pupils around them.	Individual spend for reinforcement items as part of individual pupils' wider behaviour strategy.		July 21 Pupils' behaviour support plans were increased with additional reinforcement items to support individuals and families. For e.g., games, learning resources, food, trampolines, exercise ball, lpads. The money spent here was increased due to COVID with extra resources being sent home to help pupils and families
Total budgeted cost:					
Wider Strategies					
Intended outcome	Chosen Action / approach and costing	Rationale	Implementation	Staff lead	Review / Impact report date

E	<p>Morning Breakfast Club</p> <p>£40 x 25 Weeks £1000</p> <p>Actual Spend £592.0</p>	<p>Pupils start the day ready to learn. Feedback from pupils and staff feel that they would benefit from this.</p>	<p>Jan – July. Takeaway breakfast available for all that need it served from the shop by Pupils (Rota required). It will be COVID secure takeaway service of toast, cereals, and fruit during 09.00-09.30 period.</p>	GM	<p>July 21</p> <p>Pupils who arrive at school hungry have access to food and start the day with increased wellbeing.</p> <p>Pupils serving in the shop learnt numeracy and customer service skills</p> <p>The shop opening was heavily impacted on by COVID as food sharing and food prep was not appropriate.</p> <p>Underspend in estimated area but other resources were sent home to parents.</p>
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B	<p>Reduce the number of learners who are only or regularly accessing learning outside of the classroom.</p> <p>Everblocks Modular Classroom Partitions.</p> <p>£3750</p> <p>Actual spend £3962 + £13.10</p> <p>Total Spend £3975.10</p>	<p>. Increased engagement in the classroom and Increased capacity for breakout spaces as and when required.</p> <p>Pupils can effectively self-regulate in a safe space when required outside of the classroom as break-out rooms are less occupied.</p> <p>Learners struggling to access the classroom (Due to environmental sensitivities / proximity to other students) can now safely be based in class and access group learning more frequently.</p>	<p>By building temporary partitions with the 'Everblocks' system we have seen how partitions or 'Room within a room' benefit pupils who require a space to meet their needs. We can support pupils in accessing the classroom environment instead of utilizing breakout room.</p>	TS	<p>July 21</p> <p>Pupils were able to access learning while feeling safe in their own space.</p> <p>The adjustable element to this resource meant that pupils could lower the wall as they became more confident and comfortable in the class.</p> <p>As these are adjustable, they can be used in different rooms to help pupils access their lessons. Once a pupil has transitioned from requiring a workstation such as this the blocks can be used with other pupils.</p>
Total budgeted cost:					£19.382.96

ADDITIONAL INFORMATION / SUMMARY AT END OF STRATEGY PERIOD (09/21)

