

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

| Detail | Data |
|---|---|
| School name | Treehouse School |
| Number of pupils in school | 99 (as of Dec 22) |
| Proportion (%) of pupil premium eligible pupils | 33% (33/99) |
| Academic year/years that our current pupil premium strategy plan covers | 2022 – 2023 One year in line with three-year development plan. |
| Date this statement was published | Autumn 2022 |
| Date on which it will be reviewed | Autumn 2023 |
| Statement authorised by | TreeHouse School Governing Body |
| Pupil premium lead | Sadaf Aslam |
| Governor / Trustee lead | Eleanor MacDonald |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £39,890 |
| Recovery premium funding allocation this academic year | £31,678K |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total budget for this academic year | £71,568 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or challenges that they may face, achieve, and make good progress through the TreeHouse school curriculum, their individual targets derived from individual EHCPs and through behavioural and Allied Health Professional (AHP) support.

The focus of our pupil premium strategy is enabling each pupil to achieve their full potential, and in doing this we will consider individual needs and circumstances. The activity set out in this document is intended to support pupils' needs, irrespective of whether they are disadvantaged or not.

High quality teaching alongside effective behavioural and AHP interventions, and a focus on quality of life, is at the heart of our approach, with an additional focus on where disadvantaged pupils require the most support. It is our intention that all the pupils' achievements and attainment will be sustained or increased, including those who are in receipt of PPG, and those that are not.

Our approach will be responsive to common challenges as well as individual challenges and needs, rooted in assessment of need, and not on assumption.

Challenges

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Many of our pupils struggle to initiate and maintain meaningful relationships with staff and peers due to their autism and additional learning disabilities and other comorbid conditions. This can lead to limitations in levels of engagement with the curriculum. |
| 2 | Due to barriers in communication some pupils find it difficult to express themselves and as a result become dysregulated, causing physical or mental harm to themselves and those around them, including property destruction. |
| 3 | Many pupils experience sensory dysregulation and are not able to effectively self-regulate. This can be a barrier to individual and group wellbeing, as well as a barrier to accessing teaching and learning. |
| 4 | Behavioural assessments and community-based risk assessments indicate that access to the community and extra-curricular activities is extremely limited for some pupils due to the need for high support ratios required to keep specific pupils safe. |
| 5 | Due to pupils' barriers to learning and communication, some pupils (and their families) can find puberty a particularly confusing and challenging time. Of the 33 pupils in receipt of PPG, 22 of these pupils are aged between 11-16, when most pupils will go through puberty. |
| 6 | Behaviour data shows that pupils make more progress when they have consistent and familiar staff supporting them, and when the staff have been adequately trained. |
| 7 | Some pupils do not have access to sufficient IT equipment at home. Sometimes this is because previously-supplied IT equipment has been damaged or broken. This is especially important for those that may need to access learning or communication aids from home. |
| 8 | Due to cognitive and behavioural barriers, some pupils find it difficult to access reading and storytelling and other important aspects of the curriculum. |
| 9 | Pupils who are dysregulated benefit from time out or regulation spaces that are pleasant, help them regulate, keep them safe and are fit for purpose. The school currently has three sensory spaces and five calm rooms to allow for time out. The upkeep of these spaces requires regular attention as pupils can be dysregulated when they use them. |
| 10 | Some teachers require extra support to ensure high quality teaching and learning is delivered to all pupils to meet their varying and complex needs. This is through CPD and coaching / mentoring. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| <p>All pupils, including those with high staffing ratios on their risk assessments, can access the community safely with appropriate and safe support ratios.</p> | <p>All pupils have access to community outings through the curriculum.</p> <p>Additional staff are deployed to support high ratio pupils to access the community.</p> <p>Of the 33 pupils that are in receipt of PPG, 3 are supported 2:1 at all times and require a ratio of 4:1 in the community. Pupils that require 4:1 in the community will aim to undertake a community-based outing at least once per half term.</p> |
| <p>Pupils develop successful strategies to enable them to self-regulate and manage their feelings and emotions.</p> | <p>Pupils' ability to self-regulate and engage is increased through drama and music practitioners who have expertise in engaging and teaching pupils with autism and complex needs.</p> <p>Pupils will be effectively taught and supported in how to manage their changing bodies and feelings as they go through puberty. The school will engage with an RSE specialist to support staff teaching RSE, and support parents and families.</p> |
| <p>Pupils will engage in meaningful activities in the local community</p> | <p>Pupils will attend and take part in community projects that are based in the local community.</p> <p>Extra-curricular outings will take place which promote cultural capital e.g., theatre, cinema & gallery trips</p> |
| <p>Pupils have appropriate safe spaces to access if they need time out for wellbeing and regulation</p> | <p>Time out spaces are available and maintained to remain well resourced, pleasant, and fit for purpose.</p> |
| <p>All pupils will have access to sufficient IT to support teaching and learning, communication aids, and in the case that they need to engage in home learning.</p> | <p>Through a SaLT assessment, augmentative assistive communication is sourced for pupils that would benefit from this to enable them to communicate more effectively. All pupils with no access to IT at home are</p> |

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| | given a laptop / Ipad to take home if needed. |
| Increase literacy and reading outcomes for all pupils | All pupils will have access to and be exposed to appropriate reading strategies and resources. Pupils benefit from teachers having a variety of CPD to meet the differing needs of pupils and delivering reading strategies that match the cognitive needs and developmental stage of the pupils. Teacher observations show that those with pupils on the pre-formal pathway require additional specialist CPD. There are currently 37 pupils on the pre-formal curriculum. |
| Pupils benefit from and are exposed to a fit for purpose careers advice and guidance programme. | Pupils have access to and are exposed to specialist careers advice and resources that meet their needs through Talentino and Skills builder programmes. |
| Increase teacher wellbeing and decrease teacher workload which will impact positively on teachers' capacity to delivery high quality teaching and learning. | Teacher capacity is increased through sourcing additional teaching hours to provide high quality teaching and learning and enable current teachers, including ECTs, sufficient planning and preparation time as well as CPD so that the majority of teachers' workload can be completed during working hours. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 31,568

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional support staff are deployed to support with | All pupils benefit from accessing the community and feeling like they are part of the school community or their home community. Citizenship is a right that every pupil should have access to. | 4 |

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| community outings of high-risk, high-ratio pupils | https://www.autismspectrumnews.org/the-importance-of-community-social | |
| The CPD programme is enhanced for support staff | <p>Children with special educational needs and disability (SEND) have the greatest need for excellent teaching and high-quality support in order to achieve positive outcomes and have a rich and happy experience at school (EEF 2022)</p> <p>https://educationendowmentfoundation.org.uk</p> <p>https://www.gov.uk/government/publications/the-deployment-and-impact-of-support-staff</p> | 8 |
| <p>Engagement with the following community projects:</p> <p>Blue House Yard Art project</p> <p>Cooking lessons delivered by Planet Organic,</p> <p>Trips to promote cultural capital, e.g. West End Theatre</p> | <p>Autistic pupils benefit from participating in meaningful community projects and meeting a range of different people in the community.</p> <p>London based trips add to the literacy and pre-literacy learning experience of pupils, e.g. museums, galleries, parks etc.</p> <p>Theatre trips give pupils the cultural capital to learn from and gain a better understanding of what living in London has to offer as well exposing them to different experiences that support literacy.</p> <p>https://www.autismspectrumnews.org/the-importance-of-community-social</p> | 4 |
| Drama therapist will undertake workshops with teaching staff to support their mental health and wellbeing | <p>Debriefing systems have two elements that run in parallel.</p> <ul style="list-style-type: none"> • It can affect change in practice and procedures enhancing outcomes for our students through providing an expedient training and feedback opportunity. • It can provide emotional support to both students and staff, if the experience of a restrictive practice or incident of challenging was traumatic for either or both (Jones and Kroese 2006 cited in Sturmeay 2015). | 2 |

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| Employment of additional teaching hours to enable phase leads to engage in coaching and mentoring other teachers and leading their phase. | The school will raise the quality of teaching and learning by using the strongest teachers to coach and mentor teachers that require additional support. https://www.educationcorner.com/mentoring-coaching-teachers | 10 |
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Targeted academic support

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Drama teacher | Drama and drama therapy supports pupils to express their receptive and expressive thoughts through a range of creative means. https://www.researchgate.net/profile/Carmel-Osullivan-2/publication/314600766_Drama_and_Autism/links/5bb31c48a6fdccd3cb815413/Drama-and-Autism.pdf?origin=publication_detail | 1, 6, 8, 9 |
| Music and drama specialists (Spinning wheel, Mousetrap, Step into Dance) will be engaged to work with pupils in the school | Music and Drama are effective approaches in supporting autistic pupils to develop their ability to engage, develop communication skills, self-regulate and express themselves. Music can reduce the shyness and hesitation of people with autism. https://www.autism.org.uk/.../professional-practice/music-therapy | 1, 2, 3 |
| Engagement of Haringey Shed to run drama workshops for pupils that find it hard to | Drama can be used as an effective tool to help pupils engage with adults and peers https://www.researchgate.net/profile/Carmel-Osullivan-2/publication/314600766_Drama_and_Autism/links/5bb31c48a6fdccd3cb815413/Drama-and-Autism.pdf?origin=publication_detail | 1, 8, 9 |

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| engage in group work | | |
| Theatre, cinema, gallery trips to support citizenship, community participation and pre-literacy and literacy skills | <p>Pre-literacy skills development includes responding to environmental sounds, responding to visual cues and voice stimuli.</p> <p>Formal pupils benefit from understanding scripted and general language, and the opportunity to develop their own scripts.</p> <p>All pupils benefit from associating language with actions and putting language into context, as well as being exposed to story-telling.</p> <p>Autism and reading comprehension -- what the research says (readandspell.com)</p> | 4, 8 |
| Continue to engage Talentino - a specialist careers advice service for pupils with LD and ASD | <p>Pupils in special schools often miss out on high quality and fit-for-purpose careers advice.</p> <p>Pupils would benefit from having a structured specialist careers programme that is embedded throughout the school.</p> | 4 |
| Sound beam | <p>Soundbeam provides a medium through which even individuals who have profound physical or learning impairments can become expressive and communicative using music and sound. The sense of control, agency and independence which this provides can be a powerful motivator, stimulating learning and interaction in other areas.</p> <p>www.soundbeam.co.uk/how-is-soundbeam-used</p> | 4 |
| External education consultant to work directly with teachers | <p>Specialist support to mentor teachers who need extra support to meet the complex needs of pupils.</p> <p>https://www.educationcorner.com/mentoring-coaching-teachers</p> | 10 |

Wider strategies

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Piano intervention | <p>Live piano music is engaging for autistic pupils and helps them to engage with external stimuli as well as supporting them to reduce anxiety and self-regulate</p> <p>Strategies and interventions - National Autistic Society</p> <p>https://www.autismspeaks.org/interventions-autism</p> | 1, 3 |
| Accessible digital instruments | <p>Accessible digital instruments encourage communication and engagement</p> <p>www.semanticscholar.org</p> | 1, 8 |
| RSE input through the upskilling of 2 support staff | <p>Pupils with autism and learning disabilities need specialist relationship and sex education that meets their individual needs for support. Staff need to be upskilled to undertake proactive and reactive work, beyond the PHSE curriculum.</p> | 1, 5 |
| Aurora Orchestra | <p>Pupils engage in live music, sound, and rhythm. Pupils experience the sound of a live orchestra as a new experience.</p> <p>https://www.autismspeaks.org/interventions-autism</p> | 1, 3 |
| Time out rooms provide a dignified space for pupils to | <p>Autistic pupils need access to 'time out' spaces if they are acting in a manner that is unsafe or if they need space to self-regulate.</p> | 9 |

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| take space when they are dysregulated | | |
| Breakfast club | Some pupils have long journeys into school (1-2 hours) and can present as tired and hungry by the time they arrive which impacts their ability to engage in learning. https://www.gov.uk/guidance/national-school-breakfast-club-programme | 1, 8 |
| Drama resources | Drama props support drama and drama therapy lessons. | 8 |
| Behavioural reinforcers | Pupils benefit from specific behavioural interventions that are put in place by behaviour analysts. This can impact positively on engagement in learning and a decrease of behaviours that challenge. https://autism-help.org/behavior-positive-reinforcement-autism | 1, 8 |
| Accessible Digital Instruments | Accessible digital instruments and resources promote engagement and an understanding of the relationship between cause and effect www.semanticscholar.org | 1, 8 |
| Sensory room development | Autistic pupils benefit from sensory rooms to help regulate themselves. www.speciallearninghouse.com/benefits-of-sensory-play-for-autism | 9 |

Total budgeted cost: £ 71,568

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 - 2021 academic year.

Outcomes of PPG funding 2020/21

- Across the whole school, 87% of pupils made progress in all core subjects, with 66% making progress in all core and non-core subjects
- In early years, KS1 and KS4, 100% of pupils in receipt of PPG made progress in core and non-core subjects
- In KS2, 88% of pupils were in receipt of PPG in core subjects and 38% in non-core subjects
- In KS3, 92% of pupils in receipt of PPG made progress in core subjects and 50% in non-core subjects

- All pre-formal teachers and 7 additional support staff were trained in rebound therapy, which enabled pre-formal pupils to experience rebound therapy in a professional and safe manner and supported social interaction and quality of life outcomes.
- All pre-formal teachers were trained in story massage, TAC PAC and intensive interaction which enhanced and supported the pre-formal curriculum
- PECS training was delivered to teachers which impacted positively on communication strategies used by / with pupils
- Makaton level 1 training was delivered to 30-plus staff to support communication with pupils
- The school became a member of the PHSE Association to support with the PHSE curriculum, including RSE
- Pupils participated in the Seed to sell Enterprise project which was facilitated and taught by an external partner. This helped develop pupils' horticulture skills and understanding of where our food comes from and how it is prepared for consumption
- Pupils' bikes were repaired and upgraded to use for physical exercise lessons
- All pupils that had periods of home learning were provided with sufficient IT resources to enable home learning to take place, including replacement equipment (due to behaviour and damage)
- All pupils had access to breakfast club in the form of healthy food and drinks on arrival at school

- Individual pupils received behavioural intervention via reinforcers to support their learning and behavioural needs

Further information

Outcomes of Pupil Premium expenditure for 21/22

- 100% of PPG pupils made progress though the curriculum.
- All pupils that had high staffing ratios (3:1, 4:1) to access the community were able to engage in community outings and activities.
- A drama therapist was employed to work with individual pupils on self-regulation and communication.
- Pupils successfully accessed a number of community trips and projects such as BlueHouse Yard, visiting the The Emirates stadium, Saracens rugby club, Bikes for good causes and CV workshops.
- Planet Organic were sub-contracted to provide cooking lessons in the upper school and Sixth form as part of the independent living and health pathways.
- Pupils were exposed to increased experiences to promote cultural capital, such as trips to watch West End productions and musicals, cinema experiences, museums, and a pianist and an orchestra came into school to perform for pupils.
- Time out spaces were refurbished, and seating installed within the calm rooms.
- Pupils that needed to participate in online learning were given ipads or laptops to keep at home.
- The school engaged specialist careers advice from Talentino, including whole school CPD.
- Pupils benefitted from a specialist to support with individual strategies and resources in relation to Relationship and Sex education.
- Breakfast club was re-introduced post-covid. This is heavily utilized by pupils who arrive at school hungry or become hungry due to long journeys to school.
- Enhanced music and drama offer to support pupil engagement and wellbeing.