

Pupil premium strategy statement – TreeHouse School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Treehouse School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	43% (43/110)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Joanna Dziopa
Pupil premium lead	Sadaf Aslam
Governor / Trustee lead	Karol Stelmaszczyk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,690
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	0

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 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.

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 pupil's achievement and attainment will be sustained or increased, including those who are in receipt of PPG.

Our approach will be responsive to common challenges as well as individual challenges and needs, rooted in assessment of need.

To ensure our approach is effective we will:

1. Ensure all our pupils can access education, through minimising their barriers to learning.
2. Act early to intervene at the point any additional needs are identified, or existing needs cannot be met effectively.
3. Adopt a whole school approach in which all staff take responsibility for all pupils' outcomes and raise expectation of what they can achieve.

Challenges

We have identified 5 thematic areas to focus our PPG funding on. These include; Accessing the community, Impact of puberty, Digital communication needs, Pupils self-regulation needs, and Curriculum development and resources.

Challenge number	Detail of challenge
1.	Due to barriers in communication, some pupils find it difficult to express their needs and as a result may express behaviours of distress, causing physical or mental harm to themselves and those around them (pupils and staff), including damage to property.
2.	Behavioural assessments and community-based risk assessments indicate that access to the community and extra curricula activities is extremely limited for some pupils due to the need for high staff support ratios required to keep specific pupils safe.
3.	Due to pupil's barriers to learning and communication, some pupils (and their families) find puberty a particularly confusing and challenging time.
4.	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 from those that may need to access learning from home or need digital devices to support their communication.
5.	Due to cognitive and behavioural barriers, some pupils find it difficult to access important aspects of the curriculum.
6.	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.

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, will access the community with appropriate and safe staff 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 safely.</p> <p>https://www.autismspectrumnews.org/the-importance-of-community-social</p>
<p>Pupils are given opportunities to develop successful strategies to enable them to self-regulate.</p>	<p>Drama therapy is sourced and engaged to work with pupils on self-regulation and communication strategies.</p> <p>https://www.researchgate.net/profile/Carmel-Osullivan-2/publication/314600766_Drama_and_Autism/links/5bb31c48a6fdccd3cb815413/Drama-and-Autism.pdf?origin=publication_detail</p> <p>The school will engage with musicians who specialises in engaging and regulating autistic pupils through music, rhythm, and sound, which also supports pre literacy.</p> <p>https://www.autism.org.uk/.../professional-practice/music-therapy</p> <p>The school will engage with an RSE specialist to support staff teaching RSE and support parents and families.</p> <p>https://www.autismeducationtrust.org.uk/blog/relationships-and-sex-education</p>
<p>Pupils have appropriate safe spaces to access if they need time out for wellbeing and regulation</p>	<p>Time out spaces are sustained to remain well resourced, pleasant, and fit for purpose</p> <p>www.oac.edu.au/news-views/sensory-play/</p> <p>https://study.com/academy/lesson/sensory-activities-for-adults-with-autism</p>

<p>All pupils will have access to sufficient IT, especially in the case that they need to engage in home learning or need it for communication purposes.</p>	<p>All pupils with no access to IT at home are given a laptop / Ipad to take home if needed. Augmentative assistive communication will be sourced for pupils that need it, to enable them to communicate more effectively, through a SaLT assessment.</p> <p>https://www.verywellhealth.com/assistive-technology-for-autism-5076159</p>
<p>Increase literacy and numeracy outcomes for all pupils</p>	<p>Pupils benefit from teachers having a variety of CPD to meet the differing needs of pupils and delivering literacy and numeracy strategies that match the cognitive needs and development stage of the pupils.</p> <p>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>

Activity in this academic year

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

Teaching

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support staff are deployed to support with community outings of pupils requiring high-ratio staffing</p>	<p>All pupils benefit from accessing the local and wider community. Citizenship is a right that every pupil will have access to.</p> <p>https://www.autismspectrumnews.org/the-importance-of-community-social</p>	<p>All</p>

A high quality CPD programme for Teaching and Support staff	Teaching is sometimes delegated to support staff as pupils need 1:1 support, especially when they are learning outside the classroom or experience challenges in participating in group learning or entering the classroom. https://www.gov.uk/government/publications/the-deployment-and-impact-of-support-staff	All
Continue to engage specialist careers advice service for pupils with LD and ASD	Pupils in special schools often miss out on high quality and fit for purpose careers advice. Pupils will benefit from having a structured specialist careers programme that is embedded throughout the school.	All
Trips to promote cultural capital, e.g. West End Theatre	London based trips add to the literacy and pre literacy learning experience of pupils, for e.g., theatre, winter wonderland, museums, galleries, parks etc. https://www.autismspectrumnews.org/the-importance-of-community-social	All

Targeted academic support

Budgeted cost: 12,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drama Teacher / Therapist	Drama and drama therapy supports pupils to express their receptive and expressive thoughts through a range of creative means.	14
Music teacher (one day per week)	https://www.researchgate.net/profile/Carmel-Osullivan-2/publication/314600766_Drama_and_Autism/links/5bb31c48a6fdccd3cb815413/Drama-and-Autism.pdf?origin=publication_detail	48
Music and drama specialists (Spinning wheel,	Music and Drama are effective approaches in supporting autistic pupils to develop their ability to engage, develop communication skills, self-regulate and express themselves.	30

<p>Mousetrap, Step into Dance) will be engaged to work with pupils in the school</p> <p>Accessible digital instruments</p>	<p>Music can reduce the shyness and hesitation of people with autism. According to an observation, when children sit together in a music class and take lessons from a therapist, they express themselves better.</p> <p>https://www.autism.org.uk/.../professional-practice/music-therapy</p> <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> <p>Accessible digital instruments and resources promote engagement and the relationship between cause and effect</p> <p>www.semanticscholar.org</p>	
<p>Engagement of Haringey Shed to run drama workshops for pupils that find it hard to engage in group work</p>	<p>Drama can be used as an effective tool to help pupils engage with adults and peers, and support communication and self-advocacy.</p> <p>https://www.researchgate.net/profile/Carmel-Osullivan-2/publication/314600766_Drama_and_Autism/links/5bb31c48a6fdccd3cb815413/Drama-and-Autism.pdf?origin=publication_detail</p>	<p>All</p>

Wider strategies

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RSE input through the upskilling of 3 support staff</p> <p>RSE workshops for parents</p> <p>RSE training for staff</p>	<p>Pupils with autism and learning disabilities need specialist relationship and sex education that meets their individual needs and supports their families. Staff need to be unskilled to undertake reactive work, beyond the PHSE curriculum.</p>	<p>All</p>
<p>Breakfast club</p>	<p>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.</p>	<p>All</p>

	https://www.gov.uk/guidance/national-school-breakfast-club-programme	
Sensory equipment and specialist furniture	Autistic pupils benefit from sensory spaces to help regulate themselves.+ www.speciallearninghouse.com/benefits-of-sensory-play-for-autism	All
Taxis for pupils to access school	The majority of pupils come to school via local authority transport. If a pupil needs extra time to get ready in the morning or cannot leave school in a timely manner due to sensory or behavioural needs, they can miss their transport. In these cases, a taxi and a support staff are needed to transition the pupil safely to the required destination.	All

Total budgeted cost: £ 58,690

Part B: Review of outcomes in the previous academic year (2024/25)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- 100% of PPG pupils made progress through the curriculum from their individual starting points.
- All pupils that have high staffing ratios (2:1, 3:1) to access the community were able to engage in community outings and activities at least once per half term. Many pupils accessed the community weekly.
- A drama therapist continues to be employed to work with individual pupils on self-regulation and communication, the impact of this can be seen in individual reports.
- 39 Pupils were exposed to experiences that promote cultural capital, such as trips to watch West End productions and musicals and cinema experiences. A sensory orchestra came into school to perform for pupils. Haringey shed worked with our performing arts department to put on a whole school summer show, that was skillfully differentiated and inclusive for all pupils to access. 42 parents attended the show.
- High quality resources were sourced in order for pupils to make good quality products to sell as an enterprise (soaps, teas, granola, jams, high quality labelling and packaging).
- Three additional staff were deployed for one day per week to deliver targeted RSE (to 11 pupils). A member of staff was employed to supervise the RSE work. Two parent workshops were delivered to parents who wanted to know how to support their young people going through puberty. A total of 24 parents engaged in the workshop. An RSE consultant was engaged to support our RSE approach and ensure that it meets needs and guidance.
- Breakfast club was delivered to ensure that breakfast was available to all pupils who wanted it. This is heavily utilized by pupils that arrive at school hungry or become hungry due to long journeys into school.
- Enhanced music and drama offer to support pupil engagement and wellbeing. Pupil engagement in these activities was very high and can be seen on Earwig.