

Pupil Premium Statement – TreeHouse School, Muswell Hill, London

What is Pupil Premium?

The Pupil Premium Grant (PPG) is allocated by the DfE, to publicly funded schools and academies with pupils on roll between Foundation Stage 2 and Year 11 in January of each year from low income families. These students are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). As a group, pupils on free school meals have lower educational attainment nationally than those who have not had free school meals. The government believes that extra funding is a useful way to make sure that funding provided reaches those that require it most.

Who is Pupil Premium for?

Pupil Premium funding is for pupils from low income families who are:

- Eligible for free school meals
- Looked after children
- Pupils with parents in the armed forces
- Pupils registered in the past 6 years for free school meals

Pupil Premium for TreeHouse School

Eligible pupils received:

- £900 each in the financial year 2013-14
- £935 for Secondary aged pupils and £1300 for primary-aged pupils in 2014-15
- £935 for Secondary aged pupils and £1320 for primary-aged pupils in 2015-16 and the same amounts per pupil in 2016-17

Schools have the freedom to spend the PPG, which is additional to the delegated school budget; in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers both within the school and nationally.

Raised achievement is based on the child's academic starting point and potential. All the children and young people at TreeHouse School have statements of SEN (or EHC Plan), and therefore lower than average academic outcomes compared to their national peers, the underlying principles remain the same.

Pupils who are looked after children (LACs) were eligible for the Pupil Premium Plus' Grant and entitled to £1900 in the financial year 2014-15. Schools are now accountable to Local Authority Virtual School Headteachers (VSH) for the ways in which the Pupil Premium Plus funding is spent, so it may be held back until the VSH is satisfied with plans in respect of each pupil.

The targeted and strategic use of the PPG will support us in achieving our overall vision, and will be added to pupils' SEN funding.

Pupil Premium 2013-14

Our allocation of Pupil Premium funding for 2013-2014 was approximately £13,000. The funding was generally used to support universal provision that had a proven track record of delivering reliable impact in its own right, although a more focused approach is being adopted this year in the light of monitoring evidence. Please see below for the allocation of Pupil Premium for the academic year 2013-14:

Initiative	Cost	Impact
Weekly Swimming (KS1, 2 & 4)	£500*	Enabled greater access to extra-curricular provision for all pupils thus improving equality of opportunity. Increased opportunities for learning beyond the classroom, thereby increasing opportunity for generalisation of skills. Promoting pupils physical health and wellbeing.
Weekly Bowling (KS5)	£325*	Enabled greater access to extra-curricular provision for all pupils thus improving equality of opportunity. Increased opportunities for learning beyond the classroom, thereby increasing opportunity for generalisation of skills e.g. exchanging money, keeping score, following safety instructions, staying with the group etc.

Yoga (Training for staff and sessions for pupils)*	£800*	Improved self-management of behaviour across environments as a result of increased range of relaxation strategies e.g. one pupil told her teachers that she was angry at home and instead of hitting out at her parents, she chose to practice her yoga. Staff training was included in this package, to ensure that staff were able to safely support pupils to practice their yoga in between classes with the yoga instructor.
Supplementing the cost of accommodation and adventure activities during residential Educational Visits**	£4300	Enabled greater access to extra-curricular provision including an overnight stay (up to 4 nights) thus improving equality of opportunity. Pupils showed increased confidence with taking risks, being courageous and trying new activities in new places. Many practised their travel skills by using public transport to reach their residential centre and the different activities once they arrived. Staying for several days saw pupils grow in confidence about exercising their own voice and making choices in activities of daily living, such as dressing and personal care, as well as in adventurous activities.

* Supplemented the DfE PE Grant for Primary PE

** Supplemented a charitable award/donation towards the cost of running the Educational Visits which are much higher than typical costs of running a residential educational visit due to the intensive staff ratio required to ensure the smooth and safe running of the visit.

How does TreeHouse School monitor the impact of the Pupil Premium Grant?

The school:

- Tracks the progress and attainment of pupils in receipt of PPG every term and compares this to the rest of their cohort
- Monitors absence patterns every fortnight
- Identifies and records additional interventions put in place for pupils in receipt of PPG; their effectiveness is discussed on a termly basis

- Monitors attendance of parents/carers of pupils in receipt of PPG at Parents Talks and information meetings / Annual Review meetings / School events

Evidence of Impact in attainment for Pupil Premium Grant 2013-14

	English				Mathematics			Sci	PSHE	ICT
	Sp	Lis	Read	Wri	U & A	Num	SS&M			
FSM* N=26	54%	66%	47%	58%	58%	35%	69%	73%	62%	58%
NonFSM N=59	64%	75%	71%	50%	67%	69%	58%	73%	67%	69%

*Percentage of students meeting or exceeding set targets.

From this we have identified that specific interventions in English and Maths are required (see highlighted areas in the above table), particularly in the areas of Reading and Number. A review of the English and Maths curriculum has been undertaken in preparation for the introduction of the 2014 National Curriculum. Additional Maths resources have been purchased. Investment in new reading materials is being planned in conjunction with a review of the methods used. Given the complexities of pupils' individual needs and circumstances, interventions will need to be tailored individually, although some common ground will probably emerge.

Pupil Premium 2014-15

Our allocation of Pupil Premium funding for the academic year 2014-2015 was approximately **£17,000**. Pupil Premium funding is allocated to individual pupils according to their specific needs.

The Senior Leadership Team and the Governing Body considered evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following approaches or interventions would be appropriate for a particular group of Pupil Premium pupils, or an individual pupils.

Analysis of academic data suggested that the achievement gaps between Pupil Premium and Non-Pupil Premium pupils were most apparent in Reading and Number, so a substantial proportion of our funding was targeted in these areas.

Group	Examples
1 Family Engagement	<ul style="list-style-type: none"> • Home visits from appropriate staff
2 Attendance	<ul style="list-style-type: none"> • Individualised attendance plan
3 Engagement in Learning and widening experiences	<ul style="list-style-type: none"> • Individualised plans to address specific barriers to learning • Additional staff for group based learning
4 Accelerated Progress	<ul style="list-style-type: none"> • Individualised focused intervention • Additional staffing in specific targeted curriculum areas, groups or periods in the school day • Additional learning opportunities provided by external agencies • Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use • Staff CPD for outstanding teaching and high impact interventions for individual pupils (e.g. feedback, questioning, additional multi-disciplinary working) • Support for healthy lifestyle activities (e.g. dental appointments)
5 Healthy diets	<ul style="list-style-type: none"> • Additional fresh produce bought for snacks

Evidence of Impact in attainment for Pupil Premium Grant 2014-15

2014-2015	English				Mathematics			Sci	PSHCE	ICT
	Sp	Lis	Read	Wri	U&A	Num	SS&M			
PPP =23	43%	52%	48%	74%	57%	65%	61%	75%	57%	61%
NON PPP = 34	47%	44%	53%	59%	47%	50%	47%	52%	50%	50%
Gap PPP to Non PPP 2014-2015	- 4	8	- 8	15	10	15	14	23	7	11
Gap PPP to Non PPP in 2013-2014	-10	9	-24	8	9	34	11	0	7	11

*Table: Comparison of % pupils achieving or exceeding their targets by Pupil Premium in Years 2 to 11 for 2014-15
PPP – Pupil Premium Pupils*

Notes:

- Different group size (N) between pupils who receive FSM and those who do not – therefore interpret percentages and comparison with some caution
- Pupils in receipt of Pupil Premium and FSM appear to be making better progress than those who are not in receipt of Pupil Premium
- Possible explanation is that the interventions purchased for individual pupils using the Pupil Premium funding (such as healthy snacks, maths and English interventions) are already having a positive impact – although these need further time to embed before this can be absolutely determined
- Another possible explanation is that more pupils in receipt of FSM also fall into other ‘vulnerable’ groups such as EAL, 2:1 support and thereby attract additional resource in that way too
- A gap between progress made by pupils in receipt of FSM in Number and Reading compared with those pupils not in receipt of FSM was identified in the 2013-14 progress data. This gap appears to have been closed effectively, with the proportion of pupils in receipt of FSM/Pupil Premium achieving their targets in Number and Reading now slightly exceeding the proportion of pupils achieving their target who are not in receipt of FSM/Pupil Premium.

The table above shows the effect of the specific interventions, as detailed below, which were undertaken:

- A review of the English and Maths curriculum was undertaken for the 2014 National Curriculum.
- Maths resources were purchased including investment in new reading materials and the introduction of Numicon, a multi-sensory approach to teaching maths.
- Literacy resources and the introduction of *Read Write Inc.*, a structured and systematic approach to teaching literacy.
- Family Engagement (home visits) – 6 pupils (26%)
- Attendance (Individualised attendance plan) – 4 pupils (17%)
- Engagement in Learning and widening experiences (Numicon, *Read Write Inc*, Individualised plans to address specific barriers to learning and Additional staff for group based learning) – 4 pupils (17%)
- Accelerated Progress (Individualised focused intervention, additional staffing in specific targeted curriculum areas, groups or periods in the school day, additional learning opportunities provided by external agencies, additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use, staff CPD for outstanding teaching and high-impact interventions for individual pupils (e.g. feedback, questioning, additional multi-disciplinary working) and support for healthy lifestyle activities (e.g. dental appointments) – 4 pupils (17%)
- Healthy diets (Additional fresh produce bought for snacks) – 7 pupils (27%)

The results in the table above show:

Narrowing of the gap between 2013-2014 and 2014-2015 academic years in the following areas (shaded in amber on the table above):

- English Speaking - gap narrowed by 6% points
- English Reading - gap narrowed by 16% points

Further improvement of the attainment of PPP to non-PPP in the 2014-2015 academic year when compared to 2013-2014 year

- English Writing - improvement by 7% points
- Mathematics U&A - improvement by 1% point
- Mathematics SS&M - improvement by 3% points
- Science - improvement by 23% points

Pupil Premium 2015-16

Our allocation of Pupil Premium funding for the academic year 2015-16 was approximately **£18,740** with 23% of pupils being funded by Pupil Premium. Pupil Premium funding is allocated to individual pupils according to their specific needs.

The Senior Leadership Team and the Governing Body considered evidence from a variety of sources, including: school's own data, external evaluative material and visits to other settings, when choosing which of the following approaches or interventions will be appropriate for a particular group of Pupil Premium pupils, or for an individual pupil.

Analysis of recent academic data suggests that the achievement gaps between Pupil Premium and Non-Pupil Premium pupils are most apparent in Reading and Number, therefore we are continuing to targeted these areas to continue to narrow the gap.

Analysis of the school's welfare data shows a correlation between Pupil Premium pupils and those pupils with welfare needs. Therefore we are targeting the resource to support pupils and their families to provide individual specialist support and training.

Group	Examples
1 Family Engagement, Training and Support	<ul style="list-style-type: none"> • Home visits from appropriate staff • Specialist support and training to support pupils and families with welfare needs.
2 Attendance	<ul style="list-style-type: none"> • Individualised attendance plan which may include specialist support and training to support pupils and families with welfare needs.
3 Engagement in Learning and widening experiences	<ul style="list-style-type: none"> • Individualised plans to address specific barriers to learning • Additional staff for group based learning
4 Accelerated Progress	<ul style="list-style-type: none"> • Individualised focused intervention • Additional staffing in specific targeted curriculum areas, groups or periods in the school day • Additional learning opportunities provided by external agencies • Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use

	<ul style="list-style-type: none"> • Staff CPD for outstanding teaching and high impact interventions for individual pupils (e.g. feedback, questioning, additional multi-disciplinary working) • Support for healthy lifestyle activities (e.g. dental appointments)
5 Healthy diets	<ul style="list-style-type: none"> • Additional fresh produce bought for snacks

Examples of how money was spent per pupil 2015-16

<p>Pupil started at THS in January 2015. BA supported at home and in and out of school, additional home visits totalling 10 days.</p>
<p>Pupil started at Treehouse in January 2016. Home visit 0.5 day by BA to support family Training with transport to improve pupil's arrival at school/home and ready to learn – 1 hour</p>
<p>CIN additional meeting and to support transport to improve pupil's arrival at school/home and ready to learn – total of 2 days. Training support with home team and liaising with hospital – 2 days Additional healthy snack available</p>
<p>CIN additional meeting and to support transport to improve pupil's arrival at school/home and ready to learn – total of 2 days Additional healthy snack available</p>
<p>Support for family using visual prompt (token board) at home to support being able to improve readiness to learn at school/home Additional healthy snack available</p>
<p>Support transport to improve pupil's arrival at school/home and ready to learn – total of 1 day. Additional healthy snack available</p>
<p>2 additional TAC meetings and support for family – 1 day</p>
<p>Pupil started at TreeHouse in late February 2015. Additional family support – 1 day</p>
<p>Pupil started at TreeHouse in late February 2015. Additional family support – 1 day</p>
<p>Additional support for family to reduce behaviours that challenge to enable intervention to be implemented within home environment</p>

Additional meetings with families to support regarding behaviour plans and then observation in school so parents able to better support and improve readiness to learn at school – total 2 hours
Visit of social worker professional to support family – 0.5 hours
Support for parents re care plan to facilitate improving home/school learning environment – total of 1.5 days Additional healthy snack available
Separate meetings with parents to facilitate support for pupil re home learning environment – 0.5 day
Home visits to support family Additional healthy snack available Pupil left THS in February 2015
Home visit to support family to promote home/school learning Additional healthy snack available
Breakfast provided
Pupil started at THS in January 2016.
Additional healthy snack available

Evidence of Impact of Pupil Premium Spending 2015-16

PUPIL PREMIUM									
	PSHCE	En Sp	En Li	En Re	En Wr	Ma UA	Ma Nu	Ma SSM	Ma DH
At or above target	94%	89%	89%	94%	78%	89%	100%	83%	100%
1 below target	6%	11%	11%	6%	22%	6%	0%	17%	0%
2 or more below target	0%	0%	0%	0%	0%	6%	0%	0%	0%

All pupils in receipt of pupil premium met their targets in data handling and numeracy. This correlates with whole school results for the former, however is better than the whole school result of 11% for the latter. An average of 10% pupils across the whole school were rated 2 or more levels below their projected targets. Compared to 0% of pupils premium pupils. In reading 94% of pupils premium pupils met their targets, compared with 68% across the whole school and in speaking and listening 89% of pupil premium pupils met their targets compared with 65% across the whole school.

Pupils Premium 2016-17

Proposals have been invited from staff working with pupils regarding appropriate interventions and outcomes for 2016-17 academic year. Examples of spending so far (December 2016):

Group	Examples
1. Family support	<ul style="list-style-type: none"> • Attending medical meetings • Attending LA meetings • Taxi for parent to attend meeting • Home – school support • Training for families
2 Attendance	<ul style="list-style-type: none"> • individual programmes /incentive programmes, transport arrangements
3 Engagement in Learning and widening experiences	<ul style="list-style-type: none"> • Family engagement officer support • Art therapy • iPad as communication aid
4. Pupil well being	<ul style="list-style-type: none"> • Sturdy clothing for pupils who destroys clothing, to maintain his dignity • Healthy snacks • Yoga sessions