



This statement details our school’s use of pupil premium (and recovery premium for the 2022-23 academic year) funding to help improve the attainment of our disadvantaged learners. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

### School overview

Detail	Data
School Name	Treetops School
Number of Learners on roll	254 (without V1th Form)
Proportion (%) of pupil premium eligible learners	30%
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	31.12.2023
Date on which it will be reviewed	31.12.2024
Statement authorised by	Jon Brewer
Pupil premium lead	Tom Smith
Governor / Trustee lead	Alan Peaford

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,424
Recovery premium funding allocation this academic year £290 per eligible pupil (FSM) in primary = 74 x £290 = £21,460 £552 per eligible pupil (FSM) in secondary = 180 x £552 = £99,360	£121,297
Total budget for this academic year	£237,721

### Part A:

#### Pupil premium strategy plan 2023/24

##### Statement of intent

At Treetops School, we believe in learners exceeding their perceived potential. We want to provide the best educational experiences possible so our learners make excellent progress but also have fun! We aim to achieve this by providing an enriching curriculum, that is delivered by specialist teachers where learners can apply their skills and knowledge into real life contexts. We want our learners to overcome their barriers and be successful in life.

**Challenges**

**Key challenges to achievement**

Challenge Number	Detail
1	All learners have an Education, Health and Care (EHC) Plan with an increasing number of learners with co-existing conditions impacting on their everyday lives
2	An increasing number of learners have complex mental and emotional health needs that require specialist support
3	Some learners present with complex behaviours that may challenge (some eligible for PP) which poses a barrier to learning and can have detrimental effect on their progress towards end of Key Stage objectives within their EHCP
4	Some learners have significant and/or complex medical issues that require specialist support
5	Specialist knowledge of teachers in relation to specific needs and appropriate strategies. Limited Technology and other resources focussed on supporting high quality teaching and learning
6	Lack of opportunity for enrichment activities for some learners at home

**Intended outcomes and success criteria**

Intended outcome Success criteria	Success Criteria
For learners to undertake activities to raise their self-esteem and self-confidence.	All PP learners access enrichment activities/ educational visits/developing a repertoire of preferred experiences and show observable gains in their confidence and self-esteem. Evidenced with EFL Learning journeys and pupil questionnaire (where applicable)
For learners with communication difficulties to be able to use alternative means of communication	Learners will develop functional communication using their preferred strategies – Evidence through speech and language review and support.
All learners working towards managing their self-regulation in a variety of environments as appropriate	Learners have greater strategies to manage their emotions – evidence through a reduction of incidence of behaviours that can be challenging
All learners to access enrichment opportunities	All learners have regular access to offsite visits to improve their educational experience – Measured through number of educational visits. Half termly external enrichment opportunities linked to thematic cycle
Improved reading attainment among disadvantaged learners – linked to pathway	Disadvantaged learners make progress from their initial baselines and have opportunities to read/listen to stories for pleasure

**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 (for example, CPD, recruitment and retention)**

<b><u>Activity/Projected spend</u></b>	<b><u>Evidence that supports this approach</u></b>	<b><u>Challenge number(s) addressed</u></b>
Phonics, reading and literacy resources 20K	Resources purchased to ensure that all learners can access relevant materials. Reading weaved into all curriculum areas and interventions across the school.	1,2,3,4,5
Additional Speech & Language Therapist (SALT) 50K	SALT Therapy helps language difficulties, speech delay and disorder, social communication difficulties including ASD. With a focus on AAC and improving/implementing communication systems for learners.	1,2,3,4,5,6
Assessment and development of EFL 10K	Improve quality of feedback by teachers. Staff CPD resources for recording assessment data	1,2,3,4,5
Additional Occupational Therapy Time 15k	To improve understanding around sensory processing and how this can impact on learning	1,2,3,4,5,6

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

<b><u>Activity/Projected spend</u></b>	<b><u>Evidence that supports this approach</u></b>	<b><u>Challenge number(s) addressed</u></b>
Development of a Positive Behaviour Support Team delivering targeted interventions in one to-one or small group settings 20K	Incidence of learners presenting behaviours that can challenge have been increasing due to the complexity of need increasing. Reducing incidences will increase learning time.	1,2,3,4,5,6
Purchasing of AAC devices to provide learners with a means of functional communication – 6K	Learners that find it a challenge to communicate functionally display more behaviours that are challenging as their needs are not being met	1,2,3,4,5,6

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

<b>Activity/Projected spend</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Purchase sensory and regulation resources 20K	Supporting learners to self-regulate. This would reduce the amount of lost learning time	1,2,3,4
Purchase additional hours of EP time 10K	Educational Psychologists work with our learners to offer observations, staff training / support, parental consultations and support with identifying appropriate needs. Evidence shows that support from the EPs directly supports learners that can present with behaviours that can challenge.	1,2,3,4,5
Extended services Breakfast & Afterschool club 5K	Breakfast clubs are found to support learners with their readiness to learn. In turn, learners are better prepared to access the curriculum and achieve better outcomes	1,2,3,4,5,6
Extend counsellor time 10K	The support learners who have suffered with trauma through specialist intervention	1,2,3,4,5,6
Subsidised Educational Visits 1K	To support learners to develop their experiences to begin to apply their skills in a variety of settings	1,2,3,4,5,6

**Part B:**

**Review of the previous academic year 2022/23**

**Outcomes for disadvantaged learners**

<b>Activities</b>	<b>Impact</b>
Speech & Language Therapy (SALT)	Providing classroom recommendations. SALT have been going into a class every day for the last term to observe/ interact with learners in the class and provide initial recommendations.
Enrolment onto the DofE course	Increased amount of learner participation in the Duke of Edinburgh Award Scheme

<p>Extended services Breakfast &amp; After-school club</p>	<p>Learners to improve attendance in school with offer of breakfast club. Learners were able to access a wide range of activities safely within school.</p>
<p>Paediatric aquatic Therapy</p>	<p>Learners have experienced and been exposed to water, developing their gross motor skills whilst overcoming anxieties and sensory processing difficulties. This enabled learners to increase their self-esteem, self-confidence and ability to self-regulate in an unfamiliar environment.</p>
<p>Horse Riding Therapy</p>	<p>Learners experienced and were exposed to a new environment, whilst enhancing their balance and improving their coordination. It developed learners' strength of their muscles, as well as improving learners' wellbeing. This was a fantastic opportunity for learners to overcome fears of animals, while socialising with learners from other classes.</p>
<p>Counsellor</p>	<p>Positive behaviour management across the school. Behaviour reports show a reduced number of incidents of Learners who attended</p>