

Cover Sheet	
Board / Committee:	Governing Body
Date of meeting:	6 th December 2024
Subject:	Pupil Premium Report
Author:	Lisa Bond, Head of School
Date of Paper:	11 th November 2024
Linked to which of the Treloar's Values:	<ul style="list-style-type: none"> • We are inclusive • We act with Integrity and Respect • We strive for Excellence
Key Points to Note:	<p>This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.</p> <p>It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2024/25) and the outcomes for disadvantaged pupils last academic year (2023/24).</p>
Recommendation:	<p>Members are asked to:</p> <ul style="list-style-type: none"> • Note and approve that it can be published on our website.

Pupil premium strategy statement – Treloar School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

1. School overview

Detail	Data
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	November 2024 (2024-2027)
Date on which it will be reviewed	Termly
Statement authorised by	Lisa Bond, Head of School
Pupil premium lead	Lisa Bond, Head of School
Governor / Trustee lead	Cheryl Brewer, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23/24)	£32,320
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£10,723.28
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	24/25 - £42,363.28

Part A: Pupil premium strategy plan 2024-2027

Statement of intent

At Treloar School we do not accept commonly recognised limitations. We break down barriers through our exemplary multi-disciplinary (MDT) holistic approach to education and develop personalised and bespoke curriculums, which enables students to achieve their best and meet their full capabilities.

We believe that all students irrespective of their background and the challenges they face, deserve to access the very best in learning, experiences and opportunities so that they make fantastic, measurable progress, against their personal goals which will prepare them for life beyond Treloar School.

The focus of our pupil premium strategy is to support students in achieving those goals, whatever their starting point. The activities we have outlined in this plan are

specifically designed with the challenges faced by our students in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not.

Our holistic approach to education supported by Therapists, Student Progress Coordinators (SPCs), residential care staff and our Health Centre enable us to focus on the areas where our students need the most support.

Our pupil premium strategy is strategically linked to our whole school development plan to ensure our priorities are communicated clearly and achieved effectively.

Challenges 2023-2024

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Increased number of students needing lengthy hospital stays / recuperation – often leading to long periods of time off school and students struggling to reengage with attending. 20% of PP students have an attendance below 85%.
2	Increasing number of offsite trips needing to be cancelled or adapted
3	Increased need for innovative access to learning resources.
4	Lack of opportunity for students to develop talents, hobbies and interests offsite
5	Increased number of students needing bespoke sensory timetables to support readiness for learning and physical wellbeing

Intended outcomes by the end of the three-year plan

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 outcomes: (A, B, C, D)	Success criteria
<p>A:</p> <p>Attendance improves for students with health (physical and mental) challenges.</p>	<p>By the end of academic year:</p> <ul style="list-style-type: none"> • All students will engage in a personalised adaptive curriculum model, to access as much face-to-face curriculum as possible • Case studies evidencing clear improvement in attendance. • Student attendance will improve upon the Summer 2024 data by Summer 2025 • Overall school attendance to be (2-3%) above the national average for Special Schools by end of strategy. • Increase student mental health and wellbeing resources, particularly around anxiety (to include staff training).
<p>B: All students to have increased opportunities to engage in community* activities</p> <p>*Community is either students visiting community or community visiting students on site</p>	<p>By the end of academic year:</p> <ul style="list-style-type: none"> • 100% of students access 2 or more community-based visits in the year. • 95% of students access 4 or more community-based visits in the year. • 85% of students access 6 or more community-based visits in the year. • 55% of students access 8 or more community-based visits in the year.
<p>C: Students will demonstrate confidence in selecting/ accessing learning resources to support their education.</p>	<ul style="list-style-type: none"> • Students on formal pathway will successfully demonstrate the use of access arrangements in their exams. • Students accessing the Entry pathway will confidently be able to communicate choices of learning aids to support them with increasing independence in lessons

	<ul style="list-style-type: none"> Students accessing the Sensory and Interactive pathway will have bespoke timetables and opportunities to maximise engagement.
D: Enrichment opportunities are widened, accessible and frequent	<ul style="list-style-type: none"> All students will have increased opportunities to access wider enriching opportunities to boost their awareness of their own talents, hobbies and interests All students will have access to enrichment opportunities with the same measurable targets set above.
E: Student environments are tailored to student individual learning needs	<ul style="list-style-type: none"> Students will engage in personalised programmes to allow to regulate and support physical wellbeing Learning environments will be calm, student focused Increased opportunity to engage in sensory / physical activities during sessions

Activity planned for this academic year (2024/25)

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)

Budgeted cost: £9,300

Activity	Evidence that supports this approach	Challenge numbers addressed	Outcomes addressed
CPD for education staff in supporting access to full time education	<p>New attendance guidance for September 2024: Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</p> <p>Local Authority Guidance to support EBSNA with</p>	1	A Attendance improves for students with health (physical and mental) challenges.

	<p>suggestions for actions plans: Emotionally Based School Non-Attendance (EBSNA) Surrey Local Offer EBSA-good-practice-guidance.pdf (hants.gov.uk)</p> <p>Further Department for Education guidance: Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk) Summary of responsibilities where a mental health issue is affecting attendance (publishing.service.gov.uk) Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK (www.gov.uk)</p>		
CPD for education staff to reflect on cognitive load	Evidence from cognitive Science suggests that teachers must carefully introduce new content to students to ensure they can reference this against existing knowledge		A:
CPD for student facing staff with a focus on sensory regulation	By adding sensory strategies to the classroom, teachers create an inclusive and encouraging learning atmosphere for all learners.	3 5	E
Peripatetic teaching and other	Increased number of students accessing	3 4	B C

teaching to support students interests	singing, Clarion and keyboard lessons		D
Funding for teaching hours for teachers from partnership Secondary provisions to provide an aspirational GCSE curriculum	2024-2025 school has 3 students on a full GCSE pathway with 2 additional students accessing single subjects Subject specific specialisms will provide enhancement to student's education	3	C

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

Budgeted cost: 11,000

Activity	Evidence that supports this approach	Challenge numbers addressed	Outcomes addressed
Purchase mind mapping software And CPD for staff	Students will be preparing to write essays and will need aids to structure and organise their thoughts and research	3	C
All students to have access to an iPad with suitable equipment to meet their access needs	iPads are supporting effective teaching and learning in a variety of environments including the community	3 4 5	C D
Resources to adapt learning environments	Increased levels of research over	3 5	C D

Resources to support bespoke timetabling	<p>Accessible classroom environments Environments for children with SEND (communityplaythings.co.uk)</p>		
Increase accessibility for resources for students to support student arousal	<p>The physical and social environment in which staff and pupils spend a high proportion of every weekday may have profound effects on their physical, emotional and mental health as well as affecting their attainment.'</p> <p>Public Health England, The Link Between Pupil Health and Wellbeing and Attainment</p>	<p>3 5</p>	<p>C D</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge numbers addressed	Outcomes addressed
Additional Student Progress Coordinator salary to support the keeping in touch, co-ordination and reflection of school returns	<p>Increase of parent, student and external agencies</p> <p>Time to evaluate progress against student's action plans</p>	1	A

<p>Increase onsite enrichment opportunities</p> <p>Invite peers from other settings to join events</p> <p>Invite aspirational role models to site</p>	<p>Increasing numbers of students with high complex health needs which restrict their access to the community.</p> <p>Lack of accessible environments locally</p>	<p>4</p> <p>2</p>	<p>B</p> <p>D</p>
<p>Continual review of individual Pupil Premium students and the equipment needed to access learning effectively</p>	<p>Adaptive equipment provides greater opportunity for learners to demonstrate educational progress.</p>	<p>3</p>	<p>C</p> <p>D</p>

Total budgeted cost: £ 32,300

Part B: Review of the previous academic year (2023/24)

Outcomes for disadvantaged pupils

1. There are no significant academic progress gaps between PP and Non-PP
2. Core target achievement of our PP cohort is largely in line with whole school cohort
3. A small proportion of students who are PP did make less progress against their Social, emotional and mental health targets in comparison to the rest of the school. The strategy targets above and the work on EBSA will further support students
4. Case studies show that PP students' attendance is 81% of PP students have an attendance of 85% or higher. 64.5% of PP students have an attendance above 90%. With one student with 100%.
5. All interventions led by our intervention team have been carefully monitored and tracked with positive personalised outcomes for our PP students. These interventions included:
 - Increased access to students using Eye Gaze technology
 - Interpreter to support BSL for students and wider group
 - Resources to support the Reading Ahead challenge and termly texts to create enriching projects and topics
 - Resources to launch the Maths for Life project – inclusive of training
 - Interactive resources to support collaboration and play
 - Updates of IT equipment to support access
 - Personalised equipment to support physical wellbeing and access to education

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths For Life	https://www.mathsforlife.com/