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| Cover Sheet for Governing Body Meeting Papers | |
| Paper Number (Agenda Item): | 6 D ii |
| Board/Committee: | Governing Body Meeting |
| Date of Meeting: | 27th December 2019 |
| Subject: | Treloar School Pupil Premium (PP) Fund Report and Plan 2018/9 and 2019/20 |
| Author: | Helen Dignum, Deputy Head of School |
| Date of Paper: | 7th October 2019 |
| Linked to which of the Treloar’s Values: | * Acting with integrity * Commitment to delivering excellent services. |
| Linked to which of the School and College Strategic Plan Aims: | 1. To deliver **outstanding** **provision** that enables students to achieve the best possible outcomes 2. To ensure that student recruitment delivers a **sustainable future** for the School and College. To ensure that all potential beneficiaries of the provision at Treloar’s are made aware of the offer and are given the support they need to give them the best chance of accessing it. |
| Key Points to Note: | * In 18/19 twelve students were in receipt of PP funds * The total funds received were £13,553, with different amounts allocated to certain students * This report provides:   + Details of what the funds were spent on   + The purpose of those activities   + The impact this had on the students learning experience and/or progress. This is also evidenced in some example case studies at the end of the report. * The report also include predicted funding for 19/20 and how we plan to use those fund |
| Recommendation : | Members are asked to (delete as appropriate):   * Note |

**Treloar School Pupil Premium Fund Report and Plan 2018/9 and 2019/20**

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| **Academic year** | **2015/16** | **2016/17** | **2017/18** | **2018/19** |
| **Total number of students on roll** | 94 | 83 | 74 | 76 |
| **Numbers of students in receipt of Catch Up funding** | 4 | 1 | 0 | 0 |
| **Amount of Catch Up funding received per student** | £500 | £500 | £0 | 0 |
| **Numbers of students in receipt of Pupil Premium Funding** | 10 | 11 | 8 | 12 |
| **Amount of**  **Pupil Premium Funding received per student** | £935 (8 students)  £1320 (2 students) | £935 (10 students)  £1320 (1 student) | £935 | £2618 (1 student)  £1820 (1 student)  £1320 (1 student)  £950 (1 student)  £935 (7 students)  £300 (1 student) |
| **Total amount of funding received** | £12,120 | £11,170 | £7480 | £13,553 |

| **Intervention** | **Objective** | **Cost** | **Impact** | **Next steps** |
| --- | --- | --- | --- | --- |
| **On site activities, workshops and performances** | To provide students with the opportunity to experience and participate in a breadth of social and cultural activities. | £913.02 | Teachers and SSAs report high levels of engagement in these activities and students were positive in the evaluation of the activities. | Continue to seek individuals or groups who can visit Treloar’s and involve and inspire students through new and motivating experiences. |
| **Providing individual peripatetic lessons** | Students to develop self- confidence through these sessions and perform in a music assembly.  Students to develop their communication skills by developing their respiratory strength, breath control and/or speech intelligibility | £790 | The singing teacher, music teacher, parents and the students’ themselves report an increase in confidence and wellbeing, which carries over into other areas of their lives and learning. For one SLT reports that this input has an ongoing positive affect on her communication skills. | Continue to monitor with the music teacher where individual students in receipt of PPF will gain from this 1:1 specialist resource |
| **Providing technological resources to enable and build communication skills** | Increased communication competence, social skills and cognitive development in student | £2127.49 | Feedback from staff, lesson observations and learning walks have demonstrated high levels of engagement and effective use of the technology provided.  Some of these resources were ordered June/July/Sept 2019 and so it is too early to be able to comment on their impact | Continue to monitor and develop use of this technology. The Look to read switch accessible reading programme looks particularly interesting and may be a resource that other students would benefit from. |
| **Develop opportunities for more able students in KS3 and KS4:**   * **Run the Young Enterprise Scheme** * **Enable participation at external drama group** | To increase opportunities for engagement with a broader social group and develop skills required for working effectively with others | Young Enterprise Scheme - £450  Strictly Showtime - £120 per term; cost of staffing and bus to be added | Feedback from students, parents and the therapy team who lead these Young Enterprise sessions report that they are witnessing high levels of engagement and development of group communication and problem solving skills.  The student who attends a drama group weekly in the local community is developing her social skills outside of the Treloar community which is very positive for her independence, enjoyment and preparation for the future | Build on these skills an opportunities by ensuring funding from PPF continues for another year for both initiatives |
| **Purchase equipment to improve physical well being** | To increase concentration and engagement in accessing learning activities – an increased readiness for learning | £2196 | Increased comfort at night has led to increased abilities to concentrate during the school day. | Continue to monitor  Liaise with home team around equipment that may be of use there |
| **Support with emotional wellbeing, transition and communication** | To enable a positive transition to college through 1:1 support (linked to emotional wellbeing, confidence, enabling communication and independence) in different contexts | £1000 | An increased ability to ‘step up’ and engage with new team over the course of two terms  It provided a focussed opportunity to express emotions linked to readiness for change and discuss strategies to manage this. | Continue to support transition into new class into new academic year and monitor progress. |

**Achievement of Target Levels by Pupil Premium**

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| **Pupil Premium** | **PP** | **Not PP** | **PP** | **Not PP** | **PP** | **Not PP** | **PP** | **Not PP** |
|  | Speaking | | Listening | | Reading | | Writing | |
| **Exceeded target level** | 50(0) | 37(14) | 50(0) | 37(17) | 42(20) | 48(30) | 42(40) | 41(19) |
| **Achieved target level** | 42(60) | 48(63) | 33(60) | 51(64) | 33(60) | 32(30) | 42(60) | 33(64) |
| **Did not meet target level** | 8(40) | 16(23) | 17(40) | 13(19) | 25(20) | 19(40) | 17(0) | 25(17) |

This information indicates that there is no disparity of significance in the achievement between students in receipt of Pupil Premium and those who are not.

**Pupil Premium Funding Plan 2019/20**

**Number of eligible students: 9 (predicted only)**

**Total Pupil Premium Grant: £8415 (plus completion of plans for those who received PPF Jan 19 or April 19)**

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| **Intervention** | **Objective** |
| Promoting emotional wellbeing - training | For staff to increase understanding of emotional needs of students and how to create an environment to enable their wellbeing and learning. |
| Communication support – resources and training | 100% of students to use equipment to increase their opportunities to communicate and build their confidence levels in communicating with peers, staff and less familiar people in less familiar contexts  Staff to understand the need for varying kinds of communication support and increase confidence levels in using it. |
| Motivational and educational speakers, on site workshops and performances | To inspire students to believe in their own potential, develop their resilience and self-help skills.  To provide students with the opportunity to experience and participate in a breadth of cultural activities |
| Young Enterprise Scheme | The idea behind Young Enterprise (YE) is that it is completely run, organised, and managed by the students themselves. This will develop skills which will help prepare the students for coming academic commitments, their life and independence skills, and the transition skills needed for life beyond Treloar’s. |
| Learning outside of the classroom | Students to use the opportunity to develop their self-confidence, their relationship with peers, and their communication skills |
| Peripatetic lessons | To develop self- confidence through these sessions and perform in a music assembly. |
| Evening and weekend activities | To offer more whole day trips off site at the weekend to engage students, increase their independence, sense of wellbeing and connectivity with a wider world |

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| **Treloar School Case Study for Pupil Premium Funding** |
| **Student: Case Study 1** |
| **National Curriculum Year: Year 9**  **Year: 2018 - 2019**  **Behaviour Support Plan in place: No** |
| **Achievement data**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Subject** | **July 2018 level** | **July 2019**  **target level** | **July 2019 level** | **Target met?** | | English | Reading: T11c  Writing: T11c  Speaking: T12c  Listening: T12c | Reading: T11b  Writing: T12c  Speaking: T12a  Listening: T12a | Reading: T11b  Writing: T12c  Speaking: T13b  Listening: T13b | Yes  Yes  Exceeded  Exceeded | | Maths | Number: 9a  Using and Applying: 11c  Shape, Space and Measure : T11c  Handling Data: T11b | Number: T9a  U and A: T11c  S,S and M: T11c  Handling Data: T11b | Number: T9a  U and A: T11c  S,S and M: T11c  Handling Data: T11b | Yes  Yes  Yes  Yes | | Science | T12a | T12a | T12a | Yes | |
| **Context**  This student is often tired in lessons during the school day, and this is a barrier to her engaging and making the progress the team feel is possible. On discussion around this a key reason for this is her levels of discomfort at night. |
| **Intervention/actions**  This student was recently assessed for a sleep system for use in school during her respite nights. She found the positioning system very comfortable and it will help her have better sleep and maintain comfort overnight. Having better postural support overnight will also help her be more comfortable in the day, which will further improve her concentration. Funding for this sleep system was not available from other sources. |
| **Impact**  In speaking to this student about her sleep system, she replied ‘I’m not trying to be dramatic but it has been life-changing’. She likes it very much and finds that her legs (although still painful) are much more comfortable when she sleeps at school. She says she sleeps better at school than when she is at home and as a result has a better day afterwards.  She appears less tired and more able to concentrate in class on days when she has slept at school. |
| **Next steps**  Continue to monitor  Liaise with home team around equipment that may be of use there |
| **Completed by:** A Spencer (physio) |

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| **Treloar School Case Study for Pupil Premium Funding** |
| **Student: Case Study 2** |
| **National Curriculum Year: Year 10**  **Year: 2018 – 2019**  **Behaviour Support Plan in place: No** |
| **Achievement data**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Subject** | **July 2018 level** | **July 2019**  **target level** | **July 2019 level** | **Target met?** | | English | Reading: T16c  Writing: T16c  Speaking: T16c  Listening: T16c | Reading: T16a  Writing: T16a  Speaking: T16a  Listening: T16a | Reading: T18b  Writing: T18b  Speaking: T17b  Listening: T18a | Exceeded  Exceeded  Exceeded  Exceeded | | Maths | Number: T15a  Using and Applying: T15a  Shape, Space and Measure : T15a  Handling Data: T15a | Number: T16b  U and A: T16b  S,S and M: T16b  Handling Data: T16b | Number: T16b  U and A: T16b  S,S and M: T16b  Handling Data: T16b | Yes  Yes  Yes  Yes | | Science | T15c | T15a | T15a | Yes | |
| **Context**  This student had clearly expressed her wish to have access to a wider, verbal, female peer group to fulfil and develop her emotional and social skills. |
| **Intervention/actions**  After a taster session at a local drama group, this student now attends weekly and has already performed in one of their shows in Alton.  She is driven there on Treloar transport with a peer and staff to support. |
| **Impact**  This student’s feedback has been extremely positive. Real friendships have developed and she is continuing with this club into this academic year. It has helped make her feel less claustrophobic and limited in terms of other students she can relate to during the week. It is good preparation for her future as she has better skills for integrating with peers outside of Treloar’s. She is also pursuing a hobby and talent of interest for her. This activity is having a positive impact on her overall emotional wellbeing and levels of confidence. |
| **Next steps**  To continue with this intervention this year |
| **Completed by:** H Dignum |