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| Cover Sheet for Governing Body Meeting Papers | |
| Paper Number (Agenda Item): |  |
| Board/Committee: | Governing Body Meeting |
| Date of Meeting: | 4th December 2020 |
| Subject: | **Treloar School Pupil Premium (PP) Fund Report and Plan 2019/20 and 2020/21** |
| Author: | Helen Dignum, Deputy Head of School |
| Date of Paper: | 3rd November 2020 |
| Linked to which of the Treloar’s Values: | * We are Inclusive * We act with Integrity and Respect * We strive for Excellence. |
| 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 19/20 ten students were in receipt of PP funds * The total funds received were £10,404, 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 includes predicted funding for 20/21 and how we plan to use those funds |
| Recommendation : | Members are asked to:   * Note and approve report for publication on our website |

**Treloar School Pupil Premium Fund Report and Plan 2019/20 and 2020/21**

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| **Academic year** | **2016/17** | **2017/18** | **2018/19** | **2019/20** |
| **Total number of students on roll** | 83 | 74 | 76 | 80 |
| **Numbers of students in receipt of Catch Up funding** | 1 | 0 | 0 | 0 |
| **Amount of Catch Up funding received per student** | £500 | £0 | 0 | 0 |
| **Numbers of students in receipt of Pupil Premium Funding** | 11 | 8 | 12 | 10 |
| **Amount of**  **Pupil Premium Funding received per student** | £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) | £2300 (1 student)  £1401.72 (1 student)  £1320 (1 student)  £935 (2 students)  £932 (1 student)  £730 (1 student)  £701.20 (1 student)  £700 (1 student)  £450 (1 student) |
| **Total amount of funding received** | £11,170 | £7480 | £13,553 | £10,404.92 |

| **Intervention** | **Objective** | **Cost** | **Impact** | **Next steps** |
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| **On site activities, workshops and performances** | To provide students with the opportunity to experience and participate in a breadth of social and cultural activities. | £330 | Teachers and SSAs report high levels of engagement in this activity (Mill Cottage Farm experience) which formed part of the Spring Festival and students were positive in the evaluation of the activities. | Continue to seek individuals or groups who can visit Treloar’s (in real life or remotely) 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 | £1170 | 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. | 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 independence and build communication skills** | Increased levels of independence, communication competence, social skills and cognitive development in student | £3,111.15 | Feedback from staff, students, parents, lesson observations and learning walks have demonstrated high levels of engagement and effective use of the technology provided. One example is Sibelius which was used by a student for her A level compositions in Music.  For another piece of kit the student’s SLT reports:  ‘Access to the external speaker means that it can be positioned near to the student’s head / ear so that auditory feedback can be more discrete and quiet, giving more of a difference between that and her ‘speaking’ voice so that her listener can respond to the right spoken output.’  For two students, the use of the technology purchased significantly improved their engagement and access to learning during lockdown.  See case studies for further examples. | Continue to monitor and develop use of this technology.  Work with Tech team, SLT and procurement to ensure process and responsibilities are clear when more than one team need to be involved in purchases and on receipt of item/s. (e.g. purchase and installation of app from Apple store) |
| **To provide resources that give practical solutions to ensuring a student can participate in their learning** | To remove barriers to learning and participation wherever this is possible | £342.78 | Positive feedback given on impact of these resources.  For example, one student and their staff team report that the trolley was very useful in moving equipment and resources needed between Treloar site and Alton college |  |
| **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 | See case study for impact of Young Enterprise Scheme.  The student who attends a drama group weekly in the local community is continuing to develop her social skills outside of the Treloar community which is very positive for her independence, enjoyment and preparation for the future. She had a key part in their recent production of Hairspray (at Alton Maltings on 24.10.20) and participation throughout has been possible through Zoom. The student and her mother have both stated how much she is gaining from this experience, primarily from an emotional wellbeing point of view, which of course has a knock on to other areas of living and learning. | Team have decided to pause Young Enterprise scheme this year after students participated for a two year programme.  Build on these skills and opportunities by ensuring funding from PPF continues for the Strictly Drama club for another year |
| **Purchase equipment to improve physical well being** | To increase concentration and engagement in accessing learning activities – an increased readiness for learning | £126 | Reduction in time spent out of class managing foot pain | Continue to monitor impact of wellbeing for this student and ability to focus and concentrate in class |
| **Purchase of a one year licence for 20 members of staff to have to Makaton app installed on their work ipad** | To increase staff confidence and use of Makaton with students, to better enable understanding and engagement | £912 | Identified teachers had quick and easy access to the app to build confidence and skills in using Makaton with students, and enabling support staff to also build their skills in this area. | See if the technical problem in getting permission to put the app onto iPads in the houses can be resolved.  Ensure tighter measures are in place re monitoring impact (this was affected this year to an extent due to lockdown) |

**Achievement of Target Levels by Pupil Premium**

It is not possible at this point in the year to check and analyse this information. Due to the period of time the majority of our students spent in lockdown, the usual end of year assessment tasks used for this analysis have been postponed to the end of November.

**Pupil Premium Funding Plan 2020/21**

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

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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. |
| Resources to minimise the impact of Covid 19 | As identified by the students’ MDT – to minimise the impact of Covid 19 on student wellbeing, engagement and learning |
| Communication and literacy 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, workshops and performances (virtual) | 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 |
| 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 (if/when possible and safe to do so) | To offer more whole day trips off site at the weekend (student led where appropriate) 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 11**  **Year: 2019 - 2020**  **Behaviour and Emotional Support Plan in place: Yes** |
| **Achievement data**  Six targets in relation to this equipment were agreed with this student sand input onto Databridge over the summer term. All have been achieved. |
| **Context**  This student had trialled use of a voice amplifier in class, and the trial was very positive, resulting in the team wishing to purchase this kit for him. The voice amplifier is useful for him in group situations, to ensure his voice is heard. It is also useful when he works with other students, making it easier for them to hear his voice. This enables increased participation in group activities, and more successful peer interaction. |
| **Intervention/actions**  The student took receipt of the new voice amplifier in May 2020.   He carries it with him, and regularly uses it both in the house and class environments.   It has been particularly useful for:   * Enabling improved access to his iPad (which he accesses via voice control) for social connection (with family), when using Zoom (access to education and therapies, particularly during lockdown), and recreational activities (for example, Alexa control, or use of YouTube etc.). * Classroom activities.  This student regularly uses the voice amplifier during class discussions.  It helps him to be heard in noisier environments, and also helps other students (particularly those with hearing impairment) to hear him more reliably. |
| **Impact**  The student continues to be very positive about use of the amplifier, and takes responsibility for ensuring he has it with him, and that it is regularly charged.    He had appointments with the Treloar AT team in July 2020 to make some small tweaks to the microphone clip he uses – this is now more comfortable for him.   He has also had a bespoke box made which fits to his wheelchair, and allows him to carry the amplifier in a good position while he is using it. |
| **Next steps**  This student made the transition to the Treloar Sixth form after the Oct half term.    He has already spent time discussing use of the amplifier with the new class staff, and has demonstrated and explained how he uses it.    SLT will work with him and his new class team to ensure he continues to use it effectively once he makes the transition.    Use of the device is overseen by SLT, who also support any arising problems with it. |
| **Completed by:** Caroline Casula, SLT |

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| **Treloar School Case Study for Pupil Premium Funding** |
| **Student: Case Study 2** |
| **National Curriculum Year: Year 10 and 11**  **Year: 2019 and 2020**  **Behaviour Support Plan in place: No** |
| **Achievement data**  Therapists linked targets to these key aims of the programme:   * Self-Advocacy * Employability Skills * Problem solving skills   These targets were achieved |
| **Context**  We chose to run with the Launch Pad programme as this provided an introduction to the Young Enterprise ethos.  When we saw the employability skills which Young Enterprise aims to develop, we felt it fitted really well with our therapy goals for two classes. We had students with a range of cognitive abilities, but we felt all would benefit from focussing on these skills, whether that be for their own employability in the future or for employing their own personal assistants and managing their care and daily life when they leave education. |
| **Intervention/actions**   * We adapted the programme with consent from Young Enterprise to make it more relevant and accessible for our students. * We found Launch Pad was a broad and varied introduction to employability and the students also had an opportunity to develop observational skills through games and challenges, as well as to analyse their own personality traits. * When they moved on to planning a business they got to implement the knowledge they had learnt about themselves regarding communication and working as a team. The elements of planning a business that they got to work on were:   + Finding a name   + Developing a logo   + Decide on managing director and other roles   + Budgeting & product development |
| **Impact**  There was a huge feeling of relief from the teams that they had successfully completed the challenges/projects. They we all positive about how they had used the employability skills and each different team member found something to feed back. This showed that had been able to see the employability skills in action and were able to identify how they had developed each one. The students each had their own folder of evidence and were regularly encouraged to document when they had used skills, in order to build up a record of achievement.  Student feedback:  “We had to use confidence to speak in front of the dragons”  “We showed initiative when we thought of making burgers to demonstrate our product”  “We had to be organised and decide who was doing what by delegating tasks”  “we had to use teamwork throughout to make the projects work”  “We used communication when we all worked together to plan our presentations”  “We used our financial skills when doing the budgeting for the business”  “We had to problem solve throughout the whole task to make it work” |
| **Next steps**  To build on these skills further through their programmes next year.  To use knowledge from experience of running this to inform planning of Young Enterprise when there is a cohort of students it will be appropriate for |
| **Completed by:** Becci Thompson, OT **and** Zoe Haddock, OT, with input from Caroline Casula, SLT |