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| Cover Sheet for Governing Body Meeting Papers | |
| Paper Number (Agenda Item): |  |
| Board/Committee: | Governing Body Meeting |
| Date of Meeting: | 3rd December 2021 |
| Subject: | Treloar School Pupil Premium (PP) Fund Report and Plan 2020/21 and 2021/22 |
| Author: | Helen Dignum |
| Date of Paper: | 21st October 2021 |
| 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 20/21 nineteen students were in receipt of PP funds * The total funds received were £16,596.99 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 21/22 and how we plan to use those funds |
| Recommendation : | Members are asked to (delete as appropriate): |

**Treloar School Pupil Premium Fund Report and Plan 2020/21 and 2021/22**

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| **Academic year** | **2017/18** | **2018/19** | **2019/20** | **2020/2021** |
| **Total number of students on roll** | 74 | 76 | 80 | 84 |
| **Numbers of students in receipt of Catch Up funding** | 0 | 0 | 0 | 0 |
| **Amount of Catch Up funding received per student** | £0 | 0 | 0 | 0 |
| **Numbers of students in receipt of Pupil Premium Funding** | 8 | 12 | 10 | 19 |
| **Amount of**  **Pupil Premium Funding received per 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) | £2345 (1 student)  £1345 (1 student)  £1050 (2 students)  £955 (10 students)  £610 (1 student)  £300 (1 student)  £270 (1 student)  £123.99 (1 student)  £43 (1 student) |
| **Total amount of funding received** | £7480 | £13,553 | £10,404.92 | £16,596.99  It has not been possible to use all of the funds received this year due to the unusual year we have had linked to Covid. Total spent within year: £8655.44  Carry over to next year: £7941.55 |

| **Intervention** | **Objective** | **Cost** | **Impact** | **Next steps** |
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| **Enabling students to learn through engaging opportunities** | To provide students with the opportunity to experience and participate in the duckling project | £105 | The range of activities in this area has been more limited this year due to necessary restrictions in terms of visitors on site. In terms of the duckling project linked with local farm Mill Cottage, teachers, SSAs, students and families reported that students gained a lot from this experience in terms of observing a natural process and learning about how to care for ducklings. The learning linked to the science curriculum and one student also had an English target linked to this project, which he was successful in achieving. | Continue to seek individuals or groups who can visit Treloar’s (face: face or remotely) and involve and inspire students through new and motivating experiences which broaden and enrich their understanding of the word they live in. |
| **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 | £2025 | The peripatetic music teachers, 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 | £4298.45 | 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 a student’s access to the MyChoice app which her teacher reports has enabled her to practise her signing as well as to learn some new signs by using the signing videos.  For a range of resources linked to developing switch skills the student’s OT reports:  ‘This student has been working with OT on developing her switch skills. She enjoys interactive software and being able to access activities through this. With this equipment she has been able to enjoy leisure time by requesting to play games and therefore by default choosing to work towards switch skill development.  Having her own console to game with family at home and on the residential house has enabled her to continue practising skills needed to support AAC and access to ICT for education whilst enjoying a shared activity.  Increased switch skills development will give this student increased functional independence, communication social and educational access.’  See case study for further example. | Continue to monitor and develop use of this technology.  Work with Tech team, SLT and procurement to ensure process and responsibilities are clear. |
| **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 | £640 | Positive feedback given on impact of these resources.  For example, for one student the purchase of an iPad mount has enabled him to access his iPad in a variety of contexts | Continue to be alert to practical solutions that reduce student barriers to engagement and achievement |
| **Develop opportunities for more able students:**   * **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 | Strictly Showtime  £200 | 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. | Build on these opportunities by seeking other activities that are appropriate for more able students. This could include activities run on site for a mix of students – i.e. both external and from Treloar’s. |
| **Purchase equipment to improve physical well being** | To increase physical activity and as a consequence have a positive impact on concentration and engagement in accessing learning activities – an increased readiness for learning | £264 | The walker harness has enabled this student to Increase her exercise tolerance and maintain the ability to walk therapeutically. This has promoted her physical wellbeing (lung function, circulation, hip joint stability and intestinal function) and also helped her social interaction. | Continue to monitor impact of wellbeing for this student and ability to focus and concentrate in class |
| **Purchase resources to enable students to pursue area of interest as part of their curriculum** | To enable students to have a choice to pursue an area of interest to them as part of their Silver Arts Level 2 qualification | £1122.99 | Feedback from one of the students:  This is a mirror less camera which means it is lighter which is good for me.  It is recommended as a beginner camera.  It has a tilting touch screen which means I can take photos from the ground without having to use a viewfinder.  It is an older model so it is cheaper but is still good value according to the reviews I looked at.  I would like to get one of each size of lens ball as I haven’t decided which one I will need for the shot.  The tripod is lightweight, is good value and it has a quick release plate.  I chose this case for my Canon A6000 camera because not only does it fit my camera but it also can fit my lens balls.  The students successfully passed this Level 2 qualification. | Continue to include student view as part of use of Pupil Premium funds wherever possible and appropriate |

**Pupil Premium Funding Plan 2021/22**

**Number of eligible students: 10 (predicted only)**

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| **Intervention** | **Objective** |
| Promoting emotional wellbeing and positive behaviour support - training | For staff to increase understanding of emotional needs of students and how to create an environment to enable their wellbeing and learning.  To increase to staff expertise and confidence in positive behaviour strategies |
| Resources to minimise the ongoing 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 | Expertise and confidence is built further in this area  Working party to identify appropriate training and resources to meet the range of literacy needs the cohort have |
| Further develop resources for PSHE curriculum | To use the Chailey Heritage Sex factor Training as a springboard for developing our resources and the important SRE are of the curriculum |
| 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 13**  **Behaviour and Emotional Support Plan in place: No** |
| **Achievement data**  This student met her target end of year levels in reading and communication |
| **Context**  This student has complex communication needs and her team have worked hard to find technological solutions that will be accessible, age appropriate and motivating for this student to use. |
| **Intervention/actions**  Use robot to give student motivating opportunities to practice communication and switch skills  Use Look To Read software to enable greater independence in engagement with reading and development of these skills  Use surface pro tablet and Grid 3 software to enable and develop communication skills |
| **Impact**  **Robots**  This student has had great fun with her robots. She has been using her surface pro tablet with her communication programme and is able to choose and give commands. She has used her robot on the house and in class – which has been great fun. The robot is very useful as a leisure activity that she can control and also being able to communicate directions.  **Look To Read software**  This student really enjoys reading the books and watching the videos. She is able to access the software using switches – and as it does not require switch scanning – she is able to take the time to press her switch to activate each word as she reads the story.  **Surface Pro Tablet and Grid 3 software**  This student’s communication programme is now on her tablet – and is being used as an online communication book. This is so much easier to use than her actual communication book – as is lighter and she can choose what she wants to say – build her message and speak her message. Staff are able to use the touch screen to select the words that she wants to say and quickly jump to any pages she chooses. She finds this very motivating and most importantly it has also given her a voice. She is also able to access her Look to Read software on her tablet. |
| **Next steps**  This student has now made the transition to college and the new team are aware of the equipment purchased, the function it serves and the impact so far. |
| **Completed by:** Claire Hartley, SLT |