

Cover Sheet for Governing Body Meeting Papers	
Paper Number (Agenda Item):	
Board/Committee:	Governing Body Meeting
Date of Meeting:	December 2023
Subject:	<b>Treloar School Pupil Premium (PP) Fund Report 2022-2023 and Plan 2023-2024</b>
Author:	Lisa Bond Head of School PP Lead
Date of Paper:	11 <sup>th</sup> November 2023
Linked to which of the Treloar's Values:	<ul style="list-style-type: none"> <li>• We are Inclusive</li> <li>• We act with Integrity and Respect</li> <li>• We strive for Excellence.</li> </ul>
Linked to which of the School and College Strategic Plan Aims:	<ol style="list-style-type: none"> <li>1. <b><u>Further our excellence</u></b> as a school and college for physically disabled young people</li> <li>2. <b><u>Maintain our specialism</u></b> in supporting children and young people with higher levels of need in education</li> </ol>
Key Points to Note:	<ul style="list-style-type: none"> <li>• In 2022-2023 - 17 students were in receipt of PP funds (16 students 2021/2022)</li> <li>• The total funds received for 2022 -2023 £21,500 different amounts allocated to each student. The carry forward was £15,559.74 making a total of : £37.059.74 for 2022/2023</li> <li>• This report provides: <ul style="list-style-type: none"> <li>○ Details of what the funds were spent on</li> <li>○ The purpose of those activities</li> <li>○ The impact this had on the students learning experience and/or progress. This is also evidenced in 2 example case studies at the end of the report.</li> </ul> </li> <li>• The report also includes predicted funding for 2023 -2024 and how we plan to use those funds.</li> <li>• Our carry over of funds continues due to the impact of Covid on previous academic years. This was due to reduced level of enrichment, visitors, activities and access to the wider Treloar staff for bespoke technology assessments. This continued to impact Treloar school till April 2022.</li> </ul>

	<ul style="list-style-type: none"> <li>The carry-over of funds from 2021-2022 (college students) - is now being utilised to purchase laptops to support their ongoing studies.</li> <li>Further focus and realignment of staff (see flowchart in Pupil Premium policy) of strategically reviewing how monies could continue to be spent to further support student needs or access.</li> </ul>
Note	<p>Members are asked to:</p> <ul style="list-style-type: none"> <li>Note and approve report for publication on our website</li> </ul>
Proportion (%) of pupil premium eligible pupils	<b>2022/2023 17 (2021/2022 : 17/75 = 23% of School Students)</b>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 – 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Pupil premium lead	Head of School – Lisa Bond
Governor / Trustee lead	Mike Chadwick

**Pupil Premium Monies as at August 31<sup>st</sup> 2023 £11.439 (Bev can you add a date too)**

Pupil premium funding carried forward from 2021/2022 to 2022/2023 (enter £0 if not applicable)	£15,558.74
Pupil premium funding carried forward from 2022/2023 to 2023-2024 (enter £0 if not applicable)	£11.439
<b>Total budget</b> available for academic year 2023-2024 for 23 students	Received £31,990 + £11,439 (carry over) = £43,429

Use of PP Funds over 2022-2023

Intervention	Objective	Cost	Impact	Next steps
<p><b>Providing individual 1:1 peripatetic Music lessons Clarion and Voice</b></p>	<p>Clarion: Students access Clarion technology for performance, enjoyment and creativity. Students to develop self-confidence through these sessions to develop the skills to perform e.g. in an assembly.</p> <p>Singing: Students to develop their communication skills by developing their respiratory strength, breath control and/or speech intelligibility.</p>	<p>Clarion or Singing peripatetic lessons £420 pa (for X 5 students)</p> <p>1 student had both singing and clarion</p> <p><b>Total: £2,400</b></p>	<p>The singing teacher, music teacher, parents and students' themselves continue to report an increase in confidence and wellbeing, which carries over into other areas of their lives and learning.</p> <p>Students in receipt of pupil premium have taken part in a range of performances for external viewers.</p> <p>Students and staff also collated evidence to support the submission of the NASS Breaking Barriers award which Treloar won.</p>	<p>Students to continue to use PP monies to support their interest and develop their skills. This will be monitored by the music teachers Continue to monitor with the music teacher</p> <p>Continue to explore future accreditations, particularly after the work Treloar has been recognised for with its work with Open music</p>
<p><b>Providing accessible personal theatre and musical experiences for our students</b></p>	<p>To increase opportunities for students to engage in performance due to challenges in accessibility in the community and further afield</p>	<p>£1,200 (Split across all applicable school students) Singing hands, Story Teller/ harpist</p>	<p>Students have shared either independently or with support of staff how much the performances as well as the enjoyment in further discussing the story</p> <p>Requests from students to have more opportunities to develop performance in school</p>	<p>Expand levels of literacy across school to further develop students' knowledge and awareness of texts.</p> <p>Identify how to further develop performance opportunities.</p>

Intervention	Objective	Cost	Impact	Next steps
<p><b>Providing technological resources to enable independence and build communication skills</b></p>	<p>To increase levels of independence, communication and social skills</p> <p>To develop student's advocacy through assessment of devices suitable to meet student needs</p>	<p>iPad: (23 students - £462) 3 students needing a higher specification (£1,114.80)  Total: £12,400</p>	<p>Students have demonstrated increased independence in engaging in both learning and in class and during social time.</p>	<p>Continue to monitor and assess bespoke resources for students alongside MDT and Parents.</p> <p>Include Learning resource coordinator in future PP meetings with senior leaders to help review spending</p>
<p><b>Providing a bespoke accessible opportunity for students to develop their interest of performance and music</b></p>	<p>To communicate with a wider audience</p> <p>To respond and engage with</p>	<p>Radio Package £4,700  (Split across all applicable school students)</p>	<p>Delay in resources arriving. In anticipation for this, students have requested that PPD sessions were focused on a school magazine to begin to develop skills in capturing school events. Embedding radio once equipment has arrived and suitable access is in place</p>	<p>Helen Cronshaw to work with PPD leads in transferring school news from the school magazine group to a radio group.</p> <p>Explore how the residential houses can further explore these skills</p>
<p><b>Provide resources that enable students access to literature with greater independence</b></p>	<p>To enable students to access literature independently</p>	<p>Directional Speak £2,500  (Split across all applicable school students)</p>	<p>TBC as resources and labour planned for this academic year could not take place</p>	<p>To source alternative resources to build the listening dome – cost of the build has not been accounted for and will need to come from next year's budget.</p>

Intervention	Objective	Cost	Impact	Next steps
<p><b>To provide resources that give practical solutions to ensuring a student can access and participate in their learning</b></p>	<p>To remove barriers to learning and participation wherever this is possible and encourage communication</p>	<p>£900</p>	<p>Student is able to access her AAC when standing as well as seated in her chair.</p>	<p>To continue to review device and mount</p>
<p><b>Pay for tutor to lead BSL sessions to support a student's access to BSL</b></p>	<p>To increase a student's access to communicate through BSL</p>	<p>£800 BSL Sign language sessions</p>	<ul style="list-style-type: none"> <li>• Student has been observed using BSL sign much more frequently within the school environment.</li> <li>• Class staff noted significantly increased knowledge and understanding around BSL as a language in its own right, and increased awareness of the frustration that student might feel when they are not understood.</li> <li>• Student's class staff team reported an overall positive impact in their ability to understand and communicate.</li> <li>• Impact on student's peers have developed some good basic BSL skills. Student showed genuine appreciation of this</li> </ul>	<p>These sessions have identified that student does communicate well through BSL. We have appointed a Communication Support Worker to work with them.</p>

<b>Intervention</b>	<b>Objective</b>	<b>Cost</b>	<b>Impact</b>	<b>Next steps</b>
<b>Purchase an online subscription (My ChoicePad) to increase student engagement in Makaton</b>	To enable a student to practice their signing	£150	Student has demonstrated enjoyment both in class and on the house of their enjoyment in engaging with app.	Review suitability for other students – review number of users
<b>Purchase books for students identified as PP to engage with summer reading challenge</b>	To facilitate all students to engage in summer reading challenge.	Books for 23 students £370	All students had opportunities to access summer reading challenge. Evidence through reading journals of these books being read and enjoyed over the summer break	Repeat initiative next summer

## Treloar School Case Study for Pupil Premium Funding

**Student: Case Study 1**

**National Curriculum Year: 12**

**Behaviour Support Plan in place: Yes**

**Achievement data:**

- IEP Core Target achievement – 91% of targets linked to EHCP outcomes fully achieved
- Subject Target achievement – English targets 100% achievement, Maths 100%, PHSE 100%
- Distance Travelled

Skills Domain	Average Distance Travelled (15-point scale)
Communication and Interaction	4.00
Community, Leisure and Play	2.00
Health, Physical and Sensory	1.14
Life after Treloar's	3.00

- Distance Travelled Chart 202/23 – see next page

**Context:** Student has a significant hearing impairment. He does attempt to communicate verbally. A recommendation from students GOSH complex communication assessment was that it would be ideal for provision to develop access to BSL. This is likely to be added to students EHCP as a need

**Intervention/actions:**

- For student to be able to engage with language tuition, and develop formal BSL skills (in preparation for being able to take the BSL stage 1 course at some point in the future).
- For the team at school working with student to learn some basic BSL, enabling:
  - increased understanding of JJ's complex communication needs,
  - increased understanding of Deaf Awareness, Deaf Culture, BSL as a language
  - increased ability to communicate with JJ using BSL at a basic level.
- To offer an opportunity for some of student's peers to learn BSL.
- Weekly BSL stage 1 course led by external tutor from January 2023-July 2023 1 hour per week.

**Impact:**

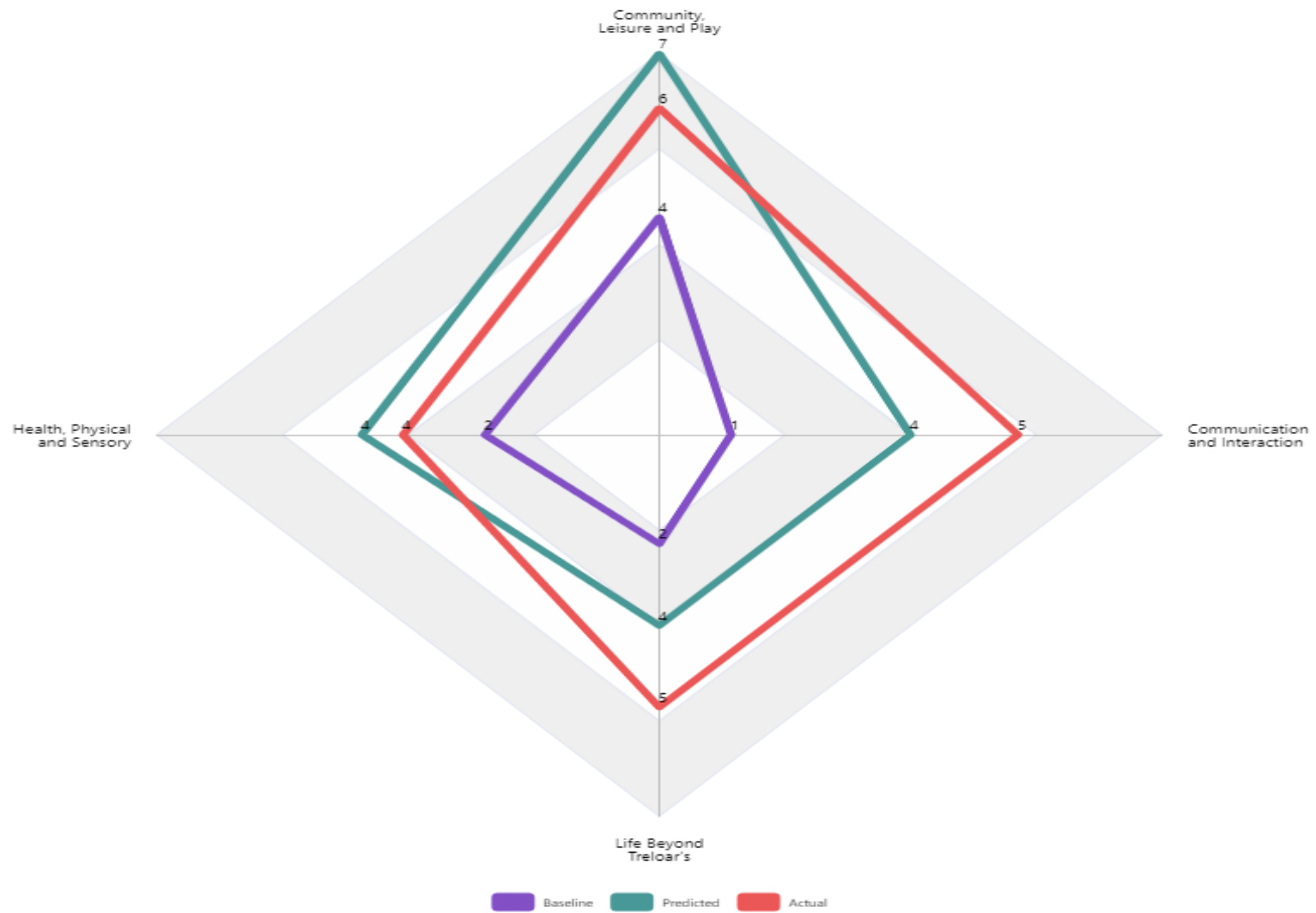
- Student's class staff team reported an overall positive impact in their ability to understand and communicate.

- Staff noted that they became more alert to students use of BSL signs, leading to improved conversations, and relationship building. For example, noting that student had often been signing “missed you” when they came into school on a Monday morning. They had previously not realised that this was what they were trying to say.
- Class staff noted that improved communication led to some reduction in behaviour support needs. I.e., reduction in episodes of dysregulation.
- Class staff noted significantly increased knowledge and understanding around BSL as a language in its own right, and increased awareness of the frustration that student might feel when they are not understood.
- Student has been observed using BSL sign much more frequently within the school environment.
  - Two of student’s peers have developed some good basic BSL skills. Student showed genuine appreciation of this

**Next steps:** To continue the sessions as part of PPD and introduce Communication support worker into student’s timetable

**Completed by:** Lisa Bond and Caroline Casula





## Treloar School Case Study for Pupil Premium Funding

**Student:** Case Study 2

**National Curriculum Year:**

**Behaviour Support Plan in place:** No

**Achievement data:**

- IEP Core Target achievement – 89% of targets linked to EHCP outcomes fully achieved
- Subject Target achievement – English targets 100% achievement, Maths 82%, PHSE 100%
- Distance Travelled

Skills Domain	Average Distance Travelled (15-point scale)
Communication and Interaction	2.00
Health, Physical and Sensory	1.00
Life after Treloar's	3.00

- Distance Travelled Chart 202/23 – see next page

**Context:** Student uses AAC to device to communicate and access lessons and learning as well as social opportunities but only accessible when in chair.

**Intervention/actions:**

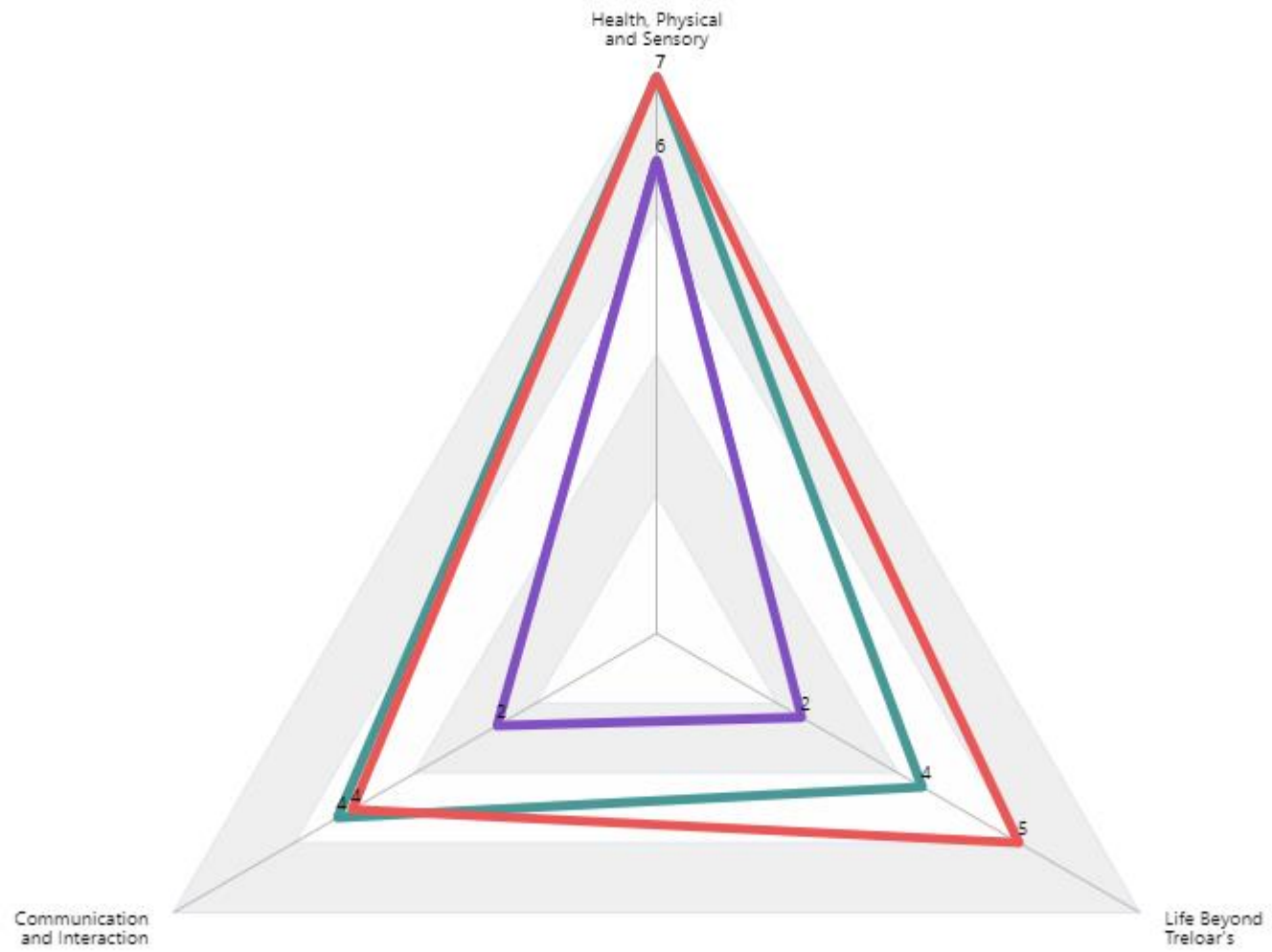
- To purchase an adjustable floor stand to house her AAC whilst standing

**Impact:**

- Student regularly uses a standing frame to support their physical mobility, with the use of the floor stand for their AAC they are now able to communicate throughout their school day.

**Next steps:** To continue to review device and mount

**Completed by:** Lisa Bond, Claire Hartley and Morag Steel



### Recommendations for coming academic years to inform Pupil Premium Plan for 2022-2025

	Intervention	Lead responsibility	Cost
1	To embed Learning Resource coordinator into Pupil Premium committee to review spending and demonstrate clear responsibilities throughout the team	Maria Sherwood Transition Lead and MDT representative Lisa Bond Teacher PP lead and education representative	Nil Cost
2	To review with MD Teams, individual students' needs / access to identify personalised spending		Helen Cronshaw – Learning resource lead and Technology representative
3	To re-identify resources & Labour to build the listening booth for the directional speaker	Helen Cronshaw	£1,000
4	Students to continue to use PP monies to support their interest and develop their skills with 1:1 Clarion and singing sessions.	Lisa Bond and Jocelyn Watkins	£2,600
5	To continue BSL sessions with BSL tutor	Lisa Bond and Maria Sherwood	£1,000
6	To purchase books to support summer reading challenge	Fliss Hardie and Morag Steel	£400
7	Moderation of English curriculum with English Specialist from Sussex University – 3 sessions per term as well as CPD for expanding quality texts in lesson	Lisa Bond	£3,000
8	Implementing new Maths programme across school. Resources for curriculum and CPD	Fliss Hardie and Chris Butler	£3,000
9	Further increase opportunities for students to engage in accessible performances	Leaders of Learning (Charlene, Lisa C, Peris and Katherine)	£2,000 (£500 per key stage)
10	Purchase an interactive table to support student engagement, social skills and play with Primary peers	Helen Cronshaw	£6,000