



This statement details our school’s use of pupil premium (and recovery premium for the 2024-25 academic year) 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School Name	Treetops FreeSchool
Number of Pupils on roll	55
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	31.12.2024
Date on which it will be reviewed	31.12.2025
Statement authorised by	Anthony Hattam
Pupil premium lead	Ben Hawes
Governor / Trustee lead	Jimmy Thandi

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,360
Total budget for this academic year	

Part A:

Pupil premium strategy plan 2024/25

Statement of intent

At Treetops Free School, we believe in learners exceeding their perceived potential. We want to provide the best educational experiences possible so our learners make excellent progress but also have fun! We aim to achieve this by providing an enriching curriculum, that is delivered by specialist teachers where learners can apply their skills and knowledge into real life contexts. We want our learners to overcome their barriers and be successful in life.

Challenges

Key challenges to achievement

Challenge Number	Detail
1	All pupils have an Education, Health and Care (EHC) Plan with an increasing number of pupils with co-existing conditions impacting on their everyday lives
2	An increasing number of pupils have complex mental and emotional health needs that require specialist support
3	Some pupils present with complex behaviours that may challenge (some eligible for PP) which poses a barrier to learning and can have detrimental effect on their progress towards end of Key Stage objectives within their EHCP
4	Some pupils have significant and/or complex medical issues that require specialist support
5	Specialist knowledge of teachers in relation to specific needs and appropriate strategies. Limited Technology and other resources focussed on supporting high quality teaching and learning
6	Lack of opportunity for enrichment activities for some pupils at home

Intended outcomes and success criteria

Intended outcome Success criteria	Success Criteria
For pupils to undertake activities to raise their self-esteem and self-confidence.	All PP pupils access enrichment activities/ educational visits/developing a repertoire of preferred experiences and show observable gains in their confidence and self-esteem. Evidenced with EFL Learning journeys and pupil questionnaire (where applicable)
For pupils with communication difficulties to be able to use alternative means of communication	Pupils will develop functional communication using their preferred strategies – Evidence through speech and language review and support.
All pupils working towards managing their self-regulation in a variety of environments as appropriate	Pupils have greater strategies to manage their emotions – evidence through a reduction of incidence of behaviours that can be challenging
All pupils to access enrichment opportunities	All pupils have regular access to offsite visits to improve their educational experience – Measured through number of educational visits. Half termly external enrichment opportunities linked to thematic cycle
Improved reading attainment among disadvantaged learners – linked to pathway	Disadvantaged learners make progress from their initial baselines and have opportunities to read/listen to stories for pleasure

Activity in this academic year

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)

<u>Activity/Projected spend</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
Phonics, reading and literacy resources 10K	Resources purchased to ensure that all students can access relevant materials. Reading weaved into all curriculum areas and interventions across the school.	1,2,3,4,5
Additional Speech & Language Therapist (SALT) 50K	SALT Therapy helps language difficulties, speech delay and disorder, social communication difficulties including ASD. With a focus on AAC and improving/implementing communication systems for pupils.	1,2,3,4,5,6
Assessment and development of EFL 10K	Improve quality of feedback by teachers. Staff CPD resources for recording assessment data	1,2,3,4,5

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

<u>Activity/Projected spend</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
Behaviour Teaching Assistant delivering targeted interventions in one to-one or small group settings 20K	Incidence of learners presenting behaviours that can challenge have been increasing due to the complexity of need increasing. Reducing incidences will increase learning time.	1,2,3,4,5,6

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

<u>Activity/Projected spend</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
Purchase sensory and regulation resources 20K	Supporting pupils to self-regulate. This would reduce the amount of lost learning time	1,2,3,4
Purchase additional hours of EP time 10K	Educational Psychologists work with our pupils to offer observations, staff training / support, parental consultations and support with identifying appropriate needs. Evidence shows that support from the EPs directly supports learners that can present with behaviours that can challenge.	1,2,3,4,5
Extended services Breakfast & Afterschool club 5K	Breakfast clubs are found to support learners with their readiness to learn. In turn, learners are better prepared to access the curriculum and achieve better outcomes	1,2,3,4,5,6
Careers advisor 20K	The careers programme serves to support the school to meet the Gatsby Benchmarks	1,2,3,4,5,6

Part B:

Review of the previous academic year 2023/24

Outcomes for disadvantaged learners

Activities	Impact
Speech & Language Therapy (SALT)	Providing classroom recommendations. SALT have been going into a class every day for the last term to observe/ interact with learners in the class and provide initial recommendations.
Enrolment onto the DofE course	15 learners have completed Year 1 of the D of E
Careers Advisor KS3 -5	Learners have had access to specialist advice. Support in writing CVs for chances to succeed in further education, training, or employment. Increasing vocational experiences and opportunities, working towards national increase in employment within SEND.

Extended services Breakfast & After-school club	Learners to improve attendance in school with offer of breakfast club. Learners were able to access a wide range of activities safely within school.
Paediatric aquatic Therapy	Learners have experienced and been exposed to water, developing their gross motor skills whilst overcoming anxieties and sensory processing difficulties. This enabled learners to increase their self-esteem, self-confidence and ability to self-regulate in an unfamiliar environment.
Horse Riding Therapy	Learners experienced and were exposed to a new environment, whilst enhancing their balance and improving their coordination. It developed learners' strength of their muscles, as well as improving learners' wellbeing. This was a fantastic opportunity for learners to overcome fears of animals, while socialising with learners from other classes.
Art Therapy	This provided support for managing the emotional needs of the learners and, over time. 25 Learners accessed art therapy through groups and individual sessions
Counsellor	Positive behaviour management across the school. Behaviour reports show a reduced number of incidents of Learners who attended