

## Allocation of pupil premium grant (PPG) 2016/17

In the academic year 2016/17, 23 pupils at TreeHouse School were eligible for PPG. Of these 23 pupils, 3 pupils started in the late summer term. The total amount received through PPG was £19,460. The PPG allocation was used on the following interventions.

Intervention	Number of pupils that benefitted	Total expenditure	Impact of intervention / Pupils outcomes
Yoga training for all staff	23	£800	<p>All pupils increased their ability to co-ordinate their body parts</p> <p>All pupils learnt relaxation techniques</p> <p>Pupils demonstrated Improved concentration following yoga lessons</p> <p>Pupils demonstrated reduced levels of anxiety following yoga lessons</p> <p>Pupils demonstrated that they were better prepared to participate in lessons following a yoga lesson</p> <p>Over a period of 9 months pupils demonstrated they were better able to chain a sequence of instructions</p> <p>Over a period of 9 months pupils demonstrated Increased engagement in yoga</p>
Scout Park residential	9 took part Further 5 were offered the opportunity but did not attend	£2,000	<p>6 pupils experienced staying away from home for the first time</p> <p>All pupils development of team work skills increased (sharing an activity / space / food)</p> <p>Increased engagement /experience of outdoor activities</p>
Art Therapy + Supervision	4	£7,000	<p>1 pupil demonstrated more independence in selecting a choice of art materials</p> <p>All pupils demonstrated less prompt dependency</p> <p>1 pupil who requires 1:1 and continuous eye contact was able to learn to be part of a group and still have her needs met</p> <p>All pupils increased their ability to be more creative in individual ways, e.g. 1 pupil who would only ever write their name was able to make marks</p> <p>1 pupil who found endings/terminating activities very difficult and would display behaviours that challenge when an activity came to an end became able to tolerate endings with decreased challenging behaviour.</p> <p>All pupils benefitted from building rapport and relationships with adults and peers during the Art therapy lessons. One example of this was a pupil who never wanted to enter the room, and when she did she would choose inappropriate places to sit. As the therapy sessions progressed, she became able to enter the class and listen to the therapist in terms of where to sit.</p>
Staff support provided to families to accompany pupils to health appointments	5	£1000	<p>Improved pupils access to healthcare e.g. dentist, hospital appointments</p> <p>Decreased health and safety risk to healthcare professionals, family members</p> <p>Decreased behaviours that challenge due to partnership management of behaviour by staff supporting parents and pupil</p>
ICT devices to aid pupil's communication	5	£1000	<p>Improved sharing of targets between staff and to families</p> <p>Improved assessment through photographic evidence</p> <p>Improved ability for pupils to share their learning / achievement through photos and icons using multi me software</p> <p>Increased ability for pupils to self direct / express themselves via ICT to Family and school staff</p>

Home visits to provide support/ training to families (BA/SaLT, OT)	6	£1000	School staff (Behaviour analysts, SaLT and OT staff) visited 6 pupils in their homes to support consistency of approach used with pupils and to gain a better understanding of pupils. This resulted in joint working between the school and families and the impact on the pupil was greater consistency of approach  2 families were heavily supported by professional strategies for behaviour
Replacement clothing	2	£1000	1 pupil displayed behaviours that involved ripping /soiling 5 – 10 items of clothing per day. Clothing was purchased to maintain the pupil's dignity and hygiene. The impact of the approach of always having clothes at hand to replace the ripped clothing, resulted in increased incidents where the pupil learnt to <i>take</i> the clothes off and asked for a change of clothes without ripping what he was wearing in order to communicate to the same affect. He also started to choose what he would like to wear, rather than ripping everything until he was satisfied with what he was wearing.
Food	18	£500	All pupils that are hungry/ have not had breakfast/ have had long journeys into school are more ready to participate in school life as they are fed.  Healthy food is used as a primary reinforcer for 10 pupils
Additional behavioural support that is not formally funded	2	£5,000	Two pupils that are funded 1:1 but require additional support to keep themselves and others safe are supported 2:1. For one pupil this is all day long and for another it is during lunchtimes only