



Doubletrees School Pupil premium and recovery premium strategy statement 2021-24



Updated November 23

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	Doubletrees
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	Funding based on October 23 Census: 40 Actual in September 23: 42
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24 (3 years) 1 year of funding detail
Date this statement was published	December 23 (updated)
Date on which it will be reviewed	Summer Term 24
Statement authorised by	H Hoskin Headteacher
Pupil premium lead	H Hoskin
Governor / Trustee lead	Mrs Helen Campbell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,820
Recovery premium funding allocation this academic year	£2802
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3000
Recovery up carry forward	£30000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80,622

Part A: Pupil premium strategy plan

Statement of intent

Here at Doubletrees School we very hard to ensure that all pupils/students achieve as much as they can.

We take a stepped approach to allocate our resources. Step one is to diagnose our pupils' needs - We ensure we have a thorough knowledge of our disadvantage pupils to ensure have an effective pupil premium strategy. We use a wide range of data to inform this including: attendance data; teacher feedback on engagement and participation; behaviour data; information on wellbeing, mental health, and safeguarding; access to technology and curriculum resources. After identifying our barriers, we review the evidence. Step two is to review our evidence. As starting point we use the EEF's Pupil Premium Menu and the DFE's Pupil Premium guidance pages. Step 3 – Implement our strategy – this is where we put our plans in place and ensure they support and match our whole school development plans too to ensure sustained impact. Our final stage – step 4; is where we continually monitor and evaluate our strategy. Through our personalised offer we identify the rationale behind the spending of this allocation, in summary we ensure:

The Pupil Premium and recovery funding will be used to both enrich the curriculum for all learners at Doubletrees School as well as providing alternative targeted support for those disadvantaged pupils/students who require additional levels of intervention.

This funding means we can:

- Enrich our curriculum provides wider extra-curricular work and community related learning opportunities that have been limited during Covid Pandemic.
- Support targeted interventions that support and develop our learner's behaviour, academic, therapeutic, sensory needs, mental health and wider wellbeing needs as identified at pupil progress and multi-agency meetings.
- Support and develop our teacher and wider staff teams to have the specialised knowledge and expertise they require to best support their pupils needs especially those who have identified barriers to learning.
- Improve the accessibility and highly specialised availability of resources to remove any barriers in communication and to raise outcomes in reading.
- To improve support and access for families though Family Support Worker intervention; this will also including supporting families to have the very best attendance post Covid.

Pupil Premium plus (PP+)

Children who have been looked after under local authority care for more than one day are awarded a premium plus of £2345. The school will apply to the Local Authority to secure additional PP+ funding for our Children in Care through their on-line bid process. To ensure we use this funding in a purposeful and meaningful way for each learner, the Child in Care process (Personal Education Plans and Child in Care Reviews) will evidence the impact of this funding upon pupil progress.

The school will adhere to the information gathering process designed alongside the LA in recording the impact of this funding, submitting this in the time frames specified.

The Special Partnership Trust will ensure that the funds received for PP+ learners are easily identifiable within the school's budget.

The role of the Local Governing Body

A PP Governor will work alongside the Head teacher to monitor the progress of PP learners.

The LGB meetings will have Pupil Premium on its agenda so that the Headteacher can deliver a report to them on the impact of previous PP funding and the allocation and planned distribution of future funding. All documentation from this meeting will be published on the school's website.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Ensuring our school environment supports us to create a positive, supportive and inclusive environment for all pupils without exception
2	Ensuring we have specialised targeted interventions that support and develop our learner's behaviour, academic, therapeutic, sensory, mental health and wider wellbeing needs.
3	To have a highly experienced and specialised workforce. – To support and develop our teacher and wider staff teams to have the specialised knowledge and expertise they require to best support their pupils needs especially those who have identified barriers to learning.
4	To access highly personalised, bespoke and technological resources Improve the accessibility and availability of resources to remove any barriers in communication and to raise outcomes in core areas.
5	To improve support and access for families though Family Support Worker intervention; this will also including supporting families to have the very best attendance post Covid.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Create a positive and supportive environment for all pupils without exception	<p>Set up and create a new dinner hall space which promotes a shared positive social experience.</p> <p>Achieved by Sept 22</p> <p>Ensure there is adequate accessibility and shelter for all learners to access and spend time in shared outdoor spaces. (Partially achieved new shelter added July 22)</p> <p>Develop outdoor learning provision for all learners to enable positive social and emotional wellbeing (reduction in stress chemicals from being in green spaces)</p> <p>New accessible outdoor spaces added outside Apple and Willow classes (Nov 23)</p>
Ensuring we have specialised targeted interventions that support and develop our learners' behaviour,	As a result of EHCP review meetings, pupil progress meetings and multi-agency meetings; where a

<p>academic, therapeutic, sensory, mental health and wider wellbeing needs.</p>	<p>barrier or need is identified we are able to put in place:</p> <ul style="list-style-type: none"> • Targeted music therapy • Targeted Occupational Therapy (In school offer ended July 23 now offered through the in house specialist intervention team offer – Trust SIT team – Nov 23) • Trauma informed assessments and targeted personalised approaches • Additional behaviour and pastoral support to support and develop the expertise around complex behaviours. • Additional academic teacher and HLTA interventions <p>Reading and maths resources are audited and further resources are purchased to support areas that require a targeted approach. New reading books are purchased to expand the early reading selection across the school.</p>
<p>To have a highly experienced and specialised workforce. – To support and develop our teacher and wider staff teams to have the specialised knowledge and expertise they require to best support their pupils needs especially those who have identified barriers to learning.</p>	<p>To increase the specialisms of our staff team, some staff have access to and are trained in:</p> <ul style="list-style-type: none"> • Price Training • Coaching • TISUK • Supervision • Intensive Interaction • TEACH • Communication • Specialist HLTA's <p>This is then shared and disseminated across the wider team.</p>
<p>To improve access to inclusive and, bespoke technological resources. In particular to improve the accessibility and availability of resources to remove any barriers in communication and to raise outcomes in core areas.</p>	<p>Eye Gaze is used to support accessibility to the curriculum. In place by June 22</p> <p>An audit is carried out of computer software and devices to support the inclusive technology that remove barriers in communication and access to the curriculum and as result increased independence.</p>
<p>To improve support and access for families through Family Support Worker intervention; this will also include supporting families to have the very best attendance post Covid.</p>	<p>An attendance lead is in place</p> <p>An EWO SLA is in place to support the attendance lead and families Sept 22 this was in place from Sept 22 this is part of LA offer. Nov 23 this is now an increased offer through Peninsular.</p> <p>Persistent absenteeism and lates are tracked and supported to improve at half termly review meeting and 1:1 support</p> <p>Family support worker is aware of attendance concerns and supports as necessary</p>

Activity in this academic year 23-24

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)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train 2 further staff to be Trauma Informed Practitioners £4000 PP	Plus 7 months progress (EEF research) The potential impact of metacognition and self-regulation approaches is high Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3
Funding to train staff in more specialised SEN approaches eg TEACH, Sensory integration, intensive interaction Duke of Edinburgh £4000 Rec	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average	3

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
	All taken from the Education Endowment Foundation.	
Purchase 1 day a week of 1:1 tuition in music therapy support in school £5000 (in budget)	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average	2
Cover staff are funded to release teacher to carry out tutoring and targeted feedback and hold parent partnership meetings. £5,000 Rec (School contribution in budget)	Studies of verbal feedback show slightly higher impacts overall (+7 months). Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. School communications encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.	2

	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average	
Purchase 1 day a week of Occupational therapy support in school and training for staff £17,000 (21-22 only) but covers two years of support	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average	2
Purchase ½ day a week of behaviour consultant support in school and training for staff £9,000 (23-24 year)	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average	2
Purchase further reading and numeracy resources £2000 CC	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	2
To invest in inclusive technology and training to support access to curriculum and targeted intervention £5,000 PP	Overall, studies investigating the use of digital technology find that it is associated with moderate learning gains of, on average, an additional four months' progress over the course of a year. Evidence suggests that technology should be used to supplement, rather than replace, other teaching activities and interactions Assistive technology can be very useful in supporting older students	4

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund the 40% of the costs of a Family support Worker £10,000 (in budget)	Parental engagement has a positive impact on average of 4 months' additional progress. There is some evidence that personalised messages linked to learning can promote positive interactions.	5
Pay the costs of an additional HLTA to lead pastoral and behaviour (TIS approaches) support across the school. Year 1 (full costs) £25,000	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2
Create a new shared	EEF SEND recommendation 1:	1

<p>outdoor learning areas to support the use and inclusivity of outdoor shared experiences. To create new indoor regulation spaces which support calming and soothing and supported regulation alongside an adult. £6,000 PP</p>	<p>Create a positive and supportive environment for all pupils without exception</p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:</p> <p>promote positive relationships, active engagement, and wellbeing for all pupils</p>	
<p>Increase participation in the arts – work with groups of learners to achieve the Arts award ensuring we increase our offer and participation. £2000 Rec</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>1. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>2. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. (Impact evidence + 3 months)</p>	2
<p>Ensure we have interventions in place to support effective communication across the school, including training and resources for staff £6000 Rec</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. (EEF plus 6 months)</p>	2 and 3

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. This is the end of year 1 of a 3 year plan.

Intended outcome	Impact in Year 1 22-23
Create a positive and supportive environment for all pupils without exception	We have set up and created a new sensory area in the Orchard building and we have created accessible learning spaces outside Apple and Willow.
Ensuring we have specialised targeted interventions that support and develop our learners' behaviour, academic, therapeutic, sensory, mental health and wider wellbeing needs.	<p>As a result of EHCP review meetings, pupil progress meetings and multi-agency meetings; where a barrier or need was identified we put in place.</p> <ul style="list-style-type: none"> • Targeted music therapy where outcomes for individual learners were tracked. • Targeted Occupational Therapy where outcomes were tracked. Further learners will be supported this year. • Trauma informed assessments and targeted personalised approaches were put in place. Two new practitioners have been trained. • Additional behaviour and pastoral support to support and develop the expertise around complex behaviours as a result we have seen behaviour incidents decrease over time for both Level 2 and Level 3 behaviours. Debrief and crisis support has resulted in staff feeling more supported. • Additional academic HLTA interventions have taken place. <p>Reading and maths resources were purchased to support areas that require a targeted approach. New reading books were purchased to expand the early reading selection across the school.</p>
To have a highly experienced and specialised workforce. – To support and develop our teacher and wider staff teams to have the specialised knowledge and expertise they require to best support their pupils needs especially those who have identified barriers to learning.	<p>To increase the specialisms of our staff team, some staff have access to and are trained in:</p> <ul style="list-style-type: none"> • Three new PRICE trained trainers are no in place. • We developed emotional wellbeing support and awareness to ensure staff are emotionally available adults through our Trauma informed school approaches. • TIS whole school training has been implemented and individual assessments are in place. • Supervision for TIS trainers • Intensive Interaction training • TEACH training for two staff and this has been disseminated across the school <p>This is then shared and disseminated across the wider team.</p>

<p>To improve access to inclusive and, bespoke technological resources. To improve the accessibility and availability of resources to remove any barriers in communication and to raise outcomes in core areas.</p>	<p>Eye Gaze is used to support accessibility to the curriculum. An audit was carried out of computer software and devices to support the inclusive technology that remove barriers in communication and access to the curriculum ad result in increased independence. Proloquo was purchased and training was implemented.</p>
<p>To improve support and access for families though Family Support Worker intervention; this will also including supporting families to have the very best attendance post Covid.</p>	<p>An attendance lead is in place We improved attendance by working with families and external agencies. We offered support and closely monitor attendance and late arrivals to school An EWO SLA was in place to support the attendance lead and families Persistent absenteeism and lates are tracked and supported to improve at half termly review meeting and 1:1 support Family support worker is aware of attendance concerns and supports as necessary OFSTED said we were effective at tracking and supporting with attendance.</p>

SUMMARY FOR THE YEAR OVERALL 22-23

We had both a SIP visit and OFSTED visit during this year July 23. OFSTED was a positive affirmation of the school’s improvement journey over the past 4 years. The OFSTED report said the following about what it is like to attend the school, ‘Pupils are proud and enthusiastic members of their school. Staff have high aspirations for them and support pupils to be increasingly confident and active learners. This is strengthened through the secure and nurturing relationships between staff and pupils. As a result, school is a calm and purposeful place to learn. Pupils are prepared successfully for their day and their transition from transport by staff who know them well. Staff are alert to what each pupil needs to be ready for learning. This is highly effective. As a result, pupils show a sense of safety and security with a range of staff. Staff switch between different methods of support and communication approaches to enable this to be successful. This continues throughout the whole school day . Staff work diligently to manage the care that pupils need alongside their learning. Pupils experience a wide range of opportunities to enrich their learning. There is a clear focus on ensuring pupils are fully involved in the community. Pupils participate in local community events and beyond. It helps them to develop their awareness of the world around them. Pupils develop a level of independence and resilience that prepares them well for life beyond school.’

OFSTED 23 – Judged behaviour and attitudes as Outstanding - Leaders have reviewed the way in which they support pupils to manage their behaviour with greater success. Leaders make informed decisions based on accurate monitoring and evaluation. The result is highly successful pastoral support for pupils. Staff are highly responsive and flexible in meeting the range of pupil needs. However, this does not lessen the expectations for each pupil to be positive in their attitudes to learning and respectful to those around them, even at times of dysregulation. Pupils are encouraged to be self--aware. They learn how to identify aware. They learn how to identify and express their emotions and how they are feeling, no matter their method of communication. Staff make sure pupils have the tools they need to do so.

We were delighted that we were having discussion around how close we were to outstanding in both Leadership and in Personal development.

Our SIP visits commented this year that ‘The learning environments are calm and purposeful and highly positive student/staff relationships ensure that behaviour is largely appropriate and attitudes to learning strong. Students when observed out of lessons were all engaged in purposeful activities such as meeting OT physical development targets. Few students needed the support of anxiety reduction spaces (calm rooms) and were able to sit comfortably in the classrooms with their peers. (This is an enormous improvement from a year ago). Students are happy and the anxiety often associated with complex needs students is not overtly evident.

Resources are utilised well, including the highly effective deployment of TAs, and displays clearly show the broadness of the curriculum offer particularly around personal development.'

Attendance 22-23 impact

Our whole school attendance has increased to 84%. If reduced timetables are removed from this data, then our attendance is 88%, which is better than the overall attendance prior to COVID and above the national average for Special schools.

Our year on year show that our attendance continues to improve.

Attendance has now settled, post pandemic, and we have a steadily improving trend. This year we also implemented our attendance strategy, which had three key focus areas. The first was individual families who needed intervention and support. For this we implemented the staged approach, using documents provided from the, now statutory, EWO service. These have been effective in structuring the conversations and supporting action planning around these persistent absentees.

As a result of the success of this, we also used this for some of our EYFS cohort who entered statutory school age for the summer term. At the end of the summer term, we identified those who would fall into the persistent absentee category and started communicating with parents to avoid this from reoccurring as they enter year 1, offering support.

The second focus was our older cohort of non-statutory pupils, who had effectively grown out of the setting and needed placements. Though their attendance did not improve during this academic year, we were able to support parents to source more suitable provisions for these young people, so they are more willing to attend. This applies to four of our persistent absentees this year.

Over the course of the year, we had had several in year transitions. Some of these started straight away, but several young people had phased transitions, which impacted on our authorized absences.

The final focus and cause of attendance issues was transport. This has not been resolved and contributed to a number of young people missing a significant amount of education. In the summer term the school emailed both the transport department and also the statutory SEN team with some case studies of young people who had missed several weeks of education as a result of their transport.

Data impact 22-23

Strengths:

Achievement continue to be in line with, but mostly above Trust expectations in the majority of areas.

The attainment gap between the Bridging to Learn and Ready to Learn cohorts continues to decrease.

Progress towards Preparing for Adulthood targets has significantly improved, showing impact of the new post 14 Curriculum.

There is an increase in learners with pupil premium indicators in KS 4 &5 exceeding progress in English and Maths. There is a significant improvement in the Bridging to Learn cohort of Key Stage 4 & 5 who make expected or more progress, particularly in Maths,

Within Key stage 3 there is a significant improvement in Maths for the Ready to Learn cohort, and in all areas for the Bridging to Learn cohort.

Areas for development 23-24

A whole school review of Annual Targets to ensure that these are purposeful and measurable, ensuring more learners are able to achieve established or generalised outcomes. Monitoring has shown this to be an area for development that will improve attainment overall.

For the more learners with pupil premium indicators to exceed expectations, equivalent to those without pupil premium indicators in the following areas: KS 1&2 – Ready to Learn reading, Bridging to Learn in all areas. Key stage 3 Bridging to Learn English

In the Early Years, more pupils need to make established and generalised progress towards EHCP targets.

These areas will be addressed through out school development plan for the forthcoming year.

Last year's areas for development – IMPACT evidence

EYFS – close the attainment gap between PP and non-PP. Attainment between these two cohorts is now roughly equitable, though there will be a new target to raise the member of students making established or generalised progress

Ready to Learn pathway – Close the gap in exceeding progress for learners with pupil premium indicators within National Curriculum areas. Completed. Progress is now 20% for English and 67% for Maths,

Bridging to Learn – increase the number of learners making progress towards Preparing for Adulthood targets. Completed. All learners made expected or more progress, with 20% exceeding expected progress.

Bridging to Learn – increase progress in Reading for KS3 and Geometry and Measures in KS4&5. Completed. IN KS3 Reading progress is now 90% in comparison to 71% the year before. In KS4/5, the progress is 100% in comparison to 55% the year before.

Continue to close the gap between learners in the Bridging to Learn pathway. Completed, the year on year progress continues to improve for the Bridging to Learn cohort.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Evidence for Learning	EfL

Further information

What is the rationale behind the spending of this allocation?

We believe the benefits provided by the extra funding should be available to all our learners in respect of their educational disadvantage as a direct result of their difficulties in learning. Furthermore, because of the inappropriateness of using 'attainment' measures to represent progress for our learners, it makes sense that the focus is not upon quantitative measures but rather qualitative ones where the emphasis is upon curriculum enrichment.

However, we also recognise disadvantage is a relative concept as well an absolute one, and that some learners within Doubletrees School could be considered as more disadvantaged than others. This may be through additional physical or medical needs, or because of their difficulties in social communication. To this end, some children require support over and above that received by others within the school. It should be noted at this point however that the learners identified as requiring the additional levels of support are not necessarily those who fulfil the above criteria and upon which the school receives the Pupil Premium funding. Therefore, the rationale behind the allocation and expenditure of the Pupil Premium funding is as follows:

'The Pupil Premium funding will be used to both enrich the curriculum for all learners at Doubletrees School as well as providing alternative targeted support for those learners who require additional levels of intervention'