



Doubletrees School Pupil Premium Plan 2025-28



This statement details our school's use of pupil premium 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	112
Proportion (%) of pupil premium eligible pupils	48 children 43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28 (3 years) 1 year of funding detail
Date this statement was published	December 25
Date on which it will be reviewed	Summer Term 26
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	£63,927.50
Carry forward from 24/25	£22,111
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	£86,038.50

Part A: Pupil premium strategy plan

Statement of intent

At Doubletrees School, we recognise the importance of addressing the diverse needs of our young people, particularly those who are disadvantaged. Ensuring that we have specialised targeted interventions to support and develop our learners' behaviour, academic, therapeutic, sensory, mental health, and wider wellbeing needs is crucial for their success. Given our latest OFSTED grading of good and outstanding for behaviour, we aim to build on this foundation by implementing effective strategies across three tiers: high-quality teaching, targeted academic support, and wider strategies. 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 we 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 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.

Ultimate objectives for disadvantaged pupils at Doubletrees School

- Every learner eligible for Pupil Premium will make strong, sustained progress towards their individual outcomes as specified in their EHCP and our bespoke assessment frameworks, so they are as prepared as possible for life beyond school.
- Reduce within-school inequalities (pathway, area of need and age) so that disadvantaged learners access: high-quality teaching; personalised, evidence-based targeted support; and well-planned wider strategies that increase independence, community participation and well-being.
- Increase disadvantaged learners' meaningful community access, communicative independence (total communication) and pupil voice so that they initiate, communicate and engage proactively with the world around them. Maximise attendance and family engagement so pupils can access high-quality learning and specialist therapies reliably.
- Ensure the school uses Pupil Premium funding as part of a coherent three-tier approach (DfE Menu of Approaches) so resources are used for maximum evidence-informed impact.

How this strategy works towards those objectives

- We align all activity to the DfE Menu of Approaches (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies). Activities are chosen because they have a strong or promising evidence base for learners with additional needs and/or disadvantaged backgrounds and are adapted for our specialist context (2–19 years; pre-formal to formal pathways).
- Interventions and wider strategies are selected and sequenced to: diagnose barriers (ASSESS); plan personalised provision (PLAN); implement with fidelity (DO); and evaluate outcomes (REVIEW). This graduated approach reflects EEF SEND guidance and supports the school's existing curriculum intent and OFSTED findings.

- We invest in staff development and coaching so teachers and teaching assistants deliver evidence-based approaches that accelerate learning for pupils with SEND. We deploy a Family and School Support Officer (FSSO) as a central node between school, families and external services to improve attendance, access to therapy and parental engagement.
- We prioritise: communication/total communication across the school day; learning outside the classroom and community access to extend experience and aspiration; removal of barriers to attendance/participation (health, IT, therapy); and meaningful pupil voice mechanisms. These directly address our locally identified barriers and OFSTED areas for development.

Key principles of the strategy

1. Evidence-led: choose approaches with strong, relevant evidence (EEF guidance, toolkits, high-quality evaluations). Every planned activity names its evidence source.
2. Inclusive by design: high-quality teaching first—adaptations and scaffolds are universal and specialist strategies are used only when required, reflecting the graduated approach EEF SEND guidance.
3. Total communication and individual profile-led: strategies are chosen on the basis of each learner’s communication profile (EHCP, SALT advice, school assessment).
4. Combine academic and wider strategies: learning, communication, social-emotional and community experiences are integrated so gains transfer beyond school.
5. Implementation focus: professional development, monitoring and coaching ensure fidelity—implementing well is central to impact (EEF Putting Evidence to Work / Implementation guidance).
6. Transparent accountability: clear success criteria, measurement points, and reporting to governors and the Trust; Pupil Premium spending reviewed and evaluated against intended outcomes.

Framework note (OFSTED): This strategy is designed to support improvement across OFSTED’s inspection areas (Safeguarding; Inclusion; Curriculum & Teaching; Achievement; Attendance & Behaviour; Personal Development; Early Years; Post-16; Leadership & Governance) and to be used as part of our evidence to governors and inspectors that Pupil Premium funding is targeted and effective.

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 £2570. 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.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We have designed a bespoke pupil vulnerability audit, which has developed from the previous year to provide more detailed information to identify the current challenges faced.

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

Challenge number	Detail of challenge
1	Learning outside the classroom: disadvantaged learners have limited regular, meaningful access to community and enrichment experiences beyond the classroom that extend life skills, motivation and aspiration. Local geography (peninsular, isolated) further limits opportunities. We also need to ensure our external school environment supports us to create a positive, supportive and inclusive environment for all pupils.
2	Total Communication: ensure whole-school, total communication approaches are inclusive, consistently applied and produce independence in expressive/functional communication for learners across all pathways.
3	Remove Barriers to Learning: persistent obstacles (therapy access, IT access, health needs, transport, gaps in staff subject knowledge, low attendance, prevent some disadvantaged learners, from fully accessing the curriculum.
4	Community Access: disadvantaged learners (across pathways) have uneven, limited, or insufficiently purposeful community access, reducing opportunities for work-related learning, social skills and independence.
5	Low/irregular attendance and family engagement for a small sub group of disadvantaged pupils; families need improved access to school support (attendance, transport, therapy liaison) and proactive engagement to enable consistent school attendance and participation.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increased access to structured, curriculum-linked learning outside the classroom (trips, workplace visits, community projects and use of the outdoors spaces on site) for disadvantaged pupils	By end of year: at least 90% of disadvantaged learners have taken part in 3+ planned, curriculum-linked external learning experiences. Termly evidence showing transfer of target skills (communication, independence, risk-awareness) to school contexts (teacher observation + bespoke assessment). Ensure there is adequate accessibility and shelter for all learners to access and spend time in shared outdoor spaces.

	<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>(Evidence link: EEF/Children’s University trial showing enrichment benefits) Children’s University / EEF evidence summary)</p>
<p>Whole-school embedding of a Total Communication approach that increases independent communicative acts for disadvantaged learners</p>	<p>All classes adopt agreed total communication protocols and visual supports; termly classroom audits show 100% implementation of core elements (visual timetables, symbol supports, Makaton where appropriate). - Measured gains: 60% of disadvantaged learners identified as having communication PLG goals show improvement within 3 terms.</p> <p>Intensive targeted CPD for total communication utilising a neuro-affirming approach (Evidence: EEF Communication & Language approaches) EEF: Communication and language approaches.</p>
<p>Reduced barriers to learning (therapy access, low attendance, IT, staff subject confidence) so disadvantaged learners attend and engage more fully.</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>All disadvantaged learners have necessary IT/aids in school where relevant. - CPD records: 100% of staff teaching phonics/reading receive targeted training; lesson observation and phonics implementation audits show improved practice. - Attendance and engagement for disadvantaged learners increases by 2 percentage points; exclusions/serious incidents remain low. As a result of EHCP review meetings, pupil progress meetings and multi-agency meetings; where a 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 • Targeted HLTA specialist intervention • Trauma informed assessments and targeted personalised approaches • Additional behaviour and pastoral support to support and develop the expertise around complex behaviours. <p>(Evidence: EEF SEND guidance; EEF Making Best Use of Teaching Assistants and Phonics evidence) EEF: Special Educational Needs guidance.</p>
<p>Regular, purposeful community access embedded into pathway outcomes leading to strengthened independence.</p>	<p>Each disadvantaged learner has a minimum 1 activity per half term for KS3+; adjusted for EHCP). - By Year 10–14, 100% of appropriate learners have at least one internal work-experience or community access activity in place each half term. Measured improvements in independence and preparation for adulthood outcomes on EHCP reviews. (Evidence: inclusion/community access literature; EEF on enrichment and community learning) Children’s University / EEF evidence summary</p>
<p>To improve support and access for families through Family and School Support Officer intervention; this</p>	<p>Families offered family-learning or brief home-support strategies participate. Families of PP pupils report improved access to therapy and school</p>

will also including supporting families to have the very best attendance.	liaison (monitor via casework logs). Persistent absenteeism and lates are tracked and supported to improve at half termly review meeting and 1:1 support
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Activity in this academic year 25-26

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school Total Communication CPD and coach-led/consultant led implementation (training termly, classroom coaching, peer observation, SALT partnership). Expectation: staff able to consistently embed visual supports, consistent symbols, and the RISE approach in their classrooms. (£15k)	EEF guidance: Communication & Language approaches — highlights impact of sustained, trained adult delivery and that staff training increases effectiveness for children with language needs EEF: Communication and language approaches . Chartered College case study on embedding communication in specialist settings Chartered College: embedding communication in creative learning in a specialist setting	2
Targeted CPD for phonics/early reading adapted for SEND and Discovery pathway (termly coaching cycles, observed practice, phonics subject knowledge workshops; include alternatives to synthetic phonics where appropriate) (£1k)	EEF guidance: Making Best Use of Teaching Assistants; EEF Implementation guidance (Putting Evidence to Work) emphasises coaching and collaborative PLCs for implementation fidelity EEF: Making Best Use of Teaching Assistants / EEF: Putting Evidence to Work - Implementation guidance	2, 3, 6

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

Budgeted cost: £43,500

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 EEF: Small group and 1-to-1 tuition evidence	2

Purchase ½ a day a week of Occupational therapy support in school and training for staff £7500 (in budget)	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average EEF: Small group and 1-to-1 tuition evidence	2
To invest in inclusive technology and training to support access to curriculum and targeted intervention £13,000	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
Deploy skilled staff (senior teachers / experienced TAs) for targeted interventions and ensure subject expertise for Discovery pathway accreditation and community access preparation. HLTA proportion of costs: £18,000 (in budget)	EEF: Making Best Use of Teaching Assistants and guidance on targeted interventions emphasise need for experienced staff and structured programmes; EEF evidence on targeted support for SEND EEF: Making Best Use of TAs / EEF SEND guidance	3,6

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family engagement and home-school strategies targeted to disadvantaged families (structured home learning packs, accessible guidance for supporting communication at home, family-centred community events, breakfast provision where needed). Fund the 50% of the costs of a Family support Worker £15,000 (in budget)	EEF: Parental engagement guidance and Toolkit (parental engagement shows +4 months when well implemented) and EEF evidence on learning outside school supporting family involvement EEF: Working with Parents guidance / Teaching & Learning Toolkit: Parental engagement	5
Learning Outside the Classroom programme (Children's University model adapted for specialist context) — subsidised enrichment, community partnerships, accredited extra-curricular opportunities, transport support and family	Research on inclusion/community participation and EEF guidance on enrichment & wider strategies; SEND guidance endorses partnerships and preparing for adulthood outcomes via community access EEF SEND guidance / Children's University evidence / Children's University impact summary	1,4

engagement components to remove geography/cost barriers. £2000		
Create a new learning areas to support the shared experiences and to create new indoor therapeutic spaces which support the delivery of therapy plans £10,000	EEF SEND recommendation 1: Create a positive and supportive environment for all pupils without exception 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: promote positive relationships, active engagement, and wellbeing for all pupils	1
Increase participation in the community – work with groups of learners to ensuring we increase our offer and participation. £1000	1. Community approaches can have a positive impact on academic outcomes in other areas of the curriculum. 2. The research here summarises the impact of community participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of participation should be considered beyond maths or English outcomes. (Impact evidence + 3 months)	2

Monitoring and evaluation (implementation detail, across all tiers)

- Termly review cycles with Middle and senior Leaders: evidence of fidelity (lesson observations, TA coaching logs, SALT/therapy logs), progress data, attendance and engagement metrics, and pupil/family feedback.
- Governors receive and Pupil Premium report against success criteria
- Annual moderation of reading/communication outcomes where possible and sharing of best practice across Special Partnership Trust.

Budgeting (summary)

- Pupil Premium will be spent across the three tiers, with explicit allocations to evidence-based CPD, targeted intervention staffing (senior teaching staff/tutors), community access & transport subsidies, therapy carry-over resources, and a small contingency fund for rapid response to unmet needs. (Detailed budget spreadsheet to be held by Operations Manager)

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 2024-25 academic year.

Intended outcome	Impact in Year 24-25
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 now 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>
To improve access to inclusive and, bespoke technological resources. To improve the accessibility	Eye Gaze is used to support accessibility to the curriculum.

<p>and availability of resources to remove any barriers in communication and to raise outcomes in core areas.</p>	<p>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</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 24-25

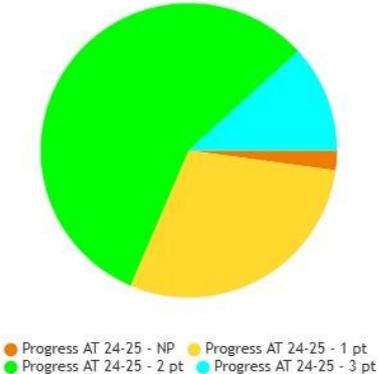
Whole school overview

The following assessment schema and associated expectations for progress, alongside the colour key to the graphs below were as follows:

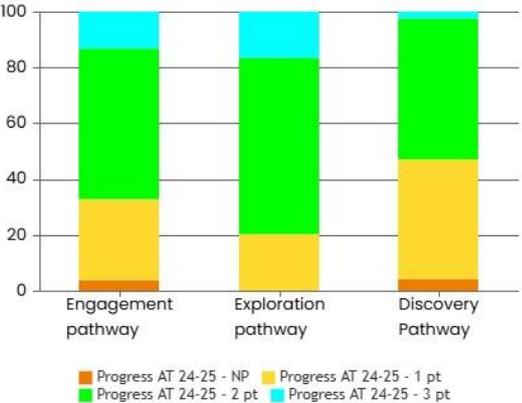
Emerging	Not present or only beginning to emerge/new target High level of prompt or support.
Developing	Evidence of progress. Lower level of prompt or support.
Established	Is used frequently and maintained over time. Mostly independent/spontaneous, only occasional reminders/prompts.
Generalised	Consistently used an applied within a range of settings/context and with a range of people. Independent and unprompted.

Across the Trust, the EHCP targets are broken down into annual targets, which are further used to set termly targets. The data contained in this report reflects progress towards the annual targets.

Whole school progress:



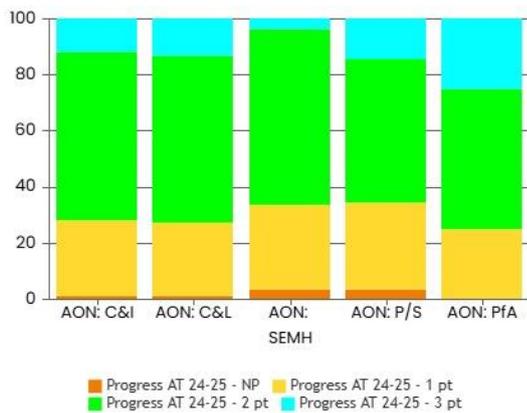
Progress by pathway:



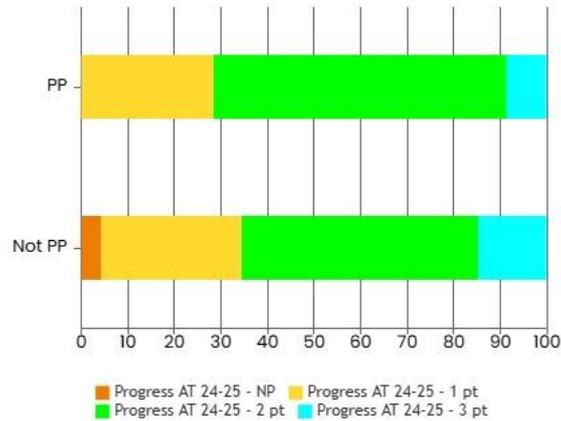
98% of learners made expected or above progress towards their EHCP targets, with 12% exceeding expectations. This is roughly equivalent to last year where 98% of learners made expected or more progress, but with 15% exceeding expectations.

There is generally equity between the pathways, with 96% of all learners making progress in the Engagement pathway (the same as last year), 100% in Exploration pathway (more than last year) and 96% in the Discovery pathway, a slight decrease from 99%. There are more learners in both the Exploration and Engagement pathways that made established or generalised progress than in the Discovery pathway.

Whole school progress by Area of Need:



Pupil Premium vs None Pupil premium progress



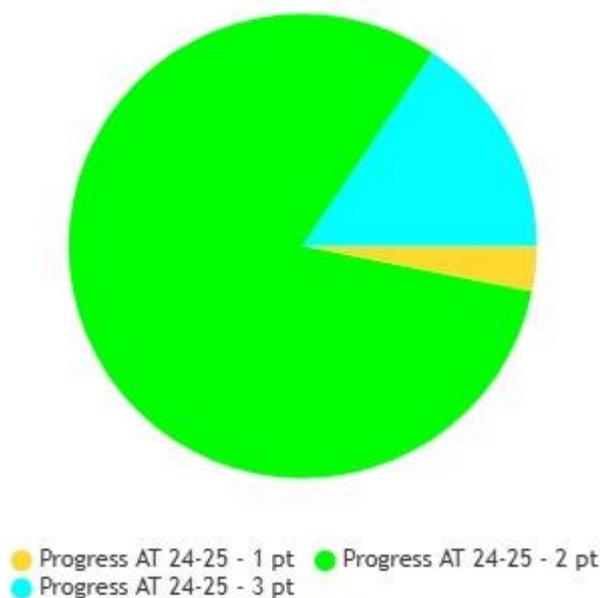
There was general equity between areas of need.

Learners with pupil premium indicators made slightly better progress than those without pupil premium indicators.

Progress towards ECHP outcomes by learning pathways

EYFS

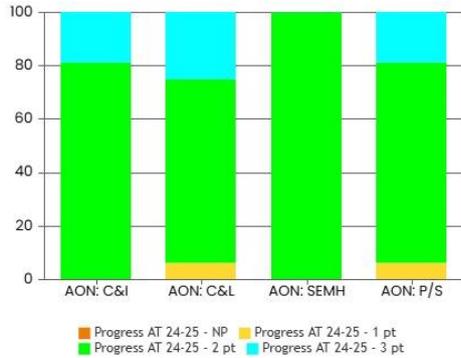
EHCP/IEP progress:



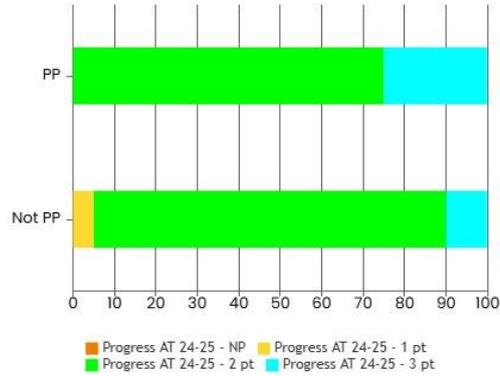
All learners made progress towards all EHCP outcomes within this phase with a significant improvement in the number of learners making established or more progress.

Progress towards EHCP/IEP outcomes, by area of need, for this cohort is as follows:

Progress by AON:



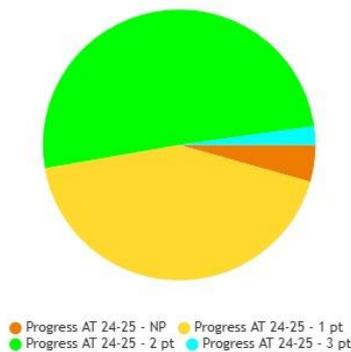
Pupil Premium vs None Pupil premium progress



The progress towards outcomes continues to improve for this cohort, with more learners achieving established or more progress than last year, a continuing trend. Learners with pupil progress indicators made better progress than those without. There is general equity between Areas of Need.

Discovery Pathway

EHCP/IEP progress:

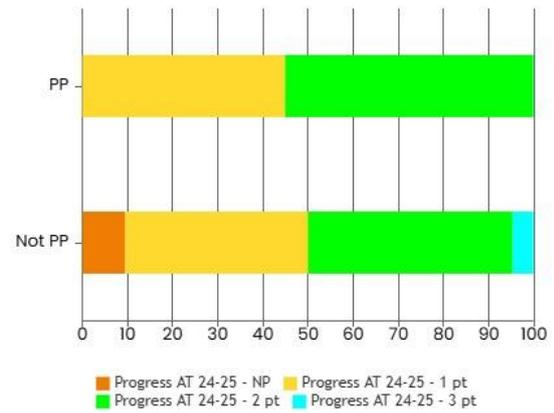
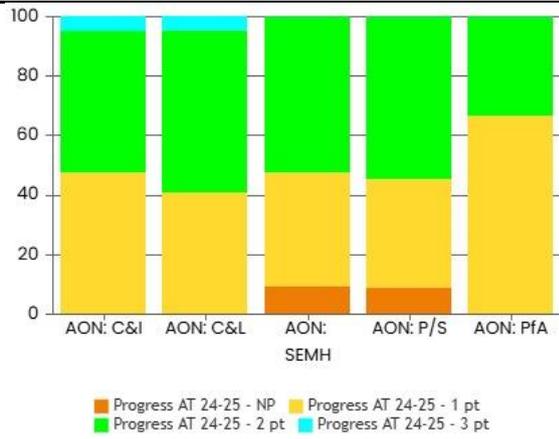


96% of all learners made expected or more progress, with 2% exceeding. Generally, there is a slight decrease in progress for this cohort in comparison to last year.

Progress towards EHCP/IEP outcomes, by area of need, for this cohort is as follows:

Progress by AON:

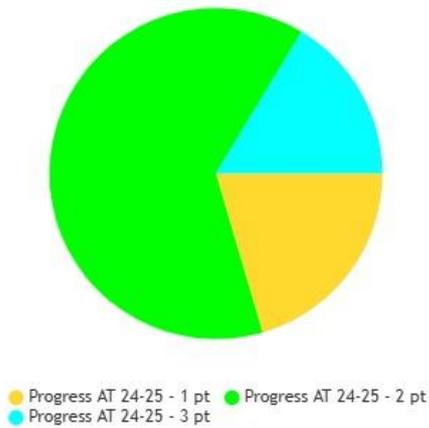
Pupil Premium vs Non-Pupil premium progress



There is general equity between Areas of Need with fewer learners across all Areas of Need making expected or more progress than last year. Learners with pupil premium indicators made slightly better progress than those without pupil premium indicators, however, more learners without exceeded expectations.

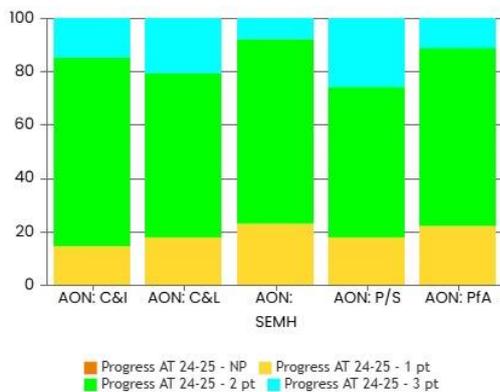
Exploration Pathway.

Overall progress:

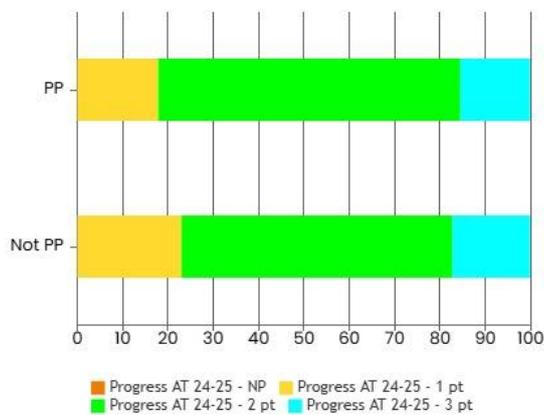


100 % of learners in this pathway made expected or more progress, with 16% of learners making exceeding progress. There is an increase in the number of learners making expected or more progress compared to last year.

Progress by AON:



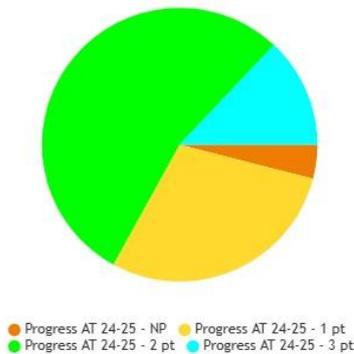
Pupil Premium vs None Pupil premium progress



There is generally equity between progress within each Area of Need. Learners with pupil premium indicators made slightly better progress than those without pupil premium indicators.

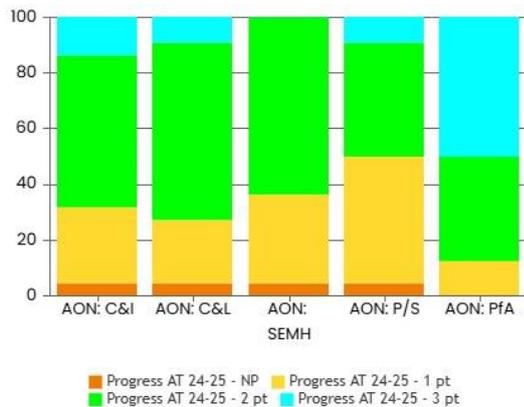
Engagement pathway

Overall Progress:

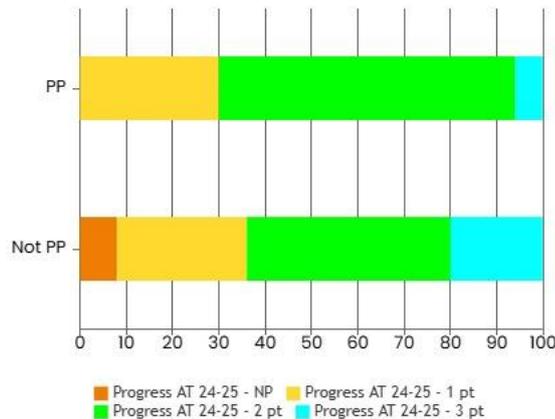


96% of learners made expected or more progress, with 13% making exceeding progress. This is the same as last year but with slightly fewer learners making expected or more progress.

Progress by AON:



Pupil Premium vs None Pupil premium progress:



Therefore, the majority of learners made roughly equitable progress across all Areas of Need, with Preparing for Adulthood being a particular strength, and slightly less progress being made towards Sensory/physical targets. More learners with pupil premium indicators made Established progress but fewer made Generalised progress than those without pupil premium indicators.

Curriculum progress

This is currently analysed termly. Please see Summer 2025 data analysis.

Summary:

Last year’s areas for development:

- There needs to be an improvement in the number of learners with pupil premium indicators making expected or above progress. **Learners with pupil premium indicators now make slightly better progress than their peers.**

- For more learners in the EYFS phase to exceed expectations, to make them equitable with other pathways and phases. **These has been significant improvement in progress within the Early Years.**
- For more learners within the Ready to learn pathway to make Established progress, in line with the other pathways. **This is now the Discovery pathway and is roughly equivalent to last term**
- For more learners in the Ready to Learn pathway to make better progress towards their Preparing for Adulthood targets. **This has improved and all learners made progress towards their outcomes.**

Areas of strength

- The EYFS phase and the Exploration Pathway have shown greater progress and consistency upon last year, which is a continuing trend.
- There continues to be better consistency in progress between the different Areas of Need.
- Learners with pupil premium indicators make slightly better progress than those without overall.

Areas for development

- Progress towards outcomes for the Discovery pathway

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

Attendance

Key barriers to attendance over the year 24-25 were identified as being:

- Reduced timetables
- Delays in LA responses to requests for change in placements. This includes learners where this has been identified over a year before the placement change is sought, or to changes in learner presentation and no proactive action is taken by the Local Authority.
- An increase in parental complaints, particularly where parents are unhappy with Doubletrees as provision offered by the Local Authority and wish an alternative, leading to them refusing to send their children to school.
- Medical appointments and illness for some students
- Transport

Points of success (what are we proud of)

Overall attendance:

- The Summer term attendance was the same as the Spring term at 85%, again with the data adjusted by removing reduce timetables, this was 88% (the average for special schools for the summer term was 87.1% according to the DfE statistics)
- For the year overall, the average attendance was 84.6%, an increase from the previous year which was 83%. The adjusted data with the removal of reduced timetables, showed an average of 89%. According to the DfE, the national special school average for the year was 87%. Therefore our attendance continues to improve over time.
- Comparison with national statistics show that we have a slightly higher rate of authorised absences for the year (12.9% compared to 9.5% nationally), however these are mainly due to medical appointments or procedures where learners have long term absences. It was not possible to compare reduced timetables to that of other schools. We do have half the number of unauthorised absences to the national averages for the year (1.5% compared to 3.4% nationally). There is also a decrease in the number of late marks in comparison to last year.

- The vast majority of families want their children to attend school and work with school to ensure that this happens. Where they do not attend, we know the reason why and authorise this, in line with National Guidance. Where this is not the case for a few exceptions, there is swift intervention put into place.
- There has been a significant reduction in the number of term time holidays taken this year in comparison to last year, as a result of the school taking a proactive approach, targeting key families for support and increasing general awareness of the penalties for doing so, whilst taking the time to understand the reasons for a request for absences on an individual basis, particularly where these requests are for therapeutic or palliative reasons. These have reduced by half as a result.
- Over the Easter holidays, all county provided transport was retendered. This initially impacted on attendance, however, as a school we were proactive in our approach and worked with families and the new transport providers to reduced any impact and prevent a number of potential transport breakdowns. Transport timings and the inflexible approach does still remain an issue for us. Individual needs are rarely taken into account. It is a one size fits all approach.

Persistent absentees:

There has been a decrease in the number of pupils classed as persistent absentees, from 45% last year to 37% this year. This reduces to 29% if reduced timetables are excluded. The DfE states that the national average is 35.

Effective intervention strategies:

- Parents report positively and engage with attendance intervention. As a result, there have been several referrals to external agencies to support attendance as barriers to attendance have been better understood and improved partnership/communication between school and home has been developed.
- As a result, there have been no exclusions or suspensions.

New Attendance Guidance:

- The new attendance guidance for September 2024 has been fully embedded throughout this year.

Trust Peer reviews and partnership working:

- We continue to work closely with both the statutory EWO and the Peninsular EWO. These have been supportive and responsive to ensure that we are able to embed the new guidance and follow best practice to support families to improve attendance.
- The Trust Attendance group continues to be supportive of professional development and shared understanding of attendance.

Reduced Timetable:

- All reduced timetables are in place following parental requests and supported by NHS colleagues.
- The school has no flexible timetables in place.
- There are 6 learners with reduced timetables that have been in place long term due to complex health needs. There were a further 5 reduced timetables in place over the course of the year, two of which have

ceased and three of which have been implemented to support access to education whilst we await intervention from external agencies or following a change in presentation/need.

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'

Appendix: Principal evidence sources (click to open)

- EEF — Special Educational Needs in Mainstream Schools (Guidance report) [EEF: Special Educational Needs guidance](#)
- EEF — Communication and language approaches (Early Years Toolkit summary) [EEF: Communication and language approaches](#)
- EEF — Teaching and Learning Toolkit (summaries for phonics, one-to-one tuition, small-group tuition, oral language, SEL, parental engagement, summer schools, etc.) [EEF: Teaching and Learning Toolkit / Impact Report](#)
- EEF — Making Best Use of Teaching Assistants guidance [EEF: Making Best Use of Teaching Assistants](#)
- Children's University — The Impact of Learning Beyond the Classroom (includes summary of EEF-funded evaluation) [Children's University: The impact of learning beyond the classroom](#)
- Chartered College — Embedding Communication in Creative Learning (specialist setting case study) [Chartered College: embedding communication in creative learning in a specialist setting](#)
- EEF — Putting Evidence to Work: A School's Guide to Implementation [EEF: Implementation guidance](#)