

## DBT Pupil Premium Action Plan Doubletrees 2017/18 (& review 16-17)

1. Summary information					
<b>School</b>	Doubletrees				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	(39,568)	<b>Date of most recent PP Review</b>	May 2018
<b>Total number of pupils</b>	96	<b>Number of pupils eligible for PP</b>	37	<b>Date for next internal review of this strategy</b>	July 2018

2. 2016 -17 attainment (this may need to adjusted for The Special Partnership Trust)
<p>SPT Progress Policy (March 2018): 'It is vital that the statutory assessment system is fair and inclusive, and that it enables all pupils to show progress regardless of any additional needs they may have' (Rochford Review Recommendations September 2017).</p> <p>At Doubletrees school all pupils (including those in receipt of the Pupil Premium allowance) benefit from personalised learning pathways identified as two distinct cohorts based upon a clear rationale for each: <input type="checkbox"/> PMLD (Learning2Learn) <input type="checkbox"/> ASD / SLD (Ready to Learn)</p> <p>Reporting Progress: The SPT has established common language to be used across the Special Partnership Trust when reporting on the progress of our pupils within core areas of learning (English/Maths). We will use the following three terms to identify progress being made by all pupils of the school including our PP cohort:</p> <p>Emerging This will refer to pupils who are currently working towards the expected rates of progress Expected This will refer to pupils who are currently working within the expected rates of progress Exceeded This will refer to pupils who are currently working beyond the expected rates of progress</p> <p>Data benchmark, assessment and progress: The Special Partnership Trust have agreed upon a progress data benchmark which will ensure appropriate challenge and high expectations in terms of the progress made by all pupils.</p> <p style="text-align: center;">EMERGING 15% EXPECTED 60% EXCEEDED 25%</p>

**Formative Assessment:** Formative assessment is an on-going process throughout the year, whereby teachers and support staff assess and collect evidence with and alongside pupils towards achieving individual targets (evidenced via learning records/work books and individual pupil progress files).

This type of assessment ensures regular on-going monitoring of progress allowing teachers to plan for and target specific skills required for pupils to make progress in all areas of development. The main purpose of all formative assessments is to monitor progress. **Summative Assessment:** Summative assessments take place formally 3 times a year (data drops - Autumn, Spring and Summer) and used to track individual pupils' progress towards their end of year goals (and beyond). This data is monitored by class teachers, the extended leadership team, the LGB and Trustees to analyse cohorts of pupils as well as patterns in progress identifying any gaps in learning; such gaps if identified are addressed through planned intervention (this may be focussed work for pupil, use of additional resources or identification of CPD need for staff). The main purpose of all summative assessments is to evaluate progress.

**L2L Key Stage 1-4 Progress (MSI Assessment):** For those pupils who are not engaged in subject specific learning we follow the MSI Assessment. This system addresses pre-learning (pre-requisite) skills and engagement within very small steps which is appropriate and most relevant for this cohort of pupils. We have developed our own progress measure for this assessment system which is based on a point scoring system. For each area (domain) of learning pupils has a score linked to their levels of engagement and understanding of skills; this data is formally reviewed and updated each term where teachers are able to track the increase in scores in terms of expected progress. Our fundamental aim is to establish the rates of progress each pupil has made using the following measure:

Emerging Expected Exceeded Below expected levels of progress Expected levels of progress Above expected levels of progress  
0.00 - 0.12 (score increase over year) 0.13 - 0.20 (score increase over year) 0.21 upwards (score increase over year)

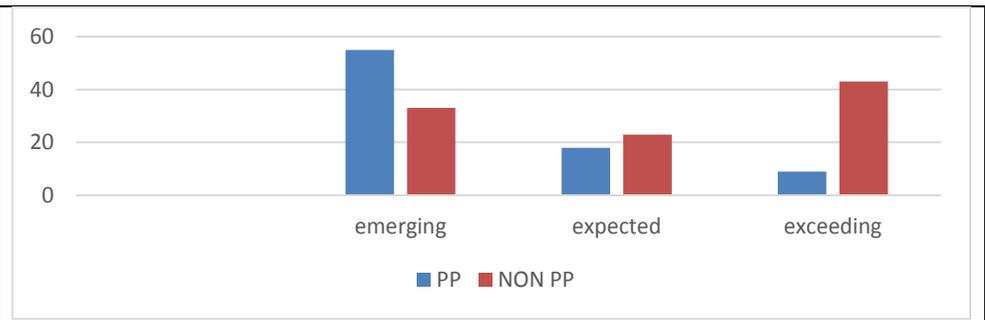
**2017-18 – data routes R2L Key Stage 1-4 Progress (BARS Assessment):** For those pupils who are engaged in subject specific learning we follow the BARS Assessment systems. The BARS (Brent Assessment Route System) assessment was developed by a group of outstanding schools in Brent offering detailed assessment over a range of levels. It allows us to track progress in core areas of learning for our KS1 - KS4 R2L learners: BARS assessment, has an inbuilt progress tracker which measures progress over time from a starting point and again allows us to evidence the rates of progress (Emerging, Expected, Exceeded) being made. All schools began using this system in September 2017. For a cohort of more able pupils within the SPT we have found that the BARS system does not adequately assess pupils working at the higher levels of attainment and need an extended assessment to determine skills/levels. For such cohorts we use the PARS (Pencalenick Assessment & Recording System) to provide us with these extended levels to ensure that we are able to challenge all learners appropriately.

Data drops:

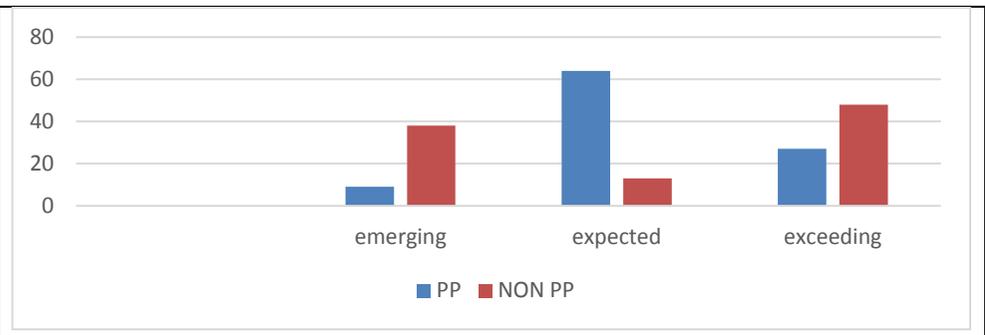
Following formal assessment pupil progress is reported to the LGB and Trustees via the Head Teacher report (termly data drops); as such all data presented is open to scrutiny and challenge. Each Autumn Term the LGB hold a data day where pupil progress over time for all cohorts including those in receipt of Pupil Premium is scrutinised using the established flight paths which determine progress within each strand (emerging, expected, exceeded). This process secures rigor in ensuring all pupils are in receipt of an education/school offer which remains outstanding.

Doubletrees Data Outcomes 2016 -17

			Emerging	Expected	Exceeding
English	PP	2016-17	6	2	3
	Non PP	2016-17	20	14	26



			Emerging	Expected	Exceeding
Maths	PP	2016-17	1	7	3
	Non PP	2016-17	23	8	29



**3. Barriers to future attainment (for pupils eligible for PP, including high ability)**

**In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	High Medical Needs – impacts on attendance at school and within the school day – such as epilepsy. High health care needs; it is fundamental we address their physical/health and well-being needs to enable all pupils to engage in the teaching and learning process; much of this work is addressed via IEPs (physical) and as such forms part of our Pupil Premium offer	
<b>B.</b>	<b>Poor communication skills:</b> All learners have severe or profound learning difficulties; some have social and communication difficulties which impact significantly upon learning/progress over time. This cohort requires opportunities for planned social inclusion to further develop important social skills/relationships with others; our Pupil Premium offer secures such opportunities through dance, swimming and educational visits	
<b>C.</b>	Resilience and self-regulation of behaviour of learners has a fluctuating impact on personal well-being needs which impacts significantly upon their emotional well-being; this can have significant impacts on their ability to future attainment.	
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>		
<b>D.</b>	Parental engagement with school – complexities of wide catchment area and 95% travel by LA funded transport	
<b>E.</b>	Persistent Absence due to high health needs Hospital visits. Many pupils have high health care needs which can impact significantly upon their attendance; it is paramount such needs are addressed as required/necessary throughout the school day (managing medical conditions) to ensure on their return to school their physical well-being is addressed which enables them to actively engage in the teaching/learning process. The school monitors all attendance producing case summaries which evidence the needs type of our learners and ways the school addresses lower attendance when possible.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved attendance	Attendance is in line with SPT target - 90.9%
<b>B.</b>	Improved social and emotional wellbeing: to secure ILP / Wellbeing plan success criteria in accordance with SPT bench Mark. Emerging 15%, Expected 60%, Exceeded 25%.	Learners have a greater resilience in managing their behaviour 85% of pupils to achieve their personalised learning target identified in conjunction with the Music Therapist (identified via long Golden Goals & ILP) Bespoke provision reflects pupil high needs.
<b>C.</b>	Quality of Teaching & Learning; To ensure that all PP & CiC pupils make at least the expected progress over time in core and personalised learning outcomes agreed at their CiC reviews (benchmark 85%) with the IRP, parents and multi-agency teams	Pupils meet / exceed their expected targets in line with SPT progress policy. Parent returns demonstrate 85% of parents consider their child is making good progress Parent returns demonstrate 85% of parents new to the school are happy with the transition process 85% of personalised learning targets are achieved by PP & CiC 85% of ePEP's submitted are quality assured as green (highest standard)

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017 - 18</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i.</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Improved attendance in line with SPT schools</b>	<b>To develop role of Family Liaison to work with parents on the importance of attending school – to provide staff with training in SIMS</b>	Changing culture of parents keeping children at home. Developing an awareness of the importance of attending school. To develop staff skills in recording attendance to ensure accuracy in reporting.	Attendance figures meet SPT target Intervention by HSL  Staff able to record and follow up absence in a timely manner.	HSL  CR	July 18
<b>Total budgeted cost</b>					17,000
<b>ii.</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved social and emotional wellbeing, learners are able to self-regulate	To train TIS practitioners and to develop training across the school. Practitioner to work with learners in small groups, individually, create clubs to generate social inclusion and communication. Music Therapy to provide additional approach to well being.	TIS is an emotional & wellbeing approach that will have an informed approach to practice across the school – Staff will be trained on the assessment tool Motional. Club time – will need planning and resources to ensure that learning targets and adequately resourced.	That the trainers pass their training and begin to screen learners using the motional tool. Club time has good participation and learners targets are achieved and skills are translated into a variety of settings.	JH	July 18
<b>Total budgeted cost</b>					12,500
<b>iii.</b>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Quality of Teaching &amp; Learning</b> For pupils to meet or exceed their academic targets	Use a new tracking and intervention system	With our new tracking system we will be able to identify earlier, those pupils who were at risk of not meeting their targets. As a result teachers were able to adapt their teaching styles, leading to increased quality first teaching (QFT), and a reduction in interventions.	Through progress meetings with teachers each half term	CB	July 2018
<b>Total budgeted cost</b>					10,000

6. Review of expenditure				
Previous Academic Year		2016-17		
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For pupils to meet or exceed their expected targets	Develop Holistic Tracking system.	To provide accurate information to ensure that intervention is deployed effectively raising learner outcomes. Monitoring the development of the tracking tool and reporting outcomes of learner achievement. Staff are able to record information effectively.		1,500
<b>ii. Targeted support</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance of learners and greater parental engagement	Appoint Family Liaison and create a forum for parents to meet and engage with the school, creating positive links with parents to improve attendance.	Lack of parental engagement with the school and a negative perception by parents surrounding poor communication. Attendance at parent meeting and partnership conversations.		17,233
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To promote mental wellbeing and emotional resiliency	Music Therapy & Drama workshops	Music Therapy is accessible to learners and creates positive learning experiences and improves communication and social resilience. Tracking systems show impact and improvements in behaviour and engagement.		11,000

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)