

Pupil Premium Strategy Statement (2024-25 Updates)

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	Maplefields Academy
Number of pupils in school	122 (Dec 2025)
Proportion (%) of pupil premium eligible pupils	76.2% (Dec 25)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24-2026/27
Date this statement was published	01/01/2026
Date on which it will be reviewed	April 2026 (termly)
Statement authorised by	Jessie Walker
Pupil premium lead	Pamela Bell
Governor / Trustee lead	Sue McKim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,151 (2023-24) £80,000 (2024-25) £91,820 (2025-26)
Recovery premium funding allocation this academic year	£54,589 (2023-24) £0 (2024-25)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£128,740 (2023-24) £80,000 (2024-25) £91,820 (2025-26)

Part A: Pupil premium strategy plan

Statement of intent

At Maplefields academy, we aim to support the SEMH needs of our students to enable them to have full access and engagement with the curriculum. Many of our students social and emotional needs impact on their ability to self-regulate, which in turn affects their readiness for learning. Our students also have difficulties around communication, concentration and processing skills. Threaded throughout the above difficulties are barriers such as low self-esteem, low confidence which can affect their involvement in the wider world.

Through evidence- based research from well recognised organisations, such as the Education Endowment Foundation (EEF), around the needs of students with SEMH difficulties, we have invested in developing a more Attachment Aware and Trauma Informed approach at our school. As part of this process, we have been able to widen our offer to students and include a range of therapeutic approaches as part of supporting our students in their curriculum offer.

Alongside our wider research, we continue to work closely with Mental Health professionals, using their guidance, advice and knowledge to develop our offer to our students.

Key aims are:

- To motivate pupils who have so far found school a challenge by providing a safe, calm, caring learning environment which is stimulating through the richness of the learning environment and the caring, nurturing approach and encouragement given to each pupil by staff.
- To foster a sense of belonging and to provide the opportunity for all pupils to develop a sense of **self-worth**, confidence and control over their lives.
- To provide opportunities for all students to follow a broad, balanced and relevant curriculum, which includes the National Curriculum, and to encourage each pupil to succeed and achieve their full potential with accreditation, whilst learning to establish **independence** through working routines, managing their own behaviour and learning to make appropriate choices and accepting responsibility.
- To prioritise Basic Skills giving special emphasis to literacy. Our pupils generally arrive with poor literacy skills and we aim to improve their attainments and achievement in reading and writing using a variety of strategies, resources and learning styles. To build upon previous skills and experience to extend the knowledge of pupils, using practical activities and structured play where appropriate. To offer a progression, through small steps, for the development of skills and concepts.
- To provide, in addition, direct timetabled opportunities for pupils to learn social, behavioural and **communication skills** and self-awareness through structured teaching.



- To help pupils develop a respect for themselves and others in order to be able to follow rules and become integrated and accepted members of the larger community who are able to form positive, meaningful and **healthy relationships**. To prepare pupils for the opportunities and responsibilities of adult life.
- To promote effective and supportive relationships with parents, carers and all other professionals involved with the pupils in working towards our agreed aims and values. The school promotes the spiritual, moral, social and cultural development and those identified as British Values of all pupils together with equal opportunities to enable pupils to achieve the individual outcomes ensuring their safeguarding as our priority.

Challenges

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

Challenge number	Detail of challenge
1	The students social and emotional needs including difficulties around attachment and trauma, self-esteem, confidence and mental health impacting on their ability to self-regulate, reflect, peer interaction and readiness for learning.
2	Difficulties with learning particularly issues around communication skills, literacy, concentration and processing skills. The barriers to Reading at Maplefields are varied and complex; with over 71% (87/122 students as of Dec 2025) of our students having identified Literacy needs. This is a 3% decrease from 2023-24.
3	Disengagement from learning for our high-profile PP students, impacting on attendance and meaningful engagement with learning, affecting KS4 and Post 16 pathways.
4	To continue to keep attendance high on the agenda and ensure student attendance is monitored rigorously. Attendance to school last academic year for PP students was 74.6% this is 3.4% decrease for our PP students from last academic year.

Intended outcomes

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

Intended outcome	Success criteria
<p>1- Improved levels of self-esteem and self-regulation for our PP students across the school and increased levels of engagement with learning. Increase staff skill sets across the school for working with students with Attachment and Trauma and Mental Health needs.</p>	<ul style="list-style-type: none"> • Decreased behaviour incidents across the school, behaviour incident data including PI intervention will reflect this. • Positive engagement with our therapeutic offer from feedback with school staff, students, families and therapists. • Improved confidence and a positive attitude towards school and learning evidence through attendance to school and lessons and students meeting their IBLP targets on their daily target sheets. • Increased understanding of student's complex needs and therefore more able to increase the therapeutic offer across the school. • Students make expected or better than expected progress towards their EHCP outcomes • Students becoming more reflective in their learning and SEMH needs. • Development of staff knowledge, understanding and skills through staff training in small groups and whole school.
<p>2A- Improved communication skills to support students with self-expression and reflective behaviours to impact positively on their learning.</p>	<ul style="list-style-type: none"> • Communication across the school that meets individuals needs and levels of language. Students being able to communicate effectively both in their learning and in their everyday interactions. This will be evidenced through learning walks, lesson observations and academic and behaviour data. • Increased reflection tools to meet a range of communication needs.

<p>2B- To create reading rich environments giving our students opportunities and experiences to increase their ability to access the curriculum and fulfil their potential.</p>	<ul style="list-style-type: none"> • To identify and implement new reading and spelling assessment system. • To ensure a whole school take up of the system • To disseminate information to all Teaching staff, allowing for increased adaptation and more focused teaching interventions. • To identify any key trends or concerns and deliver relevant staff training to support student needs.
<p>3- Provide quality and tailored off-site provision for PP students. Successful re-engagement of previously disengaged PP students preventing NEET at the end of year 11/Post 16. Implement varied work experience opportunities for students to support preparation for adulthood with an increased confidence in Post 16 pathways.</p>	<ul style="list-style-type: none"> • Students on individualised timetables and in off-site provisions showing positive engagement with positive outcomes at Post 16, evidenced through successful post 16 applications at colleges of their choice and using the check in after students have left. <p>This can be measured by attendance, suspensions, behaviour data in school or at alternative provisions and individual case studies. Termly monitoring of our use of AP - attendance, engagement, academic progress and improved SEMH data.</p>
<p>4- To sustain the culture of Attendance being high on the agenda</p>	<ul style="list-style-type: none"> • Weekly monitoring and analysis of attendance which breaks down into vulnerable groups, phases and reasons for absence to support with parental communications over attendance. • Give form tutors weekly analysis of class data whole school so as a team we can respond quickly. Alongside new student's historical data, Regular briefing sessions for staff on attendance to maintain a high profile. Students have individual attendance targets set by form tutor and reviewed regularly. • DH for Attendance to regular review class attendance data with class teams to support quick actions for students. Attendance visuals around school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the Attachment Aware and Trauma informed approach across the school through staff development.</p> <p><i>Continued staff development and training for new staff.</i></p> <p><i>Review of curriculum and inclusion of further trauma based research – THRIVE curriculum – look at what can be included in the current school day to support the trauma informed approach.</i></p> <p><i>Project based learning to allow children to develop their metacognition skills and independence using their own choice of topic – encouraging children to develop fundamental skills.</i></p>	<p><i>Metacognition and Self-regulated learners. (EEF)</i> <i>Relationships Matter (Osher et al.) 2019</i></p> <p><i>Bath Spa university- Attachment Aware schools.</i> <i>Dr. Dan Hughes- PACE model Settling to learn- L Bomber</i></p> <p><i>The EEF Teaching & Learning Toolkit suggests that Behaviour Interventions are a low-cost, moderate-impact strategy that can have an added impact 4 months for effective implementation. Approaches focused on self-management have the greatest impact. Behaviour Interventions EEF</i></p> <p>Evidence: Concerns recorded and actioned on MyConcern, see event chronology. Conduct monitored through Learning Walks. Behaviour Watch Incident log evidence of PACE approach being used and responses to behaviours following trauma informed practice. Internal evidence through staff feedback/questionnaire where most staff said they felt more confident in working with our students and understanding their needs through the Attachment training/work. Regular and consistent attendance to the Attachment group at work.</p>	<p>1,2,3,4</p>

<p>Therapeutic offer to support whole school language processes such as behaviour learning plans and reflective language processes for students.</p> <p><i>Embed support offered through ELSA/MHST./Draw and Talk and external support to ensure pupils are referred promptly.</i></p>	<p><i>Metacognition and Self-regulated learners. (EEF) Relationships Matter (Osher et al.) 2019</i></p> <p><i>Bath Spa university- Attachment Aware schools. Dr. Dan Hughes- PACE model Settling to learn- L Bomber</i></p> <p>Trauma Informed Practice award (Silver) received and working towards Gold award. Evidenced through work with ELSA/MHFA, lead teacher of Trauma informed practice is in place and leading staff training, Dr Dan Counselling support, Gideon (NMPAT) Music therapist, Draw and Talk therapy – all alongside ethos of PACE model used by all staff.</p> <p>Whole school Jigsaw approach to PHSCE. Dance teacher to work with girls group to increase therapeutic offer.</p> <p>Sensory Circuits to be embedded in primary classroom.</p>	<p>1,2,3,4</p>
<p>Develop staff skill sets in working with students with SEMH needs.</p> <p><i>Staff training on EHCP Annual Review process and purpose.</i></p> <p><i>Zones Of Regulation training for all staff – update to IBLPs and raise classroom profile of ZofR</i></p> <p><i>Team Teach for new staff as well as regular updates for current staff. Certificates up to date.</i></p> <p><i>Training of behaviour support member of staff to enable to teach Team Teach to others to support long term plan</i></p>	<p><i>Bath Spa university- Attachment Aware schools. Dr. Dan Hughes- PACE model Settling to learn- L Bomber</i></p> <p>Internal evidence: ELSA training for targeted staff to support the implementation of the Mental Health Champion role.</p> <p>Drawing and Talking Therapy training for key staff.</p> <p>Training on Annual Reviews for EHCP's – purpose and impact. Updating IBLP and OPP to ensure pupil support is current and up to date - staff aware of bigger picture within the county and how to plan to ensure effective future proofing of a supportive learning environment.</p> <p>Zones of Regulation training to refresh staff knowledge – classrooms reflect current whole school approach to supporting individuals identify and manage their SEMH needs which increases confidence and safe behaviours.</p>	<p>1,2,3,4</p>
	<p>Internal evidence through staff feedback/questionnaire where most staff said they felt more confident in working with our students and understanding their needs through the Attachment training/work. Regular and consistent attendance to the Attachment group at work.</p>	

	<p>Attachment training delivered by school attachment lead to continue to raise awareness especially for new staff. SENDCo's raising awareness of Section B and how this can impact post 16 placement if outdated.</p> <p>All classes to have ZofR at the front of the classroom main teaching area to raise awareness when pupils are engaging in whole class teaching.</p> <p>2 members of staff team are available to deliver Team Teach training</p> <p>Staff trained on specific areas of the EHCP including raising awareness of section B where pupil needs are clearly explained and categorised by order of importance. How section B needs to be referenced particularly in EHCP annual reviews for Year 11 as this impacts their Post 16 prospects.</p>	
<p>Embed a whole school self-regulation programme for students.</p> <p><i>The Zones of Regulation – Staff training and increased awareness within the classroom.</i></p>	<p>EEF Toolkit: Metacognition and self-regulation strategies support +7 mths for students</p> <p>Internal evidence: Learning walk has shown that this has been implemented across the school and positive feedback from students and staff. Next steps to further secure in Key stage four around the language used for particular students.</p> <p>Further whole staff training which will raise the awareness of whole class ethos around managing own behaviours through bespoke Zones for each pupil and displays in class which supports strategies for the different zones – encouraging independent management of emotions. Regular sessions through the week where self regulation skills are discussed and taught discreetly has been implemented. Vocabulary to support the identifying of feelings varied across the key stages to promote a growing vocabulary as children mature.</p>	1,3,4
<p>Improve communication skills to support students with self-expression and reflective behaviours to impact positively on their learning.</p> <p><i>Voice 21 Oracy strategies to be introduced to the curriculum to encourage the use of positive conversations and understanding of others' point of view – stem sentences to support</i></p>	<p><i>Communication (EEF) Improving outcomes for disadvantaged learners, opportunity areas, see Best Practice 'Cooks Spinney primary' Royal college of Speech and Language Therapists:</i></p> <p><i>'For education settings to promote emotional wellbeing in children and young people and prevent the development of mental health problems, it is essential that they are able to identify and support children and young people with communication and interaction needs. Many children and young people have speech, language and communication needs.</i></p>	1,2,3,4

<p><i>children with constructive debates.</i></p>	<p><i>Left unidentified and unsupported, these needs put them at risk of mental health problems.</i></p> <p><i>Voice 21 National Charity:</i></p> <p><i>In Voice 21 schools, you will hear students solving problems collaboratively in maths and dissecting arguments in history, talking through conflicts in the playground and leading assemblies. Like reading, writing and maths, children can learn oracy skills and they are vital to every aspect of school, work and creating healthy relationships with other people.</i></p> <p><i>The EEF have found that the average impact of oral language interventions and development is approximately an additional six months progress over the course of a year.</i></p> <p>Internal evidence: Powerful Voices (Voice 21 project) will carry out baseline assessment of current practice in March 2026 in order to outline next steps to improve oracy across school.</p> <p>Class teacher has met with Speech and Language therapist to gain knowledge of needs of pupil and next steps to use in class.</p>	
<p>Embed the Maplefields Outstanding Teaching and Teaching Assistant programme for new staff and refresh current staff linked to outcomes of monitoring and staff training.</p>	<p><i>EEF Toolkit: Retrieval</i></p> <p><i>OTAP programme:</i> <i>to develop the potential for Teaching Assistants to have a wider impact on improving the quality of teaching and learning across the school. Designed and facilitated by experienced school leaders and teachers the OTAP forms part of the OLEVI Teaching & Learning Syllabus which has gained a national reputation for raising standards in teaching and learning.</i></p> <p><i>The programme enables delegates to share ideas and strategies to help move their school's forward. Delegates gain confidence in feeling able to voice their views and ideas, and feel empowered to take the lead in their development as "learning assistants", with a focus on facilitating the pupils learning experience.</i></p> <p>Internal Evidence: Maplefields staff work collaboratively to support the children with their academic and emotional progress through a joint mindset developed through the programme. Staff work together to develop support plans for the children.</p>	<p>1,2,3,4</p>

	<p>Senior Leaders and attachment lead have led and to continue to lead training to raise awareness of trauma informed practice, understanding EHCP's and consultation process based on primary needs of pupils. Safeguarding and behaviour support for our pupils.</p>	
<p>To increase staff skills sets and confidence in responding to the daily Mental health needs of our students, enabling PP students to have a successful day at school. Less behaviour incidents, higher inclusion rates.</p> <p><i>MHFA's in school delivering bespoke support to individual students.</i></p> <p><i>MHFA delivering training/advice to staff on their area of expertise.</i></p> <p><i>Additional staff to be trained as MHFA to increase capacity for school to offer support to pupils.</i></p> <p><i>MHST and Thriving In Life programme in place and pupil support is carried out via referral process.</i></p>	<p>EEF Toolkit: Social and Emotional Learning +5mths</p> <p>ACES data</p> <p>Evidence from research mhfaengland.org - <i>'MHFA training improves mental health first aid knowledge, recognition of disorders, and beliefs about the most effective forms of treatment for mental health issues. - MHFA training reduces stigma, increases confidence in assisting someone with a mental health issue and increases intentions to provide mental health first aid to a small extent. - These effects were evident up to six months after completing the training'</i></p> <p>Research from https://www.myfamilyneeds.co.uk/ findings on MHFA in schools:</p> <p><i>New research published on the eve of World Mental Health Day has revealed the impact of Youth Mental Health First Aid (MHFA) training on secondary school staff throughout England. The study, conducted by a team of researchers from University College London (UCL), involved over 1,000 school staff and evidences a significant increase in confidence in knowledge, skills and awareness to support a young person struggling with their mental health.</i></p> <p>Internal evidence: Staff who have completed the MHFA course have voiced a more confident approach when working with students with more significant MH needs.</p> <p>28% of our students are accessing in house mental health support through our therapists and MHFA in addition, pupils are also accessing wellbeing sessions such as Girls Dance and 1:1 sessions with key members of staff. Others have bespoke timetables to support with additional EBSA needs.</p>	<p>1,2,3,4</p>

<p>To identify gaps in reading knowledge and to inform planning and training by identifying a fresh and innovative approach to accurately assess whole school Reading and Spelling ages.</p> <p><i>NGRT data to be used effectively to target children’s reading needs – word recognition vs sentence comprehension to be clearly reviewed in order for correct support to be put in place.</i></p> <p><i>Fluency practice to begin across school through daily 10-15 min reading with the teacher where the children are exposed to prosody, intonation and fluency model by the teacher and followed using a choral and echo read strategy.</i></p>	<p><i>71% of students have literacy identified on their EHCP.</i></p> <p><i>EEF Toolkit: Reading Comprehension strategies +6mths</i></p> <p><i>EEF Toolkit: Phonics +5mths</i></p> <p><i>Best start in life part 1: setting the scene Dfe November 2022</i></p> <p><i>Scarborough’s Reading Rope explores the two main strands required for children to learn to co-ordinate the different components of reading: word recognition and language comprehension. In order to be classed as fluent readers, children need to “read quickly, accurately, and with appropriate stress and intonation.” (EEF Improving Literacy in KS2 Report.) Furthermore, once a child can be considered a fluent reader the development of their comprehension skills is likely to follow “because pupils’ limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.” (Wanson, H. and O’Connor, R. (2009) ‘The role of working memory and fluency practice on the reading comprehension of students who are dysfluent readers’)</i></p> <p><i>Internal Evidence: Reading lead has regular sessions with bottom 20% of readers in order to boost reading ability and exposure. Those students with further need are accessing precision teach of high frequency and common exception words to support with fluency and whole word reading where phonics and WRI progress had been particularly slow.</i></p> <p><i>Internal evidence: 93% of PP students have made expected or better than expected progress in reading (2% increase over non PP).</i></p>	<p>2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Speech and Language Therapist support</p> <p><i>Dyslexia screener used to identify additional needs prior to accessing Sp&L therapy – ensuring needs are correctly identified</i></p> <p><i>Staff member attends meetings with Speech and Language therapist on how best to support key pupils moving forward as they come away from direct therapy</i></p> <p><i>Powerful Voices audit to support with Oracy needs across the school. Baseline to be used to identify next steps</i></p>	<p><i>Communication (EEF) Improving outcomes for disadvantaged learners, opportunity areas, see Best Practice ‘Cooks Spinney primary’ Relationships Matter (Osher et al.) 2019</i></p> <p><i>EEF Toolkit: Oral Language Interventions +6mths</i></p> <p>Internal Evidence: GL Assessment programme- Screening tests are used to give an indication of an individual’s strengths and weaknesses and can help identify the likelihood of them having a specific learning difficulty (SpLD) such as dyslexia. Screening does not provide a diagnosis (for which a full diagnostic assessment would be required) but can be an accessible way of determining that a child or adult may need additional support. Class teacher has attended Speech and Language meetings to gain understanding on how best to support pupil in class.</p>	
<p>Specific offers to particular classes- Green Class- where there is a high priority for S&L needs (RAS funding and EHCP section F provision) the offer includes class staff and the primary phase leader to support this work, post therapist.</p> <p><i>Precision Teach of High Frequency Word list to support language acquisition and reading fluency.</i></p> <p><i>Staff member attends meetings with Speech and Language therapist on how best to support key pupils moving forward as they come away from direct therapy</i></p> <p><i>Powerful Voices audit to support with Oracy needs across the school. Baseline to be used to identify next steps</i></p>	<p><i>Communication (EEF) Improving outcomes for disadvantaged learners, opportunity areas, see Best Practice ‘Cooks Spinney primary’ Relationships Matter (Osher et al.) 2019</i></p> <p><i>EEF Toolkit: Oral Language Interventions +6mths</i></p> <p><i>Evaluating the ability of children with social emotional behavioural and communication difficulties (SEBCD) to express their views using Talking Mats (2006)</i></p> <p><i>UCL research on Precision Teaching having a positive effect on word reading skills:</i></p> <p><i>‘Precision Teaching is a systematic and precise method of evaluating whether a student has or has not acquired knowledge and skills within a particular curriculum area. Precision Teaching aims for students to acquire the skills of mastery, maintenance and generalisation (Binder, 1988) within a particular curricular area, highlighting the importance of students becoming fluent in a particular domain, for example word reading or multiplication.’</i></p> <p>Internal Evidence: RWInc used to support children’s phonic knowledge and key ‘red/green’ words to enable fluency.</p>	

	<p>Key class staff (Green) have attended meetings with specific pupil's Speech and Language support in order to hand over good practice for the child to continue to make progress outside of Speech and Language professional sessions.</p> <p>Reading lead for secondary is using precision teach to support key pupil who has struggled with retention of phonics.</p>	
<p>To meet the emerging needs of the bottom 20%, and those students being referred by staff, by further increasing the time a specialised reading ambassador, spends with that vulnerable cohort. To implement a referral system for all staff to ensure we are able to identify students in need of effective and immediate reading intervention strategies.</p> <p><i>Precision Teach to be used with all children who are not at ARE for reading using the word lists related to their current stage and emerging as the child's confidence with word recognition increases.</i></p> <p><i>Children with reading age above ARE to use Precision Teach with Tier 3 vocabulary.</i></p>	<p><i>RWI research and evidence</i></p> <p><i>The Matthew Affect</i></p> <p><i>EEF Toolkit: Reading Comprehension and Phonics.</i></p> <p><i>Best start in life part 1: setting the scene Dfe November 2022</i></p> <p><i>UCL research on Precision Teaching having a positive effect on word reading skills:</i></p> <p><i>'Precision Teaching is a systematic and precise method of evaluating whether a student has or has not acquired knowledge and skills within a particular curriculum area. Precision Teaching aims for students to acquire the skills of mastery, maintenance and generalisation (Binder, 1988) within a particular curricular area, highlighting the importance of students becoming fluent in a particular domain, for example word reading or multiplication.'</i></p> <p>Internal evidence: 91% of students made expected and better than expected with their reading last academic year. And this level of progress is evident since Covid.</p> <p>Reading lead for secondary is using precision teach to support key pupil who has struggled with retention of phonics. New primary reading lead to work with secondary lead to improve reading across school.</p>	<p>2,4.</p>

<p>Successful reengagement of previously dis- engaged PP students with tailored and focused educational packages to support positive long -term outcomes. To support Post 16 PP student with work placements and job prospects.</p>	<p>EEF Toolkit: One to One Tutoring +5 mths</p> <p>Internal evidence: Students who are currently accessing off site tailored provision are making expected or better than expected progress. Most (4/5) show good attendance and a high level of engagement at those providers. 4 out of the 5 students on off-site provision are making expected or better than expected progress from starting points with their learning and engagement with their EHCP outcomes. 4/5 students were able to increase their educational offer at their off-site provisions.</p> <p>2 students currently access an Alternative Provision outside of the county where they are dual registered alongside Maplefields. These students are engaging in their learning and making progress with their EHCP targets.</p> <p>Job hub enterprise system to support post 16.</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly Attendance rewards for both individual and class groups.</p> <p><i>SLT to link with classes to ensure attendance is visited on a weekly bases and to support with strategies to raise attendance.</i></p> <p><i>Assemblies to be used to raise the profile and purpose of high attendance with pupils.</i></p> <p><i>Parent contracts and support packages for those not accessing the main school provision.</i></p> <p><i>Work with the EIPT to encourage those with low attendance to re-engage with the school.</i></p>	<p><i>Working together to improve school attendance.</i></p> <p><i>EEF Supporting School Attendance: In summary, it found that:</i></p> <p><i>‘Schools use a wide variety of strategies to improve pupil attendance. There is some evidence of promise for parental communication and engagement approaches and responsive interventions that meet the individual needs of the pupils. The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems.’</i></p> <p>Internal Evidence: SLT are teamed up with class groups and meet on a weekly basis to discuss attendance and ensuring communication with parents is in place on a regular basis.</p> <p>Weekly meetings between SLT/DSL to discuss complex cases and next steps.</p> <p>Attendance team has grown to include form tutors and behaviour support staff to continue to raise the profile of attendance.</p> <p>Attendance rewards to be given termly for most improved attendance from each class.</p>	4
<p>To create and nurture an environment that celebrates reading in order to provide an ethos which effectively promotes reading.</p> <p><i>To standardise cross-curricular reading opportunities in order to embed reading in all aspects of school life.</i></p>	<p><i>RWI research and evidence</i></p> <p><i>The Matthew Affect</i></p> <p><i>EEF Toolkit: Reading Comprehension and Phonics.</i></p> <p><i>Earwig assessment system to be used to effectively plan next steps for pupils to increase academic ability.</i></p> <p><i>Best start in life part 1: setting the scene</i></p>	2

<p>Fluency practice to begin across school through daily 10-15 min reading with the teacher where the children are exposed to prosody, intonation and fluency model by the teacher and followed using a choral and echo read strategy.</p>	<p>Dfe November 2022</p> <p>Scarborough's Reading Rope explores the two main strands required for children to learn to co-ordinate the different components of reading: word recognition and language comprehension. In order to be classed as fluent readers, children need to "read quickly, accurately, and with appropriate stress and intonation." (EEF Improving Literacy in KS2 Report.)</p> <p>Furthermore, once a child can be considered a fluent reader the development of their comprehension skills is likely to follow "because pupils' limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text." (Wanson, H. and O'Connor, R. (2009) 'The role of working memory and fluency practice on the reading comprehension of students who are dysfluent readers')</p> <p>Internal Evidence: Reading certificates given in weekly assembly to raise profile and celebrate success. Daily reading in class across school. Learning Lounge and Library area are conducive to learning – calm and available for children to access books and space to read. Each class has a reading space. Class reader in place.</p>	
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Total budgeted cost: £91,820 (2024-25)

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 to 2025 academic year. All information is based upon 114 students that had comparable data (122 students on roll at the end of the year).

Achievements and performance

Year 11 outcomes: All Year 11 students achieved either a Functional Skills Maths qualification and/or a GCSE.

Strong subjects: Sports Leaders Level 2 (two passes) and BTEC Music Level 2 (one pass) continue to show strong attainment.

SATS results: Two Primary KS2 students achieved pass scores in Reading and Grammar and were very close to passing Maths.

Target Setting

Staff set individual targets for students that they teach in all subjects. The targets are set using prior attainment and progress knowledge of the students and using the information from the student profiles. Students are set realistic targets that should be achievable by the end of the year/key stage and also a challenging target which would be possible if the student did not have the challenges to learning that they experience during the year i.e., absence, family circumstance etc. The school continues to refine its process in target setting and tracking progress year on year.

The results are RAG rated and this is exceptionally helpful in readily showing which classes and subjects make the most and least progress. The school continues to refine its process in target setting and tracking progress year on year.

<u>Subject</u>	<u>Less than expected progress</u>	<u>Expected progress</u>	<u>Better than expected progress</u>	<u>Expected or better than expected progress</u>
English	23% (26/114 pupils)	64% (73/114 pupils)	13% (15/114 pupils)	77% (88/114 pupils)
Maths	21% (24/114 pupils)	75% (85/114 pupils)	4% (5/114 pupils)	79% (90/114 pupils)
Science	23% (22/94 pupils)	66% (62/94 pupils)	11% (10/94 pupils)	77% (72/94 pupils)
Art	24% (21/87 pupils)	52% (45/87 pupils)	24% (21/87 pupils)	75% (66/87 pupils)
DT	26% (22/84 pupils)	68% (57/84 pupils)	6% (5/84 pupils)	74% (62/84 pupils)
Food	27% (24/89 pupils)	61% (54/89 pupils)	12% (11/89 pupils)	73% (65/89 pupils)
PSHE	23% (25/106 pupils)	74% (78/106 pupils)	3% (3/106 pupils)	77% (81/106 pupils)
PE	24% (25/106 pupils)	65% (69/106 pupils)	11% (12/106 pupils)	76% (81/106 pupils)
History	27% (22/80 pupils)	59% (47/80 pupils)	14% (11/80 pupils)	73% (58/80 pupils)
Geography	25% (20/79 pupils)	58% (46/79 pupils)	17% (13/79 pupils)	75% (59/79 pupils)
RE	25% (24/95 pupils)	62% (59/95 pupils)	13% (12/95 pupils)	75% (71/95 pupils)
Music	23% (18/78 pupils)	54% (42/78 pupils)	23% (18/78 pupils)	77% (60/78 pupils)
MVS	29% (2/7 pupils)	29% (2/7 pupils)	42% (3/7 pupils)	71% (5/7 pupils)
Outdoor Learning	10% (5/50 pupils)	76% (38/50 pupils)	14% (7/50 pupils)	90% (45/50 pupils)
Computing	25% (24/95 pupils)	62% (59/95 pupils)	13% (12/95 pupils)	75% (71/95 pupils)
Employability	25% (17/68 pupils)	75% (51/68 pupils)	0% (0/68 pupils)	75% (51/68 pupils)
Drama	24% (11/47 pupils)	70% (33/47 pupils)	6% (3/47 pupils)	75% (36/47 pupils)

Professional Judgments

At Maplefields, Professional Judgements are used to assess pupils' holistic progress over the academic year, taking into account all relevant factors beyond formal testing. Based on the professional assessments of teaching staff, the proportion of pupils making expected or better than expected progress is as follows:

English: 77%

Maths: 79%

Science: 77%

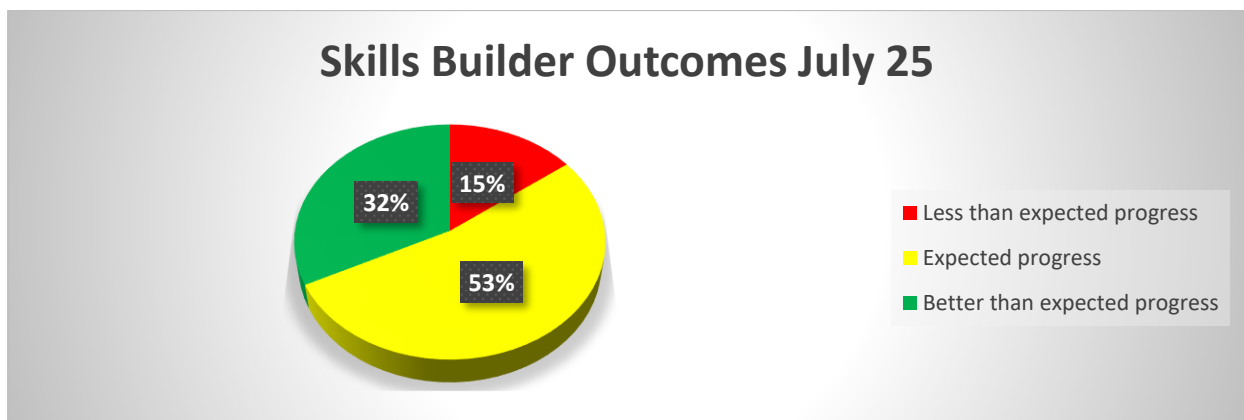
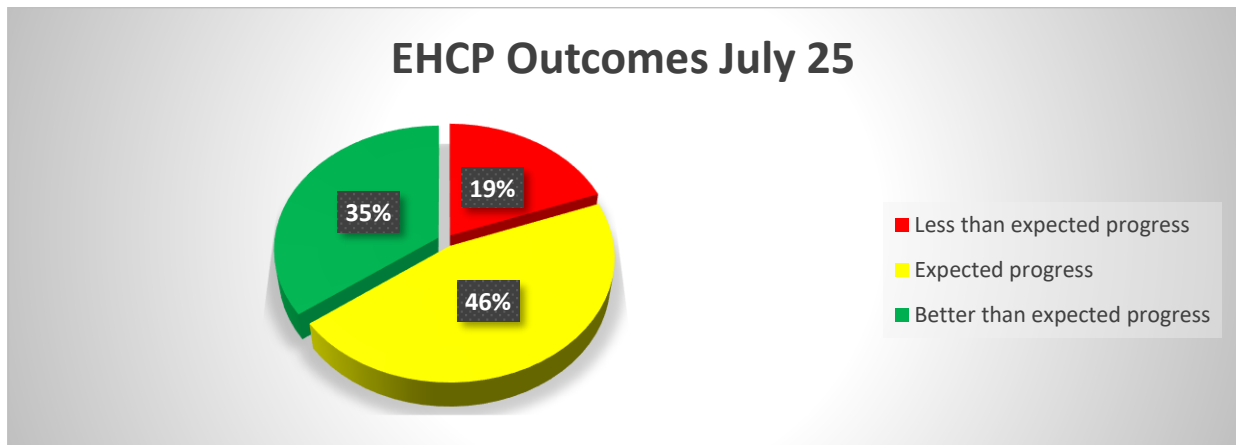
These figures reflect the staff's comprehensive understanding of each pupil's development across academic and wider learning outcomes.

<u>Subject</u>	<u>Less than expected progress</u>	<u>Expected progress</u>	<u>Better than expected progress</u>	<u>Expected or better than expected progress</u>
English	21% (24/114 pupils)	23% (26/114 pupils)	56% (64/114 pupils)	79% (90/114 pupils)
Maths	17% (20/114 pupils)	25% (28/114 pupils)	58% (28/114 pupils)	83% (66/114 pupils)
Science	22% (21/98 pupils)	13% (13/98 pupils)	65% (64/98 pupils)	78% (77/98 pupils)
Art	20% (17/86 pupils)	25% (22/86 pupils)	55% (47/86 pupils)	80% (69/86 pupils)
DT	17% (14/84 pupils)	12% (10/84 pupils)	71% (60/84 pupils)	83% (70/84 pupils)
Food	22% (20/91 pupils)	38% (35/91 pupils)	40% (35/91 pupils)	78% (71/91 pupils)
PSHE	21% (21/100 pupils)	41% (41/100 pupils)	38% (38/100 pupils)	79% (79/100 pupils)
PE	18% (19/104 pupils)	40% (41/104 pupils)	42% (44/104 pupils)	82% (85/104 pupils)
History	20% (16/79 pupils)	29% (23/79 pupils)	51% (40/79 pupils)	80% (64/79 pupils)
Geography	23% (18/79 pupils)	24% (19/79 pupils)	53% (42/79 pupils)	77% (61/79 pupils)
RE	25% (25/99 pupils)	20% (20/99 pupils)	55% (54/99 pupils)	75% (74/99 pupils)
Music	21% (17/81 pupils)	25% (20/81 pupils)	54% (44/81 pupils)	79% (64/81 pupils)
MVS	28% (2/7 pupils)	29% (2/7 pupils)	43% (3/7 pupils)	72% (5/7 pupils)
Outdoor Learning	6% (3/50 pupils)	12% (6/50 pupils)	82% (41/50 pupils)	94% (47/50 pupils)
Computing	24% (24/101 pupils)	23% (23/101 pupils)	53% (54/101 pupils)	76% (77/101 pupils)
Employability	23% (15/64 pupils)	41% (26/64 pupils)	36% (23/64 pupils)	77% (49/64 pupils)
Drama	28% (14/50 pupils)	26% (13/50 pupils)	46% (23/50 pupils)	72% (36/50 pupils)

81% of Maplefields students made expected or better than expected progress toward their Education, Health and Care Plan (EHCP) targets, representing a 2% increase compared with last year. Progress within the Skills Builder curriculum—our skills-based programme—was also strong, with 85% of students achieving their Skills Builder outcomes. This reflects a 3% improvement on the previous year.

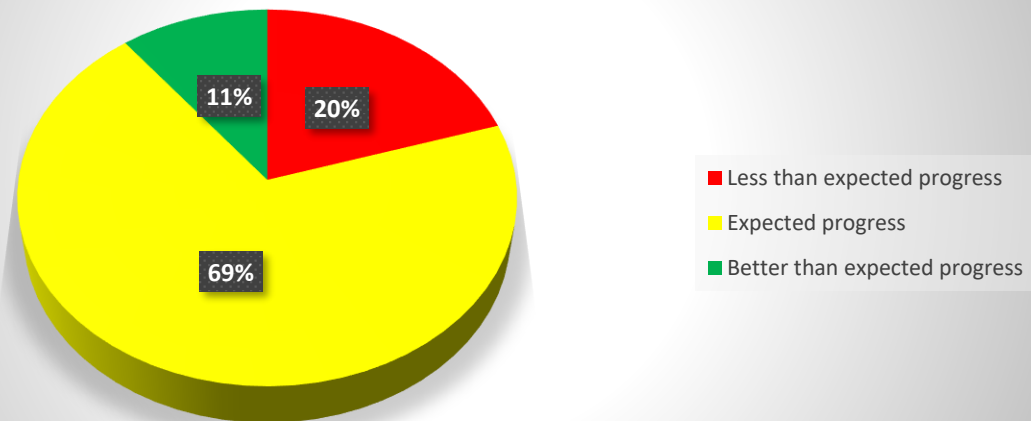
When combining data from EHCP outcomes, Skills Builder progress, Target Setting, and Professional Judgements, an overall 80% of pupils made expected or better than expected progress, matching the performance recorded last year.

EHCP and Skills Builder Outcomes



When we factor in our EHCP and Skills Builder data alongside our analysis of Target Setting and Professional Judgement assessment we collate an overall BIG PICTURE judgement that represents both the academic progress made but also the Social and Emotional progress that our pupils have made over the course of the year. The results are as follows:

Big Picture Judgement July 25



Overall Performance in Core Subjects

Core academic progress is taken by calculating the averages of Target Setting and Professional Judgements across Mathematics, English and Science and then an overall Core Judgement is taken. These are as follows:

Overall ENGLISH

79% (90 pupils) made expected or better than expected progress

22% (25 pupils) made better than expected progress

57% (65 pupils) made expected progress

21% (24 pupils) made less than expected progress

Overall MATHEMATICS

80% (91 pupils) made expected or better than expected progress

10% (11 pupils) made better than expected progress

70% (80 pupils) made expected progress

20% (23 pupils) made less than expected progress

Overall SCIENCE

76% (74 pupils) made expected or better than expected progress

18% (18 pupils) made better than expected progress

58% (56 pupils) made expected progress

24% (23 pupils) made less than expected progress

Overall CORE subjects

79% (90 pupils) made expected or better than expected progress.

13% (15 pupils) made better than expected progress

66% (75 pupils) made expected progress

21% (24 pupils) made less than expected progress

Externally provided

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
ELSA	Educational Psychology
Solihull Approach	NHS