

Pupil Premium Strategy Statement 2024-2027

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	116
Proportion (%) of pupil premium eligible pupils	67.5%
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	01/01/2025
Date on which it will be reviewed	December 2025 (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)
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)

Part A: Pupil premium strategy plan

Statement of intent

- 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 74.1% (86/116 students) of our students having identified Literacy needs. This is a 4% increase from 2022-23.
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 saw a decrease across the school and sitting at 78% for our PP students.

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: £50,000

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>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.</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> <i>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.</i></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)</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>Trauma Informed Practice award (Silver) received. Evidenced through work with ELSA/MHFA, lead teacher of Trauma informed practice, Dr Dan Counselling support, Gideon (NMPAT) Music therapist, Draw and Talk therapy – all alongside ethos of PACE model used by all staff.</i></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>Bath Spa university- Attachment Aware schools.</i> <i>Dr. Dan Hughes- PACE model Settling to learn- L Bomber</i> <i>ELSA training for targeted staff to support the implementation of the Mental Health Champion role.</i></p>	<p>1,2,3,4</p>

<p><i>Zones Of Regulation training for all staff – update to IBLPs and raise classroom profile of ZofR</i></p>	<p><i>Drawing and Talking Therapy training for key staff.</i></p> <p><i>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. .</i></p> <p><i>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.</i></p>	
	<p><i>Internal evidence: 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.</i></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><i>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.</i></p> <p><i>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. Vocabulary to support the identifying of feelings varied across the key stages to promote a growing vocabulary as children mature.</i></p>	<p>1,3,4</p>

<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 children with constructive debates.</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. 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>1,2,3,4</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: 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>1,2,3,4</p>

	<i>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.</i>	
To increase staff skills sets and confidence in responding to the daily	EEF Toolkit: Social and Emotional Learning +5mths	1,2,3,4
<p>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>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><i>Internal evidence: Staff who have completed the MHFA course have voiced a more confident approach when working with students with more significant MH needs.</i></p> <p><i>30% of our students are accessing in house mental health support through our therapists and MHFA</i></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>The long-term impact of COVID-19 pandemic has compounded this issue, with 44% of secondary teachers and 66% of primary teachers reporting a detrimental impact on the spoken language development of their Pupil Premium students.</i></p> <p><i>69% 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>Internal evidence: 84% of students have made expected or better than expected progress in reading.</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>2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,000

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>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>SENCO enrolled onto the Level 5 Certificate in Dyslexia; Literacy, Support and Intervention</i></p> <p><i>British Dyslexia Association: 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.</i></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>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>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>SENCO enrolled onto the Level 5 Certificate in Dyslexia; Literacy, Support and Intervention.</i></p> <p><i>Internal evidence: 83% of students made expected and better than expected with their reading last academic year. And this level of progress evident since Covid.</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>2,4.</p>
<p>Successful reengagement of previously dis- engaged PP students with tailored and focused educational packages to support positive long -term outcomes.</p>	<p>EEF Toolkit: One to One Tutoring +5 mths</p> <p><i>Internal evidence:</i> <i>Students who are currently accessing off site tailored provision are making better than expected progress and for our year 11 students have a clear post 16 route through. Engagement from other year groups who access off site provision show good attendance and a high level of engagement at those providers. 8 out of the 9 students on off-site provision made expected or better than expected progress from starting points with their learning and their EHCP outcomes. All 8 students were able to increase their educational offer both in school and at their off-site provisions.</i></p>	<p>3</p>

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

Budgeted cost: £10,000

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>4</p>
<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>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>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 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.)</i></p>	<p>2</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>	
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Total budgeted cost: £80,000 (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 2023 to 2024 academic year (all information below is based upon 114 students that had comparable data (there were 116 students on roll at the end of the academic year)).

2023 to 2024 Updates:

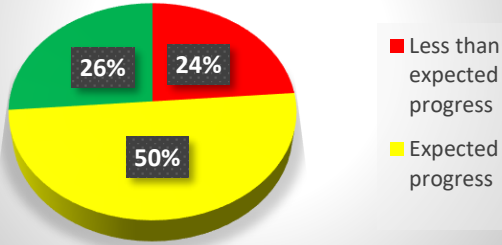
- Our vulnerable group data is analysed based on the overall progress towards Target Setting, Professional Judgements, EHCP outcomes and Skills Builder outcomes. Based on the 2023-24 data there is no significant gap between those that are able to access free school meals and those that do not (79% and 82% expected or better respectively) although this has decreased from 85% the previous academic year. The percentage of students that are eligible for Pupil Premium and made expected or better progress took a slight decline (79% this year compared to 83% last year), however there is no significant gap between PP and Non-PP. Summer born students are statistically making more progress than the rest of the school cohort. 82% of Summer Born students met or exceeded their targets compared to 78% for the rest of the cohort. This demonstrates how interventions such as Reading/GL assessment and a well sequenced curriculum with consistent opportunities for retrieval have a positive impact on converting knowledge from short term to long term memory. A gap has grown between Girls meeting or exceeding their targets and Boys (63% and 81%). This will be an area of focus moving in to the next academic year as our cohort of females increases.
- 79% of our students at Maplefields were able to make expected or better than expected progress towards their EHC targets during this academic year (same as last year). Progress towards Skills Builder (our skills-based curriculum) was also measured; with students making 82% progress towards their Skills Builder outcomes (decreased by 3%). When factoring in the EHCP outcomes, Skills Builder data, Target Setting and Professional Judgements; 80% made expected or better than expected progress at Maplefields.

Pupil Premium 80			Non-Pupil Premium 34		
Less than expected progress	17	21%	Less than expected progress	6	17%
Expected progress	47	59%	Expected progress	22	65%
Better than expected progress	16	20%	Better than expected progress	6	18%

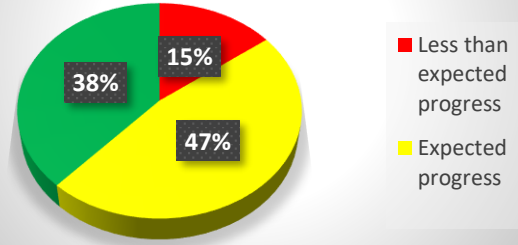
Linking to Challenge Number 1- Progress towards EHCP Outcomes- There was a 9% gap between PP and Non-PP students. However, if you compare purely PP against the whole school cohort the gap reduces to 3%. Looking at the data, more PP students make expected progress, therefore the next step is to look at how to accelerate those making expected progress in to better than expected progress.

Pupil Premium EHCP 80			Non-Pupil Premium EHCP 34		
Less than expected progress	19	24%	Less than expected progress	5	15%
Expected progress	40	50%	Expected progress	16	47%
Better than expected progress	21	26%	Better than expected progress	13	38%

Pupil Premium EHCP Outcomes July 24

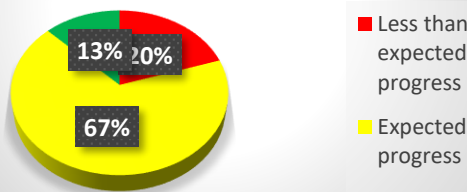


Non-Pupil Premium EHCP Outcomes July 24

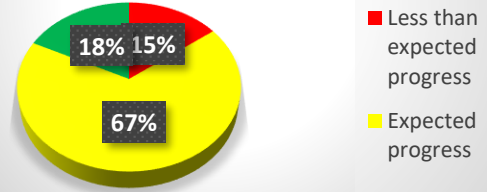


Pupil Premium Skills Builder 80			Non-Pupil Premium Skills Builder 34		
Less than expected progress	19	24%	Less than expected progress	5	15%
Expected progress	40	50%	Expected progress	16	47%
Better than expected progress	21	26%	Better than expected progress	13	38%

Pupil Premium Skills Builder Outcomes July 24



Non-Pupil Premium Skills Builder Outcomes July 24



Progress towards Skills Builder Outcomes- There was a 5% gap between PP and Non-PP students. However, if you compare purely PP against the whole school cohort the gap reduces to 2%.

Target Setting

We also specifically analyse the academic progress made with regards to the main 4 vulnerable groups (Pupil Premium being one of them). The data below is calculated from those that made less than expected progress, expected progress or better than expected progress within the combined target setting and Professional Judgement expectations of the following:

- Target setting and Professional judgements in English (taken as an average)
- Target setting and Professional judgements in Maths (taken as an average)
- Target setting and Professional judgements in Science (taken as an average)
- Overall Core judgement taken as an average of the three criteria above.

All Students at Maplefields are set individual targets based on their starting points at the beginning of the academic year once baselined. 75% of pupils met or exceeded their individual targets in English. 79% met or exceeded their targets in Maths and 76% met or exceed their targets in Science.

Pupil Premium – 80 PUPILS (70% of cohort). 78% of our pupils (62 out of 80) made expected or better than expected progress towards meeting their targets across the core subjects (3% decrease over the previous year of 81%).

	Less than expected	Expected	Better than expected	Expected or better than expected
English	19	51	10	61
Maths	18	54	8	62
Science	25	42	13	55
Overall Core	18	55	7	62

Core subject breakdown

English – There is a 4% between the Pupil Premium students making at least expected progress in English and their Non-Pupil Premium counterparts. However, when you compare Pupil Premium progress in English to the progress of students across the core subjects as a whole there is only a 2% decrease.

Pupil Premium Eng 80			Non-Pupil Premium Eng 34		
Less than expected progress	19	24%	Less than expected progress	7	20%
Expected progress	51	64%	Expected progress	24	71%
Better than expected progress	10	12%	Better than expected progress	3	9%

Maths - There is a 5% between the Pupil Premium students making at least expected progress in Maths and their Non-Pupil Premium counterparts. However, when you compare Pupil Premium progress in Maths to the progress of students across the core subjects as a whole there is only a 1% decrease.

Pupil Premium Maths 80			Non-Pupil Premium Maths 34		
Less than expected progress	18	23%	Less than expected progress	6	18%
Expected progress	54	67%	Expected progress	25	73%
Better than expected progress	8	10%	Better than expected progress	3	9%

Science – There is a 5% between the Pupil Premium students making at least expected progress in Science and their Non-Pupil Premium counterparts. However, when you compare Pupil Premium progress in Science to the progress of students across the core subjects as a whole there is only a 3% decrease.

Pupil Premium Sci 80			Non-Pupil Premium Sci 34		
Less than expected progress	25	31%	Less than expected progress	9	26%
Expected progress	42	53%	Expected progress	19	56%
Better than expected progress	13	16%	Better than expected progress	6	18%

Overall Judgements -

Overall Pupil Premium 80			Overall Non-Pupil Premium Sci 34		
Less than expected progress	18	22%	Less than expected progress	7	20%
Expected progress	55	69%	Expected progress	24	71%
Better than expected progress	7	9%	Better than expected progress	3	9%

Linking to Challenge number 3- meaningful engagement with learning, affecting KS4 and Post 16 pathways.

- *The positive impact of using tailored provisions for our most high- profile PP students has been an increase in engagement in educational activities, a decrease in incidents at school. This has allowed for a tailored response for some students to re-engage with school, on school site at their pace, and increasing their educational offer packages during the year.*
- *One of our most high- profile students accessing off site provision and a tailored on-site offer was able to double his educational package and have increased time back in school by %.*
- *Off- site provision last year supported one of the year 11 students who had been accessing offsite provision into a successful college placement of his choice.*
- *Case study: Pupil who had disengaged with the secondary curriculum which resulted in a 1:1 in school package, which was still unsuccessful, now attends a blended learning approach of access to an Alternative Provision and online learning provided by school. Reports from parents and Alternative Provision state that the difference in the pupil's outlook on education and their ability to engage with others effectively has dramatically improved which has resulted in a positive response to education and a more engaged pupil. Parents are happy with the progress that the pupil is making now that a suitable package has been put together to support his additional needs.*

Linking to Challenge number 4-Attendance Data 2023-2024

On average 70% of the students entering the school are considered as Persistent Absentees. The school recognises this barrier and is relentless in finding bespoke ways forward for each individual student to allow for success and students to reach their potential. 80% of students have increased their attendance or it has remained similar.

When pupils transition to Maplefields there is often an increase in the pupil's attendance as the provision is more suited to their needs and the interventions that are put in place support pupil and parent access to the school environment. Close liaison with the transport companies ensures that transition and attendance is as quick as possible. Where problems with transport occur these are managed quickly to reduce long term absence.

Case studies:

Pupil 1 started MF in September 2024 prior to beginning attendance at previous setting was 89% and access to lessons was limited therefore affecting progress. However, since starting MF Pupil 1's attendance has increased to 100% this has had a huge impact on their academic progress as they are now access all learning and remaining in the classroom on most occasions. An example of the progress made is a 2 year reading age increase in 5 months. The correct provision and close liaison with families at MF has supported the progress made.

Pupil 2 prior to starting MF in 2023 did not access the classroom and attendance was 43% since attending MF Pupil 2 accesses the classroom on most occasions and engagement in learning has increased. At recent review meeting parents were pleasantly surprised that Pupil 2 has improved his attendance to learning and school and reported a more positive attitude to attending school. Impact on attendance is noticeable in attitude to learning and his attendance is currently 100%.

Pupil 3 started MF in 2024 and previous attendance was 46% along with persistent exclusions. Since attending MF Pupil 3's attendance has increase to 75% and there have been no exclusions. Relationships with staff has developed through the trauma informed practice used at MF. Communication with parents has improved since the last school due to close home school liaison procedures followed at MF.

From our previous strategy, we can see that positive outcomes have been a result of vigorous curriculum planning and reviewing and high-quality teaching when delivering across all areas. Due to the nature of our setting and our learners, we continue to intake pupils with low reading ages and will continue to make this a focus as our reading curriculum provides a positive improvement to the overall learning experience our pupils have. We have acknowledged that we require further improvements in assessments and feedback and will focus part of our strategy and funding on this area. We have seen a positive impact from ensuring our staff support is provided to children based around a trauma-informed practice, this ensures we continue to build on our SEMH-friendly environment which is conducive to learning but we also acknowledge that further work is required here to ensure consistency with the strategies set out - such as Zones of Regulation. We have seen a positive impact from having specialist Teaching Assistants trained in therapeutic aspects of child development which has helped support the trauma informed practice and whole school ethos leading to receiving the Silver Award for trauma informed schools. Reading ambassadors across the primary and

secondary area have ensured reading is a priority across the school however we are aware that more has to be done in the classroom to consolidate the learning that has taken place in intervention sessions.

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
ELSA	Educational Psychology
Accredited Level 5 - Certificate in Dyslexia; Literacy, Support and Intervention	British Dyslexia association