

Pupil Premium Strategy Statement 2023-2026

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---------------------------------------|
| School name | Maplefields Academy |
| Number of pupils in school | 114 |
| Proportion (%) of pupil premium eligible pupils | 67.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 2022-2023 updates |
| Date this statement was published | 01/01/2024 |
| Date on which it will be reviewed | December 2024 (termly) |
| Statement authorised by | Jessie Walker |
| Pupil premium lead | Helen Field |
| Governor / Trustee lead | Sue McKim |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £76,970 |
| Recovery premium funding allocation this academic year | £55,648 |
| 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 | £132,618 |

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 70% of our students having identified Literacy needs. |
| 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 pupil 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 |
|---|--|
| 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. | 1-Decreased behaviour incidents across the school, behaviour incident data including PI intervention will reflect this. 2-Positive engagement with our therapeutic offer from feedback with school staff, students, families and therapists. 3-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. 4-Increased understanding of students complex needs and therefore more able to increase the therapeutic offer across the school. 5- Students make better than expected progress towards their EHCP outcomes 6- Students becoming more reflective in their learning and SEMH needs. 7- 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> | <p>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.</p> <p>Increased reflection tools to meet a range of communication needs.</p> |
| <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> | <p>To identify and implement new reading and spelling assessment system.</p> <p>To ensure a whole school take up of the system</p> <p>To disseminate information to all Teaching staff, allowing for increased differentiation and more focused teaching interventions.</p> <p>To identify any key trends of concerns and deliver relevant staff training to support student needs.</p> |
| <p>3-Provide quality and tailored off-site provision for PP students. Successful reengagement of previously disengaged PP students preventing NEET at the end of year 11/Post 16.</p> <p>Implement varied work experience opportunities for students to support preparation for adulthood with an increased confidence in Post 16 pathways.</p> | <p>Students on individualized 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> <p>This can be measured by attendance, exclusions, behaviour data in school or at alternative provisions and individual case studies.</p> <p>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> | <p>Weekly monitoring and analysis of attendance which breaks down into vulnerable groups, phases and reasons for absence to support with parental communications over attendance.</p> <p>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.</p> <p>DH for Attendance to regular review class attendance data with class teams to support quick actions for students. Attendance visuals around school.</p> |

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: £101,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Embedding the Attachment Aware and Trauma informed approach across the school through staff development. | <p><i>Metacognition and Self-regulated learners. (EEF)</i> Relationships Matter (Osher et al.) 2019</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.</i> <i>Regular and consistent attendance to the Attachment group at work.</i></p> <p><i>Behaviour data from 2020-2021 evidence a decrease in behaviour incidents at school.</i></p> | 1,2,3,4 |
| Therapeutic offer to support whole school language processes such as behaviour learning plans and reflective language processes for students. | <p><i>Metacognition and Self-regulated learners. (EEF)</i> Relationships Matter (Osher et al.) 2019</p> <p><i>Bath Spa university- Attachment Aware schools.</i> <i>Dr. Dan Hughes- PACE model Settling to learn- L Bomber</i></p> | 1,2,3,4 |
| Develop staff skill sets in working with students with SEMH needs. | <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> | 1,2,3,4 |

| | | |
|--|--|---------|
| | <i>Internal evidence:</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. | |
| Embed a whole school self- regulation programme for students. The Zones of Regulation | EEF Toolkit: <i>Metacognition and self-regulation strategies support +7 mths for students</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. | 1,3,4 |
| Improve communication skills to support students with self-expression and reflective behaviours to impact positively on their learning. | Communication (EEF) Improving outcomes for disadvantaged learners, opportunity areas, see Best Practice 'Cooks Spinney primary' Royal college of Speech and Lan- guage Therapists: <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> | 1,2,3,4 |
| Embed the Maplefields Outstanding Teaching and Teaching Assistant programme for new staff and refresh current staff linked to outcomes of monitoring and staff training. | EEF Toolkit: Retrieval practice | 1,2,3,4 |
| 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>ACES data</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>Behaviour data from 2022-2022 evidence a decrease in behaviour incidents at school.</p> <p>30% of our students are accessing in house mental health support through our therapists and MHFA</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>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.</p> <p>69% of students have literacy identified on their EHCP.</p> <p>EEF Toolkit: Reading Comprehension strategies +6mths</p> <p>EEF Toolkit: Phonics +5mths</p> <p>Internal evidence: 84% of students have made expected or better than expected progress in reading.</p> <p>Best start in life part 1: setting the scene Dfe November 2022</p> | <p>2</p> |

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

Budgeted cost: £55,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|---|---|-------------|
| <p>Speech and Language Therapist support</p> | <p>Communication (EEF) Improving outcomes for disadvantaged learners, opportunity areas, see Best Practice 'Cooks Spinney primary' Relationships Matter (Osher et al.) 2019</p> <p>EEF Toolkit: Oral Language Interventions +6mths</p> <p>SENCO enrolled onto the Level 5 Certificate in Dyslexia; Literacy, Support and Intervention</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>Communication (EEF) Improving outcomes for disadvantaged learners, opportunity areas, see Best Practice 'Cooks Spinney primary' Relationships Matter (Osher et al.) 2019</p> <p>EEF Toolkit: Oral Language Interventions +6mths</p> <p>Evaluating the ability of children with social emotional behavioural and communication difficulties (SEBCD) to express their views using Talking Mats (2006)</p> | |
| <p>To meet the emerging needs of the bottom 20%, and those students being referred by staff, by further increasing the time a specialized 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>RWI research and evidence</p> <p>The Matthew Affect</p> <p>EEF Toolkit: Reading Comprehension and Phonics.</p> <p>Best start in life part 1: setting the scene Dfe November 2022</p> <p>SENCO enrolled onto the Level 5 Certificate in Dyslexia; Literacy, Support and Intervention.</p> <p>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.</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>Internal evidence: 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.</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 |
|---|--|-------------------------------|
| Termly Attendance rewards for both individual and class groups. | <i>Working together to improve school attendance.</i> | 4 |
| To create and nurture an environment that celebrates reading in order to provide an ethos which effectively promotes reading. To standardize cross-curricular reading opportunities in order to embed reading in all aspects of school life. | RWI research and evidence The Matthew Affect EEF Toolkit: Reading Comprehension and Phonics. | 2 |
| | | |

Total budgeted cost: £132,618

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

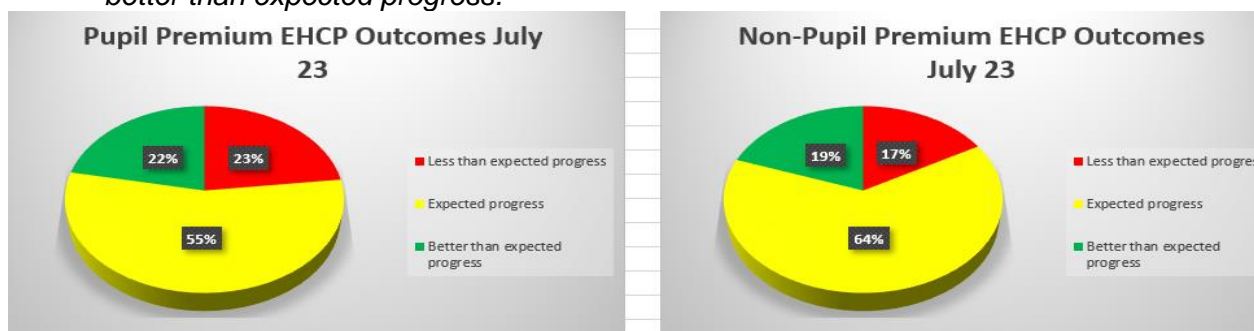
This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

2022 to 2023 Updates:

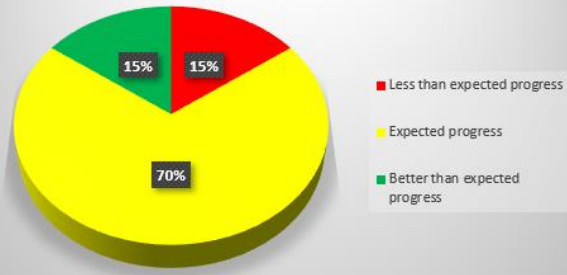
- Our diagnostic and intervention programme for reading has had a significant impact on previously underperforming students now having the confidence and self-esteem to progress across various elements of the Maplefields Curriculum. There is no significant gap between those that are able to access free school meals and those that do not (85% and 83% expected or better respectively). The previous academic years' Pupil Premium gap of 10% has now been reduced to 3% (83% Pupil Premium vs 86% Non-Pupil Premium). This data showcases the impact of our well-sequenced curriculum alongside the meeting of individual needs.
- 79% of our students at Maplefields were able to make expected or better than expected progress towards their EHC targets during this academic year. Progress towards Skills Builder (our skills-based curriculum) was also measured; with students making 85% progress towards their Skills Builder outcomes. When factoring in the EHCP outcomes, Skills Builder data, Target Setting and Professional Judgements; 84% made expected or better than expected progress at Maplefields.

| Pupil Premium 78 | | | Non-Pupil Premium 36 | | |
|-------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress | 18 | 23% | Less than expected progress | 6 | 17% |
| Expected progress | 43 | 55% | Expected progress | 23 | 64% |
| Better than expected progress | 17 | 22% | Better than expected progress | 7 | 19% |

Linking to Challenge Number 1-Progress towards EHCP Outcomes- There is currently a 6% gap between PP and Non -PP students. However, if you compare purely PP against the whole school cohort the gap reduces by 2%. Looking at the data, more PP students makes better than expected progress.



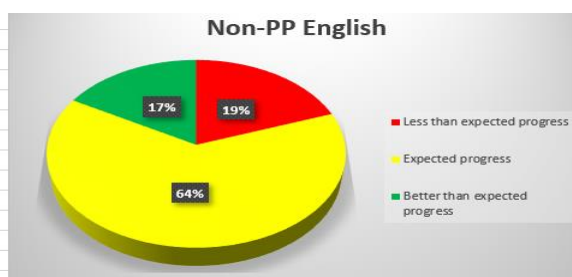
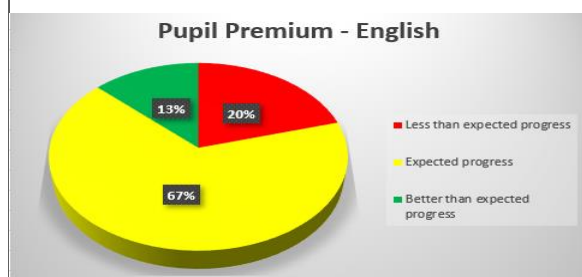
Skills Builder Outcomes July 23



- All Students at Maplefields are set individual targets based on their starting points at the beginning of the academic year once baselined. 80% of pupils met or exceeded their individual targets in English. 82% met or exceeded their targets in Maths and 81% met or exceed their targets in Science. Pupil Premium – 78 PUPILS (68% of cohort). 81% of our pupils (63 out of 78) made expected or better than expected progress towards meeting their targets across the core subjects.

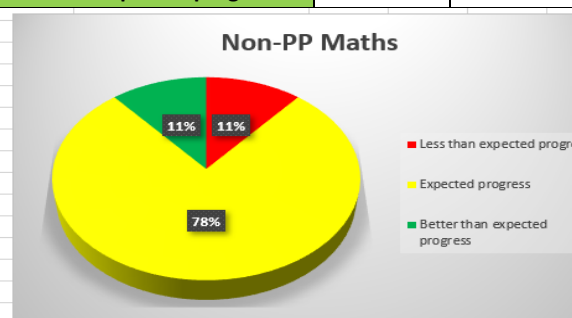
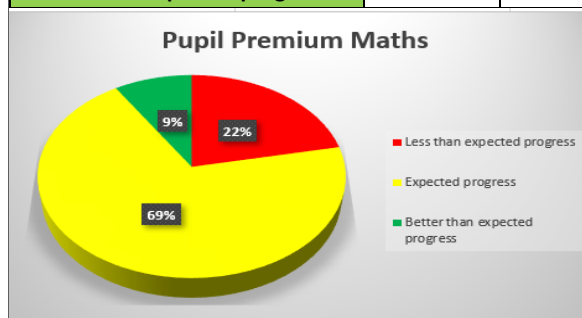
English: The Gap between PP and Non PP has decreased by 11% since the previous academic year (2021-2022) and now shows a gap of 1%, which highlights the impact of the reading interventions across the school. There is no discernable gap between PP and Non-PP in English.

| Pupil Premium 78 | | | Non-Pupil Premium 36 | | |
|-------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress | 16 | 20% | Less than expected progress | 7 | 19% |
| Expected progress | 52 | 67% | Expected progress | 23 | 64% |
| Better than expected progress | 10 | 13% | Better than expected progress | 6 | 17% |



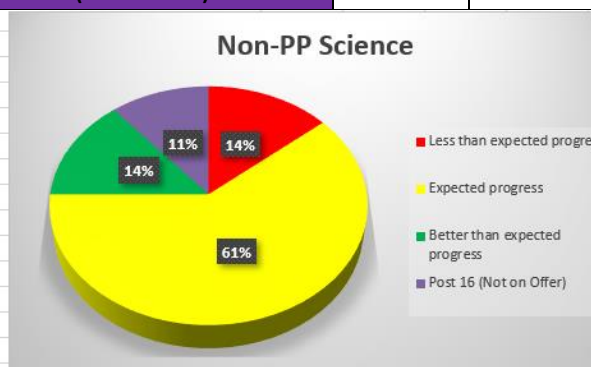
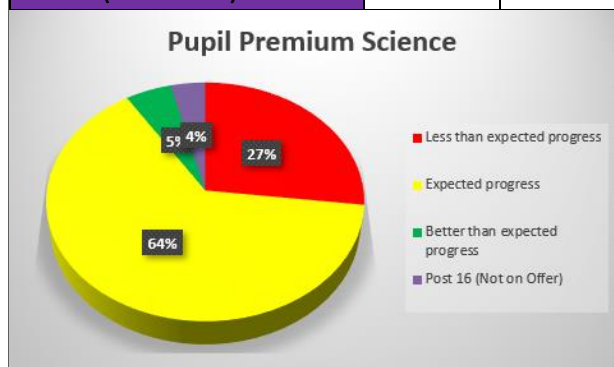
Math: The Gap between PP and Non-PP sustains a similar gap to previous academic year, which currently runs at 11%. This has not hindered outcomes at GCSE for Maths but will be a focus for the current academic year.

| Pupil Premium 78 | | | Non-Pupil Premium 36 | | |
|-------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress | 17 | 22% | Less than expected progress | 4 | 11% |
| Expected progress | 54 | 69% | Expected progress | 28 | 78% |
| Better than expected progress | 7 | 9% | Better than expected progress | 4 | 11% |



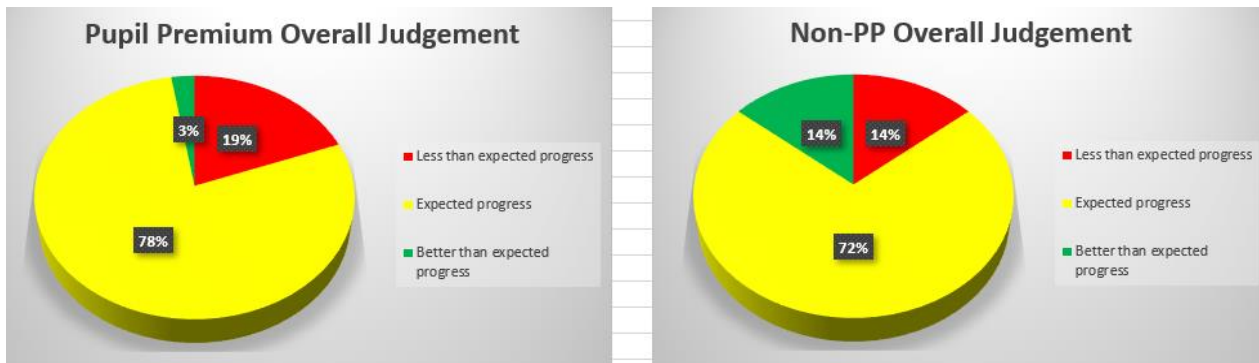
Science: The Gap between PP and Non-PP sustains a similar gap to previous academic year, which currently runs at 11%. The GCSE qualifications during this academic year have been the most successful in the schools history.

| Pupil Premium 78 | | | Non-Pupil Premium 36 | | |
|-------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress | 21 | 27% | Less than expected progress | 5 | 14% |
| Expected progress | 50 | 64% | Expected progress | 22 | 61% |
| Better than expected progress | 4 | 5% | Better than expected progress | 5 | 14% |
| Post 16 (not on offer) | 3 | 4% | Post 16 (not on offer) | 4 | 11% |



Overall Judgement in Core subjects- only a 5% gap between PP and Non- PP

| Pupil Premium 78 | | | Non-Pupil Premium 36 | | |
|-------------------------------|----|-----|-------------------------------|----|-----|
| Less than expected progress | 15 | 19% | Less than expected progress | 5 | 14% |
| Expected progress | 61 | 78% | Expected progress | 26 | 72% |
| Better than expected progress | 2 | 3% | Better than expected progress | 5 | 14% |

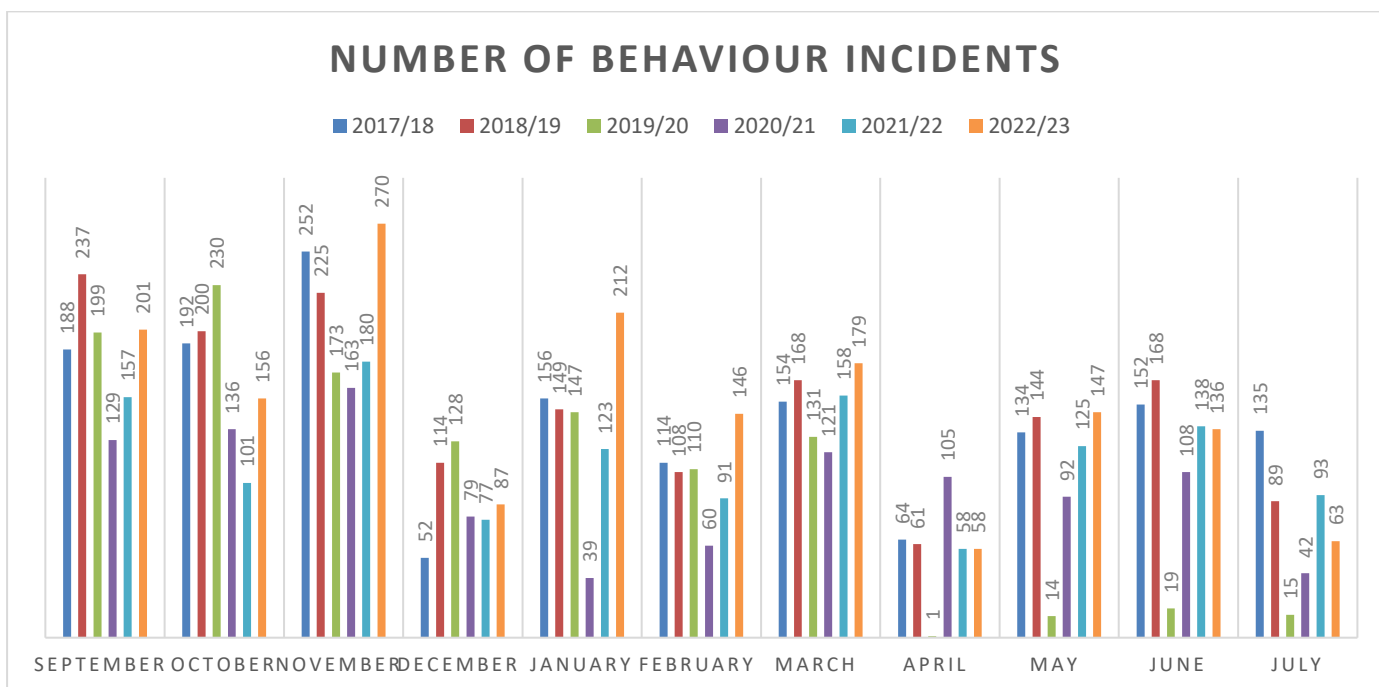


Pupil Premium – 78 PUPILS (68% of cohort). 81% of our pupils (63 out of 78) made expected or better than expected progress towards meeting their targets across the core subjects.

| | Less than expected | Expected | Better than expected | Expected or better than expected |
|---------------------|--------------------|-----------|----------------------|----------------------------------|
| English | 16 | 52 | 10 | 62 |
| Maths | 17 | 54 | 7 | 61 |
| Science | 21 | 53 | 4 | 57 |
| Overall Core | 15 | 61 | 2 | 63 |

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.
- 94% of students have left Maplefields with a confirmed pathway to their next step of choice of education/training or employment.
- 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.



Our behavior incidents show a decrease overall from previous years, particularly taking into account the increase in our student numbers. The data shows an ongoing trend of an increase in behavior incidents in the months of November (270), January (212) and March. From April onwards we see a decrease overall in behavior incidents with only the Covid years showing a difference there. We also note that last academic year we had more tribunals from the Local Authority, directing us to take students whom we said we could not meet need, therefore impacting on behaviours at school.

Linking to Challenge number 4-Attendance Data 2022-2023

On average 70% of the students entering the school are considered as Persistent Absentees. The school recognizes 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.

- Individual students' yearly comparison from last year to end of year 2023. **36% (41/115) have increased their attendance from last year.** 7% (8/115) have remained at a similar attendance percentage. 42% (66/115) have seen a decrease in their attendance – There are case studies relating to needs, safeguarding, trauma within the year as to reasons why the attendance has decreased. We are working closely with all of the students and families on an individual basis to raise their attendance.
- Out of our 20 new starters, 14 (70%) were Persistent Absentees at their last school. 50% of our previous PA, Achieved over 90% of attendance during Term 1 at Maplefields. 17 (85%) of our new starters have improved their attendance.
- The gap between PP and Non- PP during last academic year ranged from the biggest gap in terms 4 and 6 (impacted on by un-authorized holidays and mid-year tribunal admissions), with the lowest gap between PP and Non-PP being between 3% and 6%.

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 |
| | |