

Pupil Premium Strategy Statement 2022-2025

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	115
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	5/12/22
Date on which it will be reviewed	January 2023 (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	£76,935
Recovery premium funding allocation this academic year	£39,996
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	£116,931

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.

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.</p> <p>Increase staff skill sets across the school for working with students with Attachment and Trauma and Mental Health needs.</p>	<p>1-Decreased behaviour incidents across the school, behaviour incident data including PI intervention will reflect this. -</p> <p>2-Positive engagement with our therapeutic offer from feedback with school staff, students, families and therapists.</p> <p>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.</p> <p>4-Increased understanding of students complex needs and therefore more able to increase the therapeutic offer across the school.</p> <p>5- Students make better than expected progress towards their EHCP outcomes</p> <p>6- Students becoming more reflective in their learning and SEMH needs.</p> <p>7- Development of staff knowledge, understanding and skills through staff training in small groups and whole school.</p>

<p>2-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>2-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 focussed 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 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> <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</p>

	<p>Regular briefing sessions for staff on Attendance to maintain a high profile.</p> <p>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>
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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
Embedding the Attachment Aware and Trauma informed approach across the school through staff development.	<p><i>Metacognition and Self-regulated learners. (EEF) Relationships Matter (Osher et al.) 2019</i></p> <p><i>Bath Spa university- Attachment Aware schools.</i> <i>Dr. Dan Hughes- PACE model</i> <i>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) Relationships Matter (Osher et al.) 2019</i></p> <p><i>Bath Spa university- Attachment Aware schools.</i> <i>Dr. Dan Hughes- PACE model</i> <i>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</i> <i>Settling to learn- L Bomber</i></p>	1,2,3,4

	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.	
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 Language 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 2020-2021 evidence a decrease in behaviour incidents at school.</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 recent 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>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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed communication skills targeted work with an Attachment aware Speech and language therapist to better support social and emotional mental health needs.</p> <p>(Developing Baseline communication skills)</p>	<p>Communication (EEF)</p> <p>Improving outcomes for disadvantaged learners, opportunity areas, see Best Practice ‘Cooks Spinney primary’ Relationships Matter (Osher et al.) 2019</p> <p>Evidence for SALT in SEMH (RCSALT)</p>	

<p>and Lego Therapy, Communication stations)</p>	<p>EEF Toolkit: Oral Language Interventions +6mths</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>Evidence for SALT in SEMH (RCSALT) 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 specialised reading Teaching Assistant 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>2,4.</p>
<p>Successful reengagement of previously disengaged 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.</p>	<p>3</p>

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

Budgeted cost: £ 16,000

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 standardise 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: £ 116,000

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 2021 to 2022 academic year.

- *Behaviour data analysis month on month supports a decrease in the use of RPI. The number of whole school incidents compared to Pre-Covid years has decreased in some months by 50% and overall by 22%. The number of restrictive physical interventions compared to pre-covid years has decreased in some months by 54%.*

School received the Silver Award for Attachment aware and trauma informed practices and are working towards their Gold award to acknowledge the professional practices of the staff in meeting the students needs. This has led to 91% of our students making expected or better than expected progress with their EHCP outcomes. This is an increase of 7% on the year before.

MHST audit focus group highlighted positive student feedback on the SEMH offer within school which includes the Therapist offer. The amount of MH referrals across the school was showing that 34% of students are accessing onsite therapist provision and 18% of these are specifically for mental health provision through the Maplefields Mental health pathway, and the other 16% are for communication needs. This will now be a vulnerable group to monitor on the first assessment drop (December 2022). As a result students are able to access the mental health help earlier than what is available through local services.

- *The gap between Pupil Premium pupils and Non-Pupil Premium pupils has reduced by 3% in the core academic subjects, therefore PP students are making expected and better than expected progress.*
- *Pupil Premium students in English 77% made expected or better than expected progress this year, which has increased by 6% from last year (71%).*
- *Pupil Premium students in Maths 79% made expected or better than expected progress this year, showing an increase of 6% from last year (73%).*
- *Reading Results 2021/22 were as follows: Out of the students that took the test, 84% made expected or better than expected progress. In Primary 82% made expected or better than expected progress. In Secondary 85% made expected or better than expected progress.*
- *Positive progress with off- site provisions- termly monitoring shows this. 67% of students accessing off site provision have made expected or better than expected progress in English and Maths.*
- *Attendance data shows high level of engagement from 67% of students accessing off site provision. The two students whose attendance is poor, we actioned different offer for term 1 and term 2 this academic year and this has seen improvements already.*
- *One year 11 student whose attendance in school last year was at 31% is now accessing an off- site provision and his attendance is 100% to that daily offer and is fully engaging in the educational package there.*
- *Work experience- Positive feedback from Morrisons and Euro-builders- leading to an apprenticeship for one student and a gaining of the CSCS card.*

- 15 out of 18 (83%) of students have left Maplefields with a confirmed pathway to their next step of education/training or employment.
- 3 out of 18 (17%) will be remaining in the 6th Form at Maplefields.

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
Talking Mats Course	Talking mats foundation
Mental Health First Aiders course	CS training solutions
Olevi coaching/ Outstanding facilitator programme	Olevi