

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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. p

School overview

Detail	Data
School name	Maplefields Academy
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	77%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	17/10/21
Date on which it will be reviewed	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	£92,025
Recovery premium funding allocation this academic year	£22,475
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2040 (Covid catch up)
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	£116,540

Part A: Pupil premium strategy plan

Statement of intent

Maplefields strives to provide meaningful opportunities for all students regardless of starting points through a broad, balanced and relevant curriculum which provides rich, concrete and fully encompassing experiences. By learning to develop their communication skills, building healthy relationships, promoting independence developing a sense of self-worth students are able to make informed decisions about their futures and become successful, lifelong members of the community.

At Maplefields we create a learning environment which supports student's emotional needs and mental health needs through a multi layered approach to learning. We attempt to increase student's abilities to communicate with others by widening the tools/programmes that we use. The creation of reading rich environments giving our students opportunities and experiences to increase their ability to access the curriculum and fulfil their potential.

Maplefields is embedding our attachment aware and trauma informed practices to enable staff to better need the needs of our students relating to their Education and Health Care Plans.

During 2020-21 there was a gap between pupil premium and non-pupil premium pupils. 68% (61/90 pupils) made expected or better than expected progress, rising to 82% when factoring in covid amended expectations. However non-pupil premium pupils, 91% (19/21) and 95% (20/21 and amended) made expected or better than expected progress during the same period. This again shows the impact of covid on these particular individuals/families. Technology was offered home to support families during this time however limited IT capacity often proved to be a barrier. Work was then adapted and sent home through packs. Those that attended school during lockdown made expected or better than expected progress.

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, and mental health impacting on their ability to self-regulate, reflect, peer interaction and readiness for learning.
2	Close the gap that has widened during Covid for our PP students by increasing engagement with learning, mental health support and career focused provision where appropriate.
3	Difficulties with learning particularly issues around communication skills, literacy, concentration and processing skills.

4	Disengagement from learning for our high- profile PP students, impacting on attendance and meaningful engagement with learning, affecting KS4 and Post 16 pathways.
5	The Barriers to Reading at Maplefields are varied and complex; with over 70% of our students having identified Literacy needs.
6	Low self-esteem and confidence impacting on their ability to positively engage in learning, sustainable relationship building and opportunities within the community.
7	Parental engagement can be challenging due to the geographical reach of the school.

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
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>Decreased behaviour incidents across the school, behaviour incident data including PI intervention will reflect this.</p> <p>Positive engagement with our therapeutic offer from feedback with school staff, students, families and therapists.</p> <p>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>Increased understanding of students complex needs and therefore more able to increase the therapeutic offer across the school.</p> <p>Students make better than expected progress towards their EHCP outcomes</p> <p>Students becoming more reflective in their learning and SEMH needs.</p> <p>Development of staff knowledge, understanding and skills through staff training in small groups and whole school.</p>
Improved communication skills to support students with self-expression and reflective behaviours to impact positively on their learning.	<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>
	To identify and implement new reading and spelling assessment system.

<p>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 ensure a whole school take up of the system To disseminate information to all Teaching staff, allowing for increased differentiation and more focussed teaching interventions. To identify any key trends of concerns and deliver relevant staff training to support student needs.</p>
<p>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. 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. This can be measured by attendance, exclusions, 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>To sustain and further strengthen the positive engagement of parents and carers of PP students. This will be measured by record of contacts, home school books, My Concern, attendance to meetings (teams and face to face), annual reviews and parents evenings. Outcomes of students that families are working with the extended team are positive and showing SEMH and academic progress for PP pupils.</p>	<p>Increased attendance to meetings, reviews and parents evenings. Positive parent voice, Recent gap of progress between PP and Non PP students will begin to close.</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: £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. 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>Behaviour data from 2020-2021 evidence a decrease in behaviour incidents at school.</i></p>	1,3,4,5
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. Dr. Dan Hughes- PACE model Settling to learn- L Bomber</i></p>	1,3,4,5
Develop staff skill sets in working with students with SEMH needs.	<p><i>Bath Spa university- Attachment Aware schools. Dr. Dan Hughes- PACE model Settling to learn- L Bomber</i></p> <p><i>Internal evidence: Internal evidence through staff feedback/questionnaire where most staff said they felt more</i></p>	1,3,4,5

	<p>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>Embed a whole school self- regulation programme for students. The Zones of Regulation</p>	<p>EEF Toolkit: <i>Metacognition and self-regulation strategies support +7 mths for students</i></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>	1,3,4,5
<p>To reinvigorate the Careers programme at Maplefields across the school and the offer of a Post 16 pathway.</p>	<p>FE paper Skills for Jobs; Lifelong Learning January 2021: <i>'Making sure people can access training and learning flexibly throughout their lives and are well-informed about what is on offer through great careers support'</i>.</p> <p>Gatsby benchmarks</p> <p>Internal evidence: feedback from students and staff last academic year evidenced the need for a Careers programme to be embedded into the timetable for KS3.</p>	1,4,5
<p>Improve communication skills to support students with self-expression and reflective behaviours to impact positively on their learning.</p>	<p>Communication (EEF) Improving outcomes for disadvantaged learners, opportunity areas, see Best Practice 'Cooks Spinney primary' Royal college of Speech and Language Therapists:</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>	1,2,5

<p>Implement the Maplefields Outstanding Teaching and Teaching Assistant programme.</p>	<p>EEF Toolkit: Retrieval practice</p>	<p>2+</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>EEF Toolkit: Social and Emotional Learning +5mths 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>1,3,4,5</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>To continue to offer training for staff to ensure we continue to develop an effective whole school Phonics System to provide the fundamental decoding skills needed by all learners to access reading effectively.</p> <p>To effectively monitor reading delivery across the whole school and ensure all processes are embedded and having an effective outcomes.</p> <p>To standardise cross-curricular reading opportunities in order to embed reading in all aspects of school life.</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>2, 4</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 and Lego Therapy, Communication stations)</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)</p> <p>EEF Toolkit: Oral Language Interventions +6mths</p>	<p>1,2,5</p> <p>2,4,5</p>
<p>Specific offers to particular classes- Green Class- where there is a high priority for S&L needs (RAS Matrix 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)</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>2,4,5</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.</p>	<p>RWI research and evidence</p> <p>The Matthew Affect</p> <p>EEF Toolkit: Reading Comprehension and Phonics.</p>	<p>2,4.</p>

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.		
Successful reengagement of previously disengaged PP students with tailored and focused educational packages to support positive long-term outcomes.	<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>	3

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To sustain and further strengthen the positive engagement of parents and carers of PP students. To support the families to enhance better outcomes for the students.	<i>EEF Working with parents to support children's learning</i>	5,6
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.	<p>RWI research and evidence</p> <p>The Matthew Affect</p> <p>EEF Toolkit: Reading Comprehension and Phonics.</p>	2,4

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 2020 to 2021 academic year.

- Progress against EHCP outcomes for our students during 2020-2021 were at 86%
- 43% of students became 'free readers' (when the individual has sufficient phonic knowledge to decode new words independently)
- 20% of students made better than expected progress
- 27% of students made expected progress
- 10% of students made less than expected progress.
- Destination data- 100% of year 11 students had an identified destination for year 12
- 100% of our pupils left with a qualification as a result of our teacher assessment grades, ranging from Entry level 1 to GCSE grade 4 in Maths, English and Science. There was also a grade 4 and grade 6 in Drama. Our pupils achieved Level 1 and Level 2 qualifications in Functional Skills English, Maths and ICT.
- All students who attended an off site provision during last academic year, 75% have transitioned back into reintegrated back into timetabled lessons in school or have achieved accredited qualifications and are continuing with their studies.
- Impact of the therapists/Attachment Aware work at Maplefields has impacted on increased engagement for students at Maplefields.
- Behaviour data supports a decrease in recorded behaviour incidents and the use of PPI. September 2018/19 to this academic year, decrease of 34% and in October we saw 50%. RPI September decrease of 45% and October 61%.
- Blended reading programme leadership implementation including timetabling, action planning and monitoring and assessment tailored online subscription. face to face training for all staff Upskill. A focused development day to identify impact and next steps
- Teaching standards at Maplefields show an increase to 65% in the delivery of outstanding and good lessons.

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