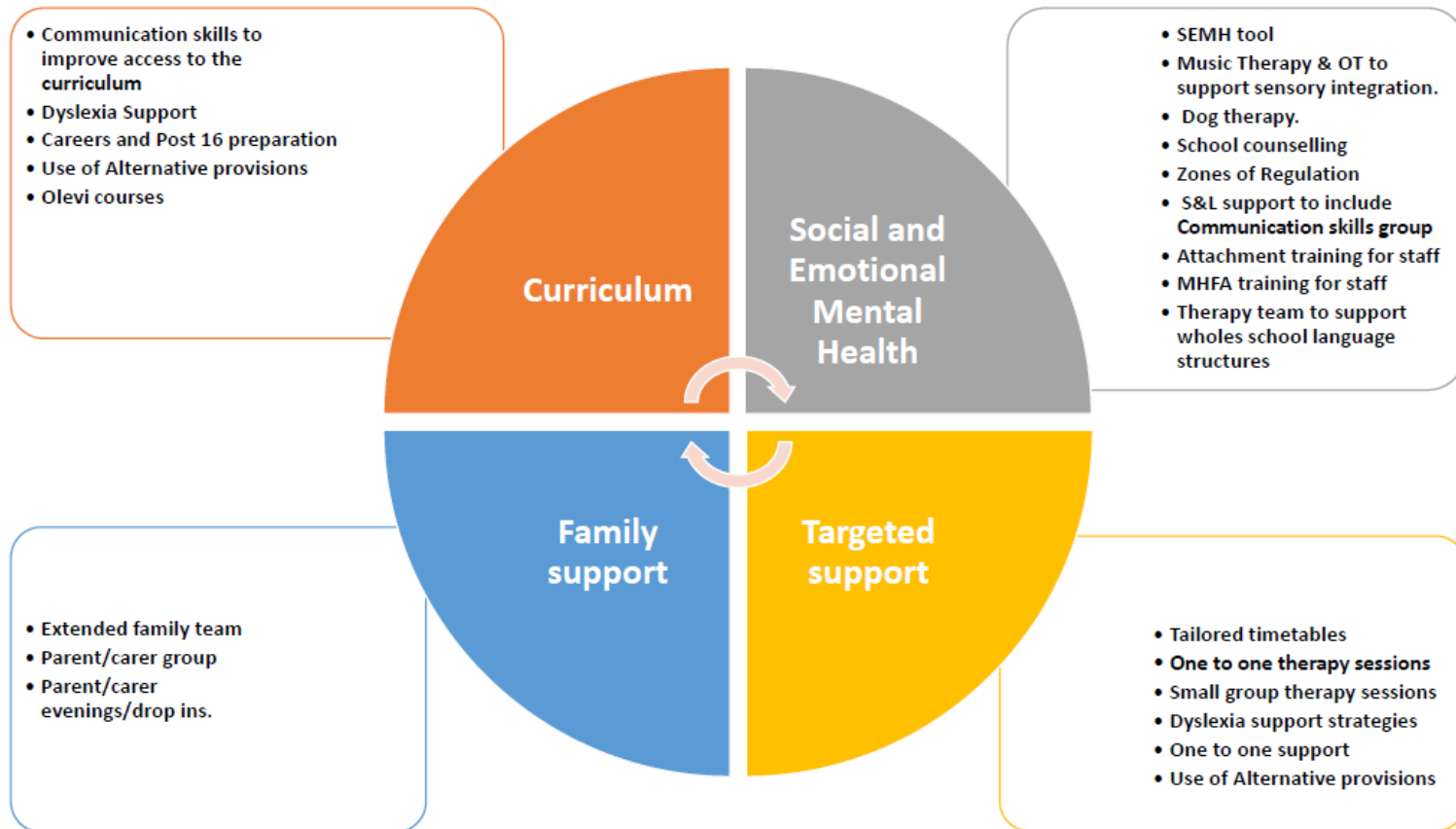


# Maplefields Academy Pupil Premium strategy statement 2020/2023

## Pupil Premium Strategy Overview



1. Summary information					
School	Maplefields Academy			Type of SEN	SEMH
Academic Year	2020/2021	Total PP budget	£80,000 plus 8% LAC children £18,400. Total £98,400	Date of most recent PP Review	September 2020
Total number of pupils	108	Number of pupils eligible for PP	78% students 8% LAC students	Date for next internal review of this strategy	April 2021

2. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
A.	The students social and emotional needs including difficulties around attachment and trauma, which impacts on their ability to self-regulate, reflect, peer interaction and readiness for learning.
B.	Difficulties with learning particularly issues around communication skills, literacy, concentration and processing skills.
C.	Disengagement from learning for our high- profile PP students, impacting on attendance
<b>External barriers</b>	
D.	The Lockdown has impacted on the mental health and anxiety of our students and their families, increasing the need for developing the Recovery Curriculum at Maplefields of Re-connect, Re-engage, Re-assure and Re-invent. Parental engagement can be challenging due to both the geographical reach of the school.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved levels of self-esteem and self-regulation for our PP students across the school and increased levels of engagement with learning. This will be measured by our new SEMH Tool, behaviour incident data including PI intervention and positive engagement with our therapeutic offer from feedback with school staff, students, families and therapists.	Less behaviour incidents across the school including decreased incidents involving Physical intervention. Improved confidence and a positive attitude towards school and learning. Students becoming more reflective in their learning and SEMH needs.
B.	Improved communication skills to support students with self-expression and reflective behaviours to impact positively on their learning.	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. his will be evidenced through learning walks, lesson observations and academic and behaviour data
<b>C.</b>	Reduce exclusions and provide quality off-site provision for PP students. Successful reengagement of previously disengaged PP students preventing NEET at the end of year 11/Post 16.. This can be measured by attendance, exclusions, behaviour data in school or at alternative provisions and individual case studies.	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. Termly monitoring of our use of AP- attendance, engagement, academic progress and improved SEMH data.
<b>D.</b>	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	Increased attendance to meetings, reviews and parents evenings. Positive parent voice, Outcomes of the PP students will remain outstanding.

4. Planned expenditure					
Academic year		2020-2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Improved levels of self-esteem and self-regulation for our PP students across the school and increased levels of engagement with learning.</b></p> <p><i>Metacognition and Self-regulated learners. (EEF)</i>  <i>EEF Working with parents to support children's learning</i></p>	<p>Ongoing development of the Attachment Aware and Trauma informed approach across the school through staff development.</p>	<p>Term 1 staff feedback on Attachment Aware practices evidence the following;            94% of teaching staff have said that the AATI training has impacted positively on their work.            97% of teaching staff have said that the AATI training has impacted positively on how they interact with the students            94% of staff say they have either Good or better understanding of what AATI practice is.            Staff are using a wider range of responses and strategies which lead to higher engagement in the classroom and evidence of PP student progress in lessons.</p> <p>AATI working group began in term 1 to support staff understanding of student need/further develop whole school practices to be in-line with AATI work.</p> <p>The AATI group regularly has 12 Teaching assistants and cover supervisors from across all phases of the school. Through the appraisal system, TA's have highlighted the role of the Attachment work/group to better support their professional development.            Attachment Lead to complete the Olevi OTAP to further develop the TAs. High quality CPD for TA's will further enhance progress of pupil premium students.</p>	<p>Regular attendance review of the group and work implemented by the group taken to SLT level.</p> <p>Staff questionnaire/Attachment aware learning walk across the school on AA practices across the school.</p> <p>Monitoring of staff responses to student incidents.</p> <p>Monitoring of students engagement in lessons and with their peer group.</p> <p>Performance management appraisals.</p>	<p>Senco Behaviour Lead</p>	<p>April 2021</p>

<p><b>Develop staff skill sets in working with students with SEMH needs.</b></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>Therapeutic offer to support whole school language processes such as behaviour learning plans and reflective language processes for students.</p>	<p>The therapeutic offer has continued to impact positively on outcomes for students with higher engagement and attendance to school and lessons, whilst increasing staff skill sets. The therapeutic offer is impacting on whole school processes to support fully meeting the SEMH needs of our students. The therapy team offer regular staff training alongside a consultation process with staff to support staff development.</p> <p>Students who have accessed therapy support have had positive outcomes during the school day, notably evidenced through presentations of behaviour, attendance and in some cases, academic engagement and achievement. Staff and parent feedback on individual and group sessions have also highlighted that the therapy work is impacting positively with meeting the needs of the students. This also supports parental engagement as they feel there is a quicker and more personalised response to their child's needs and their own needs.</p>	<p>Regular feedback from students, staff and parents/carers re: therapeutic interventions.</p> <p>Observations by leadership</p>	<p>Senco</p>	<p>April 2021</p>
<p><b>Implement a whole school self-regulation programme for students.</b></p> <p><b>The zones</b></p>	<p>The use of the Zones of Regulation to support the identification of feelings and strategies to move forward and be ready for learning.</p>	<p>The EEF toolkit shows that one of the highest impacts for readiness to learning is self-regulation. Term 1 saw Zones of regulation implemented across the school, Term 2 ( December '20) review of Zones, has shown a high level of raising students awareness of their emotional mood and feelings. The impact was that a shared common language between staff and students and students were able to use the resources ( ladders) or their own words from the Zones language to identify and express their emotions to others. Parents have been consulted with engaged with the implementation of Zones.</p> <p>Term 3 and 4 onwards, the focus will be on students and staff identifying individual strategies to move between the Zones.</p>	<p>OT to monitor with SENCO the Zones of Regulation across the school through learning walks, student voice and staff questionnaire.</p> <p>The monitoring of Zones to happen every two terms.</p>	<p>Senco</p> <p>School Therapists</p>	<p>April 2021</p>

<p><b>Improved communication skills to support students with self-expression and reflective behaviours to impact positively on their learning.</b></p> <p><b>Communication (EEF) Improving outcomes for disadvantaged learners, opportunity areas, see Best Practice 'Cooks Spinney primary' Relationships Matter (Osher et al.) 2019</b></p> <p><b>Evidence for SALT in SEMH( RCSALT)</b></p>	<p>Implement a whole school language assessment for all students.</p> <p>RWI staff training – phonics programme</p> <p>Talking Mats training for staff</p>	<p>Levels of language developed across the school to ensure clear communication between students and staff using the 'Blank Level Language assessment. This to support with reflective actions/discussions with students. The EEF toolkit highlights that oral language intervention is a high impact area.</p> <p>School have begun to trial this with some of our reflective practice and had some early signs of positive communication from this, eg. Case studies of individual students.</p> <p>The Talking mats training to support the wide communication needs across the school, specifically it for those with high level of communication needs for targeted PP students across all key stages.</p>	<p>All students level of language will be used across the school for that student, highlighting it on their IBLP and other review documentation. There is a tiered approach of used and evident across the school.</p> <p>Regular monitoring of this through drop ins, student voice and staff training. Communication monitoring to be part of the whole school monitoring calendar.</p>	<p>Senco</p> <p>Behaviour Lead</p> <p>Speech and Language therapist</p> <p>RWI Lead</p>	<p>April 2021</p>
<b>Total budgeted cost</b>					<b>£ 45,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>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</b></p> <p><b>To embed communication skills groups with an Attachment aware Speech and language therapist to better support</b></p>	<p>MHFA certification for staff across the school that enable staff to have difficult conversations with students that would have previously been avoided.</p> <p>The offer of a Social skills group for targeted students across the academy will further develop their communication skills.</p>	<p>Further development of staff skill sets across the wide breadth of mental health. Staff are keen for further development in this area to feel that they have the tools to support the students. Staff highlighted this through staff training. This supports raising attendance for specific PP students across the school and providing opportunities for them to feel safe in the learning environment.</p> <p>The targeted S&amp;L work has proven successful from feedback from staff, parents/carers and within the everyday interactions from the students. Reduced behaviour incidents</p>	<p>Regular feedback from the mental health first aiders.</p> <p>Decrease in the number of cases re: MH concerns and increase the ability to spot the early warning signs and intervene and support.</p> <p>Student voice.</p> <p>Learning walks across the school.</p> <p>Observations</p>	<p>Senco</p> <p>DSLs</p> <p>Senco</p> <p>Green class teacher</p>	<p>April 2021</p> <p>April 2021</p>



<p><b>Supporting PP students and parents with the Post 16 pathways and Careers.</b></p>	<p>SEMLEP hub- careers and enterprise company. Actively engaging in support from well established 'careers schools'. Accredited Level 6 Careers leaders course. Skills builder partnership Looking at our own Post 16 provision/offer.</p>	<p>Liberty Learning Alliance have continued to provide therapeutic support for our high- profile students, supporting us to meet their individual needs. One to one tuition has supported individuals at KS4 to learn and make progress enabling qualifications to be taken and passed. Saints/Adventure-ways are providing high engagement to a small number of previously disengaged students to support their return to learning re: Recovery Curriculum.</p> <p>Gatesby Benchmarks. With the increasing complex needs of our students, there is a need to adapt our current careers and post 16 offer to allow for a wider and more informed decision making at transfer phase.</p>	<p>Careers audit will support this work. Implementing careers focus with the T&amp;L to raise awareness of careers across the school and subject areas. Work experience around the school Students shadowing staff members across the school to build better understanding of jobs and roles Career focussed activities</p>	<p>Senco Careers Leader P16 lead</p>	<p>April 2021</p>
<b>Total budgeted cost</b>					£50,000
<p><b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b></p>					

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>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.</b></p>	<p>Increase the amount of Parents/carers evenings and contact periods with parents/carers with a more flexible timings. Flexible and tailored approach to communications parents including virtual platforms such as via Teams/Zoom</p> <p>Transportation support for parents/carers to attend workshops at the school. The use of the virtual platform has allowed for increased attendance as its removed geographical issues as evidenced by school data during the pandemic .</p> <p>The extended family team to work closely with the therapeutic team on supporting families of targeted students.</p>	<p>Attendance to parents evening has increased over the last three years; 2018- 19% 2019- 28% 2020- Covid.</p> <p>Virtual transition were well attended- June 2020- Socially distanced summer picnics well attended July 2020. Meet the therapists in July 2020 for new parents was at 60%. Annual reviews beginning academic year 2020-2021,well attended on the virtual platform and this has increased attendance. Current attendance to date on annual reviews put % in. (Jan 2020).</p>	<p>All staff are regularly trained on teams and Zoom.</p> <p>Call logs for engagement from meetings re:reviews etc</p> <p>Regular communication with parents around the need for ICT support and school provide laptops and guidance on using virtual platforms.</p>	<p>SLT FSW Senco</p>	<p>April 2021</p>
<b>Total budgeted cost</b>					<b>£5000</b>
<b>Total for all areas</b>					<b>£100,000</b>

**Research base:**

**Royal college of Speech and Language Therapists:**

*'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.'*

**Evaluating the ability of children with social emotional behavioural and communication difficulties (SEBCD) to express their views using Talking Mats (2006)**

**FE paper Skills for Jobs; Lifelong Learning January 2021:** *'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'*.

**EEF Toolkit:** *Metacognition and self- regulation strategies support +7 mths for students*

**Attachment aware practices:**

*Bath Spa university*

*Attachment aware schools*

*ACES*

*Dr.Dan Hughes*

*Louise Bomber- Attachment and Trauma*