



# The Pupil Premium Strategy

## Maplewell Hall School – 2018/2019

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of students registered as eligible for free school meals at any point in the last 6 years. For the academic year 2018/2019 these students will receive £935.

In addition, students from Forces families receive £300 in the academic year 2018/2019.

Schools will also receive £2,300 for any pupil:

- identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For the academic year September 2016 to July 2017 the school received £62,809 of Pupil Premium for 55 students. For the academic year September 2017 to July 2018 the school will receive approximately £59,000 for 59 students. Our school budget for 2018-19 is approximately £3,600,000. For the academic year 2018/19 we currently have 58 eligible students.

### Current cohort of pupils at Maplewell Hall School

Year group	Total number of pupils	Non-Pupil Premium	Pupil Premium	% Pupil Premium
7	30	16	14	47%
8	39	27	12	31%
9	45	25	20	44%
10	30	26	4	13%
11	27	19	8	30%
<b>Total Cohort</b>	<b>171</b>	<b>113</b>	<b>58</b>	<b>34%</b>



## Pupil Premium at Maplewell Hall School

At Maplewell we have applied the well-recognised research of The Education Endowment Foundation and our knowledge and experience of students with a range of moderate learning difficulties to create a package of approaches aimed at boosting the progress and achievement of all our students. With a particular view to addressing the barriers to educational achievement for our pupil premium students, we have applied strategies to utilise this funding to have the best possible impact. The strategies we have explored and implemented cross a wide range of approaches and have been used creatively to meet the needs of the individual.

### **During 2017/2018 we built on previous success and utilised the Pupil Premium in the following ways:**

- Increased provision in our after school tuition timetable. Including 1-1, paired and small group tutoring in maths and English.
- Increased the status of our Home-school link workers amongst families and offered increased support for students including attendance at medical appointments etc.
- Programme of 'Family Learning Evenings' to further support learning at home and boost the attainment of some of the most vulnerable students
- Continued to support students access school residence, especially amongst the most vulnerable.
- Increased capacity on the intervention programme including use of behaviour mentoring, children's Yoga and therapeutic art as well as access to professionals such as Educational Psychologists, Occupational Therapists and Speech and Language Therapists.
- Personalised timetables for targeted students including one to one support & intensive mentoring.
- Free breakfast club.
- Residential trips and educational trips and visits including Walesby Adventure Camp, Beaumanor Hall and a residential trip to Norfolk.
- Focus on Teaching and Learning including the development and implementation of a revised Teaching, Learning and Assessment Policy.



## Impact

Measured against the main barriers to educational achievement faced by eligible pupils at Maplewell Hall School identified last year (2017/2018).

Barrier	What was put in place?	Impact	Evidence
<p>Limited spelling, punctuation and grammar skills affecting writing ability across the curriculum</p>	<p>A continuation of literacy across the curriculum. Making links to spelling, reading, writing, comprehension, speaking and listening etc in all lessons.</p> <p>Tutor activities have been developed to encourage spelling.</p> <p>Tutor reading challenge.</p> <p>After school tuition. Sessions dedicated to those with poor spelling punctuation and grammar.</p>		<p><b>Feedback from the English Head of Department after learning walks, lesson observations, book scrutiny and conversations with staff and students:</b></p> <p><i>'It's clear from the lessons we saw that literacy has a high profile across the curriculum at Maplewell and is being promoted by staff at all opportunities - a particularly good example of this was in an ICT cover lesson, in which spelling and vocabulary was integrated into the work.'</i></p> <p><i>'Subject-specific, higher-order vocab was promoted in all lessons, with a variety of resources – for example, glossaries in Science, vocab books in Spanish and key vocab and sentence starters on the wall in PE. Speaking and listening skills were being developed through targeted questioning in all lessons.'</i></p> <p><b>SLT feedback after series of lesson observations:</b></p> <p><i>'When asked how teachers were developing their literacy, every class had students willing to discuss and answer the question. Students understood the meaning of literacy in the context of their lesson and were able to explain the ways in which they were encouraged to develop these skills. MAP 2 also discussed independent research skills as one of the ways in which they were developing their literacy in Science.'</i></p>

Limited communication skills affecting the ability to reason mathematically (as required by the new National Curriculum and GCSE specification)

Teachers leading the after school tuition have been made aware of the benefits of promoting problem solving and reasoning in their sessions.

LSAs have had maths training to encourage student independence and problem solving skills.

Maths staff have researched and gone to targeted CPD. Utilised the experience and knowledge of our own Maths SLE to create a curriculum personalised to our students.

Strategic meetings with the HoD, SLT and exams officer to make sure all students who require a reader of scribe were able to communicate confidently with them prior to the exam.

Typically, those for whom communication skills is a barrier to learning also have ASD as their main barrier to learning.

	ASD	Other
Maths Value Added for Year 11 students	0.50	0.27

The table above shows that those with ASD, and therefore limited communication skills were able to access and perform well during their exams and/or coursework.

	ASD	Other
Maths/English/Science Value Added for Year 11 students	0.60	0.62

Overall, in maths, English and science there is very little difference in the progress made by those with ASD and those whose main barrier to learning is ASD.

All students entered for an exam sat the paper and received a mark. This is a result of careful preparation and planning to make sure that anxiety did not prove a barrier to sitting the exam.



<p>Lack of access to extra-curricular activities</p>	<p>Implementation and training of the online system 'Evolve'. This allows the 'paper trail' for trips and visits to be conducted more efficiently.</p> <p>Training for more members of staff to be able to drive the school minibuses.</p> <p>After School tuition offered to students free of charge.</p> <p>Up until the start of the academic year (2018/2019) the school has had an outstanding residential provision (See ofsted report). Upon closure of this provision the school has committed to creating an extended day from 07:30 to 19:30 Mon-Thurs. After School Club now offers activities such as fire cadets, bike maintenance, mindfulness, swimming etc.</p> <p>Continuation of the status and importance of extracurricular activities for the students at Maplewell.</p>		<p>Year 8 and year 9 took part in a residential trip to Walesby adventure camp.</p> <p>Year 7 went on trip to Ashby Fair and a residential trip to Beaumanor Hall.</p> <p>Summer Camp went on a residential trip to Norfolk.</p> <p>K5, as part of their curriculum, have access to independent travel and a wide range of extracurricular activities.</p> <p>Residential provision offered extracurricular activities and opportunities every evening Mon-Thurs. This included to local cultural and religious festivals.</p> <p>Moving Together, a dance company, come into school and offer dance qualifications and opportunities to perform at a regional level.</p> <p>The Performing arts department organised several trips to the theatre throughout the year.</p> <p>The PE department offer sporting events and opportunities to compete, for all of our students, almost on a weekly basis.</p> <p>We offer Yoga sessions in school for targeted pupils.</p> <p>We offer the opportunity to learn musical instruments during the school day.</p> <p>After school tuition provides tuition in English, maths and science.</p> <p><b>The above list is just a sample of the activities we offer throughout the year. All of which are free to Pupil Premium students if required.</b></p> <p><b>Latest Residential Ofsted report:</b></p> <p><i>'Children learn important life skills during their stay. As well as learning independence skills, their self-esteem, confidence and resilience grow. The experience of staying in the residential provision enhances children's life opportunities.'</i></p>
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A lack of resilience, which affects pupils' self-confidence and co-operation when approaching new learning

Assemblies throughout the school year which promote self-confidence and self-esteem.

The student support department plan targeted interventions to address the social and emotional aspects of learning.

Use of class dojo videos to prompt discussions.

Use of professionals such as the Occupational therapist, speech and language therapist, art therapist and educational psychologist.

**Attendance:**

Our school attendance is above the national average and is an indication that students enjoy coming to school and they are open to new learning.

The table below compares Maplewell's attendance figures with special schools nationally.

	Maplewell Hall School	Special Schools Nationally
<b>Overall Attendance</b>	91.77% <i>(94.42% excluding exceptional circumstances and school leavers)</i>	90.9%
<b>Persistent Absentees</b>	21.43%	26.9%

**Behaviour:**

Another indicator that students' lack of resilience and lack of self-confidence is impacting on their learning is the level of negative behaviours in school. At Maplewell 82% of all behaviours recorded on Go4Schools are positive behaviours.

Lack of access to books including revision guides and workbooks

Access to revision guides and workbooks for KS4 students.

Year 7 (Catch-Up funding) we brought a set of 'dyslexia-friendly' reading books which are age appropriate but accessible.

**Progress and outcomes:**

% of students hitting, at least, their minimum target in GCSE subjects		
	PPG	Non-PPG
<b>Maths</b>	90%	70%
<b>English</b>	92%	92%
<b>Science</b>	100%	100%

The table above shows that students in receipt of extra books, workbooks and revision guides, namely our PPG students, performed at least as well, if not better when comparing against their minimum targets.

Feedback from parents suggests our choice of revision material could be tailored to the needs of our parents, for whom GCSE level English, maths and science is challenging.

Low levels of parental engagement

Go4Schools is available for all parents/carers to see their child's academic progress and behaviour.

Class dojo used by all KS3 tutors and increasing into KS4 where appropriate. Daily communication.

Learning journals were completed to provide evidence of personalised learning.

Meet the tutor evening, early in the year.

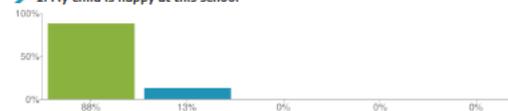
Community events such as the bonfire night and special performance assemblies.

HSLWs organising coffee mornings once a month.

**Some results of parent/carer feedback on the Ofsted website:**

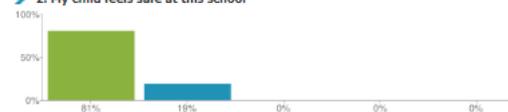
<https://parentview.ofsted.gov.uk/parent-view-results/survey/result-print/15132/current>

➤ **1. My child is happy at this school**



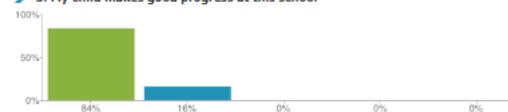
Figures based on 32 responses up to 25-06-2018

➤ **2. My child feels safe at this school**



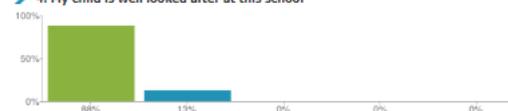
Figures based on 32 responses up to 25-06-2018

➤ **3. My child makes good progress at this school**



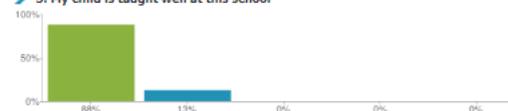
Figures based on 32 responses up to 25-06-2018

➤ **4. My child is well looked after at this school**



Figures based on 32 responses up to 25-06-2018

➤ **5. My child is taught well at this school**



Figures based on 32 responses up to 25-06-2018

**Key to results**

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know



## Lessons Learnt...

- Some really good tutor activities have been developed to encourage literacy skills but are not yet consistent across the school. This year we will be focussing upon the use of tutor time activities.
- Not all after school tuition is led by qualified teachers and training needs to be put into place to keep all tutors up to date with the educational zeitgeist.
- On the whole, we were distributing workbooks, revision material etc. that was identical to the text books/materials we had in class. It may be more efficient to give materials which complement the work completed at school and which enables parents to access the learning.
- The staff allocated to students sitting exams makes a huge difference to the mind-set and anxiety levels of some students. Learn from the success of this year and communicate with all staff involved.



## Progress and Outcomes – 2017/2018

### KS4 - Key Points

- KS4 Maths – Pupil premium students have outperformed non-pupil premium students in 4 of the last 5 years.
- KS4 English – Pupil premium students have outperformed non-pupil premium students in 3 of the last 5 years.
- Our year 11 Pupil Premium pupils have a higher value added score than non-Pupil Premium pupils.

Overall VA average per Year 11	Pupil Premium	Non – Pupil Premium
VA inc GCSE only	0.79	0.39
VA inc all subjects	0.94	0.90

- A higher proportion of Pupil Premium students were entered into GCSE than non-Pupil Premium students in English and Science

Subject	% of PP Pupils entered for GCSE/L1	% of Non-PP entered for GCSE/L1
English	74%	71%
Maths	58%	64%
Science	16%	7%

- Pupil Premium pupils make slightly less progress than Non-Pupil Premium pupils in non-core subjects in Y11

	PP	Non-PP
Non-Core Overall	0.42	0.53

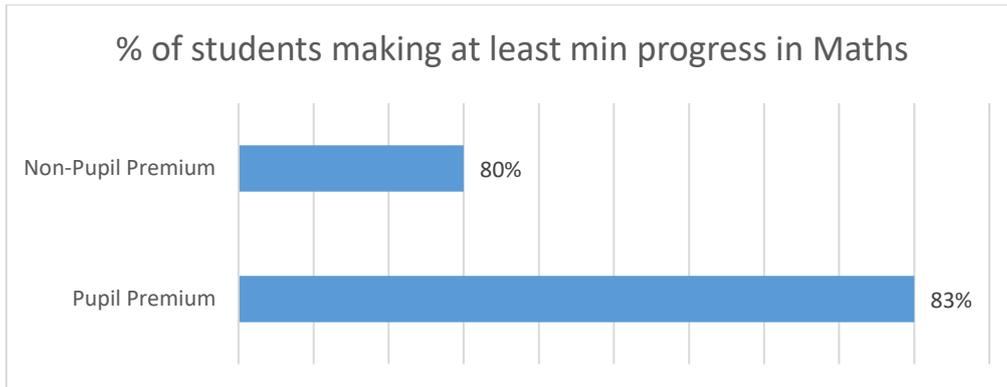
- 100% of GCSE students who had after-school tuition hit, at least, their minimum target in maths and English.



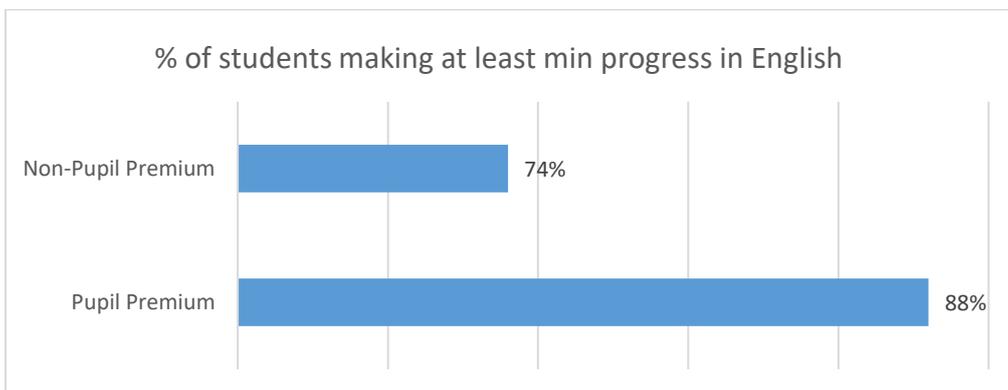
- 100% of pupil premium students gained at least 1 GCSE/Level 1/Level 2
- 96% of students think that after school tuition will help them get better qualifications.

### KS3 - Key Points

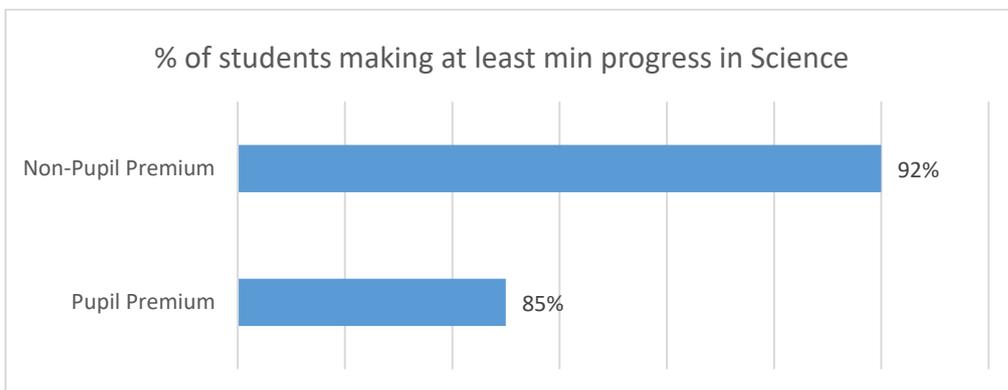
#### Maths



#### English



#### Science





# **A Summary of the main barriers to educational achievement faced by eligible pupils at Maplewell Hall School**

*2018/2019*

1. Pupils have difficulties with social communication with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
2. Environments can over/under stimulate, at times, heightening anxieties and stress.
3. Capacity to access social aspects of school life may require additional support.
4. Low self-esteem can cause poor behaviour in lessons.
5. Inconsistent motivation and engagement may results in misleading outcomes.



## Planned expenditure

2018/2019

Quality of teaching for all				
Desired Outcome	Chosen action/approach	Evidence and rationale	Staff lead	Review date
<b>Numeracy across the curriculum</b>	<ul style="list-style-type: none"><li>• Whole school assembly on promoting maths across curriculum</li><li>• Distribute times tables booklet.</li><li>• After school tuition</li><li>• Use of virtual learning environments to enhance children's engagement.</li><li>• Intervention work during school hours</li></ul>	<ul style="list-style-type: none"><li>• Promoting a growth mind-set effectively when approaching maths problems as per national research.</li><li>• Students become more confident at learning a particular times table and therefore access more of the curriculum i.e fractions etc</li><li>• Increasing the speed of recall times tables will enable the pace of lessons and learning to increase. Also, increased confidence in their own ability.</li><li>• Research shows engaging children in their own learning increases internal motivation.</li></ul>	MM	June 2019



<b>Increase the status of reading across the school</b>	<ul style="list-style-type: none"><li>• Extra reading session during assembly and tutor time.</li><li>• Leicester Football Club literacy programme.</li><li>• Create 'I am reading' boards in every tutor classroom.</li><li>• After-school tuition</li></ul>	<p>Improve students social and emotional development, particularly confidence and self- efficacy.</p> <p>Share what students are reading and display their classroom to prompt discussions around reading for pleasure.</p> <p>Students meet or exceed their minimum targets in English.</p>	RR + LC	July 2019
<b>Increased confidence leading to improved progress.</b>	<ul style="list-style-type: none"><li>• Monitoring students' performance.</li><li>• Tailoring teaching and support to suit our pupils.</li><li>• Implementing lesson study to share best practice through by Lesson Study Research.</li><li>• Targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours).</li><li>• Utilising COMPASS to provide meaningful pastoral support, especially in relation to exam stress etc.</li></ul>	<p>A lot of our students, and particularly our PP students, have low self confidence in their academic ability. This is often learned behaviours or feelings attributed to past experiences. It is important that to get the most out of our students we support them socially, emotionally and with their mental health.</p>	KG + RC	July 2019
<b>Mark-books are continued to be used to record students assessments and</b>	<ul style="list-style-type: none"><li>• CP to be trained in creating and implementing mark-books.</li><li>• Staff to be given refresher training to utilise mark-books effectively.</li></ul>	<p>The school's mark-books and assessment system has been recognised, nationally, as a model of good practise. It is important that we</p>	PL + KG + CP	July 2019



<p><b>therefore inform lesson planning.</b></p>	<ul style="list-style-type: none"> <li>Identify external training where appropriate to upskill middle leaders.</li> </ul>	<p>keep moving forward strive to provide the best outcome for our students. One way to achieve this is by having an accurate, and meaningful, approach to assessment.</p>		
<b>Total budgeted cost</b>				£4,000
<b>Targeted support</b>				
Desired Outcome	Chosen action/approach	Evidence and rationale	Staff lead	Review date
<p><b>Continued academic success and progress in core subjects</b></p>	<ul style="list-style-type: none"> <li>Continue the provision of after schools tuition.</li> <li>Expand the offer of GCSE tuition to include Science.</li> <li>Create a dedicated space for Year 7 students to access tuition.</li> <li>Continue to provide transport for students who are unable to access tuition due to transport issues.</li> </ul>	<p>After quality first teaching and Utilising a combination of national research and evidence in school, we believe that after school tuition continues to be the most effective strategy to increase attainment in the core subjects for pupil premium students.</p>	<p>LC</p>	<p>On going.  July 2019</p>
<p><b>Specific interventions for students with dyscalculia and/or struggling in maths to boost confidence and increase progress in maths, specifically arithmetic skills</b></p>	<ul style="list-style-type: none"> <li>Training of maths TAs.</li> <li>Schemes and interventions researched and implemented.</li> <li>Intervention spaces identified and turned into engaging learning environments.</li> </ul>	<p>Feedback from the Educational psychologists suggests a personalised approach to number and arithmetic is needed to boost the attainment of some targeted students.</p>	<p>MM + KG</p>	<p>Jan 2019</p>



<b>Targeted students can utilise phonics to decode words.</b>	Intervention during the assembly time. Additional training for relevant staff.	Targeted students to access a systematic scheme of phonics to promote independent reading.	RR	May 2019
<b>Total budgeted cost</b>				£6,000

### Additional Strategies

Desired Outcome	Chosen action/approach	Evidence and rationale	Staff lead	Review date
<b>Increased attendance</b>	<ul style="list-style-type: none"> <li>Research, develop and send letters which are appropriate to the needs of students and parents.</li> <li>Utilise the ideas of student voice to reward good and improving attendance.</li> </ul>	A lot of our PP parents/carers have low levels of literacy and therefore the letters we have sent in the past regarding attendance have not been as effective due to a lack of access to the information. Utilising behavioural science research we are looking to adapt our communication with home.	PL + KK	Jan 2019
<b>All environments are conducive to learning</b>	<ul style="list-style-type: none"> <li>Time given to staff to create engaging and motivating displays.</li> <li>Continue improving site.</li> </ul>	A lot of work has been done across the school site in recent years in terms of infrastructure, health and safety and disabled access. As a school team we are now focussing on the learning environments of the school and making sure they are all conducive to learning. Learning walks and observations, as well as informal feedback, will be used to identify how spaces could be best used. We are	KG + EB	Jan + July 2019



		particularly keen to showcase student success whilst maintaining our commitment to becoming an 'autism friendly school'.		
<b>Total budgeted cost</b>				£3,000



## An overview of strategies addressing the barriers to educational achievement

<b>Key</b>			
	Very High Impact	<b>Direct</b>	Has a direct impact on the attainment of English and maths for PP Pupils
	High Impact		
	Medium Impact	<b>Indirect</b>	Has an indirect impact on the attainment of English and maths for PP pupils
	Low Impact		

+5 refers to a measure of impact measured in months. +5 would be the equivalent of 5 months.

Intervention/Strategy	Barrier(s) being addressed	Impact on academic attainment at Maplewell	Education Endowment Foundation Research <i>(where applicable)</i>	Summary
After School Tuition	4 + 5	Direct	1-1 tuition: <b>+5</b> Small group tuition: <b>+4</b>	After school tuition is provided in maths and English 4 days a week. This is offered as 1-1 tuition, paired tuition or small group tuition. The decision is based on the individual needs of the student.  Tutors work closely with classroom teachers to provided targeted and challenging learning.
Family Link Workers	1 + 3	Indirect	Parental Involvement: <b>+3</b>	Maplewell Hall School have 2 family link workers who support families across all year groups. They work particularly closely with students eligible for the Pupil Premium.



After School Club	1 + 3	Indirect	N/A	Pupil Premium students were offered funded places on our outstanding residential provision. Currently they are offered places on our extended day provision with the option of transport being provided if needed.
Behaviour Mentoring	1 + 3	Indirect	Mentoring: <b>+1</b>	Referral to our Cedar Cottage Intervention Team if behaviour is becoming a barrier to learning.
Yoga for Young People	4	Indirect	Arts Participation: <b>+2</b>	Specialised yoga intervention aimed at students who are struggling with exam pressures or have social and emotional needs.
Therapeutic Art	1 + 4	Indirect	Arts Participation: <b>+2</b> Social and Emotional intervention: <b>+4</b>	Using a qualified art therapist, identified students have another opportunity to help address pressures and social and emotional needs in order to improve their readiness to learn.
Personalised Timetables for Targeted Students	1 + 2 + 3 + 4 + 5	Direct	Individualised Instruction: <b>+2</b>	Some students require personalised timetables due to their unique needs. As a school we can provide this through considered use of the Pupil Premium funding. Moving forward we are looking at utilising our extended day to further enhance this provision.
Student Wellbeing Events	4	Indirect	N/A	This is aimed at helping students participate in events that otherwise they may not have access to.
Free Breakfast Club	1 + 3	Indirect	N/A	Aimed at ensuring students have a healthy start to the day and have a chance to check in with a member of staff and off load any concerns before they start the days learning.
Residential Summer Camp		Indirect	Summer School: <b>+2</b>	The trips provided on summer camp help to build life skills, foster relationships with staff and build mutual respect



				amongst peers. Such skills can have a tangible impact in the classroom.
Year 7 Residential trip + Trips and visits	1 + 3 + 4 + 5	Indirect	Outdoor Adventure Learning: <b>+4</b>	Maplewell took the year 7 cohort, and all LAC students, to Beaumanor. The Pupil Premium fund also supports any trips and visits that cannot be paid for by parents/carers.
Continued focus on Teaching and Learning	2 + 5	Direct	Feedback: <b>+8</b>	Maplewell continues to have the highest aspirations for all of its students and knows that high quality teaching and learning is paramount to securing the best outcomes for Pupil Premium students.  Continued focus on DIRT feedback and implementation of Literacy across the Curriculum.
Transport for students and parents		Indirect	N/A	Maplewell utilise their access to school minibuses and qualified members of staff to transport students and staff to relevant meetings, groups, trips and tuition.
LAC key worker	1 + 3 + 4 + 5	Indirect	Aspiration Intervention: <b>0</b>  Behaviour Intervention: <b>+3</b>  Collaborative Learning: <b>+5</b>	We have a designated Student Support Worker to provide additional support to these students through attending LAC and PEP meetings, providing bespoke interventions and focussed support when required.



			Parental Involvement: <b>+3</b> Social and Emotional Intervention: <b>+4</b>	
Use of K5 students as young leaders supporting KS3 and KS4 learners	1 + 4 + 5	Direct	Peer Tutoring: <b>+5</b>	K5 students are working towards their young leader's award which enables them to lead a group of students, or act as an LSA, in English and maths lessons.
Go4Schools		Direct	Feedback: <b>+8</b>	Maplewell have recently invested in the online software 'Go4Schools'. Go4Schools enables us to monitor attainment, attendance and behaviour in one place and then react to the data being given to us.
Access to books including revision guides and workbooks		Direct	N/A	Maplewell have utilised the Pupil Premium funding to provide students with revision guides, reading books and workbooks. This has been particularly useful for our KS4 students working towards their exams.