Pupil premium strategy statement

This statement details our school's use of pupil premium 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.

Statement of intent

At Maplewell Hall School, we have applied the well-recognised research of The Education Endowment Foundation (EEF) 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 each individual.

School overview

Detail	Data
School name	Maplewell Hall School
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021/22 - 2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Kasia Glinka
Pupil premium lead	Charlotte Greenhill
Governor / Trustee lead	Kaisra Khan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,680
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	£208,653

Part A: Pupil premium strategy plan

Statement of intent

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A number of PP students do not show high levels of engagement and resilience in all subjects and therefore do not achieve to their full potential as they progress through the school.
2	Misunderstanding of work and employability including the identification of pathways and next steps.
3	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.
4	Environments can over/under stimulate, at times, heightening anxieties and stress.
5	Capacity to access social aspects of school life may require additional support.
6	Low self-esteem, inconsistent motivation and fixed mind-sets may result in misleading outcomes and poor behaviour in lesson.
7	A lack of cultural capital, which can inhibit students' understanding of the curriculum content.
8	A number of families of PP students do not engage with school and need support in how to help their child with their studies at home.

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
Diminishing gaps between PP students and non-PP peers across a range of subjects.	Quality-first teaching: PP students to be prioritised in all lessons, allowing the most appropriate level of support to be given.

	Identified students are regularly receiving one to one or small group tutoring.
All pupils into employment and living independently, where possible.	Academic curriculum supports the development of skills for independent living and follow pathways that lead to further education and employment.
All students receive support to develop social independence skills.	COMPASS support available to students.
Sensory, mental, and physical care needs are met in order for students to access learning.	Learning environments free of clutter and distractions. Sensory objects available. Support staff deployed in lessons.
Students are resilient and equipped through 'character'.	Needs are identified early and students receive the support they need in a prompt and timely manner (system for triggering action).
Students are independent learners and have a growth mindset.	Academic curriculum gives opportunity for independent study, including homework. Marking and feedback policies encourage improvements to be made to work with the view that this promotes positive growth mindset.
The curriculum is broad, builds confidence and reflects local context.	Students dream big and have high aspirations. Students acquire a wide range of experiences via curriculum and trips.
Increased parental engagement and communication.	Increase the attendance at parents' evenings. Hold sessions for parents informing them how they could best support their child at home with studying and revision.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,000 (including CPD and Recruitment and Retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the progress and attainment of all PPG pupils and narrow the gap through high-quality teaching and learning: ➢ Teaching and Learning non-negotiables consistently applied approaches to dis-advantaged T&L (Rosenshine Principles of Instructional and Teaching standards, Teach Like a Champion). ➢ Whole school teaching for mastery approach. ➢ Implementation of Retrieval Practice across the school. ➢ Staff CPD on Challenge for all in Teaching and Learning Communities. ➢ Staff coaching to improve teacher profiles ➢ Quality assurance across the school, including learning walks, book scrutinies, and data analysis with provision put in place for underperforming pupils.	EEF toolkit has shown that teaching for mastery can have an impact of +5 months. *Evidence* Quality assurance – learning walks, book scrutinies, data analysis.	1, 3, 6
Numeracy embedded across the curriculum: ➢ Whole school assembly on promoting, and explaining, numeracy across the curriculum. ➢ Use of virtual learning environments to enhance children's engagement for example Sparx Maths. ➢ Intervention work during school hours. ➢ Explicit links made throughout the curriculum. ➢ Promoting a growth mind-set effectively when approaching maths problems as per national research. This would focus primarily on the use of oracy in the	Mathematical thinking is more than just identifying when we use maths in different topic areas. It incorporates the identification and use of skills such as analysing, problem solving, evaluating etc. These skills linked well to all areas of the curriculum and promote independent learning.	**1, 3, 6**

classroom. Teachers being trained how to frame their talk appropriately. ➢ LSAs training to deliver numeracy in tutor times. ➢ Use bespoke numeracy booklets in tutor time to increase speed of recall and confidence building. ➢ Analogue clocks and wall calendars in every tutor room. ➢ Look at what maths is taught across the whole school curriculum and ensure that there is consistency, for example are graphs taught in the same way in Science and Engineering as they are in Maths. Consistency will allow students to make connections and reinforce the correct process. ➢ Incorporating compulsory retrieval practice in the maths curriculum across the school.	*Evidence:* • Learning walks/Lesson visits • Data • Displays • Discussions with pupils and their work/books	
The provision for reading across the school enables all pupils to use a broad and rich vocabulary, read fluently, or utilise taught strategies, and can use subject specific language: ➢ Bespoke reading curriculum designed by the English Department, with support from subject leads across the curriculum. ➢ Specific time given in the school day for 'Reading' sessions for all students across both sites. ➢ Phonics based programme to improve decoding and fluency. ➢ DIPT - Intervention for students with reading age below 6 years old. ➢ Renovation and revamp of the Library with improved resourcing and timetabled TA support. ➢ Assemblies used to promote reading for pleasure. ➢ Staff CPD offered regularly, in conjunction with online reading classroom. ➢ Work with the National Literacy Trust. ➢ Use online platforms such as Bedrock, Seneca, Vocabulary, the noun project, Epic Read etc. ➢ 'Word of the week' used to develop disciplinary literacy. ➢ Literacy displays across the school. ➢ Use of key terminology on display boards and within lessons. ➢ Explicit Vocabulary Instruction as a Whole-School Literacy Strategy. Tier 2 and Tier 3 vocabulary included in all curriculum planning.	Regular reading is an integral element of student progress and closing the gap at Maplewell. EEF toolkit suggests an impact of +5 months for students who engage in regular phonics learning and +6 months for students who engage in regular reading and comprehension. *Evidence* • Ongoing monitoring of reading/phonics and literacy across the school through learning walks and lesson observations. • All staff are familiar with, and are able to implement, phonics accurately- a phonics lead teacher is in place to support this provision.	**1, 3, 6, 7**

Assessment and Feedback across the school: ➢ Assessment systems to be developed around the curriculum. Use of diagnostic assessment to close the gap and address any misconceptions. ➢ All teaching staff create and utilise mark books on Go4Schools- Heads of department support with these and evaluate the data accordingly. ➢ To ensure all Heads of Department feel confident in using and implementing the system. ➢ Use of whole school CPD to upskill middle leaders who then cascade to all teaching staff. All teaching staff have been trained on the use of low stake assessment. ➢ Assessments designed with our pupils in mind, allowing for accessibility for all. ➢ Assessment. Marking and Feedback policies rewritten, ownership given over to departments to ensure their policy is subject specific.	Although assessment at Maplewell is strong, it is important that we keep moving forward, always striving to provide the best outcome for our students. One way to achieve this is by having an accurate, and meaningful, approach to assessment. EEF suggests effective use of feedback has +6 months impact. *Evidence* • Mark-books have been created and are being utilised by all teachers. • The sequence of assessment marries up with the sequence of learning outlined in long and medium term planning.	**1, 2, 6**
Whole school homework calendar: ➢ New homework calendar implemented to support the learning within core subjects. Core subjects set weekly for all key stages. ➢ Continuation of project-based homework outside of core subjects. ➢ Utilising online platforms such as Seneca, Bedrock Learning and Sparx Maths. ➢ Lunchtime clubs available to all students to support with homework / accessing a device.	EEF suggests impact of +5 months for effectively planned and implemented homework. *Evidence* • Weduc • Go4Schools • Homework displays • Online platforms (e.g. Bedrock, Sparx Maths)	
To improve access to the curriculum through a meaningful learning environment which support students individual learning needs: ➢ All subject areas have bespoke curriculum planning to meet the need of all pupils. ➢ Core subject TAs deployed in classrooms to support the learning. ➢ Purposeful learning environment to promote effective learning (in line with Autism accreditation)	It is vital to ensure all pupils can access the curriculum at a level suited to them. The impact of COVID-19 is still evident and it is therefore important that all pupils have the opportunity to catch up on missed learning in order to close gaps in their understanding. It is important that we get the most out	**1, 4, 6, 8**

➢ Classrooms are well resourced, with all equipment available for students to use. ➢ Additional laptops purchased to enable students continued access to learning through Google Classroom lessons in the event of absence or school closures. This is ongoing as a school initiative following the COVID-19 pandemic. ➢ Use of additional online platforms such as Bedrock, Hegarty Maths, Seneca Learning.	of our pupils and that they do not feel that their learning experience has been too disrupted. *Evidence* • Recovery curriculum has been in place in place since schools reopened following COVID-19 and regularly reviewed and adapted to maximise impact. • Quality assurance of lessons. • Analysis of data.	
Increased confidence leading to improved progress: ➢ Utilising COMPASS to provide meaningful pastoral support, especially in relation to exam stress etc. ➢ Monitoring students' performance. ➢ Tailoring teaching and support to suit our pupils. ➢ Implementing Research Lesson Study to share best practice. ➢ Targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). ➢ Communicate with parents/carers ➢ Continue to implement Reach more Parents (Weduc) platform to further improve communication with parents. ➢ Go4Schools app launched to improve communication with parents. ➢ Investment in safe school transport ➢ Continued development and implementation of whole school oracy through CPD. ➢ Provision of National Tutoring Programme ➢ Further development and implementation of Skills Builder accreditation. ➢ Attendance and behaviour reward programme ➢ External agencies and other professional expertise within school such as Educational Psychologist, Art Therapists, Music lessons etc. ➢ Catch-up Literacy	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. Evidence • Behaviour data • Attendance data • Academic data • Learning walks • WEDUC is embedded.	**5, 6**

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Enrichment- Theatre trips, visiting Drama productions- Pintsize, Quantum Theatre ➢ 1-to-1, Small group and other structured interventions.		

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

Budgeted cost: ==£189,453 (being 66% of relevant COMPASS team members)==

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued academic success and progress in core subjects: ➢ Continue the provision of after school tuition with particular focus on core subjects. ➢ Create explicit links between what is being taught in class with tuition sessions through effective liaising between staff. ➢ Continue to provide transport for students who are unable to access tuition due to transport issues. ➢ Utilise online platforms such as Google Classroom to facilitate learning beyond the classroom. ➢ Continue to embed T&L strategies such as diagnostic assessment, spaced retrieval and knowledge organisers. ➢ Utilise National Tutoring Programme.	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. EET suggests that extending school time can have an impact of +3 months, with one-to-one tuition +5 months, and small group tuition +4 months. Alongside Teaching Assistant Tuition having an impact of +4 months. *Evidence* • Tuition recording sheets • Learning walks • Academic progress data • Attendance at tuition • Tuition timetable	**All**
To ensure disadvantaged students have access to relevant academic support:	The National Tutoring Programme offers highly tailored tuition support for students, to help those whose	**1, 6, 7**

➢ Existing staff trained for the National Tutoring Program. ➢ Students to receive tutoring in English, Maths and Science. ➢ Prioritising PPG and LAC students for tuition with NTP trained staff. ➢ Utilise online platforms such as Google Classroom to facilitate learning beyond the classroom. ➢ Use of additional online platforms such as Bedrock, Hegarty Maths, Seneca Learning.	education has been most impacted by the pandemic. The intention of this programme is to support those who are behind the most, to catch up on lost learning. Evidence suggests that students who receive one-to-one or small group tuition can make accelerated academic progress. This is linked to students receiving more feedback, being more engaged and completing work tailored to their specific needs. The EEF suggests an impact of +5 months for one-to-one tuition. Evidence: • Record of tuition (at-tendance/timetable) • Academic progress data	
To ensure all disadvantaged students have high life aspirations and a wide range of extracurricular activities available to them to support progress and enrich their lives: ➢ Pastoral in school work based around im-proving and maintaining Disadvantaged engagement and aspirations. ➢ Funding towards uniform / sports kit. ➢ Funding towards stationary & revision ma-terials, technology and food costs. ➢ Funding toward school trips, enrichments. ➢ LAC Mentor to completely focus on the wellbeing and academic progress of stu-dents who are LAC. Link between home and school. ➢ After-school club activities available to students Swimming, Scouts, Gaming, Sports, Dance. ➢ Additional extra-curricular activities in-clude music lessons and golf. ➢ Introducing Enrichment sessions in KS5 curriculum	High challenge and support is needed for all Disadvantaged students to ensure progress is made. We will ensure that there are no financial barriers that prevent Disadvantaged students from engaging with any aspect of school life Support carers and pupils aca-demically and behaviourally. Provide carers with information regarding the progress of the child. The EEF suggests an impact of +3 months for extending the school day (e.g; after school clubs). *Evidence*	**1, 2, 3**

	• Tracking of weekly behaviour reports and attendance information • Carer and student voice. Tracking of students who are LAC	
PP pupils in Year 11 receive personalised feedback and coaching regarding their career plans and next steps: ➢ Communication between Y11 tutors, the Careers Co-ordinator and the Head of P4A to ensure pupils receive joined-up advice and guidance. ➢ All pupils throughout the school will receive work-related learning. ➢ All students will have a careers meeting. ➢ All students in years 11-14 are offered annual career guidance meetings with a registered career development professional. ➢ All students and parents can book careers guidance at meet the tutor and parents' evenings. ➢ Employment and education pathways are embedded in annual review discussions through preparation for adulthood at all annual reviews from year 7. ➢ All pupils have a pre-annual review 1-1 meeting with careers staff to update the single page profile and identify future plans.	Maplewell aims to get all pupils into employment and living independently, where possible. For some of our PP pupils this requires intensive support throughout their time at school. Especially through our P4A lessons. _Evidence_ • PP pupils in Y11 are able to talk about what they need to do for their next steps. • Learning walks during Y11 P4A lessons.	**2, 3**
Targeted pupils in can utilise phonics to decode words: ➢ Students with reading ages below 5 receive DIPT sessions alongside the targeted phonics intervention (all year groups). ➢ Appointing a phonics lead (Kate I.). ➢ DIPT lead – (Michelle H.) ➢ Staff training for DIPT and phonics and whole-school approach – everybody using phonics across all classrooms. ➢ Good practice shared. ➢ Catch up Literacy. ➢ Accredited reading recovery programmes ➢ Development of whole school oracy programme. ➢ All staff teach reading/decoding- training required.	Targeted students to access a systematic scheme of phonics to promote independent reading. The EEF suggests an impact of +5 months for effective engagement with phonics learning and +6 months for application of reading comprehension strategies. _Evidence_	**1**

➤ Get Ruth Miskin in as a visiting speaker (remotely too). ➤ C pathway follow a phonics-based curriculum for daily reading session.	• Monitoring of reading ages.	

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

Budgeted cost: <mark>£5,200 (being 10% of budgeted transport costs) and budgeted Behaviour and wellbeing costs included in above section for Compass team</mark>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to keep the status of attendance high: ➤ Pastoral Team(COMPASS) focus on removing barrier for attendance including home visits. ➤ Pastoral in school work based around improving and maintaining PP attendance. (Small groups, 1:1s, monitoring). ➤ Home to school transport. ➤ Utilise the ideas of student voice to reward good and improving attendance. ➤ Communicate regularly with parents and pupils as per the attendance policy. ➤ Assembly about the importance of good attendance. ➤ Regular meetings between SLT (attendance), attendance data tracked and concerns identified. Use of blue to red attendance letter system. ➤ Attendance action plans put in place on an individual student basis.	It has been clear, across several years, that the work of our Pastoral Teams (COMPASS) is crucial in removing barriers for our students and improving attendance. This involves both ensuring students are able to attend to school, are supported in their lessons and also that parents engage with the school. *Evidence* • Attendance data • Action points from attendance review meetings have been completed in a timely manner. • Individual action plans. • MyConcern • Engagement with parents on Weduc	**5, 6**
Setting high expectations for behaviour and implementing strategies to support students with their conduct: • All staff training: EDR. • Students concerns raised through Wave 1, 2, 3 and safeguarding, physical and/or mental wellbeing.	The EEF suggests an impact of +4 months for effective	

- Wave 2 and 3 concerns are picked up by COM-PASS, where the concern has come from, the individual students, looking for patterns of behaviour. - Refer to the appropriate arm of compass - Therapy (OT, SALT, EP, Art, Music, Counselling etc), medical, or behaviour - Ks3 room for regulation and sensory overload. KS4 side designed for exam anxiety. - Variety of therapies or in house intervention – compass timetable, often behaviour is linked to another underlying cause or because of the needs. Over 93% of students will receive some sort of therapy this academic year. - Classroom dedicated to students who need time to access the above before being reintegrated into the classroom. Supported in regulation. - New HoDs lunchtime detention system, reflection time. - Reward System – token economy (points in lessons, rewards days etc)	implementation of behaviour interventions. _Evidence_ - Concerns recorded and actioned on MyConcern, see event chronology. - Learning Walks.	
All environments are conducive to learning and all staff continue to implement autism friendly strategies: - Time given to staff to create engaging and motivating displays. - Displays should be changed/updated every term, preferably every half term. - Develop more cross-curricular projects which are displayed around school. - Use art to enhance the environment with images/sculptures/displays. - Use TV screens more appropriately to promote learning, celebrate achievement, share good news etc. Links to assemblies and attendance info be shared on here too. - Working walls- active displays. - Environments kept clear of clutter and distractions.	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 particularly keen to showcase student success whilst maintaining our commitment to being an 'autism friendly school'. All classrooms in the MAP area of the school are autism friendly as are the displays. _Evidence_ Students engagement	**4**

	Attendance data	
Improving opportunities for increased parental engagement: ➢ Family support worker/team (& parent voice) ➢ To be in contact with all PP parents with additional support provided on a needs basis e.g. applying for MHS, removing barriers to children attending, early help assessments etc. ➢ Parent voice: Improve engagement of PPG pupils at school events, in particular parent events. Proactive in contacting parents via telephone prior to events. ➢ Communication methods and frequency: Find out how parents prefer to be contacted. Ensure there is two way contact a minimum of three times a year. ➢ Specific events: Work in collaboration with feeder primaries. ➢ Targets related to the number of events, recording which parents we've worked with. Impact will feed into attendance, behaviour, success. Event evaluation sheets ➢ Extra- curricular participation: Work with families to promote participation in extra-curricular. Look at initiatives like family payment plans as well as a clear and transparent access to financial support. ➢ Supporting the learning of their child: Parent toolkit including resources, access to ICT and how to use them, plus tips and techniques, include on school website.	Create a partnership where parents and school are working together to facilitate the success of all children. School will provide personalised support and communicate regularly to help families to overcome barriers. The EEF suggests an impact of +4 months through effective parental engagement. *Evidence* • Personalised approach; outreach visits, 1:1 meetings and graduated response recorded and actioned. • Parents evening attendance in line with non PP. • Parent voice & feedback via family support worker Data tracking.	**8**

Total budgeted cost: £208,653

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.

Below is review of last year's action plan. Successfully completed actions are highlighted in green with partially complete, or completed actions with partial success, actions in yellow. Any actions not started would be highlighted in red.

Following meetings with the person(s) responsible for that action a short next step was identified.

Quality of teaching for all

Desired Outcome	Chosen action/approach	Evidence and rationale	Next Steps
Numeracy across the curriculum	• Dedicated time in AM registration given over to practicing numeracy skills. • Tiered numeracy activity booklets provided to each tutor team every month in line with students' abilities. • LSA training on supporting numeracy in tutor times. • Numeracy learning walks conducted. • Analogue clocks and wall calendars ordered and in use in every tutor room. • Measuring impact of numeracy on student outcomes (data). • Learning for Life pathway given opportunities to practice numeracy skills in real-life situations; shopping, catching the bus etc.	• Promoting a growth mind-set effectively when approaching maths problems as per the national research. • Students become more confident at learning a particular times table and therefore access more of the curriculum. • Students meet or exceed their minimum targets in maths. • Increasing the speed and recall of times tables will enable the pace of lessons and learning to increase. Also, increased confidence in their own ability. • Research shows engaging children in their own learning increases internal motivation.	To develop the implementation of numeracy across the curriculum allowing tutor teams to be move involved. Further development of resources to a 10-tier system. Better tracking of progress. To make explicit links with where numeracy is used elsewhere in the curriculum for example: Science and PE. To promote how numeracy can help students in daily life and life beyond school. To use daily numeracy practice to improve retention over time.

Increase the status of reading and literacy across the school	• Extended 40 minute sessions of reading daily. • Bespoke reading curriculum designed by the English department (3 pathways) to be delivered by tutor teams. • Staff training on the importance of reading and phonics. • Staff training on Oracy. • Staff training on other methods of communication – e.g; Makaton. • Reading interventions in place for those with lower reading ages. • Applications of literacy included in all subject areas on medium term planning within curriculum documents.	Improve students' social and emotional development, particularly confidence and self- efficacy. Share what students are reading and display their classroom in a way which prompts discussions around reading for pleasure. Students meet or exceed their minimum targets in English. To increase vocabulary for all students.	To further increase the status of reading across the school with a focus on vocabulary. Improve reading ages across the school, with the ultimate aim for 75% or more to be in line with chronological age
Increased confidence leading to improved progress.	• Monitoring students' performance. • Tailoring teaching and support to suit our pupils. • Targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). • Utilising COMPASS to provide meaningful pastoral support, especially in relation to exam stress etc.	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.	To continue to support all pupils. To continue to refine the school's use of the COMPASS team, utilising expertise efficiently.

| Mark-books are continued to be used to record students assessments and therefore inform lesson planning. | • HoDs trained in setting up subject mark books for effect data tracking.
 • Regular data analysis conducted by HoDs, with written reports to feed-back to Head of T&L.
 • Data analysis used to identify successes and areas for concerns. Strategies put in place for areas requiring improvement.
 • Teachers trained in inputting assessment data into mark books for their classes. | The school's mark-books and assessment system has been recognised, nationally, as a model of good practise. It is important that we 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. | Continue to utilise the mark-books to monitor student progress and inform approaches to lesson planning in line with the whole school teaching and learning policy. |

Targeted support

Desired Outcome	Chosen action/approach	Evidence and rationale	Next Steps
Continued academic success and progress in core subjects	• Continue the provision of after schools tuition (core subjects and NTP). • Training for staff wanting to be involved in the NTP. School's lead for NTP. • Continue to provide transport for students who are unable to access tuition due to transport issues.	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.	CG to take on NTP alongside other core subject tuition.

Specific interventions for students with dyscalculia and/or struggling in maths to boost confidence and increase progress in maths, specifically arithmetic skills.	• Maths HoD began research into Dyscalculia and attended the 'Exploring the individual experiences of dyscalculia and maths learning difficulties - Virtual Conference 2021' by the British Dyslexia Association. • Training of maths TAs. • Continuation of daily numeracy practice for all students, with support for those with Dyscalculia and low confidence.	Feedback from the Educational psychologists suggests a personalised approach to number and arithmetic is needed to boost the attainment of some targeted students.	To continue to research best practice for pupils with dyscalculia and implementing them in a timely manner. Exploring DIPT for maths – Nicky Mann to take the lead on this.
Targeted students can utilise phonics to decode words.	Intervention during tutor time, review and lunchtime. Additional training for relevant staff.	Targeted students to access a systematic scheme of phonics to promote independent reading.	Continue to develop and implement the phonics scheme to the new cohort of Y7s. MH is now the school lead for the phonics provision.
Additional Strategies			
Desired Outcome	**Chosen action/approach**	**Evidence and rationale**	**Next Steps**

Increased attendance	• Research, develop and send letters which are appropriate to the needs of students and parents. • Utilise the ideas of student voice to reward good and improving attendance.	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. Adapt our communication with home. Use Weduc to communicate with parents. Tutors pass on any concerns and this is addressed promptly.	JT and CP continue to monitor and liaise with parents via the school link workers. Increase use of individual attendance action plans.
All environments are conducive to learning	• Time given to staff to create engaging and motivating displays. • Main corridor displays (subject) updated termly. • Classrooms kept tidy and organised, minimising distraction or over stimulation.	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 particularly keen to showcase student success whilst maintaining our commitment to becoming an 'autism friendly school'.	EB to ensure that all MAP classrooms have autism friendly displays. Heads of Department to take responsibility for their subjects' boards, both in the main school and in their subject classrooms.

Progress 2021/2022

English Language GCSE Entries	16	20	32	45
Entry as % of cohort	57%	65%	65%	90%
Entered achieving A*-G (9-1)	100%	100%	100%	96%
Entered achieving A*-C (9-4)	0%	25%	38%	27%
Maths GCSE Entries	15	19	24	36
Entry as % of cohort	54%	61%	57%	72%
Entered achieving A*-G (9-1)	100%	100%	96%	97%
Entered achieving A*-C (9-4)	13%	11%	46%	39%
Science GCSE Entries	14	19	23	35
Entry as % of cohort	50%	61%	55%	70%
Entered achieving A*-G (9-1)	100%	100%	100%	100%
Entered achieving A*-C (9-4)	7%	21%	39%	34%

- **All core subjects saw an increased percentage of the cohort being entered for GCSE examinations.**

- **All core subjects have consistently high outcomes regarding percentage of students achieving grades 9-1 at GCSE.**

- **100% of students entered for the Entry Level Qualification in Maths and Science passed the qualification.**

- **A higher proportion of PPG students achieved grades in GCSE qualifications than Non-PPG students, however the gap is insignificant. A higher proportion of Non-PPG students achieved grades 4+ than PPG students.**

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- **From FFT data, PPG students had a higher value added in English and Maths than Non-PPG students.**

English:

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	MAP
No. of Entries	83	9	41	15	35	29	21	18
Students that were entered into GCSE English Language	45	8	37	14	31	27	18	18
	54%	89%	90%	93%	89%	93%	86%	100%
Students that were entered into GCSE English Literature	33	8	25	13	20	23	10	18
	40%	89%	61%	87%	57%	79%	48%	100%
Students that were entered into Entry Level English	7	1	6	2	5	2	5	0
	8%	11%	15%	13%	14%	7%	24%	0%

- In English, a greater proportion of PPG students were entered for GCSE examinations for both Language and Literature than Non-PPG students.
- 100% of PPG students achieved a grade 9-1 at GCSE in line with Non-PPG students in English Literature.
- 100% of PPG students achieved a grade 9-1 at GCSE compared to 93% of Non-PPG students in English Language.
- Using data from the FFT, the value added for English across all students this year was +0.9, with a VA of +1.6 for PPG students compared to +0.6 for Non-PPG students.

Maths:

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	MAP
No. of Entries	57	9	41	15	35	29	21	18
Students that were entered into GCSE Maths	36	8	28	12	24	24	12	18
	63%	89%	68%	80%	69%	83%	57%	100%
Students that were entered into Entry Level Maths	21	3	18	4	17	9	12	0
	37%	33%	44%	27%	49%	31%	57%	0%

- In Maths, a greater proportion of PPG students were entered for GCSE examinations than Non-PPG students.
- 100% of PPG students achieved a grade 9-1 at GCSE compared to 95% of Non-PPG students.
- 100% of PPG students entered for the Entry Level Certificate passed the qualification, in line with Non-PPG students.
- Using data from the FFT, the value added for Maths across all students this year was +0.8, with a VA of +1.0 for PPG students compared to +0.7 for Non-PPG students.

Science:

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	MAP
No. of Entries	53	9	41	15	35	29	21	18
Students that were entered into GCSE Double Science	29	5	24	13	16	20	9	18
	55%	56%	59%	87%	46%	69%	43%	100%
Students that were entered into GCSE Single Biology	6	0	6	0	6	3	3	0
	11%	0%	15%	0%	17%	10%	14%	0%
Students that were entered into Science Pathways	6	1	5	4	2	2	4	0
	11%	11%	12%	27%	6%	7%	19%	0%
Students that were entered into Entry Level Science	12	1	11	0	12	4	8	0
	23%	11%	27%	0%	34%	14%	38%	0%

- In Science, a greater proportion of PPG students were entered for GCSE examinations for the Double Science award than Non-PPG students.
- 100% of PPG students achieved a grade 9-1 at GCSE in line with Non-PPG students.
- 100% of PPG students entered for the Entry Level Certificate passed the qualification, in line with Non-PPG students.

Reading Progress 2021/22

Average reading age (y:mm) per year group*

*Y11 are not retested at the end of the year due to exam pressures. Average reading age of Y11 in October was 13:01.

	October	May
Y7	7:04	8:07
Y8	9:04	10:02
Y9	9:09	10:08
Y10	10:07	11:03
P16	9:03	10:04

Months Gained: October - May 2022

Key Demographics

	October	May
PPG	09:07	10:08
Non PPG	09:08	10:08

There is little disparity between our key demographics, suggesting that targeted intervention and a carefully designed curriculum is meeting the needs of all pupils. PPG and Non-PPG students alike are making the same level of progress in reading.

PPG pupils were prioritised for interventions due to low attendance impacting on rate of progress when compared to non-PPG pupils. Overall, the average reading age of PPG pupils was in line with non-PPG pupils, but individually, we saw much slower progress.
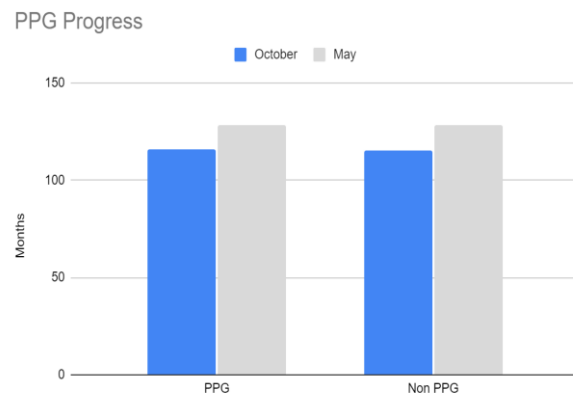
PPG Progress

Pupils were selected for intervention based on reading age, but also taking attendance and rate of progress into account to create a PPG focus group.

Through targeted interventions, the average reading age of PPG pupils is now in line with non-PPG pupils.

However, attendance is still a factor in this group and the majority of pupils making the least progress are PPG with <90% attendance. This group will form part of the Reading Action Plan for 22/23 and will continue to receive targeted intervention.

Progress 2022/2023

| No. of students at the end of KS4	2019	2023
	28	39
Students attaining at least 1 GCSE Qualifications (Eng/Maths/Sci/Hospitality/Imedia/Sport)	25	33
	89%	85%
No. of GCSE Entries (Eng/Maths/Sci/Hospitality/Imedia/Sport)	71	239
No. of GCSE's achieved (Eng/Maths/Sci/Hospitality/Imedia/Sport)	71	226
No. of entry levels achieved	3	78
No. of entries for vocational/L1/L2/GCSE alternatives achieved	108	26
Students Attaining 9 - 1 in English & Maths	13	24
	46%	62%

Entries as a % of Cohort

- **All core subjects saw an increased percentage of the cohort being entered for GCSE examinations.**

- **All core subjects have consistently high outcomes regarding percentage of students achieving grades 9-1 at GCSE.**

- **100% of students entered for the Entry Level Qualification in English and Mathematics passed the qualification.**

- **100% of students entered for GCSEs achieved a grade of 9-1 irrespective of PPG/Non-PPG status. A slightly higher proportion of Non-PPG students achieved grades 4+ than PPG students in English and Mathematics.**

- **From FFT data, the school achieved a positive value added score across all three core subjects.**

- **A significant change implemented within core subjects over the last few years is that students who have achieved an Entry Level 3 qualification will then be taught the GCSE content in Year 11 with the intention of sitting the exams in the summer.**
  English will teach the English Language curriculum, and Science will teach the Single Biology curriculum to students who can achieve a GCSE.

25
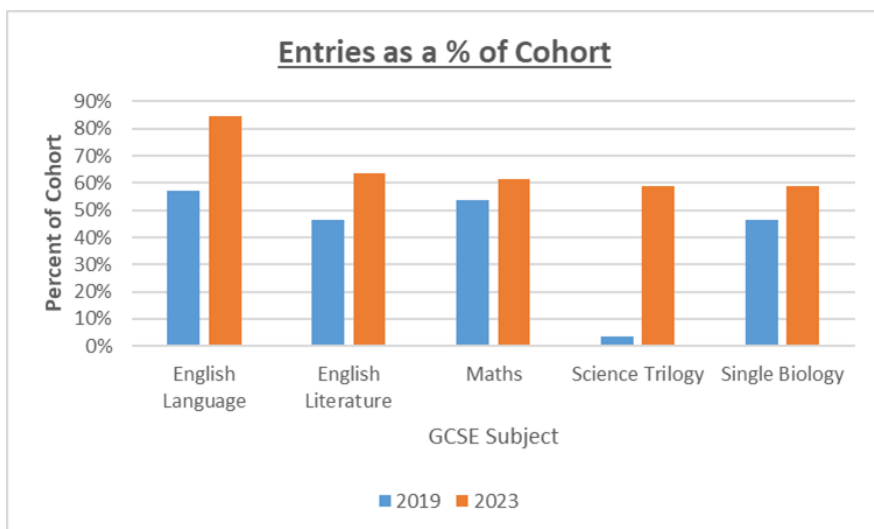
	2019	2023
English Language GCSE Entries	16	33
Entry as % of cohort	57%	85%
Entered achieving A*-G (9-1)	16	32
	100%	97%
Entered achieving A*-C (9-4)	1	4
	6%	12%
Literature GCSE Entries	13	21
Entry as % of cohort	46%	64%
Entered achieving A*-G (9-1)	13	21
	100%	100%
Entered achieving A*-C (9-4)	1	6
	15%	29%

- Out of the 33 entries for English Language, only one student received an ungraded. - This student had already completed an Entry Level 3 in English but began working towards a GCSE in his final year and had an attempt at sitting the exams.

- Over the last two years, we have identified that Maplewell students tend to achieve higher grades in English Literature compared to the English Language.

- 10% of students who did not achieve a grade 9-4 in English Language managed to achieve a grade 9-4 in English Literature, resulting in them not needing to continue studying English in their further education.

- MAP students outperformed slightly (4%) the Non-MAP students in English Language. It is worth highlighting that MAP students only made up one-quarter of the year 11 cohort to make this a fair comparison. No MAP students were entered for Entry Level English; therefore, no figures were displayed.

- English Literature was the only English qualification with a 100% pass rate of Grades 9-1 across all demographics. Girls outperformed boys in all areas of English.

- PPG students outperformed Non-PPG students across all English qualifications, except for English Literature (9-4), where Non-PPG slightly outdid PPG.

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	MAP	Non MAP
No. of Entries	69	15	24	7	32	22	17	9	24
Students that were entered into GCSE English Language	33	14	19	5	28	19	14	9	24
	48%	93%	79%	71%	88%	86%	82%	100%	100%
Entered achieving A*-G (9-1)	33	14	18	5	27	18	14	9	23
	100%	100%	95%	100%	96%	95%	100%	100%	96%
Entered achieving A*-C (9-4)	4	3	1	1	3	4	0	2	2
	12%	21%	5%	20%	11%	21%	0%	22%	8%
Students that were entered into GCSE English Literature	21	9	12	5	16	13	8	7	14
	30%	60%	50%	71%	50%	59%	47%	78%	58%
Entered achieving A*-G (9-1)	21	9	12	5	16	13	8	7	14
	100%	100%	100%	100%	100%	100%	100%	100%	100%
Entered achieving A*-C (9-4)	6	4	2	1	5	5	1	3	3
	29%	44%	17%	20%	31%	38%	13%	43%	21%
Students that were entered into Entry Level English	16	4	12	2	14	7	9	0	15
	23%	27%	50%	29%	44%	32%	53%	0%	63%
Entered achieving a Pass	16	4	11	2	13	6	9	0	15
	100%	100%	92%	100%	93%	86%	100%	0%	100%

	2019	2023
Maths GCSE Entries	15	24
Entry as % of cohort	54%	62%
Entered achieving A*-G (9-1)	15	24
	100%	100%
Entered achieving A*-C (9-4)	2	6
	13%	25%

- For GCSE Maths 9-1 and Entry Level qualifications, all demographics achieved a 100% pass rate.
- We wouldn't usually expect to see any MAP students being entered for an Entry Level qualification. However, this year, due to the higher level of anxiety, one student struggled to sit the exam; as a backup, the teacher decided for him to complete an Entry Level 3 Certificate first.
- 44% of MAP students (which contributes majorly to the 40% mentioned above) achieved a Grade 9-4.
- Girls surpassed boys by achieving Grades 9-4. - This follows the national data trend where research has long shown that girls tend to outperform boys in exams at school by achieving higher average scores than boys.
- PPG students outperformed Non-PG students across all Maths qualifications, except for GCSE Maths (9-4). This is likely due to thorough curriculum planning, with adaptive teaching places across the school. In addition to this, the core subjects offer extensive intervention that takes place across all key stages.
- All students achieved Entry levels 1 to 3 in maths.

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	MAP	Non MAP
No. of Entries	47	15	24	7	32	22	17	9	30
Students that were entered into GCSE Maths	24	11	13	5	19	15	9	9	15
	62%	73%	54%	71%	59%	68%	53%	100%	50%
GCSE Entered achieving A*-G (9-1)	21	11	13	5	19	15	9	9	15
	88%	100%	100%	100%	100%	100%	100%	100%	100%
GCSE Entered achieving A*-C (9-4)	6	4	2	1	5	6	0	4	2
	25%	36%	15%	20%	26%	40%	0%	44%	13%
Students that were entered into Entry Level Maths	23	8	15	6	17	12	11	1	22
	59%	53%	63%	86%	53%	55%	65%	11%	73%
Entry Level Entered achieving Pass	23	8	15	6	17	12	11	1	22
	100%	100%	100%	100%	100%	100%	100%	100%	100%

	2019	2023
Science Trilogy GCSE Entries	1	16
Entry as % of cohort	4%	59%
Entered achieving A*-C (9-1)	1 / 100%	16 / 100%
Entered achieving A*-C (9-4)	1 / 100%	8 / 50%
Single Biology GCSE Entries	13	7
Entry as % of cohort	46%	59%
Entered achieving A*-C (9-1)	13 / 100%	7 / 100%
Entered achieving A*-C (9-4)	0 / 0%	0 / 0%

- Grades 9-1 in Trilogy and Single Biology GCSE qualifications were also 100% pass.
- 8 ASD students across both MAP and non-MAP achieved Grades 9-4 in GCSE Science Trilogy. The split between gender and PPG was the same.
- Three students sat the GCSE Trilogy higher paper and achieved the below grades, which accounted for two GCSEs and were the highest grades across all subjects.
- The pass rate for all Science qualifications across all levels was exactly the same for both PPG and Non-PPG.

Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	MAP	Non MAP
No. of Entries	48	15	24	7	32	22	17	9	30
Students that were entered into GCSE Science Trilogy	16	6	10	2	14	12	4	8	8
	41%	40%	42%	29%	44%	55%	24%	89%	27%
Entered achieving A*-G (9-1)	0	6	10	2	14	12	4	8	8
	0%	100%	100%	100%	100%	100%	100%	100%	100%
Entered achieving A*-C (9-4)	8	3	5	1	7	8	0	5	3
	21%	50%	50%	50%	50%	67%	0%	63%	38%
Students that were entered into GCSE Single Biology	7	4	3	2	5	3	4	0	7
	18%	27%	13%	29%	16%	14%	24%	0%	23%
Entered achieving A*-G (9-1)	7	4	3	2	5	3	4	0	7
	100%	100%	100%	100%	100%	100%	100%	0%	100%
Entered achieving A*-C (9-4)	0	0	0	0	0	0	0	0	0
	0%	0%	0%	0%	0%	0%	0%	0%	0%
Students that were entered into Science Pathways	5	1	4	2	3	2	3	0	5
	13%	7%	17%	29%	9%	9%	18%	0%	17%
Entered achieving Pass	5	1	4	2	3	2	3	0	5
	13%	100%	100%	100%	100%	100%	100%	0%	100%
Students that were entered into Entry Level Science	20	8	12	4	16	9	11	1	19
	51%	53%	50%	57%	50%	41%	65%	11%	63%
Entered achieving Pass	20	8	12	4	16	9	11	1	19
	51%	100%	100%	100%	100%	100%	100%	100%	100%

Subject	Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	MAP
Engineering	No. of Entries	5	0	5	0	5	5	0	3
	Passes	5	0	5	0	5	5	0	3
		100%	0%	100%	0%	100%	100%	0%	100%
Home Cooking	No. of Entries	12	4	8	4	8	5	7	1
	Passes	12	4	8	4	8	5	7	1
		100%	100%	100%	100%	100%	100%	100%	100%
Hospitality & Catering	No. of Entries	7	3	4	2	5	3	4	2
	Passes	7	3	4	2	5	3	4	2
		100%	100%	100%	100%	100%	100%	100%	100%
Health & Social Care	No. of Entries	7	5	2	1	6	3	4	0
	Passes	7	5	2	1	6	3	4	0
		100%	100%	100%	100%	100%	100%	100%	0%
ICT	No. of Entries	11	1	10	1	10	7	4	3
	Passes	10	1	9	1	9	7	3	3
		91%	100%	90%	100%	90%	100%	75%	100%
Independent Living	No. of Entries	15	3	12	6	9	6	9	0
	Passes	15	3	12	6	9	6	9	0
		100%	100%	100%	100%	100%	100%	100%	0%
Performing Arts	No. of Entries	2	2	0	0	22	1	1	0
	Passes	2	2	0	0	2	1	1	0
		100%	100%	0%	0%	9%	100%	100%	0%
Sport	No. of Entries	14	4	10	1	13	7	7	3
	Passes	6	3	3	1	5	4	2	3
		43%	75%	30%	100%	38%	57%	29%	100%

There were no PPG students who chose Engineering or Performing Arts; therefore, there is no data here to compare with regards to demographic.

In all other subjects, PPG students matched or out-performed their non-PPG counterparts.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	