



The Pupil Premium Strategy

Maplewell Hall School – 2019/2020

The school is aware that current guidance suggests the use of a longer term strategy for pupil premium (i.e 3 years). This is currently being developed and will be online shortly. The current document outlines pupil premium expenditure for the academic year 2019 - 2020

Pupil Premium

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 2019/2020 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 2019 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)

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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.

For the academic year September 2017 to July 2018 the school received £69,995 of Pupil Premium for 59 students. For the academic year September 2018 to July 2019 the school will receive approximately £56,100 for 60 students. The details for the academic year 2019 to 2020 are below.

Current cohort of pupils at Maplewell Hall School

Year group	Total number of pupils	Non-Pupil Premium	Pupil Premium	% Pupil Premium
7	38	30	8	21%
8	33	20	13	39%
9	47	32	15	32%
10	46	27	19	41%
11	31	20	11	35%
Total Cohort	195	129	66	34%



Review

Below is review of last year's action plan (2018/2019). 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	<ul style="list-style-type: none"> • Whole school assembly on promoting maths across curriculum • Distribute times tables booklet. • After school tuition • Use of virtual learning environments to enhance children's engagement. • Intervention work during school hours 	<ul style="list-style-type: none"> • Promoting a growth mind-set effectively when approaching maths problems as per national research. • Students become more confident at learning a particular times table and therefore access more of the curriculum i.e fractions etc • Increasing the speed of recall 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 to focus more specifically on 'mathematical thinking'



<p>Increase the status of reading across the school</p>	<ul style="list-style-type: none"> • Extra reading session during assembly and tutor time. • Leicester Football Club literacy programme. • Create 'I am reading' boards in every tutor classroom. • After-school tuition 	<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>	<p>To further increase the status of reading across the school with a focus on vocabulary.</p>
<p>Increased confidence leading to improved progress.</p>	<ul style="list-style-type: none"> • Monitoring students' performance. • Tailoring teaching and support to suit our pupils. • Implementing lesson study to share best practice through by Lesson Study Research. • 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. 	<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>	<p>To continue to support all pupils. To continue to refine the school's use of the COMPASS team, utilising expertise efficiently.</p>



<p>Mark-books are continued to be used to record students assessments and therefore inform lesson planning.</p>	<ul style="list-style-type: none"> • CP to be trained in creating and implementing mark-books. • Staff to be given refresher training to utilise mark-books effectively. • Identify external training where appropriate to upskill middle leaders. 	<p>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.</p>	<p>Create subject specific mark books that HoD's can have more ownership over.</p>
<h3>Targeted support</h3>			
Desired Outcome	Chosen action/approach	Evidence and rationale	Next Steps
<p>Continued academic success and progress in core subjects</p>	<ul style="list-style-type: none"> • Continue the provision of after schools tuition. • Expand the offer of GCSE tuition to include Science • Create a dedicated space for Year 7 students to access tuition. • Continue to provide transport for students who are unable to access tuition due to transport issues. 	<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>For RH to take on the responsibility of the after school tuition timetable.</p>
<p>Specific interventions for students with dyscalculia and/or struggling in maths to boost confidence and increase progress in maths, specifically arithmetic skills</p>	<ul style="list-style-type: none"> • Training of maths TAs • Schemes and interventions researched and implemented. • Intervention spaces identified and turned into engaging learning environments. 	<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>To continue to research best practice for pupils with dyscalculia and implementing them in a timely manner.</p>



<p>Targeted students can utilise phonics to decode words.</p>	<p>Intervention during the assembly time. Additional training for relevant staff.</p>	<p>Targeted students to access a systematic scheme of phonics to promote independent reading.</p>	<p>Continue to develop and implement the phonics scheme to the new cohort of Y7s.</p>
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Additional Strategies

Desired Outcome	Chosen action/approach	Evidence and rationale	Next Steps
<p>Increased attendance</p>	<ul style="list-style-type: none"> 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. 	<p>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.</p>	<p>DW to be trained on the current systems in place. Increase us of individual attendance action plans.</p>
<p>All environments are conducive to learning</p>	<ul style="list-style-type: none"> Time given to staff to create engaging and motivating displays. Continue improving site. 	<p>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'.</p>	<p>SLT to continue to work closely with the site team to identify priorities.</p>



Progress and Outcomes – 2018/2019

Quantifiable progress and outcomes, for pupil premium pupils, are outlined below.

KS4 - Key Points

- **KS4 Maths** – Pupil premium students have outperformed non-pupil premium students in 5 of the last 6 years. VA of 0.73.
- **KS4 English** – Pupil premium pupils received an overall value added score of 0.22.
- **KS4 Science** – Pupil premium pupils received an overall value added score of 0.42
- Our year 11 Pupil Premium pupils have a higher value added score than non-Pupil Premium pupils when considering all subjects in Year 11.
 - There is no significant variance between PP and non-PP pupils for GCSE subjects in Year 11.

Overall VA average per Year 11	Pupil Premium	Non – Pupil Premium
VA inc GCSE only	0.45	0.44
VA inc all subjects	0.40	0.33

- All pupils in English and science were entered into a GCSE or Level 1 equivalent qualification.
 - A higher proportion of PP pupils were entered into a GCSE/Level 1 than non-PP in Maths

Subject	% of PP Pupils entered for GCSE/L1	% of Non-PP entered for GCSE/L1
English	100%	100%
Maths	92%	87%
Science	100%	100%

- Pupil Premium pupils make slightly less progress than Non-Pupil Premium pupils in core subjects (English, maths and science) in Y11

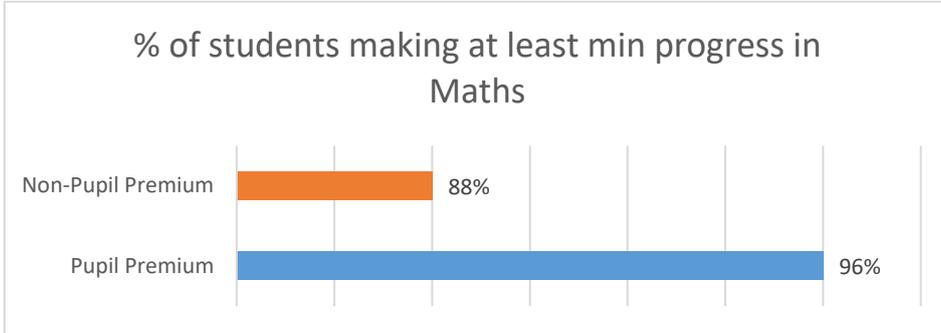
	PP	Non-PP
Core Overall	0.46	0.64



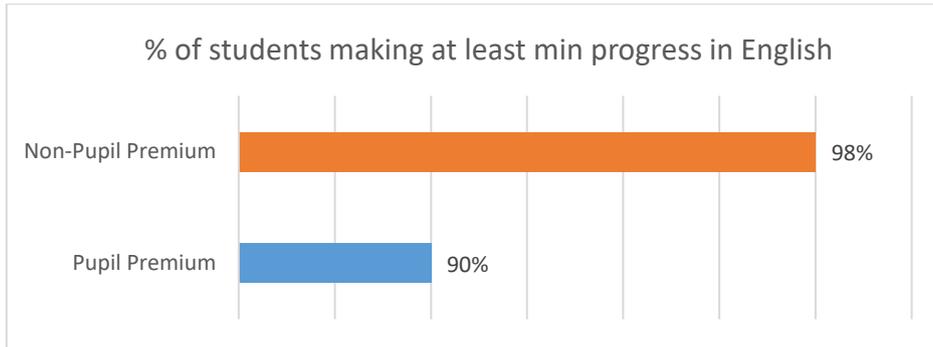
- 100% of GCSE students who had after-school tuition hit, at least, their minimum target in maths and English.

KS3 - Key Points

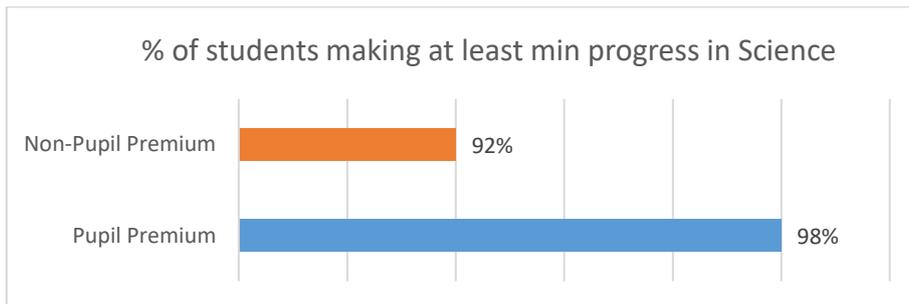
Maths



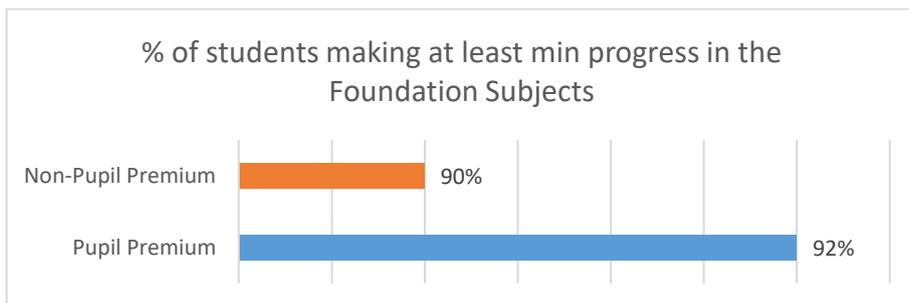
English



Science



Foundation Subjects





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

2019/2020

1. A lack of rich and varied texts at home limit vocabulary and hamper reading ability.
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 results in misleading outcomes and poor behaviour in lesson



Planned expenditure

2019/2020

Quality of teaching for all				
Desired Outcome	Chosen action/approach	Evidence and rationale	Staff lead	Review date
<p>Mathematical thinking embedded across the curriculum</p> <p><i>Barrier(s) Addressed – 1. 3 and 6</i></p>	<ul style="list-style-type: none"> • Whole school assembly on promoting, and explaining, mathematical thinking across the curriculum • After school tuition • Use of virtual learning environments to enhance children’s engagement. • 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. . 	<p>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.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Learning walks/Lesson visits • Displays • Discussions with pupils and their work. 	MM + DW	<p>Dec 2019</p> <p>+</p> <p>April 2020</p> <p>+</p> <p>Aug/Sept 2020</p>
<p>The provision for reading across the schools enables all pupils to use a broad and rich vocabulary, read</p>	<ul style="list-style-type: none"> • Introduction of dedicated reading time during the day. • Leicester Football Club literacy programme. 	<p>Regular reading is an integral element of student progress at Maplewell</p>	RR	<p>Dec 2019</p> <p>+</p>



<p>fluently, or utilise taught strategies, and can use subject specific language.</p> <p><i>Barrier(s) Addressed – 1, 3 and 6</i></p>	<ul style="list-style-type: none"> Continuation of 'I am reading' boards in every tutor classroom. After-school tuition Create a Research Lesson Study project. Implement a phonics based programme to improve decoding and fluency A new Reading Assessment for year 7 Intervention for students with reading age below 6 years old 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> Ongoing monitoring of reading/phonics and literacy across the school through learning walks and lesson observations. Action research project is taking place. All staff are familiar with, and are able to implement, phonics accurately. 		<p>April 2020</p> <p>+</p> <p>Aug/Sept 2020</p>
<p>Increased confidence leading to improved progress.</p> <p><i>Barrier(s) Addressed – 5 and 6</i></p>	<ul style="list-style-type: none"> 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 lesson study to share best practice through by Lesson Study Research. Targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours). Communicate with parents/carers Successfully implement WeDuc as new form of communication with parents. 	<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> <p><u>Evidence</u></p> <ul style="list-style-type: none"> Behaviour data Attendance data Academic data Learning walks WEDUC is embedded. 		<p>Ongoing</p> <p>+</p> <p>Aug/Sept 2020</p>



<p>New assessment to be implemented.</p> <p><i>Barrier(s) Addressed – 1, 2 and 6</i></p>	<ul style="list-style-type: none"> • Assessment systems to be developed around the curriculum. • ‘Successful Coverage of the Curriculum to be the starting point for discussions and development. • Heads of department to be given access to creating mark books on Go4Schools. • PL, KG, CP and KT to help ensure all Heads of Department feel confident in using and implementing the system. • Staff to be given refresher training to utilise mark-books effectively. • Identify external training where appropriate to upskill middle leaders. 	<p>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.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Markbooks 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. 	<p>KG + PL</p>	<p>Half termly</p>
Total budgeted cost				



Targeted support				
Desired Outcome	Chosen action/approach	Evidence and rationale	Staff lead	Review date
<p>Continued academic success and progress in core subjects</p> <p><i>Barrier(s) Addressed – All</i></p>	<ul style="list-style-type: none"> Continue the provision of after school tuition. Continue to expand the offer of GCSE tuition to include maths, English and science. Create explicit links between what is being taught in class with tuition sessions via the recording sheet. Continue to provide transport for students who are unable to access tuition due to transport issues. 	<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><u>Evidence</u></p> <ul style="list-style-type: none"> Tuition recording sheets Learning walks Academic progress data Attendance at tuition Tuition timetable 	RH	Half Termly
<p>PP pupils in Year 11 receive personalised feedback and coaching regarding their career plans and next steps.</p> <p><i>Barrier(s) Addressed – 2</i></p>	<ul style="list-style-type: none"> 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. Specific work experience should be planned carefully for all PP pupils in Y11. 	<p>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.</p>	CB + DS	<p>Dec 2019</p> <p>+</p> <p>April 2020</p> <p>+</p>



		<u>Evidence</u> <ul style="list-style-type: none"> PP pupils in Y11 are able to talk about what they need to do for their next steps. Learning walks during Y11 P4A lessons 		Aug/Sept 2020
Targeted pupils in Year 7 can utilise phonics to decode words. <i>Barrier(s) Addressed – 1</i>	<ul style="list-style-type: none"> A targeted year 7 class to be taught phonics systematically and regularly. Training for staff is implemented. Good practise shared. 	Targeted students to access a systematic scheme of phonics to promote independent reading. <u>Evidence</u> <ul style="list-style-type: none"> Monitoring of reading ages. 	RR	Dec 2019 + April 2020 + Aug/Sept 2020
Total budgeted cost				
Additional Strategies				
Desired Outcome	Chosen action/approach	Evidence and rationale	Staff lead	Review date
Continue to keep the status of attendance high. <i>Barrier(s) Addressed – 5 and 6</i>	<ul style="list-style-type: none"> Implement recently developed systems to ensure high levels of attendance. Utilise the ideas of student voice to reward good and improving attendance. Develop policy and practice as appropriate. Communicate regularly with parents and pupils as per the attendance policy. 	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.	DW	Dec 2019 + April 2020 + Aug/Sept 2020



	<ul style="list-style-type: none"> Attendance policy is consistently implemented across the school 	<p><u>Evidence</u></p> <ul style="list-style-type: none"> Attendance data Action points from attendance review meetings have been completed in a timely manner. Individual action plans. MyConcern 		
<p>All environments are conducive to learning and all staff continue to implement autism friendly strategies.</p> <p><i>Barrier(s) Addressed – 4</i></p>	<ul style="list-style-type: none"> Time given to staff to create engaging and motivating displays. Continue improving site. Refresher training for staff. 	<p>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 e 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’.</p>	SLT	Ongoing
Total budgeted cost				



An overview of strategies addressing the barriers to educational achievement

Key			
	Very High Impact	Direct	Has a direct impact on the attainment of English and maths for PP Pupils
	High Impact		
	Medium Impact	Indirect	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: +5 Small group tuition: +4	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: +3	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: +1	Referral to our Cedar Cottage Intervention Team if behaviour is becoming a barrier to learning.
Yoga for Young People	4	Indirect	Arts Participation: +2	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: +2 Social and Emotional intervention: +4	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: +2	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: +2	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: +4	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: +8	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: 0	We have a designated Student Support Worker to provide additional support to these students through attending LAC



			Behaviour Intervention: +3 Collaborative Learning: +5 Parental Involvement: +3 Social and Emotional Intervention: +4	and PEP meetings, providing bespoke interventions and focussed support when required.
Use of K5 students as young leaders supporting KS3 and KS4 learners	1 + 4 + 5	Direct	Peer Tutoring: +5	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: +8	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.