



The Pupil Premium Strategy

September 2019-2022

Maplewell Hall School

The school is aware that current guidance suggests the use of a long-term strategy for pupil premium (3 years). This document outlines pupil premium expenditure for the academic year 2019 – 2022

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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 2019 to July 2020 the school budget was approximately £3,900,000, and the school received £104,505 of PPG. For the academic year 2020/21 we currently have 95 eligible students and school should receive £108,500.

Current cohort of pupils at Maplewell Hall School

Year group	Total number of pupils	Non-Pupil Premium	Pupil Premium	% Pupil Premium
7*	41	24	17	41%
8	41	22	19	46%
9	38	17	21	55%
10	49	26	23	47%
11	42	27	15	36%
Total Cohort	211	116	95	45%
12**	24		1	

*We continue to receive funding for Year 12 until Apr'21

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Review 2019/2020

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	<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 the national research. • Students become more confident at learning a particular times table and therefore access more of the curriculum, for example- fractions. • 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. 	<p>To develop the implementation of numeracy across the curriculum to focus more specifically on ‘mathematical thinking’. 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.</p>



<p>Increase the status of reading and literacy 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 in a way which prompts 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. As per the SIP 2020/21 the focus is on the promotion of tier 2 vocabulary. Continued development of the daily reading lesson- RR.</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. 	<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>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</p>



Targeted support

Desired Outcome	Chosen action/approach	Evidence and rationale	Next Steps
Continued academic success and progress in core subjects	<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. 	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.	For LW/AF to take over on the responsibility of the after school tuition timetable ensuring that the provision is targeted and delivered by specialists. Regular quality assurance of this provision.
Specific interventions for students with dyscalculia and/or struggling in maths to boost confidence and increase progress in maths, specifically arithmetic skills	<ul style="list-style-type: none"> • Training of maths TAs. Specialist Maths HLTA. • Schemes and interventions researched and implemented. • Intervention spaces identified and turned into engaging learning environments. • Maths club- focus on functional Maths. 	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.
Targeted students can utilise phonics to decode words.	<p>Intervention during tutor time, review and lunchtime.</p> <p>Additional training for relevant staff.</p>	Targeted students to access a systematic scheme of phonics to promote independent reading.	<p>Continue to develop and implement the phonics scheme to the new cohort of Y7s.</p> <p>MH is now the school lead for the phonics provision.</p>



Additional Strategies

Desired Outcome	Chosen action/approach	Evidence and rationale	Next Steps
Increased attendance	<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.</p> <p>Adapt our communication with home. Use Weduc to communicate with parents. Tutors pass on any concerns and this is addressed promptly.</p>	<p>JT and EG continue to monitor and liaise with parents via the school link workers.</p> <p>Increase use of individual attendance action plans.</p>
All environments are conducive to learning	<ul style="list-style-type: none"> • Time given to staff to create engaging and motivating displays. 	<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.</p> <p>As a school team we are now focussing on the learning environments of the school and making sure they are all conducive to learning.</p> <p>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>AF leading on school displays-continue to monitor.</p> <p>EB to ensure that all MAP classrooms have autism friendly displays.</p> <p>Heads of Department to take responsibility for their subjects' boards, both in the main school and in their subject classrooms.</p>



Progress and Outcomes 2019/2020

Progress 2018- 2019

Subject	All	Girls	Boys	PPG	Non/PPG	ASD	Other	EAL	MAP
English	0.37	0.58	0.32	0.22	0.54	0.50	0.29	0.00	-0.33
Maths	0.72	0.89	0.41	0.74	0.73	0.97	0.57	0.00	0.00
Science	0.54	0.73	0.44	0.42	0.64	0.42	0.63	0.00	0.00
Art	0.26	1.14	-0.50	0.50	0.18	0.00	0.50	1.00	-1.00
DofE	-0.08	0.00	-0.10	0.00	-0.20	-0.25	0.00	0.00	0.00
Performing Arts	0.78	0.80	0.77	1.00	0.62	0.72	0.82	1.00	1.00
Hospitality	0.11	0.40	-0.25	0.50	-0.20	-0.25	0.40	0.00	-0.33
ICT	0.39	0.50	0.33	0.41	0.37	0.27	0.47	0.00	0.00
Sport studies	0.53	0.50	0.50	0.25	0.58	0.75	0.30	0.00	0.00
P Arts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

- On average, a core GCSE student achieved a positive value added score of 0.54. On average non PPG pupils (VA 0.64) outperformed PPG (VA 0.46) in core subject.

Progress 2019/2020

Subject	Overall	All	Girls	Boys	PPG	Non PPG	ASD	Non ASD	EAL	MAP
English	No. of Entries	31	10	21	11	20	13	18	1	4
	GCSE	20	5	15	7	13	10	10	0	4
	Language	65%	50%	71%	64%	65%	77%	56%	0%	100%
	GCSE	18	4	14	6	12	10	8	0	4
	Literature	58%	40%	67%	55%	60%	77%	44%	0%	100%
Entry Level	11	5	6	4	7	3	8	1	0	
	35%	50%	29%	36%	35%	23%	44%	100%	0%	
	Maths	No. of Entries	31	10	21	11	20	13	18	1
GCSE		19	4	15	5	14	9	10	0	4
61%		40%	71%	45%	70%	69%	56%	0%	100%	
L1/L2		0	0	0	0	0	0	0	0	0
Equivalent		0%	0%	0%	0%	0%	0%	0%	0%	0%
Entry Level	12	6	6	6	6	4	8	1	0	
	39%	60%	29%	55%	30%	31%	44%	100%	0%	
Science	No. of Entries	38	10	21	11	20	13	18	1	4
	GCSE	19	5	14	6	13	8	11	0	4
	50%	50%	67%	55%	65%	62%	61%	0%	100%	
	BTEC	11	6	5	6	5	4	7	0	0
	29%	60%	24%	55%	25%	31%	39%	0%	0%	
Entry Level	8	1	7	2	6	2	6	1	0	
	21%	10%	33%	18%	30%	15%	33%	100%	0%	

- The number of entries across all 3 subjects is exactly the same with PPG and Non PPG.
- The average pass rate across all qualifications within the three cores subjects is 100%.
- Entries for GCSE in English, Maths and Science for PPG students is around 50%.
- PPG students outperformed Non PPG in English. On average, in Maths and Science PPG students underperform non PPG students.
- PPG students Maths had the lowest PPG percentage of entries (45%) onto the GCSE compared to Non PPG (70%). As they offered no alternative, the remaining 55% PPG students were entered onto Entry Level, which is the largest number across all three-core subjects.



A Summary of the main barriers to educational - 2019/2022

Barriers	Intended outcomes
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.	<p>Diminishing gaps between PP students and non-PP peers across a range of subjects.</p> <p>Quality-first teaching: PP students to be prioritised in all lessons, allowing the most appropriate level of support to be given.</p> <p>Identified students are regularly receiving one to one or small group tutoring</p>
Misunderstanding of work and employability including the identification of pathways and next steps.	All pupils into employment and living independently, where possible.
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.	All students receive support to develop social independence skills.
Environments can over/under stimulate, at times, heightening anxieties and stress.	Sensory, mental, and physical care needs are met in order for students to access learning.
Capacity to access social aspects of school life may require additional support.	<p>Students are resilient and equipped through 'character'</p> <p>Needs are identified early and students receive the support they need in a prompt and timely manner (system for triggering action)</p>
Low self-esteem, inconsistent motivation and fixed mind-sets may result in misleading outcomes and poor behaviour in lesson.	Students are independent learners and have a growth mindset



<p>A lack of cultural capital, which can inhibit students' understanding of the curriculum content.</p>	<p>The curriculum is broad, builds confidence and reflects local context.</p> <p>Students dream big and have high aspiration.</p> <p>Students acquire a wide range of experiences via curriculum and trips</p>
<p>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.</p>	<p>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</p>

<h2><u>Planned expenditure</u></h2>			
<p>Academic year (3 year plan)</p>	<p>2019-2020 (2019-2022)</p>		
<p>The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. These are delivered using a three-tier approach based on the level of need of groups of learners within the PPG cohort.</p>			
<p>Key:</p>	<p>Ongoing approach from last year</p>	<p>Amended approaches from last year</p>	<p>New approaches launched this year.</p>



2020/2021

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 • Use of virtual learning environments to enhance children’s engagement for example Mathematics and GC. • 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 classroom. Teachers being trained how to frame their talk appropriately. • Use bespoke maths booklets in tutor time to increase speed of recall and confidence building. • Use Lateral thinking puzzles in form time to promote metacognition and wider thinking. • Look at what maths is taught across the whole school curriculum and ensure that there is consistency, for example are graphs 	<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. 	CG+DW	July 2021



	<p>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.</p> <ul style="list-style-type: none"> • Introduced mathematical thinking grid in DIRT stickers 			
<p>Improve the progress and attainment of all PPG pupils and narrow the gap.</p>	<ul style="list-style-type: none"> • Teaching and Learning non negotiables consistently applied approaches to disadvantaged T&L (Rosenshine Principle of Instructional and Teaching standards, Teach Like a Champion) • Staff CPD on Challenge for all in Teaching and Learning Communities • Staff coaching to improve teacher profiles • Provide necessary curriculum materials to facilitate curriculum access 	<p>Effective use of feedback can result in +8 months progress in a year for disadvantaged pupils.</p> <p>EEF toolkit has shown that high expectations along with peer tutoring can have a huge impact on Disadvantaged student progress.</p> <p>Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils.</p> <p>PPG pupils may have financial difficulties that prevent them from accessing required materials that enable them access their curriculum, thereby hindering their progress and impacting negatively on their self-esteem. This potentially can have a detrimental impact on their attendance due to avoidance.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Quality assurance and attendance figures 	<p>KG</p>	<p>On going</p>



	<ul style="list-style-type: none"> • 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. 			
<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 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 Weduc 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. 	<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>CH</p> <p>CH&KG</p> <p>KG</p> <p>MP</p> <p>KG&KT</p> <p>AP</p> <p>RR</p>	<p>Ongoing</p> <p>+</p> <p>Sept 2021</p>



	<ul style="list-style-type: none"> • 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 • Enrichment- Theatre trips, visiting Drama productions- Pintsize, Quantum Theatre • 121, Small group and other structured interventions 		<p>AF & LWE</p> <p>RC</p> <p>JT</p> <p>RR</p> <p>AF&LWE</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. 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 	<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"> • 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. 	<p>KG</p> <p>KG&KT</p> <p>KG&MM & CP</p> <p>KG</p>	<p>Half termly</p>



	<p>the use of low stake assessment. There is now more focus on formative assessment. Implementation of DIRT/AFL weeks in MTPs/LTPs.</p>			
<p>To improve access to the curriculum through a meaningful learning environment which support students individual learning needs.</p> <p>Barrier(s) Addressed – 1, 2 and 6, 8</p>	<ul style="list-style-type: none"> • Additional laptops purchased to enables students continued access to learning through Google Classroom lessons throughout the Covid- 19 pandemic and ongoing as a school initiative. • All curriculum areas have designed a bespoke in-school, blended and online curriculum for their faculties. • Blended learning booklets and resources have been created by HODs. 	<p>It is vital to ensure that all students have the opportunity to catch up, where possible, on missed learning this year. It is important that we get the most out of our students and that they do not feel that their learning experience has been too disrupted in spite of the current climate.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Recovery curriculum in place and regularly reviewed and adapted where applicable. • Quality assurance of lessons. Analysis if data. 	<p>KG&ML</p> <p>KG</p>	<p>Half-termly</p>
<p>Pastoral support group intervention provided to students through online Google Classroom, Google Meet and via phone calls, throughout Covid-19.</p>	<ul style="list-style-type: none"> • Weekly phone calls from tutor team or COMPAS. • Teaching staff provides regular feedback on Google Classroom. 	<p>Supporting mental health and well-being.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Students engage with learning. • Internal data to be used to analyse the effectiveness of pastoral role. • Students survey 	<p>All staff</p>	
<p>Targeted support</p>				



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 (Wave 3 intervention program as part of our government catch-up premium). 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. Utilise online platforms such as Google Classroom to facilitate learning beyond the classroom. Continue to embed T and L strategies such as diagnostic assessment, spaced retrieval and knowledge organisers. Utilise National Tutoring Programme. 	<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 	<p>AF&LWE</p> <p>AP</p> <p>KG/ML</p> <p>KG</p> <p>AF&LWE</p>	<p>Half Termly</p>
<p>To ensure all disadvantaged students have a high life aspirations and a wide range of extracurricular activities available to them to support</p>	<ul style="list-style-type: none"> Pastoral in school work based around improving and maintaining Disadvantaged engagement and aspirations. Funding towards uniform / sports kit Funding towards stationary & revision materials, technology and food costs Funding toward school trips, enrichments 	<ul style="list-style-type: none"> 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 	<p>COMPAS</p> <p>AP</p>	<p>On going</p>



<p>progress and enrich their lives</p>	<ul style="list-style-type: none"> LAC Mentor to completely focus on the wellbeing and academic progress of students who are LAC. Link between home and school 	<ul style="list-style-type: none"> Support carers and pupils academically and behaviourally. Provide carers with information regarding the progress of the child. <p><u>Evidence</u></p> <ul style="list-style-type: none"> Tracking of weekly behaviour reports and attendance information Carer and student voice. Tracking of students who are LAC 	<p>KR</p>	
<p>PP pupils in Year 11 receive personalised feedback and coaching regarding their career plans and next steps.</p> <p><i>Barrier(s) Addressed – 2,9</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. Work experience plans are being adapted due to may not happen due to Covid-19. Skills Builder Ambassador programme 	<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> <p><u>Evidence</u></p> <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 	<p>CB,DS & RC</p> <p>AP&CB</p>	<p>On going</p> <p>+</p> <p>April 2021</p> <p>+</p> <p>Sept 2021</p>
<p>Targeted pupils in Year 7 can utilise phonics to decode words.</p>	<ul style="list-style-type: none"> A targeted year 7 class to be taught phonics systematically and regularly by the phonics lead. Appointing a phonics lead Good practice shared. Catch up Literacy Accredited reading recovery programmes 	<p>Targeted students to access a systematic scheme of phonics to promote independent reading.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> Monitoring of reading ages. 	<p>RR&MH</p>	<p>On going</p> <p>+</p> <p>April 2021</p> <p>On going</p>



<p><i>Barrier(s) Addressed – 1</i></p>	<ul style="list-style-type: none"> • Development of whole school oracy programme • All staff teach reading/decoding- training required. • Get Ruth Miskin in as a visiting speaker (remotely too) 			<p>March 2021 Nov 2020 Dec 2021</p>
<p>Additional Strategies</p>				
Desired Outcome	Chosen action/approach	Evidence and rationale	Staff lead	Review date
<p>Continue to keep the status of attendance high.</p> <p><i>Barrier(s) Addressed – 5 and 6</i></p>	<ul style="list-style-type: none"> • Pastoral Team(COMPAS) 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. • Develop policy and practice as appropriate. • Communicate regularly with parents and pupils as per the attendance policy. • Engage with the parents and the community more- online forums, face to face forums. • Motivational strategies for improving Disadvantaged attendance. • Assembly about the importance of good 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>It has been clear, across several years, that the work of our Pastoral Teams (COMPAS) 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.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Attendance data 	<p>JT/EG</p>	<p>Dec 2020 + April 2021 + Sept 2021</p>



		<ul style="list-style-type: none"> Action points from attendance review meetings have been completed in a timely manner. Individual action plans. MyConcern Engagement with parents on Weduc 		
<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. Displays should be changed/updated every term, preferably every half term. To support work load this could be on a rota basis with half the displays changing terms 1,3, 5, the other half change terms 2,4,6. 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 	<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.</p> <p>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.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> Students engagement Attendance data 	<p>SLT</p> <p>AF</p> <p>MW/Site Team</p> <p>ML</p> <p>Subject Leader</p>	Ongoing
<p>Improving opportunities for</p>	<ul style="list-style-type: none"> Family support worker/team (& parent voice) 	<p>Create a partnership where parents and school are working together to facilitate the success of all children. School will provide personalised support</p>	MM&PW	On going



<p>increased parental engagement.</p> <p><i>Barrier(s) Addressed –</i> 9</p>	<ul style="list-style-type: none"> • 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. 	<p>and communicate regularly to help families to overcome barriers.</p> <p><u>Evidence</u></p> <ul style="list-style-type: none"> • Personalised approach; outreach visits, 1:1 meetings and graduated response recorded and actioned. • Parents evening attendance in line with non PP. <ul style="list-style-type: none"> • Parent voice & feedback via family support worker • Data tracking. 		
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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	1,7	Direct	1-1 tuition: +5 Mastery: + 5 Small group tuition: +4	After school tuition is provided in maths, English and Science 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 provide targeted and challenging learning.
Family Link Workers	3,5	Indirect	Parental Involvement: +3	Maplewell Hall School have family link workers who support families across all year groups. They work particularly closely with students eligible for the Pupil Premium.



After School Club	3,5	Indirect	Arts Participation: +2 Collaborative Learning: +5 Outdoor Adventure Learning: +4 Social and Emotional intervention: +4	Pupil Premium students are offered places on our extended day provision with the option of transport being provided if needed.
Behaviour Mentoring	3,6	Indirect	Mentoring: +1	Referral to our COMPASS 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	4,6	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	2,7	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	Social and Emotional intervention: +4	This is aimed at helping students participate in events that otherwise they may not have access to.



Free Breakfast Club	3,5	Indirect	Social and Emotional intervention: +4	Aimed at ensuring students have a healthy start to the day. This provision also gives students the chance to check in with a member of staff and discuss any concerns before they start their school day.
Continued focus on Teaching and Learning	1, 2, 6,7	Direct	Feedback: +8 Mastery: + 5	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. There is a continued focus on DIRT feedback and implementation of Literacy and Numeracy across the Curriculum.
Transport for students and parents		Indirect	N/A	Maplewell utilise their access to school minibuses and a school car using qualified members of staff to transport students and staff to relevant meetings, groups, trips and tuition.
LAC key worker	3,5,6	Indirect	Aspiration Intervention: 0 Behaviour Intervention: +3 Collaborative Learning: +5 Parental Involvement: +3 Social and Emotional Intervention: +4	We have a designated Student Support Workers to provide additional support to these students through attending LAC and PEP meetings, providing bespoke interventions and focussed support when required.
Go4Schools	6	Direct	Feedback: +8	Maplewell have utilised and embedded the software 'Go4Schools'. Go4Schools enables us to track live data such as attainment, attendance and



				behaviour in one place and then utilise the data it creates to indicate gaps in pupil performance which allows us to identify students who require interventions. From Nov.2020 we have also used it to create Covid-19 safe 'seating buddies' and classroom layout plans. G4S app launched to support with parental engagement.
Access to books including revision guides and workbooks	1	Direct	N/A	Maplewell have utilised the PP funding to provide students with revision guides, reading books and workbooks. This has been particularly useful for our KS4 students working towards their exams. To continue to facilitate learning throughout the Covid-19 crisis we have invested in as many physical resources as we can to support home (remote) learning.
Wave interventions	8	Direct	Extending school time: +2 Individualised instruction: +3 One-to-one tuition: +5 Small group tuition +4	Wave 1: the effective inclusion of all children in high quality teaching and learning. Wave 2: Additional provision in the form of small group intervention outside of the normal classroom. Wave 1 provisions are in place with Wave 2. Wave 3: If students require more targeted and focused support, away from their normal timetabled lessons, Wave 3 interventions can be implemented.
The implementation of Google Classroom for remote learning and the use of Google Meet for live lessons.	8	Direct	Digital technology: +4 Feedback: +8	We have purchased a sufficient amount of laptops to allow students to access remote learning. Also TAs and LSAs were given laptops to support remote learning. Ensuring high quality teaching and learning for all students whether they are in school or working remotely.



Every teacher was provided with a visualizer to deliver remote learning as well as improving quality first teaching through the use of modelling.	8	Direct	Digital technology: +4 Feedback: +8 Mastery: + 5	Using modelling to improve engagement and facilitate high quality feedback. Ensuring high quality teaching and learning for all students whether they are in school or working remotely.
Increased the reading lesson from 15 minutes to 40 minutes	1,7	Direct	Reading Comprehension: +6 Mastery: +5	Raising the profile of reading. 'Everyone is a teacher of reading'. Increased engagement.
A range of fiction and non-fiction purchased to improve engagement in reading	1,7	Direct	Reading Comprehension: +6	Enhancing students' cultural capital by giving them more equitable access to a wider range of texts.
Phonics lead	1	Direct	Phonics: +4 Reading Comprehension: +6	Ensuring that all students are functionally literate and as a consequence can access all aspects of the curriculum and wider life.
Peripatetic Music lessons	3	Indirect	Arts Participation: +2 Social and Emotional intervention: +4	Identified students have another opportunity to help address pressures and social and emotional needs whilst also learning a new skill. This is also aimed at helping students participate in an activity that otherwise they may not have access to.



			Individualised Instruction: +2	
Yoga sessions	3,1		Social and Emotional intervention: +4 Sports participation: +2	Integrating yoga in schools supports students with emotion regulation, academic performance and reduced anxiety.
Golf sessions	3,5	Indirect	Collaborative Learning: +5 Outdoor Adventure Learning: +4 Sports participation: +2	Specialised golf intervention aimed at students who are struggling with exam pressures or have social and emotional needs whilst also learning a new skill. This is also aimed at helping students participate in an activity that otherwise they may not have access to.
Moving together (dance) sessions in KS3	3,5	Indirect	Arts Participation: +2 Social and Emotional intervention: +4 Collaborative Learning: +5 Sports participation: +2	Specialised dance intervention aimed at students who are struggling with exam pressures or have social and emotional needs whilst also learning a new skill. This is also aimed at helping students participate in an activity that otherwise they may not have access to.