



## **The Pupil Premium at Maplewell Hall School**

### **2016/2017**

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 2016/2017 these students will receive £935.

In addition, students from Forces families receive £300 in the academic year 2016/2017.

Schools will also receive £1,900 for each looked-after pupil who:

- has been looked-after for 1 day or more
- was adopted from care on or after 30 December 2005, or left care under:
  - a special guardianship order;
  - a residence order.

For the academic year September 2015 to July 2016 the school received £45,210 of Pupil Premium for 44 students. For the academic year September 2016 to July 2017 the school will receive approximately £62,000 for 59 students. Our school budget is approximately **£2,900,000**.

### **Current cohort of pupils at Maplewell Hall School**

<b>Year group</b>	<b>Total number of pupils</b>	<b>Non-Pupil Premium</b>	<b>Pupil Premium</b>	<b>% Pupil Premium</b>
7	33	17	16	48%
8	25	18	7	28%
9	25	18	7	28%
10	32	14	18	56%
11	31	20	11	35%
<b>Total Cohort</b>	<b>146</b>	<b>87</b>	<b>59</b>	<b>40%</b>

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.

## Pupil Premium Impact at Maplewell Hall School

**2015/2016**

**During 2015/2016 we built on previous success and utilised the Pupil Premium in the following ways:**

- Increased provision in our after school tuition timetable. Including 1-1, paired and small group tutoring in maths and English.
- Extended the role of Family Link Worker to further develop support for parents/carers and encourage parent partnerships
- Programme of 'Family Learning Evenings' to further support learning at home and boost the attainment of some of the most vulnerable students
- Support students access school residence
- Comprehensive intervention programme including use of behaviour mentoring, children's Yoga and therapeutic art.
- Personalised timetables for targeted students including one to one support & intensive mentoring.
- Free breakfast club.
- Residential trips and educational trips and visits.
- Inspirational maths day at Leicester City Football Club
- Focus on Teaching and Learning including the development of focussed DIRT

### English

Progress based on KS2-4 Exam Results	English				Totals		
	2015 – Hit or exceeded min Target	2016 – Hit or exceeded min Target	2015 – Hit/surpassed Expected Grade (Mainstream)	2016 – Hit/surpassed Expected Grade (Mainstream)	2014 Total met or exceeded their Min Target	2015 Total met or exceeded their Min Target	2016 Total met or exceeded their Min Target
Non-PPG	81%	53%	25%	24%	46%	81%	53%
PPG	67%	63%	67%	38%	73%	67%	63%
All Students	76%	56%	40%	28%	56%	76%	56%

- This Table also shows that students identified as being disadvantaged and therefore in receipt of PPG funding, still outperform all other students in English by 10%. This demonstrates clearly that our funding is being used to great effect to tackle and reverse the national trend of these students underperforming.

- English was a subject that struggled to reach the heights of last year but this was due to a number of students unable to make the large step from entry level standard of work to level 1. However, across the school as a whole, English is proving to be a significant source of student progress.
- Last year our target was to ensure some of the effective strategies we implemented for PPG students were used to support students who were identified as not on track to meet expected targets and not in receipt of additional funds. The impact of using these strategies is still clear in comparison of results in 2014.
- KS3:** 88% of PPG students made better than good progress
- KS4:** 57% of PPG students made good or better progress

## Maths

Progress based on KS2-4 Exam Results	Maths				Totals		
	2015 – Hit or exceeded min Target	2016 – Hit or exceeded min Target	2015 – Hit/surpassed Expected Grade (Mainstream)	2016 – Hit/surpassed Expected Grade (Mainstream)	2014 Total met or exceeded their Min Target	2015 Total met or exceeded their Min Target	2016 Total met or exceeded their Min Target
Non-PPG	44%	47%	25%	41%	33%	44%	47%
PPG	67%	86%	56%	63%	67%	67%	86%
All Students	52%	58%	36%	48%	46%	52%	58%

- The table above shows that students identified as being disadvantaged and therefore in receipt of PPG funding do significantly better than students who do not receive this funding. This demonstrates clearly that our funding is being used to great effect to tackle and reverse the national trend of these students underperforming.
- PPG students bucked the national trends with 86% either meeting or exceeding their minimum target.
- 47% of Non-PPG students met or exceeded their minimum target.
- The groups were eventually split in to three to best support attainment and behaviour. This allowed all of the top set group to be successful and allowed students from the middle group to also gain GCSE exam accreditation.
- Additional tutoring and intervention again featured in the maths department success this year as Free School Meal students outscored all other category of students.

*Moving forward we aim to make best use of the Pupil Premium by focussing and measuring impact against the barriers to learning that are unique to the pupils we have at Maplewell. Below are 6 of the main barriers to learning we have identified for our students.*



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

1. Limited spelling, punctuation and grammar skills affecting writing ability across the curriculum
2. Limited communication skills affecting the ability to reason mathematically (as required by the new National Curriculum and GCSE specification)
3. Lack of access to extra-curricular activities
4. A lack of resilience, which affects pupils' self-confidence and co-operation when approaching new learning
5. Lack of access to books including revision guides and workbooks
6. Low levels of parental engagement

## 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		

Intervention/Strategy	Barrier(s) being addressed	Impact on academic attainment at Maplewell	EEF Research (where applicable)	Summary
Revised Timetable	4	Indirect	N/A	Timetable changes in Sept'2016 saw Maplewell move to 5x50min lessons with 4 of those being in the morning. The timetable changes have also allowed more tutor based time to identify and intervene with any pastoral issues before it negatively impacts on learning.
After School Tuition	1+2+4+5+6	Direct	1-1 tuition: <b>+5</b> Small group tuition: <b>+4</b>	After school tuition is provided in maths and English 4 days a week. This is offered as 1-1 tuition, paired tuition or small

				<p>group tuition. The decision is based on the individual needs of the student.</p> <p>Tutors work closely with classroom teachers to provided targeted and challenging learning.</p>
Family Link Workers	6	Indirect	Parental Involvement: <b>+3</b>	Maplewell Hall School have 2 family link workers who support families across all year groups. They work particularly closely with students eligible for the Pupil Premium.
School Residence and After School Club	3+4	Indirect	N/A	Pupil Premium students are offered funded places on our outstanding residential provision.
Behaviour Mentoring	4	Indirect	Mentoring: <b>+1</b>	Referral to our Cedar Cottage Intervention Team if behaviour is becoming a barrier to learning.
Yoga for Young People	3	Indirect	Arts Participation: <b>+2</b>	Specialised yoga intervention aimed at students who are struggling with exam pressures or have social and emotional needs.
Therapeutic Art	2+4	Indirect	Arts Participation: <b>+2</b> Social and Emotional intervention: <b>+4</b>	Using a qualified art therapist, identified students have another opportunity to help address pressures and social and emotional needs in order to improve their readiness to learn.
Personalised Timetables for Targeted Students	1+2	Direct	Individualised Instruction: <b>+2</b>	Some students require personalised timetables due to their unique needs. As a school we can provide this through considered use of the Pupil Premium funding.



Student Wellbeing Events	3+4	Indirect	N/A	This is aimed at helping students participate in events that otherwise they may not have access to.
Free Breakfast Club	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	2+3+4	Indirect	Summer School: <b>+2</b>	The trips provided on summer camp help to build life skills, foster relationships with staff and build mutual respect amongst peers. Such skills can have a tangible impact in the classroom.
Year 7 Walesby Trip	2+3+4	Indirect	Outdoor Adventure Learning: <b>+4</b>	Maplewell took the year 7 cohort, and all LAC students, to Walesby on an outdoor adventure residential trip in March.
Continued focus on Teaching and Learning	1+2	Direct	Feedback: <b>+8</b>	<p>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.</p> <p>Continued focus on DIRT feedback and implementation of Literacy across the Curriculum.</p>
Transport for students and parents	3+6	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	3+4+5+6	Indirect	Aspiration Intervention: <b>0</b> Behaviour Intervention: <b>+3</b> Collaborative Learning: <b>+5</b> Parental Involvement: <b>+3</b> Social and Emotional Intervention: <b>+4</b>	We have a designated Student Support Worker to provide additional support to these students through attending LAC and PEP meetings, providing bespoke interventions and focussed support when required.
Use of K5 students as young leaders supporting KS3 and KS4 learners	1+2+4	Direct	Peer Tutoring: <b>+5</b>	K5 students are working towards their young leader's award which enables them to lead a group of students, or act as an LSA, in English and maths lessons.
Go4Schools	1+2	Direct	Feedback: <b>+8</b>	Maplewell have recently invested in the online software 'Go4Schools'. Go4Schools enables us to monitor attainment, attendance and behaviour in one place and then react to the data being given to us.
Access to books including revision guides and workbooks	5	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.



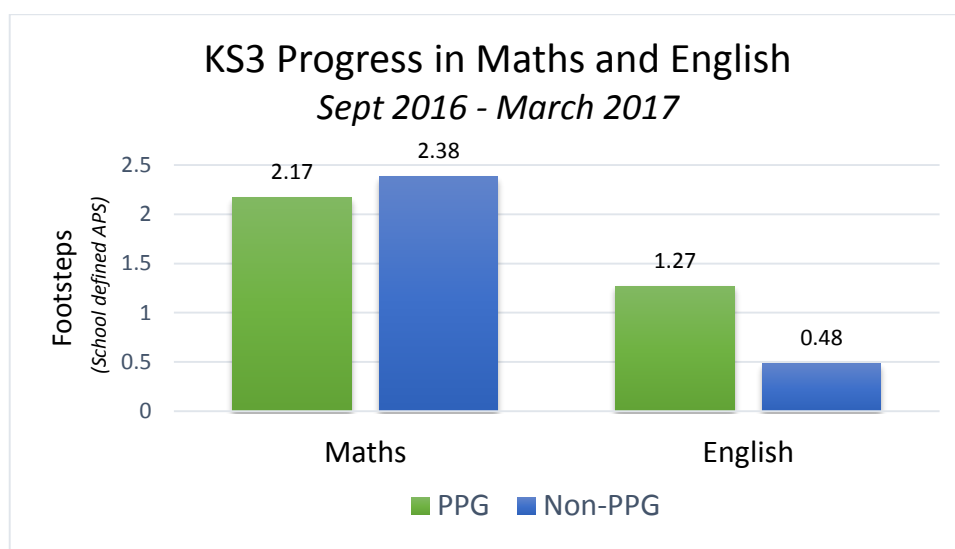
## Pupil Premium Progress for the Current Academic Year –To date

September 2016 – March 2017

### Key Stage 3

At key stage 3 we use progress from a starting point as a key performance indicator for all students, including disadvantaged students. This allows us to report on how far each student has travelled from their start point rather than being compared to a 'best fit' projected line of desired progress.

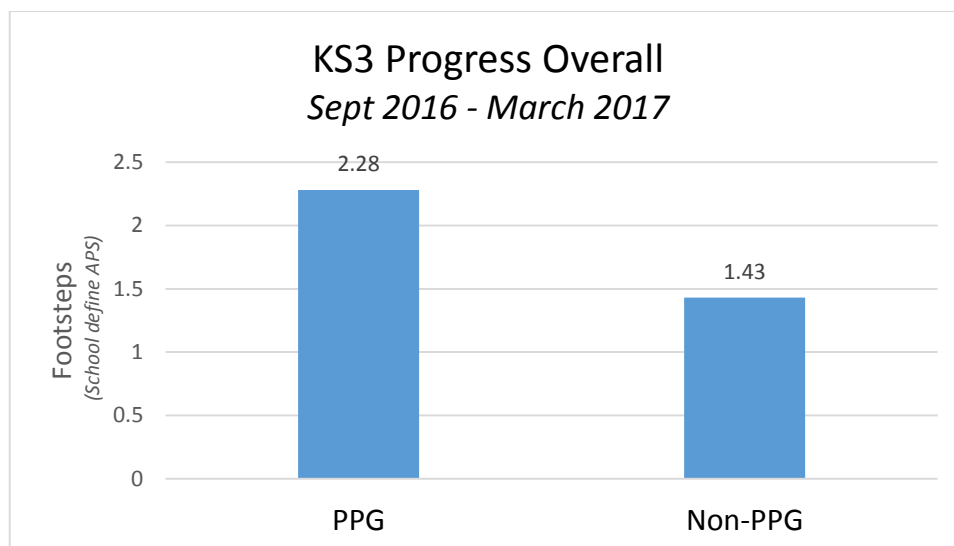
In addition, we recognise the importance of tracking student progress throughout all of every year, not just at the end of a key stage. This is especially important when considering how best to support our disadvantaged students.



The graph above shows the difference in progress between PPG and Non-PPG students in English and Maths from the start of the academic year until March. The graph takes into consideration all students in year 7, 8 and 9.

**English** – It is clear to see that PPG students are, on average, almost 1 whole footstep ahead of non-PPG students. This bucks the national trend and provides evidence that the strategies in place for PPG students are effective.

**Maths** – Although PPG students have made slightly less progress than their Non-PPG peers, the gap is not significant and we expect this to be closed by the end of the academic year. In addition, the graph illustrates that both groups of students in maths are making accelerated progress with the average progress for students across all students, at this time of year is 2.



The graph above highlights the amount of progress KS3 students have made from the start of the academic year until March. The graph is an average of the progress made in both English and maths for students in years 7, 8 and 9.

Pupils recognised as 'disadvantaged' and who receive PPG funding are making better progress than Non-PPG pupils in KS3 so far this year. This is evidence of the impact of our Pupil Premium strategies and assurance that we have identified the most relevant barriers to educational achievement.

## Key Stage 4

In Key Stage 4 we track attainment by calculating the distance away from their end of Key Stage 4 Target.

Below are two tables showing the percentage of Pupil Premium and Non-Pupil Premium students working at different distances away from their target in English and maths.

	Maths				
	Off Track	Working towards KS4 Target	On Track for KS4 Target	On Target	Exceeding KS4 Target
<b>PPG</b>	54%	25%	21%	0%	0%
<b>Non-PPG</b>	39%	27%	21%	6%	6%



The table above shows that there are more Non-PPG students currently 'On Target' and 'Exceeding KS4 Target'. However, the percentage of students working towards and on track are similar.

The reason that so many PPG students are Off Track in maths is due to the fact that most of the 54% are targeted with a GCSE however with the new specification it is unrealistic for them to be entered for this qualification and therefore they are working towards and Entry Level qualification. The outcomes for students studying maths at KS4 are outstanding, the change in qualification and expectation has meant that many of our students are considered 'Off Track'

After school tuition is being targeted for these students as well as those we believe should be 'On Target' or Exceeding.

	English				
	Off Track	Working towards KS4 Target	On Track for KS4 Target	On Target	Exceeding KS4 Target
PPG	42%	8%	46%	4%	0%
Non-PPG	26%	6%	42%	0%	26%

The table above is comparable to the Maths KS4 data. There are more Non-PPG students exceeding their KS4 target and we are targeting intervention to close the gap at the higher end.

There are a similar percentage of students 'Working towards KS4 target' and 'On Track for KS4 Target' for both groups of students.

There are more PPG students Off Track in English than Non-PPG students and this is, in part, due to the change in GCSE specification and expectation.

As with maths, after school tuition is being targeted at PPG students in year 11 in order to close any gap.



## **Moving Forward**

**Moving forward we plan to use the Pupil Premium by continuing with the strategies mentioned above as well as:**

- Develop a Pupil Premium Team in response to a growing proportion of students eligible for the Pupil Premium
- Develop a Pupil Premium Policy
- Focus on quality first teaching by continuing to implement the Literacy across the Curriculum Policy
- Include measures against the identified barriers for PPG students when analysing the success of our Pupil Premium spending



## A detailed breakdown of Pupil Premium strategies

After School Tuition		
<b>EEF Research:</b> 1-1 tuition: <b>+5</b> / Small group tuition: <b>+4</b>	<b>Barriers:</b> 1+2+4+5+6	<b>Direct</b>
<p>After school tuition gives the opportunity for pupils to access extra tuition in one of the core subjects – English or maths. The staffing ratio is usually 1 staff to 2 students although tuition sometimes happens in small groups or 1:1. This decision is based on the needs of the students.</p> <p>Students receive personalised targets and get focussed support and guidance from both the tutor and the student's class teacher. In addition, twice a week we have small group tuition for those sitting maths GCSE. This is a valuable time for exam technique and revision. All of the students who attend these sessions express how much they value this time in preparation for their exams.</p> <p>A recent student survey found that 96% of students feel that after school tuition helps them with their maths and/or English lessons.</p>		
<p>Quote(s) from Students:</p> <p><i>'It's brilliant because it gives me the chance to revise at school when I might not have the time to revise at home.'</i> - Tom, Year 11</p>		

Family Link Workers		
<b>EEF Research:</b> Parental Involvement: <b>+3</b>	<b>Barriers:</b> 6	<b>Indirect</b>
<p><i>'The new role of the family liaison worker has also positively impacted on partnership working.'</i> Ofsted March 2014. Martine and Jo were appointed as our Home School Link Workers and have had an acute focus on Pupil Premium students and working in partnership with parents and carers. Martine and Jo work to support all families where required and links closely with outside agencies including social care to help remove some of the social barriers to learning that impact student progress.</p> <p>Martine and Jo facilitate Parent Support groups and has worked closely with our year 7 parents. In addition, our family link workers often use their own time after school or during weekends to support families.</p>		



Martine has a responsibility for attendance and works efficiently with our new data system to identify potential issues and endeavours to solve these before they impact on learning.

The Family Link workers work closely with teaching staff to organise Family Learning Evenings as well as parents' evenings.

Quote(s) from Students:

### School Residence and After School club

EEF Research: N/A

Barriers: 3+4

**Indirect**

Pupil Premium students are offered funded places in our Outstanding school residence facility in order to help promote the social and life skills which help make students better learners and progress well.

Whilst in residence students may also take part in additional tutoring combining academic intervention with enhanced social development. In 2014 Ofsted said 'Residential pupils progress well because there is good connectivity between the residential and education staff.

In 2016, our Residential provision was deemed outstanding in all areas with the report commenting that '*Young people make exceptional progress academically, socially and emotionally because of the residential experience.*'

Quote from a parent:

*'The support it offers my child practically and emotionally has been exceptional, I can't praise it enough.'*

Quote from a student:

*'It helps builds up our confidence and independence.'*

Behaviour Mentoring		
EEF Research: Mentoring: <b>+1</b>	Barrier: 4	Indirect
Where behaviour is identified as a barrier to progress and attainment students may be referred to our Cedar Cottage Intervention Team, who put together sessions which are tailored to meet the needs of individual students. The impact of these sessions is tracked closely to help ensure they have the best possible impact on students.		
Quote(s) from Students:		

Yoga for Young People		
EEF Research: Arts Participation: <b>+2</b>	Barriers: 3	Indirect
Working with Blossom Yoga students have access to specialised Yoga intervention which is aimed at helping students cope with exam pressures and various social and educational needs. The sessions occur one to one, or in small groups and are aimed at addressing student's needs in a holistic manner.		
Quote(s) from Students:		

Therapeutic Art		
EEF Research: Arts Participation: <b>+2</b> / Social and Emotional intervention: <b>+4</b>	Barriers: 2+4	Indirect
<p>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.</p> <p>We have found this to be an efficient and creative way to address social and emotional needs as well as an appropriate intervention during times of stress or grief at home.</p> <p>The sessions are evidenced through an individual report at the end of a block of interventions.</p>		



Quote(s) from Students:

### Personalised Timetables for Targeted Students

**EEF Research:** Individualised Instruction: **+2**

**Barriers:** 1+2

**Direct**

Some students' social and emotional needs require them to have a completely personalised timetable and/or one to one support. Through this personalised timetabling and/or one to one support we can ensure that every student receives the most appropriate support and access to learning. Pupil Premium funding has been used to achieve this for students who otherwise would not be able to access learning at all.

Quote(s) from Students:

### Student Wellbeing Events

**EEF Research:** N/A

**Barriers:** 3+4

**Indirect**

This is aimed at helping students participate in events that otherwise they may not have access to. This has helped to enhance students' enjoyment and enthusiasm towards school and also gain confidence in different situations and life skills in general.

More recently Maplewell have incorporated the house system and behaviour policy to be able to offer rewards trips. These include trips to local football/rugby stadiums, trampoline parks and climbing walls. In addition, we have facilitated in house well-being events during our Challenge and Aspiration days which happen at the end of every term.

Quote(s) from Students:



Free Breakfast Club		
EEF Research: N/A	Barriers: 2+3	Indirect
<p>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.</p> <p>We have noticed that breakfast club has been a good time for students to practise their communication skills with adults but also their peers from different year groups. It has the 'feel' of our residential provision and provides yet another cross over between the main part of school and the residential provision.</p>		
Quote(s) from Students:		

Residential Summer Camp		
EEF Research: Summer School: +2	Barriers: 2+3+4	Indirect
<p>Many of our students find the holidays difficult due to their home life situations or the change in routine. In previous years the camp was almost entirely funded by the Pupil Premium to help targeted students during summer holidays that might otherwise not have had such social opportunities. These trips 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.</p> <p>We have found that inviting the incoming cohort of year 7s is a fantastic way of providing a teambuilding experience to elevate any anxiety about the transition to a new school.</p>		
Quote(s) from Students:		

Year 7 Walesby Residential Trip		
EEF Research: Outdoor Adventure Learning: +4	Barriers: 2+3+4	Indirect
<p>Maplewell took the year 7 cohort to Walesby on an outdoor adventure residential trip in March. This provided an opportunity for students to develop independent life skills, communication skills needed for team work and give students access to extra-curricular activities that they, otherwise, wouldn't have access to.</p> <p>Maplewell decided it was important to offer the trip to our LAC students. This provided an opportunity not only for the LAC students to take part in the activities but also develop their leadership and mentoring skills as they supported the younger students.</p> <p>Quote(s) from Students:</p>		

Continued focus on Teaching and Learning		
EEF Research: Feedback: +8	Barriers: 1+2	Direct
<p>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.</p> <p>The introduction and implementation of Literacy across the curriculum and a continued focus on individualised DIRT feedback has continued to raise standards of teaching and learning.</p> <p>Directed Improvement and Reflection time is a type of student feedback. This is an opportunity for the students to reflect and respond to information that is information given to them from the teacher about their performance relative to learning goals or outcomes. The aim is to produce improvements in students' learning. 'Feedback redirects or refocuses either the teacher's or student's actions to achieve a goal, by aligning effort and activity with an outcome.' Research from the Teaching and Learning toolkit suggest feedback is the second most effective form of improving student outcomes.</p> <p>The implementation of Literacy Across the Curriculum has been really well received by all teaching and support staff and its implementation by the English department has proved to be very successful. The implementation of Literacy Across the Curriculum is key to overcoming the spelling, punctuation and grammar barrier present with our Pupil Premium students.</p>		



Quote(s) from Students:

### Transport for Students and Parents

**EEF Research:** N/A

**Barriers:** 3+6

**Indirect**

Maplewell utilise their access to school minibuses and qualified members of staff to transport students and staff to relevant meetings, groups, trips and/or tuition.

We provide transport for students who access after school tuition but cannot stay in residential or get home. This has proved invaluable in targeting the most vulnerable students at our school.

Liaising with Jo and Martine, parents/carers are able to access important multi-agency meetings through the transport provided by Maplewell.

Quote(s) from Students:

### K5 students as Young Leaders in KS3 and KS4 lessons

**EEF Research:** Peer Tutoring: +5

**Barriers:** 1+2+4

**Direct**

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.

With a particular focus on Pupil Premium students, our young leaders are able to tutor, lead and guide KS3 and KS4 pupils in the core subjects. Teachers have reported how successfully the K5 students initiate learning and how quickly the younger students are engaged.

Quote(s) from Students:



LAC Key Worker		
<b>EEF Research:</b> Aspiration Intervention: <b>0</b> /Behaviour Intervention: <b>+3</b> /Collaborative Learning: <b>+5</b> /Parental Involvement: <b>+3</b> /Social and Emotional Intervention: <b>+4</b>	<b>Barriers:</b> 3+4+5+6	<b>Indirect</b>
<p>We have a designated Student Support Worker to provide additional support to these students through attending LAC and PEP meetings, providing bespoke interventions and focussed support when required.</p> <p>Karen works closely with all of our LAC students and has built up a professional relationship which breaks down barriers and enables learning in the class room to happen more efficiently and effectively.</p> <p>She develops an intervention programme based on their individual need and has more recently created a monthly 'LAC session' requested for, by the LAC students themselves.</p>		
Quote(s) from Students:		

Utilising Go4Schools		
<b>EEF Research:</b> Feedback: <b>+8</b>	<b>Barriers:</b> 1+2	<b>Direct</b>
<p>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.</p> <p>In terms of teaching and learning this is a particularly strong tool for providing DIRT feedback to students. In addition, being able to pinpoint the next steps of learning for Pupil Premium students has been really useful.</p> <p>Our attendance officer is able to quickly ascertain the attendance of Pupil Premium students and act accordingly.</p> <p>Our behaviour manager can spot trends in negative, and positive behaviour, for all of our students and put in any intervention as soon as possible.</p>		
Quote(s) from Students:		



Access to books, including revision guides and workbooks		
EEF Research: N/A	Barriers: 5	Direct
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. Maths, English and science have all utilised this resource and it has encouraged independent learning and developed an ownership for learning which is a life skill and one which they will carry forward.		
Quote(s) from Students:		