

Pupil premium Strategy Statement 2024-2027 - Mapledown School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	June 2026
Statement authorised by	Sandra Chaaya, Headteacher
Pupil premium lead	Sandra Chaaya, Headteacher
Governor / Trustee lead	Ajith Das Menon (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,800
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£37,800

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we must ensure that there is no variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Progression to post-19 education
- Access to appropriate work related opportunities where appropriate
- Social opportunities

At Mapledown we have high aspirations for our pupils and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and meet meaningful goals which will support them in life.

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through additional targeted tutoring for pupils whose education has been worst affected (through occupational therapy).

As our students require an adaptive approach to learning, we endeavour to assist them in breaking down barriers to their learning and progress. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted intervention the pupil premium enables us to meet individuals' specific needs in a variety of ways. We closely monitor how we are spending the allocated funds to ensure they are having an impact on pupil premium pupils achievement

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

In 2023.2024, there was little variation between pupils in receipt of free school meals and pupil premium and those who were not in receipt. Based on this, strategies provided previously using pupil premium funding are effective in meeting their needs and enabling them to make at least expected progress in their learning.

Challenges

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

Challenge number	Detail of challenge
1	Specific learning needs - the main barrier to learning for all our pupils is their special educational need/learning disability.
2	Specific communication needs - the vast majority of pupils have a communication delay and difficulty communicating with the world around them, both receptive and expressive. This has a profound impact on pupils' ability to learn and develop
3	Independence skills - Pupils need to develop self-help skills to enable them to live as independently as possible. Pupils may be overly passive, have learnt helplessness or be at the very early stages of understanding - they need support to develop independence skills across home, school and the wider community. With limited self-help skills the pupils experience difficulty in all aspects of their learning.
4	Specific behaviour needs - Pupils may display behaviours of concerns and thus not be ready to learn. Families can find behavioural needs difficult to cope/deal with, so the consistency needed in all environments may not be met. All of our pupils need to be emotionally regulated to be able to access learning. There are many factors, which can influence the emotional state and wellbeing of our disadvantaged pupils, including difficulties with sleeping due to housing, difficulty in following / understanding routines especially if these have changed suddenly, as well as a pupil's diet and eating routine having an impact. All of these, as well as other external barriers pupils may face before even coming into school in the morning have a huge impact on their behaviour and state of emotional regulation across the day. We know that when our pupils are dysregulated this directly influences their ability to focus and learn. This inadvertently will impact further in progress being made. Calmer pupils reflect in lower numbers of incidents and behaviours of concern, Improved focus, concentration and cognitive development.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	<p>External barriers:</p> <p>Parents/carers understanding of how disability affects learning</p> <p>Poor housing and/or fewer opportunities outside of home - Due to the level of needs of our pupils, it can be extremely challenging for families to enable their children to experience a wide variety of experiences in the community such as shopping, going to local parks etc.</p> <p>Pupils life experiences are, therefore, restricted and this impacts on their learning and ability to generalise skills learnt at school/home in a wider context.</p> <p>Pupils living in unsuitable housing that does not meet the needs of their family's circumstances. This can affect pupils' sleep, emotional wellbeing and their general safety.</p> <p>Pupils may come into school hungry which can impact their readiness to learn</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	<p>Specific learning needs are supported and we see an improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through baseline assessments.</p>	<p>Pupils with specific learning needs make good and better progress compared to their peers, pupils with PMLD are able to access a range of activities which are appropriate for their specific learning needs</p> <p>Pupils with physical disabilities can access the curriculum with the assistance of equipment.</p> <p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2026/27.</p>
2	<p>Specific communication needs are supported and pupils are able to use a communication system.</p> <p>Improved communication opportunities for all pupils</p> <p>Specific communication needs are assessed, addressed and pupils can better attend to learning</p> <p>Improved literacy opportunities for all pupils, including the teaching of Phonics</p>	<p>Pupils will have a developing/developed communication method (PODD/ALDs/ speech/Makaton/objects of reference) and are able to use their communication systems in a range of contexts, places and with different people. Evidence seen in observations of children being supported to use their communication systems, both high and low tech effectively across all sessions. Children will bring their communication systems between home and school daily – where applicable.</p> <p>pupils with communication difficulties are able to use a range of strategies to get their voice heard.</p>
3	<p>Independence skills are further developed and disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p> <p>Other CPD for all staff in targeted areas identified for specific pupils/groups/classes e.g. behaviour support, ICT, TEACCH, sensory integration</p> <p>Specialist Sensory Lead in place - Member of staff trained to support sensory needs across school – to give advice, support and ideas to develop sensory strategies</p>	<p>Through achievement of EHC plan termly outcomes.</p> <p>Through observations and discussions with pupils and their families.</p>
4	<p>Specific behaviour needs - SEMH supported and pupils can attend to learning and are more regulated throughout</p> <p>Staff are able to use programmes and use its analysis feature to support future interventions according to triggers observed. Senior leaders are able to demonstrate a reduction in the time lost due to disruptive or challenging behaviours</p> <p>Staff are able to analyse the functions of</p>	<p>Pupils are more able to access more of their class sessions. Teachers are more able to recognise when a student requires strategies to distract the pupils in their class in a timely manner and implement/teach emotional regulation strategies. Therefore incidents of challenging behaviour are reduced and Pupils are happier.</p> <p>Pupils access extra-curricular activities safely and benefit from learning to transfer emotional regulation skills from the school</p>

	behaviour and devise programmes based on positive behaviour support and zones of regulations to support pupils' emotional regulation, and self regulation skills, their confidence in using strategies with support and independently Transition is supported by music therapy sessions to help develop relationships, self-esteem, group cohesion	setting to community settings. pupils transitioning from primary settings benefit from being in class with more experienced staff, and from the support of a Music Therapist to help transition, emotional regulation and social skills. Pupils participating in a variety of sporting and physical activities. Overweight pupils being active and becoming healthier. Pupils using sensory tools to support dysregulation and emotional outbursts and be ready to access learning tasks. Pupils able to voice emotional needs. Sustained high levels of wellbeing demonstrated by - student voice, student and parent surveys and observations. Pupils fed and ready to learn.
5	Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.
6	Parents/carers ability to implement strategies at home	All disadvantaged pupils can access high quality work experience and careers mentoring. By the end of 2026/27, disadvantaged pupils are progressing to higher or further education in the same proportions as their peers.

Activity in this academic year

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

Academic year	2025-2026				
The two headings below demonstrate how we use Pupil Premium to improve pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Budgeted cost: £23,206					
Activity	Evidence that supports this approach	Challenge number addressed	monitoring of action	Staff lead	Review of action
Ongoing PODD training and in class implementation Makaton lead is supporting in the delivery of training to staff Switches are used for pupils who are able to access them Eye gaze technology is	Communication matters : an AAC Evidence based " <i>Communication is an essential life skill, central to interaction and vital for development, helping to reduce social isolation.</i> " 2016 <i>Makaton is the only intervention which uses signs and symbols that is included in the What Works database; a resource created by The Communication</i>	1	Use observations in Autumn term to review implementation Spring term : Learning walks Summer term: Further	SLT LZL	Termly

<p>available in each class and further training for all staff where appropriate</p> <p>Literacy Software (PODD and Clicker 8) for eye gaze, iPads, class computers pupils are taught prerequisite skills for the use of eye gaze</p>	<p><i>Trust and endorsed by The Royal College of Speech and Language Therapists that records evidenced interventions for Speech, Language and Communication Needs.</i></p>		<p>observation to ensure impact is clear and barriers reduced</p>		
<p>New books for more reading areas around school New books for new curriculum themes and whole school project Whole school reading scheme Twinkl scheme</p>	<p><i>"kids who read most, read best." (Anderson, et. al., Becoming a Nation of Readers).</i> pupils are given access to age and stage appropriate books and texts that are of interest to them. The books/texts may need to be made independently accessible through technology [eye-gaze, audio books, touch screens and talking books] or through laminating a book to make it more robust and adding 'page turners/fluffers' to assist physical access. They will be given opportunities to browse these books independently and learn how they can use reading for pleasure, this is normally through a whole class session after lunch each day - Koppenhaver, D and Erickson, K. (2019). <i>Comprehensive Literacy for All: Teaching pupils with Significant Disabilities to Read and Write</i>. USA: Brookes Publishing Co - Wyse, D. & Bradbury, A. (2022). Reading wars or reading reconciliation? A critical examination of robust research evidence, curriculum policy and teachers' practices for teaching phonics and reading. <i>Review of Education</i>, 10, e3314. https://doi.org/10.1002/rev3.3314</p>	<p>1</p>	<p>Learning walks and drop ins</p>	<p>SLT MP/CA and LZLs</p>	<p>Ongoing</p>
<p>Use Efl package to store evidence, inform future planning and demonstrate progress as well as to access CPD opportunities to develop teaching and learning/pedagogy</p>	<p><i>"The key to effective learning is to then find ways to help pupils restructure their knowledge to build in new and more powerful ideas"</i> (Assessment for learning) John Gardner</p>	<p>1 Evidence for Learning influences teaching</p>	<p>Observations</p>	<p>SLT- Michaela</p>	<p>Termly</p>
<p>Assessment at the beginning of term, with additional directly</p>	<p><i>"Ultimately, the goals of AAC intervention must be that the children and adults with complex</i></p>	<p>2</p>	<p>Use observations in Autumn term to</p>	<p>SLT - Michaela</p>	<p>Termly</p>

<p>commissioned SaLT and referral as appropriate to Barnet NHS Support from advance practitioner in school to assess and plan training/book making/workshops Communication support leads identified and trained. PODD training for all staff Other related CPD for all staff in targeted areas, with resources/programmes devised/amended (ongoing)</p>	<p><i>communication needs have the opportunity to live happy and fulfilled lives where they are able to participate fully in education, employment, family, and community life; where they are safe and secure, and have access to needed services; where they are respected and valued for who they are; where they have a chance to develop friendships and relationships; and where they have the opportunity to make meaningful contributions to society”</i> (Light'&'McNaughton,'2015'.p'3')</p>		<p>review implementation and generalisation</p> <p>Spring term : Learning walks</p> <p>Summer term: Further observation to ensure impact is clear and barriers reduced</p>		
<p>Assessment at the beginning of term, with additional directly commissioned OT support</p>	<p><i>“The ability to modulate sensory information provides a foundation for meaningful and purposeful participation in a full range of daily occupations, and therefore, people with poor sensory modulation often have problems successfully meeting the challenges of everyday life”</i> Roseann C Schaaf and Kathleen McKeon Nightlinger (2012)</p> <p><i>Our pupils work best in small groups or on a 1:1 basis – providing increased staffing levels helps classes to provide additional times across the week for pupils to have small group or 1:1 focused sessions. CPD and training is highly important – it enables our staff to constantly reflect, learn and adapt practice to best meet the needs of the pupils. It means staff are highly trained to meet the specific and complex needs of the pupils and have the skills to support them to learn.</i></p>	3	<p>Use observations in Autumn term to review implementation and generalisation</p> <p>Spring term : Learning walks</p> <p>Summer term: Further observation to ensure impact is clear</p>	SLT - SC LZLs	Termly
<p>Ongoing development and analysis to inform action planning through behaviour analysis program – CPOMS</p> <p>Holistic and multidisciplinary approach (CAMHS,EP, other colleagues).Behaviour support group within school. Pupil progress meetings highlight additional barriers and strategies. Support from staff with sensory processing expertise (onsite and</p>	<p><i>“Knowledge opens up possibilities for either preventing or reducing the occurrence of challenging behaviour by the “indirect” manipulation of antecedent variables”</i> Eric Emerson Challenging behaviour: analysis and intervention in people with severe intellectual disabilities</p> <p>Music therapy - <i>“Music appears to exert direct physiologic effects</i></p>	4	<p>SLT report to governors</p> <p>SLT report to governors Observations</p>	SLT - CA and SC	Termly

external). Modelling. Music therapy groups Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs, including autism. We will also fund staff training.	<i>through the autonomic nervous system” Music as Therapy Kathi J. Kemper, MD, MPH, and Suzanne C. Danhauer, PHD</i> We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.				
ii. Wider approaches					
Budgeted cost: £14,594					
Outings Museum visits Onsite performances - Flamingo chicks, iCandance, pantos, BEAT orchestras Swimming Cultural trips and in-school arts activities, including drama, dance and securing greater engagement in music education.	Pupils to receive a rich and varied range of opportunities including outdoor activities (swimming, sailing, gardening), school and community events in order to access a wider variety of life and increase their cultural capital. Many of our pupils have limited outdoor play opportunities, access to extra-curricular activities or community visits. As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	5	LZ updates Assemblies	LZL SLT	Termly
Deliver training to parents Parents invited to work alongside their children and to regular coffee mornings/training sessions delivered by skilled staff (Makaton, PODD, behaviour support), EP, guest speakers	Parents who are able to work with the staff have the chance to practice skills in a supportive environment	6	Observations, EHCP reviews, parental involvement lists Observation of meetings, monitor quality of coffee morning, training sessions	SLT -SC and LZL	Termly

Total budgeted cost: £37,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that there was very little variation in attainment between those pupils in receipt of free school meals and those not, across all areas. This is consistent with data year on year. There is no bridge to gap and overall pupils in receipt of FSM and Pupil Premium are making equal or greater progress towards their outcomes.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

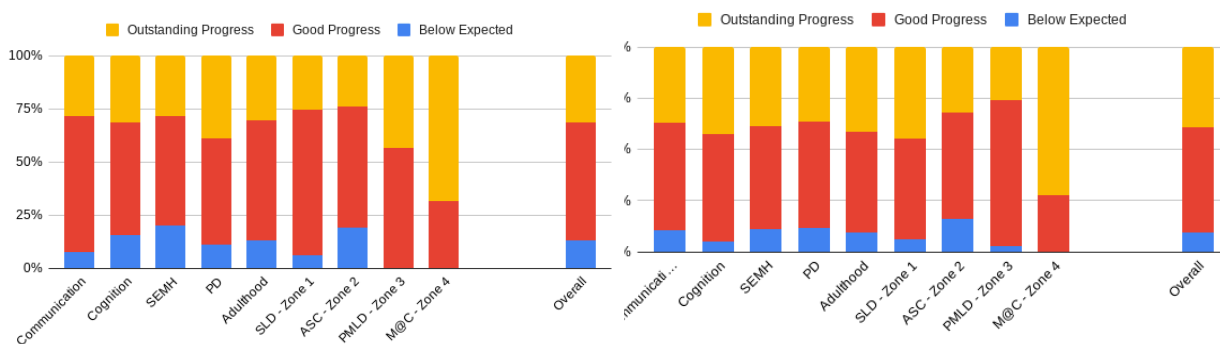
The data demonstrates that:

* Whole School - The vast majority of pupils make at least expected progress in their learning with around a quarter making above expected progress. A very small proportion of children are judged to be making less progress than we would expect.

* Comparing Progress for Groups - Pupil Premium: The progress made by both groups is comparable, although pupils who receive pupil premium funding make slightly better progress than those that do not - less pupils make below expected and slightly more pupils make better than expected progress.

Based on all the information above, the performance of our disadvantaged pupils *exceeded* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the approaches, methodologies and strategies enable our school to diminish any potential gaps in achievements between cohorts of pupils.



Premium Attainment Breakdown [in receipt]

[not in receipt]