

Pupils Premium Strategy for Moorcroft School



1. Summary information					
School	Moorcroft School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD / ASD / PMLD
Academic Year	2016-17	Total PP budget	£21505	Date of most recent PP Review	March 2017
Total number of pupils	68	Number of pupils eligible for PP	23	Date for next internal review of this strategy	July 2017

2. Current attainment: Mid Year Data Collected (previous academic year in brackets)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>National Data</i>
% achieving or exceeding UQ targets in English	56% (56%)	63% (72%)	25%
% achieving or exceeding UQ targets in maths	62% (50%)	53% (39%)	25%
% met personal targets (PLOs)	65% (56%)	59% (79%)	
% exceeded personal targets	18% (35%)	34% (19%)	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Need for highly specialist and personalised resources for pupils to achieve
B.	Lack of access at home to high tech devices
C.	Less parental engagement, especially linked to multiple-children families, Lack of communication with home
External barriers	
D.	Poverty / hunger preventing access to learning
E.	Lack of access to wider community
F.	English as Additional Language

4. Outcomes					
	<table border="1"> <thead> <tr> <th><i>Desired outcomes and how they will be measured</i></th> <th><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>		
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A.	Students in receipt of PPF to develop their communication and numeracy skills	80% of students in receipt of PPF to make progress at least in line with other pupils or better in their P-Levels and academic PLOs
B.	Students in receipt of PPF to improve their independence skills and be fully prepared for the adulthood	80% of students in receipt of PPF to make progress at least in line with other pupils or better in their independence skills
C.	Parents of students in receipt of PPF to be more engaged in the life of school and education of their children (including homework)	Homework feedback to be regularly received from at least 50% of parents of pupils in receipt of PPF At least 80% of parents of pupils in receipt of PPF to regularly communicate with the school through a home-school book
D.	Students in receipt of PPF to understand their local belonging and generalize their skills in the wider community	80% of students in receipt of PPF to make progress at least in line with other pupils or better in their Making Journeys Becoming Independent Assessment
E.	Students in receipt of PPF to be sufficiently nutritioned to be ready to learn	Concentration levels of students in receipt of PPF to show improvement evidenced in their end of year Socio-Emotional assessment data
F.	EAL students in receipt of PPF will make better progress in communication	Students in receipt of PPF with English as Additional Language to be supported to make progress in at least in line with non-EAL pupils in Communication PLOs
G.	Sixth Form students in receipt of PPF to be able to follow their individual talents and ambitions	Sixth Form students in receipt of PPF to make good or outstanding progress in their Hobby PLOs evidenced in their end of year data KS4 students to have their Talents established on Talent Map.

H.	Students in receipt of PPF will make better progress in their Digital Literacy skills	Sixth Form students in receipt of PPF to make good or outstanding progress in their Digital Literacy PLOs evidenced in their end of year data
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5. Planned expenditure

Academic year	2016/2017
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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.

i. Quality of teaching for all

Desired outcome	Chosen action/approach expenditure	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students in receipt of PPF to develop their communication and numeracy skills	<ul style="list-style-type: none"> Resources to learn Maths through functional action approach (through Health and Fitness activities IPads for learning and learning applications Laptops for learning / & convertible laptops: 	Due to non-neurotypical developmental route each student needs fully personalised resources matching their learning style. E.g. .some students need resources that they can complete via TEACHH approach, while others are motivated by technology and learn best through applications.	These pupils will make at least good progress in their English and Maths P-Levels and PLOs (in their end of year data)	Bozena Sarosiek	June 2017

<p>Students in receipt of PPF to improve their independence skills and be fully prepared for the adulthood</p>	<p>Watches / specialist clocks to be purchased (Independence cross school team is currently working on it) Programmes in the community – Pick Your Own farm in summer term</p>	<p>These students will be able to manage their time independently in preparation for their work experience and requirements of the world of work / volunteering. As visual learners they need highly personalised visual resources, watches / clocks need to match their level of understanding. Mujeeb's watch needs to make sound considering his visual impairment. These students don't have many opportunities to go out to the community with their families. Additional projects in the community will allow them to learn how to make social contributions</p>	<p>Weekly meetings with Independence Cross School Team. Effectiveness of the team leaders is this year linked to their pay-related performance management.</p>	<p>Bozena Sarosiek</p>	<p>June 2017</p>
<p>Sixth Form students in receipt of PPF to be able to follow their individual talents and ambitions</p>	<ul style="list-style-type: none"> • Resources for personalised Hobby Courses to match different interests: - baking resources, drum kit and karaoke machine. 	<p>We have to ensure that we identify talent and ambition of each student and ensure that these can flourish despite financial difficulties in families. Knowing own strengths our students will be better prepared for the adulthood</p>	<p>These pupils will make at least good progress in their Leisure PLOs (in their end of year data)</p>	<p>Terri Harper / Andrew Sanders</p>	<p>June 2017</p>
<p>Total budgeted cost</p>					<p>£3000</p>

ii. Targeted support					
Desired outcome	Chosen action/approach expenditure	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Parents of students in receipt of PPF to be more engaged in the life of school and education of their children (including homework)	Resources necessary to support parents in encouraging their children to complete homework (once launched) to be purchased. Purchased iPads for learning to travel between home and school. Parents to utilise applications purchased by the school	Parents will be more likely to support their children's education at home if they have the resources that otherwise they wouldn't be able to afford. Parents will develop better understanding of what skills the school is working on.	Class teachers to prepare homework case studies under the lead of Andrew I	Andrew Irwing	June 2017
Students in receipt of PPF will make better progress in their Digital Literacy skills	<ul style="list-style-type: none"> • iPads for learning and learning applications: • Convertible laptop • Conventional Laptops 	These students are visual and practical learners. They are motivated by electronic devices and they will learn through the use of apps that highly appeal to their visual learning style. Two students are working on higher levels and therefore need to be sufficiently challenged to actively research information on the Internet An ASD student is going to develop the ability to use a computer not only for leisure and as a reward but also as a learning tool	These pupils will make at least good progress in their Digital Literacy PLOs (in their end of year data)	Bozena Sarosiek	June 2017
EAL students in receipt of PPF will make better progress in communication	Communication devices for students non verbal students.	These students are non-verbal and have minimal vocalization or utterances. They need a device that will allow them to express their need clearly to the wider audience, including in the community	These pupils will make at least good progress in their Communication PLOs (in their end of year data)	SaLT	June 2017

Pupils with sensory processing difficulties will make better progress through greater engagement in lessons	Resources recommended by Occupational Therapist to support students sensory processing needs,	Students with sensory processing difficulties find it very difficult to engage in learning. They required a layered approach where their sensory diet takes places and regular intervals. Specialist resources are necessary to make this successful.	Regular liaison between class teams and the OT will ensure that sensory programmes are adequately resourced and lead to improved progress.	OT	June 2017
Pupils will make better progress in science due to greater access to real life resources which will increase their understanding and motivation	Resources to support pupils at lower p levels to engage more readily in science.	Pupils at early p levels often find it difficult to make progress in science through restricted access to real life resources which will increase their understanding of scientific processes.	PPF pupils will make better progress in science due to greater access to real life resources	Andrew Sanders	June 2017
Total budgeted cost					£15505

iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve pupil social and independence skills through the provision of after school clubs.	Subsidise after school clubs and provide free days at the holiday club for PP students.	After-school club provides students with extended learning opportunities towards their personalised targets	After school club staff to evaluate learning in students curriculum folders (<i>discussed with Lisa</i>)	Lisa Hatcher, Kelle Sharpe	June 2017
Students in receipt of PPF struck by poverty to be well nutritioned and as a result to have improved concentration	Breakfast on Wheels project run by Sixth Form: trolley, cornflakes, milk, raisins, bread, margarine	Students cannot focus on learning when hungry and some focus on finding food throughout the lesson (especially before lunch) instead of learning	Concentration levels of students in receipt of PPF to show improvement evidenced in their end of year Socio-Emotional assessment data	Terri Harper, Bozena Sarosiek	February & June 2017

Students in receipt of PPF to understand their local belonging and generalize their skills in the wider community	Funding spent on projects in the community, e.g. functional learning at Pick Your Own Farm	Students need to learn to generalise their skills in new context with unfamiliar people to be successful members of the community	80% of students in receipt of PPF to make progress at least in line with other pupils or better in their Making Journeys Becoming Independent Assessment	Bozena Sarosiek	February & June 2017
Total budgeted cost					£3000

6. Review of expenditure				
Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Students will be more engaged in lessons and communication will improve	Enable access to more personalised resources to promote greater motivation and participation in lessons	Achievement in P levels for PP pupils was high compared to national data. Achievement in English and Maths is improving over time. Equalitas report in June 2016 commented on positive pupil engagement across the school. Overall progress was outstanding for PP students.	In 2016-17 pupil premium funding will be particularly target improving pupil engagement through access to high quality resources.	£1771
Improve physical skills and promote a healthy lifestyle.	Subsidise purchase of PE kits so that all students can participate in PE and health and fitness lessons.	Progress in Health and Fitness across the school was outstanding. In KS3 100% of students met or achieved their targets. In KS4 94% of students met or achieved their targets. In KS5 88.5% met or exceeded their targets.	The school will continue to subsidise PE kits for those in receipt of PP.	£225

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Student engagement will lead to better	Support from Educational Psychologist to	Significant reduction of challenging behaviour across the school as a result of this targeted input.	New learning strategies have a positive effect on pupil behaviour and this has a direct impact on learning.	£4200
iii. Other approaches (including links to personal, social and emotional wellbeing)				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Students will have less emotional barriers to learning through greater access to Creative Therapies	Purchase 2.5 additional creative therapy days to ensure access for pupil premium pupils who need this support.	A significant increase in pupil premium pupils having access to creative therapies. Progress was outstanding across the school in 2015-16 for pupil premium and non-pupil premium students in personal, social and emotional development.	In 2016-17 the school will continue to fund creative therapies from other sources so we can increase expenditure on classroom resources for pupil premium students.	£16314
Improve pupil social and independence skills through the provision of after school clubs.	Subsidise after school clubs and provide free days at the holiday club for PP students.	39% of PP pupils benefitted from after clubs. This supports the well-being of families by facilitating extra respite. Observations of teaching and learning demonstrates that independence skills are improving across the school for all pupils.	PP will continue to be used for subsidising clubs to support families and to promote social and emotional development and independence skills. Progress in social and emotional development was outstanding overall for all pupils in 2015-16 with 93% of pupils making good or outstanding progress.	£1800