

1. Summary information					
<b>School</b>	Moocroft School			<b>Type of SEN (eg.PMLD/SLD/MLD etc.)</b>	SLD / ASD / PMLD
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£20570	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	68	<b>Number of pupils eligible for PP</b>	20	<b>Date for next internal review of this strategy</b>	January 2018

2. Current attainment: End of Year Data Collected (previous academic year in brackets)			
	<i>Students eligible for PP (your school)</i>	<i>Students not eligible for PP</i>	<i>National Data</i>
<b>% achieving or exceeding UQ targets in English</b>	75% (56%)	86% (72%)	25%
<b>% achieving or exceeding UQ targets in maths</b>	88% (50%)	67% (39%)	25%
<b>% met personal targets (PLOs)</b>	50% (56%)	38% (79%)	
<b>% exceeded personal targets</b>	41% (35%)	62% (19%)	

3. Barriers to future attainment (for pupils eligible for PP )	
<b>In-school barriers</b>	
<b>A.</b>	Need for highly specialist and personalised resources for pupils to achieve their best and to enable them to access learning.
<b>B.</b>	Communication - pupils with communication difficulties need additional support in order to access learning.
<b>C.</b>	Writing – pupils who have difficulty with their fine motor skills find it challenging to express themselves in written form.
<b>D.</b>	Emotional difficulties prevent pupils being ready to learn when they arrive in school and following transition times.
<b>E.</b>	Social Skills – delays in the development of these skills can prevent these students from being engaged in meaningful activities at lunchtime.
<b>External barriers</b>	
<b>D.</b>	Poverty / hunger preventing access to learning
<b>E.</b>	Lack of access to wider community
<b>F.</b>	Emotional and behaviour difficulties putting a strain on the whole family.

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Students in receipt of PPF to develop their communication skills	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>B.</b>	Students in receipt of PPF to improve their writing skills and to be more engaged in writing activities through an increase in functional writing across the school.	Students in receipt of PPF to make progress in writing in line with other pupils or better in their P-Levels and PLOs.
<b>C.</b>	Students in receipt of PPF to be ready to learn through structured sensory programmes and through readiness to learn sessions at the start of morning and afternoon school.	There will be less incident reports on Behaviour Watch for pupils who have difficulty in being ready to learn. 90% of PPF students will make good or better progress in their Socio-emotional learning aims.
<b>D.</b>	Pupils in receipt of pupil premium will have access to identified and targeted resources to enable them to access learning and to bridge gaps in their achievement.	Greater access to learning will mean PPF students will make progress equal to non PPF students.
<b>E.</b>	Students in receipt of PPF to be engaged in meaningful activities at lunchtime.	Heads of Departments and class teachers will report all PPF are engaged in meaningful activities at lunchtime. Evidence to be recorded on Behaviour Watch.
<b>F.</b>	Students in receipt of PPF to understand their local belonging and generalise their skills in the wider community	90% 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.
<b>G.</b>	Students in receipt of PPF to be sufficiently nutritioned to be ready to learn	There will be less incident reports on Behaviour Watch for pupils who have difficulty in being ready to learn. 90% of PPF students will make good or better progress in their Socio-emotional learning aims.

<b>H.</b>	Students in receipt of PPF to continue to have access to after school and holiday club to support them development of their social skills.	90% of PPF students will make good or better progress in their Socio-emotional learning aims. Parents will report students are calmer at home due attendance of after school and holiday club. Data to be collected at Annual Reviews and CIN meetings etc...
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<b>5. Planned expenditure</b>					
<b>Academic year</b>		2017/18			
The three headings below enable schools to demonstrate how they are using the Student Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Students in receipt of PPF to develop their communication skills  <b>£3000</b>	<ul style="list-style-type: none"> <li>Resources to develop communication skills through a functional approach, particularly in Key Stage 4.</li> <li>Continue to invest in AAC devices.</li> <li>Further TA2s to be trained in signalong</li> </ul>	<p>Students need access to alternative forms of communication in order to access communication better.</p> <p>Students will be more motivated to learn through functional communication activities.</p> <p>Students will learn to sign more accurately with more class staff trained in signing.</p>	These pupils will make at least good progress in their English P-Levels and Learning Aims in (in their mid and end of year data)	Olga Toulkeridou / Bozena Sarosiek.	January 2018

<p>Students in receipt of PPF to ready to learn through structured sensory programmes and through readiness to learn sessions at the start of morning and afternoon school.</p> <p><b>£2000</b></p>	<ul style="list-style-type: none"> <li>Engage and motivate pupils at the start of each session.</li> <li>Resourcing of sensory programmes with specialist equipment to enable them to be ready to learn.</li> </ul>	<p>Students are often not ready to learn when they arrive at school or after lunch, often due to communication difficulties, problems in sensory processing and through social anxiety. Resources are necessary to provide engaging activities and to equip sensory programmes.</p>	<p>PPF students will continue to make outstanding progress in all areas. There will less recorded incidents. Learning walks will demonstrate engagement throughout the school day.</p>	<p>Olga Toulkeridou</p>	<p>January 2018</p>
<b>Total budgeted cost</b>					<p>£5000</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Students in receipt of PPF to improve their writing skills and to be more engaged in writing activities through an increase in functional writing across the school.</p> <p><b>£3000</b></p>	<ul style="list-style-type: none"> <li>• Introduce a greater range of functional writing activities particular in key Stage 4 by purchasing appropriate resources.</li> <li>• Developing writing skills to be a priority in OT programmes.</li> <li>• Purchase appropriate ICT and eye gaze equipment to support students in improving their writing skills.</li> </ul>	<p>A greater range of resources to encourage functional writing will increase the motivation of students to communicate in written form.</p> <p>Staff need advice from the OT in implementing programmes to improve writing.</p> <p>Access to alternative means of writing will increase the self-esteem of those who find it difficult to write.</p>	<p>Achievement in writing P Levels and learning aims will be consistent with achievement in other areas of English.</p>	<p>Olga Toulkeridou / Bozena Sarosiek.</p>	<p>January 2018</p>
<p>Pupils in receipt of pupil premium will have access to identified and targeted resources to enable them to access learning and to bridge gaps in their achievement.</p> <p><b>£5572</b></p>	<ul style="list-style-type: none"> <li>• Identify resources for PPF students that will enable them to more effectively to access to curriculum and to bridge the gap in their learning.</li> </ul>	<p>Personalised learning is essential for PPF to improve their achievement. Resources are necessary which will help them to access the curriculum more effectively. Those at an early level of learning require real objects to fully access learning.</p>	<p>Targeted students will make good or better progress in all of their assessments.</p>	<p>Andrew Sanders</p>	<p>January 2018</p>

<p>Students in receipt of PPF to be engaged in meaningful activities at lunchtime.</p> <p><b>£3000</b></p>	<ul style="list-style-type: none"> <li>• Playground equipment and resources to promote lunchtime activities</li> <li>• Resources for lunchtime social clubs.</li> </ul>	<p>Students are often not engaged in meaningful activities at lunchtime. PPF students can often be isolated during this time, leading to withdrawal and lack of self-esteem. Meaningful lunchtime activities will encourage them to be more active and will support their social and emotional development.</p>	<p>Regular monitoring of these lunchtime activities by SLT. PPF will make good to outstanding progress in their socio-emotional PLOs.</p>	<p>Andrew Irving</p>	<p>January 2018.</p>
<b>Total budgeted cost</b>					<b>11572</b>

<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve pupil social and independence skills through the provision of after school clubs. £2000	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, Sophia Gordon, Kelle Sharp	January 2018
Students in receipt of PPF struck by poverty to be well nourished and as a result to have improved concentration £1000	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, Maria	January 2018
Students in receipt of PPF to understand their local belonging and generalize their skills in the wider community £1000	Funding spent on projects in the community, e.g. functional learning Pizza Making, Work Experience and work-related learning.	Students need to learn to generalise their skills in new context with unfamiliar people to be successful members of the community	90% 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	Olga Toulkeridou, Terri Harper	January 2018
<b>Total budgeted cost</b>					£4000

6. Review of expenditure			
Previous Academic Year		2016-17	
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)
Students in receipt of PPF to develop their communication and numeracy skills	<ul style="list-style-type: none"> <li>Resources to learn Maths through functional action approach (through Health and Fitness activities)</li> <li>IPads for learning and learning applications</li> <li>Laptops for learning / &amp; convertible laptops.</li> </ul>	<p>Achievement in P levels for PPF students was high compared to national data. Achievement in English and is improving over time. PPF students did significantly better in Maths P Levels compared to non PPF students. Therefore, the extra focus on functional Maths has had a real impact. As regards communication; In KS3 87% of pupils made expected progress in their Speaking PLOs, with 37% making greater than expected progress. In KS4 86% of PPF pupils made expected progress in communication with 14% making greater than expected progress.</p>	<p>Students across the school made better progress in Maths than in English. Therefore, in the next academic year there will be a greater focus on purchasing functional resources for English and communication.</p>



<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)</p> <p>Programmes in the community – Pick Your Own farm in summer term</p>	<p>All year 12 PPF students met their employability / making contributions target. With 20% making more than expected progress.</p> <p>However, achievement in this area was below expectation for KS4 students.</p> <p>Teaching and learning was outstanding overall in the Sixth Form throughout 2016-17 and good in KS4.</p>	<p>An action plan is in place in the 2017-18 School Development Plan to improve independence skills and work training in KS4. A new curriculum will be introduced in September 2017, with KS4 students making a greater contribution to special events.</p>
<p>Sixth Form students in receipt of PPF to be able to follow their individual talents and ambitions.</p>	<p>Resources for personalised Hobby Courses to match different interests: baking resources, drum kit and karaoke machine.</p>	<p>All PPF students made expected progress in their leisure PLOs.</p>	<p>Some leisure targets for PLOs may have been too challenging which has led to no student in this group making greater than expected progress. There will be greater scrutiny during moderation of targets across the school in 2017-18</p>
<p><b>Total Expenditure</b></p>			<p>£3000</p>

<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
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	Workshops have been held for teachers to improve the setting of homework. Homework projects have been targeted towards individual students. One student has improved his independence by handling money over in a shop when he goes out with his parents. Another student has improved his communication at home due to access to a AAC device.	One student has had difficulty in accessing an AAC device at home and this illustrates the need for careful planning and liaison with parents before purchasing such devices.
Students in receipt of PPF will make better progress in their Digital Literacy skills	iPads for learning and learning applications: <ul style="list-style-type: none"> <li>• Convertible laptop</li> <li>• Conventional Laptops</li> </ul>	In KS3 88% of PPF students made expected progress in their Digital Literacy PLOs, with 38% of these students making greater than expected progress. In KS4 75% of students made greater than expected progress with 25% making less than expected progress.	As part of the 2017-18 SDP there will be a focus on ICT training for staff to enable them to be more skilled when supporting students with digital literacy.

EAL students in receipt of PPF will make better progress in communication	Communication devices for nonverbal students.	77% of students with EAL made expected progress in their communication PLOs with 15% exceeding these targets.	The school will continue to bridge the gap in communication between EAL and non EAL PPF students. Communication will be a key focus of the 2017-18 SDP and there will be a particular focus on purchasing resources to improve functional communication.
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,	The school now tracks serious incidents through Behaviour Watch. In March, 13 serious incidents were recorded involving PPF pupils with only 2 recorded for July.	During 2017-18 there will be a greater focus on preparing students to be ready to learn to promote greater engagement in lessons.
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.	44% of PPF students met their Upper Quartile Target in Science compared to 25% nationally. However, a higher percentage achieved their Lower Quartile target compared to 25% nationally.	Science will be taught as a separate subject in the following academic year as we aim to bridge the gap of achievement in science.
<b>Total Expenditure</b>			£15505

**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)
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 Clubs continues to be well attended by PPF students. Parents report at Annual Reviews and CINs that after school and holidays clubs make a positive impact on family well-being.	Continue to promote after school club amongst pupil premium students to ensure that all those who need it can attend.
Students in receipt of PPF struck by poverty to be well nourished and as a result to have improved concentration	Breakfast on Wheels project run by Sixth Form: trolley, cornflakes, milk, raisins, bread, margarine	There has been a significant uptake of Breakfast on wheels by PPF students. In KS4 83% of PPF funded students made expected progress in their socio-emotional PLOs. Learning walks and observations throughout the year demonstrate that students concentrate well across the school.	A new method of assessing socio-emotional development to be introduced in 2017-18 and this will enable the school to better evaluate success in this area.
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 in KS4 and in the Sixth Form have had greater opportunities throughout the year to be engaged in community projects. For example, one group in KS4 took part in a smoothie making project where they built relationships with local shops who donated produce to make smoothies, which they then sold around the school. Some PPF students have also worked at a local garden centre.	There needs to be greater personalisation of Work Related learning tasks to improve attainment in KS4.
<b>Total Expenditure</b>			<b>£3000</b>