

1. Summary information					
School	Moorcroft School			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD / ASD / PMLD
Academic Year	2018-19	Total PP budget	£23375	Date of most recent PP Review	March 2019
Total number of pupils	75	Number of pupils eligible for PP	25	Date for next internal review of this strategy	August 2019

2. Current attainment: Data Collected February 2019 (July 2018 data in brackets. N.B. A new system has been introduced for assessing English and Maths; therefore, there is no comparable data for previous years.)		
	Students eligible for PP (your school)	Students not eligible for PP
% achieving or exceeding targets in English	84%	96%
% achieving or exceeding targets in maths	92% (88%)	96% (67%)
% met personal targets (Learning Aims)	26% (17%)	35% (18%)
% exceeded personal targets	71% (83%)	65% (83%)

There is little in achievement between pp and non pp pupils, with non-pupil premium students performing better in English and slightly better in English and Maths. There has been a significant improvements in achievement across the school.

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 their best and to enable them to access learning.
B.	Communication - pupils with communication difficulties need additional support in order to access learning.
C.	English – although pupil premium students are making outstanding progress in English, they are not doing as well as non-pupil premium pupils, especially in speaking and listening.
D.	Emotional difficulties – PP pupils often have emotional difficulties, not only associated with their background, but also with their special needs.
E.	Social Skills – delays in the development of these skills can prevent these students from being engaged in meaningful activities at lunchtime.
F.	Work experience – students with learning difficulties have few opportunities to take part in work experience and work training.
External barriers	
D.	Poverty / hunger preventing access to learning
E.	Lack of access to wider community
F.	Emotional and behaviour difficulties putting a strain on the whole family.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Students in receipt of PPF to develop their communication skills</p> <p>Mid-year Review 91% of pupil premium students met their communication targets with 27% exceeding this target. 96% of non-pupil premium students met their communication targets with 35% exceeding them. The difference between the achievement of pupil premium and non-pupil premium learners represents only a small cohort. Research by a TLR3 tutor has led to more functional literacy activities in Key Stage 4, and there is a continued increase of AAC devices in the class. Further TA2s will be trained in signalong during the summer term. Pupil Premium students purchased communication devices to support with their communication development, cases and chargers for the communication devices have been purchased to support with the maintenance of the communication systems.</p>	<p>Students in receipt of PPF to make progress at least in line with other pupils or better in their communication targets.</p>
B.	<p>Students in receipt of PPF to improve their performance in English, especially speaking and listening so they do as well as non-pupil premium students.</p> <p>Mid-year Review - Non-pupil premium students do slightly better in English with 96% meeting their English targets and 44% exceeding. 84% of pupil premium students met their English target with 38% exceeding their target. Moorcroft is continuing to employ interventions to reduce this gap. Training has been given to staff to improve the teaching of writing, and the Occupational Therapy team were consulted when creating new writing benchmarks. Pupil achievement in writing was also moderated by a cross academy group.</p>	<p>Students in receipt of PPF to make progress in writing in line with other pupils or better in their English targets.</p>
C.	<p>Students in receipt of PPF will have access to a high quality PSHEC curriculum.</p> <p>Mid-year Review - In socio-emotional learning aims, achievement for pupil premium students was comparable to those not in receipt of the grant. In Key Stage 4 pupil premium students did better. During the current academic year, a new PSHEC curriculum has been introduced and key staff have attended courses to improve teaching of PSHEC amongst SLD pupils. Training and workshops have also been held for all staff and resources have been purchased.</p> <p>PSHEC resources have been purchased on the topics of: Friendships, Growing, Parenting and Sex and relationships for individual students and for whole school projects. These include "Standard ready or not baby", "Snakes and ladders jumbo", "Giant Connect 4" "Jenga Giant Hi Tower", "Emotions Dice", "SM SunniMix", "Pregnancy Fetal Development Model Embryonic Anatomical Education Model", "Jumbo inflatable bowling game",</p> <p>These resources have been purchased to support students' social skills. A whole school day will be organised in summer term to support students' collaboration, social interaction and turn taking skills. The resources will continue to be used, enabling students to follow the rules of the game and increase engagement during lunch times.</p>	<p>90% of PPF students will make good or better progress in their Socio-emotional learning aims.</p>

D.

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.

Mid-year Review

Pupil 1 Resources Purchased: Body MAX mini trampoline 40inch, LUFA face lift Massage Roller, PIXNOR portable 7 in 1, Theraputty 2.2, Ocean Drum (2) Water tubes, Wrist bens, Adult weighted Jacket size L were purchased

Pupil 1 is new to our school. She had difficulties to self-regulate as well as engage in lessons. The equipment purchased helped RA to exceed her progress in her Sensory, Process and Organisation and Social and Emotional Targets:

Please see example of teacher's real time assessment comments:

"Well done Pupil 1. It has been a week since you have joined Moorcroft. We started to become closer and you seem to trust us more too. So far, when you were anxious, you tried to spit and pinch to get attention that you need. However, we have started to teach you what kind of positive behaviour we are looking for here at Moorcroft. You also started following the rules (we will tell you to swallow when you're about the spit and we encourage you to use the word squeeze and ask for squeezing instead of pinching), so we hope that you will interact with staff nicely."

Pupil 2:

Resources Purchased: Chewy Tubes (pack of two, blue colour), Discovery Dressing Cube £16.20 , Cando scented theraputty , Melissa and Dove 1402 , Cutting fruit playset bundle, Melissa and Dove see – inside, Alphabet wooden peg puzzle, Tech magnetic building blocks, Learning Resources spike the time motor hedghock

Pupil 2 has been displaying significant challenging behaviour and engagement time has been minimal. The equipment purchased helped him to exceed his Interaction Learning aim .

Please see the teacher's real time assessment comments below;

Pupil 2 is initiating interaction with an adult by smiling and looking in the mirror and he allows adults to join in play. Next step-Pupil 2 will initiate turn taking in interaction with an adult for at least once a day".

The resources purchased will also help Pupil 2 to meet his Social Emotional and Mental Health Learning Aim

Please see teacher's Assessment Comments below :

"Pupil 2 looks at happy and sad emotions picture book whilst adult label pictures. He is shows interest in looking at a picture of a sad person.

Next step-Pupil 2 will label his happy and sad emotions by matching them with pictures with physical prompt."

"Pupil 2 needs full an adult support to label his happy and sad emotions by using symbols.

Greater access to learning will mean PPF students continue to make progress equal to non PPF students.

	<p>Next step- Pupil 2 will label his happy and sad emotions by matching them with pictures with physical prompt.”</p>	
<p>E.</p>	<p>Students in receipt of PPF to be engaged in meaningful activities at lunchtime. Mid-year Review- dlunchtime groups have been established that includes pupil premium students. In the summer term sensory integration equipment will be purchased create a multi-sensory environment for our PMLD Learners during Lunch times. The student council will be leading on the programme inspired from some of the ideas bellow:</p> 	<p>Heads of Departments and class teachers will report that all PPF are engaged in meaningful activities at lunchtime. Evidence to be recorded on Behaviour Watch.</p>
<p>F.</p>	<p>Students in receipt of PPF to understand their local belonging and generalise their skills in the wider community Midyear Review - Pupils in all Key Stages go out into the community regularly. In key Stages 3 and 4 they have the opportunity to develop generalise their literacy and numeracy skills in real situations. For example, one key stage 4 pupil goes shopping regularly to improve her numeracy skills. Pupil premium is used to help fund a number of these trips. 92% of pupil premium pupils achieved their maths target in February 2019 with 24% exceeding this target. Another PP student has been visiting the local shops to improve her independence skills and increase her hygiene awareness.</p>	<p>90% of students in receipt of PPF to make progress at least in line with other pupils or better in functional maths, communication and community learning aims.</p>
<p>G.</p>	<p>KS4 students with pupil premium will have access to a greater range of work related opportunities. Midyear Review - Key Stage 4 pupils are now engaged in a greater range of work-related activities. For example, they made items to sell for Valentine’s Day and raised money for charity. The school has also recently invested in a careers adviser who is able to gibe impartial advice on options Post 16.</p>	<p>Case studies will demonstrate greater access to work related programmes and students will make outstanding progress in their independence targets.</p>
<p>H.</p>	<p>Students in receipt of PPF to be sufficiently nutritioned to be ready to learn A breakfast trolley is available for Pupil Premium students once a week. In key Stage 3 these students made broadly similar progress to non-pupil premium students in their socio-emotional targets. In Key Stage 4 they did much better than non-pupils premium pupils.</p>	<p>There will be fewer 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 sin their Socio-emotional learning aims.</p>

I.	<p>Students in receipt of PPF to continue to have access to after school and holiday club to support them development of their social skills.</p> <p>Midyear Review - Pupil Premium students continue to have access to after school and holiday club. After school provision is often discussed in CIN meetings to ensure that the neediest students have access to this provision.</p>	<p>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...</p>
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5. Planned expenditure

Academic year

2018/19

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.

i. Quality of teaching for all

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?
<p>Students in receipt of PPF to develop their communication skills</p> <p>£2000</p>	<ul style="list-style-type: none"> Resources to develop communication skills through a functional approach, particularly in Key Stage 4. Continue to invest in AAC devices. Further TA2s to be trained in signalong 	<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>	<p>These pupils will make at least good progress in their English targets (in their mid and end of year data)</p>	<p>Olga Toulkeridou</p>	<p>January 2019</p>

<p>Students in receipt of PPF will have access to a high quality PSHE curriculum.</p> <p>£1000</p>	<ul style="list-style-type: none"> • Assistant Head teacher to review the PSHEC curriculum across the school. • Assistant Head to deliver training to support staff in the delivery of PSHEC. • Assistant Head to produce core vocabulary for PSEHC. • Increase the incorporation of PSHEC in special events and assemblies. • Increase the amount of PSHEC resources accessible to students. 	<p>Students with learning difficulties often find it difficult to identify their emotions. This can often lead to behavioural difficulties or poor performance at school. A greater emphasis on PSHEC across the school will help to address this problem.</p> <p>A core vocabulary will help these students to express their emotions more effectively.</p> <p>High quality resources will ensure that students will have better access to the PSHEC curriculum.</p>	<p>PPF students will to make outstanding progress in their socio-emotional learning aims.</p> <p>Case studies will demonstrate that students will be able to express themselves better through access to a core vocabulary.</p> <p>Learning walks will demonstrate high pupil engagement in PSHEC lessons, assemblies and special events.</p>	<p>Olga Toulkeridou</p>	<p>January 2019</p>
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<p>KS4 students with pupil premium will have access to a greater range of work related opportunities.</p> <p>£2000</p>	<ul style="list-style-type: none"> • Head of 14-16 to implement a broad and challenging work training curriculum • The school will purchase appropriate resources to ensure pupils are able to access work training. • Students to develop greater links with local organisations and charities. 	<p>Pupils with learning difficulties often do not have appropriate access to work training. An enriching work training programme and adequate resources will help to bridge this gap.</p>	<p>Case studies will demonstrate that 14-16 students benefit from a broad and balanced work training curriculum.</p>	<p>Maria Locorriere</p>	<p>January 2019</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£5000</p>

ii. Targeted support					
Desired outcome	Chosen	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>More students in receipt of PPF to make outstanding progress in English.</p> <p>£3500</p>	<ul style="list-style-type: none"> • Appoint a TLR3 to assess how best to support staff and students to ensure that performance in English continues to improve. • TLR3 to implement an action plan to improve English amongst PPF students. • PP students to have access to high quality English resources to improve learning. 	<p>Pupil premium students do not do as well in English as non-PP students.</p> <p>A greater range of resources to encourage functional writing will increase the motivation of students to communicate in written form.</p> <p>A clear action plan for improvement will ensure that staff are able to better support PP students in English.</p>	<p>Achievement in English, especially communication, will be in line as that of non-pupil premium students.</p>	<p>Agnes, Karbownik Olga Toulkeridou</p>	<p>January 2019</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>£9875</p>	<ul style="list-style-type: none"> • Identify resources for PPF students that will enable them to more effectively to access to curriculum and to bridge the gap in their learning. 	<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 their assessments.</p>	<p>Andrew Sanders</p>	<p>January 2019</p>

<p>Students in receipt of PPF to be engaged in meaningful activities at lunchtime.</p> <p>£1000</p>	<ul style="list-style-type: none"> • Playground equipment and resources to promote lunchtime activities • Resources for lunchtime social clubs. 	<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 Sanders, Olga Toulkeridou Maria Locorriere, Kief Ho,</p>	<p>January 2019.</p>
Total budgeted cost					14375

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?
<p>Improve pupil social and independence skills through the provision of after school clubs.</p> <p>£2000</p>	<p>Subsidise after school clubs and provide free days at the holiday club for PP students.</p>	<p>After-school club provides students with extended learning opportunities towards their personalised targets</p>	<p>After school club staff to evaluate learning in student's curriculum folders <i>(discussed with Lisa)</i></p>	<p>Lisa Hatcher, Sophia Gordon, Kelle Sharp</p>	<p>January 2019</p>
<p>Students in receipt of PPF struck by poverty to be well nourished and as a result to have improved concentration</p> <p>£1000</p>	<p>Breakfast on Wheels project run by Sixth Form: trolley, cornflakes, milk, raisins, bread, margarine</p>	<p>Students cannot focus on learning when hungry and some focus on finding food throughout the lesson (especially before lunch) instead of learning</p>	<p>Concentration levels of students in receipt of PPF to show improvement evidenced in their end of year Socio-Emotional assessment data</p>	<p>Olga Toulkeridou</p>	<p>January 2019</p>
<p>Students in receipt of PPF to understand their local belonging and generalize their skills in the wider community</p> <p>£1000</p>	<p>Funding spent on projects in the community, e.g. functional learning Pizza Making, Work Experience and work-related learning.</p>	<p>Students need to learn to generalise their skills in new context with unfamiliar people to be successful members of the community</p>	<p>90% of students in receipt of PPF to make progress at least in line with other pupils or better functional English and Maths Targets, and community programme and independence targets.</p>	<p>Olga Toulkeridou, Terri Harper</p>	<p>January 2019</p>
Total budgeted cost					£4000

6. Review of expenditure			
Previous Academic Year		2017-18	
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 skills	<ul style="list-style-type: none"> Resources to develop communication skills through a functional approach, particularly in Key Stage 4. Continue to invest in AAC devices. Further TA2s to be trained in signalong 	<p>Staff received training on delivering a functional curriculum in January 2018. All TA2s have been given training by the speech and language therapist to support communication in class. Students now have access to AAC devices in all classes. Ofsted commented;</p> <p><i>You have worked closely with the speech and language therapists to develop pupils' communication skills and work together on joint target-setting. On visits to lessons, inspectors saw a range of communication aids being used effectively.</i></p> <p>Achievement in communication P levels was high with 91% of PP students achieving their Speaking and Listening target with 39% exceeding this target.</p>	Non-pupil premium students still do better in Speaking and Listening. 65% of non-pupil premium students exceeded their target compared to 39% of non-pupil premium pupils. The school has appointed a teacher to a TLR post who will concentrate in narrowing this gap in the next academic year.

<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>	<ul style="list-style-type: none"> Engage and motivate pupils at the start of each session. Resourcing of sensory programmes with specialist equipment to enable them to be ready to learn. 	<p>Readiness to learn sessions have been introduced into all classes and take part at the start of the day and during other times as appropriate. One pupil premium student who displays very challenging behaviour started a new sensory programme in December 2017 following a class MPM. Incidents recorded on Behaviour Watch have decreased significantly. End of year assessment data demonstrates that pupil premium students made similar progress to non-pupil premium students in their learning aims. 100% of pupil premium students met their learning aims with 83% exceeding their targets. Data from observations and learning and walks demonstrates that pupil engagement is outstanding in the majority of lessons.</p> <p>The sensory room has been converted into a sensory gym which will give pupil premium students access to additional resources that will enable them to continue with readiness to learn.</p>	<p>Pupil premium students should have access to the sensory gym throughout the next academic year, so their sensory needs continue to be met.</p>
<p>Total Expenditure</p>			<p>£5000</p>

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)
<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>	<ul style="list-style-type: none">• Introduce a greater range of functional writing activities particular in key Stage 4 by purchasing appropriate resources.• Developing writing skills to be a priority in OT programmes• Purchase appropriate ICT and eye gaze equipment to support students in improving their writing skills.	<p>The Assistant Head teacher has let sessions with staff to support them in the teaching of writing. The Occupational Therapy team have incorporated advice into OT programmes with a view of supporting students to improve their writing.</p> <p>Writing continues to improve across the school. In July 2018, performance in Writing P levels for pupil premium students was comparable to those not in receipt of the grant. 87% of pupil premium students achieved their writing target with 27% exceeding. Performance for non-pupil premium students was almost identical.</p>	<p>The newly appointed TLR3 will support teachers in the next academic year to ensure that standards in writing improve still further.</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>	<ul style="list-style-type: none"> Identify resources for PPF students that will enable them to more effectively to access to curriculum and to bridge the gap in their learning. 	<p>All students achieved their Learning Aims in July 2018 and 82% exceeded this target. One student was bought a laptop in Autumn 2017 as a reward for good behaviour and completing work set in class. Her working time has increased, and she will work through 6 trays to get her laptop as a reward. She achieved all her learning aims in January 2018 and exceeded expectations in her English and Maths P Levels. Sadly, she has now moved to a residential setting and left the school in May. Another student with extremely challenging behaviour was bought items in the spring term to help him engage better in his OT programme. He was also bought a variety of tools to enable him to participate more in cooking. His behaviour has improved significantly throughout the academic year as documented on Behaviour Watch.</p>	<p>Pupils will continue to need specialist resources, so they can fully access the curriculum if they are to continue to make progress.</p>
<p>Students in receipt of PPF to be engaged in meaningful activities at lunchtime.</p>	<ul style="list-style-type: none"> Playground equipment and resources to promote lunchtime activities Resources for lunchtime social clubs. 	<p>Playground equipment has been purchased. Activities are monitored each day by SLT. The bubble machine is having a positive impact on pupil engagement, for example, one student who has a history of absconding has not absconded at all during the academic year. One teacher reports that one of her PP students is more engaged in afternoon lessons due to better access to resources at lunchtime.</p>	<p>Due to staffing changes resources have not been fully utilised to engage all students at lunchtime. With a new leadership structure in place more of these resources should be available to engage pupils in the next academic year.</p>
<p>Total Expenditure</p>			<p>£11572</p>

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 continue 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. For example, one student with challenging behaviour started after school club in January and incidents recorded are much reduced. At least 90% of pupils achieved their social and emotional learning aims throughout the key stages. In key Stage 3 over 60% of students exceeded their social and emotional target and in Key Stage 4 this was over 30%.	Continue to promote after school club amongst pupil premium students to ensure that all those who need it can attend. For more pupils in Key Stage 4 to exceed their socio-emotional learning aims.
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 good uptake on breakfast on wheels. As stated in the previous target pupils in Key Stage 3 and 4 have made outstanding progress in their socio-emotional targets.	The school should continue to provide breakfast for impoverished students but will ensure in liaison with the school nurse that healthy meals are provided.
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 Pizza Making, Work Experience and work-related learning.	Functional English and Maths activities are incorporated into community programme. 100% of pupil premium students have achieved or on track to achieve their Upper Quartile Target in English and 96% in Maths. One group of pupil premium students has benefitted from attending a shopping trip each week and have developed their money handling skills, together with developing confidence in the community. Another student is using her AAC device to communicate within the community.	There needs to be greater emphasis on functional communication in the community so that more pupil premium pupils exceed their communication target.
Total Expenditure			£4000