

Pupil premium strategy statement – Moorcroft 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	101 (Moorcroft Site) 30 (Pinkwell Site), 16 (SHS)
Proportion (%) of pupil premium eligible pupils	43% (MC)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Toni Edmonds-Smith, Headteacher
Pupil premium lead	Toni Edmonds-Smith, Headteacher
Governor / Trustee lead	Vicky Collis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,350
Pupil premium funding carried forward from previous years	£10, 814
Total budget for this academic year	£60, 164

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 do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

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 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.

Challenges

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

Challenge number	Detail of challenge
1	Communication – All of our pupils have communication difficulties and/or language delay due to their severe learning difficulties. They need additional support to access their learning, to have communication resources adapted to their individual needs, access to a total communication environment and highly skilled staff who can model and support our pupils to share their views, to make choices, to have the social communication skills to interact appropriately with peers.
2	Sensory/physical – Many of our pupils have additional sensory difficulties and find it a challenge and a barrier to their learning and their readiness for learning. This requires additional support in terms of creating regulation spaces, resources that teach pupils to self-regulate, highly skilled staff who can put OT programmes into practice and who can support pupils to regulate so that they are able to fully engage in their learning. Some of our pupils have additional physical disabilities and require specialist equipment and resources to access their lessons. They require adapted resources where they can practice their physical skills and maintain their current range of movement. They require highly specialist staff to support with physiotherapy programmes.
3	Social and Emotional – Some of our pupils may have additional needs related to previous trauma or life experiences which require specialist support from staff who understand the research and theory of attachment and trauma and can put strategies and support in place to allow pupils to express their feelings and emotions and help pupils to navigate certain situations where their previous trauma or attachment difficulties may cause them to become distressed and/or dysregulated. Some pupils have challenging behaviours that may be related to previous trauma and require specialist resources and support from skilled staff to allow them to fully engage in their learning, to make progress, to successfully interact with peers and adults and be able to access and make a contribution to the wider community.
4	English – Although pupil premium pupils made the same progress in English as the non-pupil premium pupils last year, in previous years these results varied. In order to keep the same level of achievement pupils need access to personalised learning resources and to have access to greater opportunities in phonics, reading and writing.
5	Numeracy – Although pupil premium pupils made the same progress in English as the non-pupil premium pupils last year, in previous years these results varied. In order to keep the same level of achievement pupils need access to personalised

	learning resources to have access to greater opportunities to develop their numeracy skills.
6	Child Poverty – There is a growing increase in child and family poverty which also includes those pupils in receipt of pupil premium.

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
Pupils in receipt of pupil premium to develop in their language, reading and writing skills.	Pupils in receipt of pupil premium to continue making progress in line with other pupils or better in all their English targets.
Pupils in receipt of pupil premium to develop their numeracy skills	Pupils in receipt of pupil premium to continue making progress in line with other pupils or better in all of their Numeracy targets.
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 pupil premium pupils continue to make progress equal to non-pupil premium pupils.
Pupils in receipt of pupil premium will have access to a range of resources to support the development of their personalised communication.	Pupil premium pupils will make progress equal or better than their non-pupil premium peers and will be engaged in learning as a result of feeling well, happy and safe at school (emotional regulation and wellbeing).
Pupils in receipt of pupil premium will be able to engage in their learning with bespoke resources to support their social and emotional learning with the support of our EP.	Pupils' data will indicate improvement in their engagement in learning and behaviours for learning.
Pupils in receipt of pupil premium will have access to daily breakfast club and allocated resources made available to families in poverty for resources such as school uniforms, school bags and home learning resources. We will also allocate budget to funding places for pupils at the after school club and/or holiday clubs.	Pupils' access to food and school resources will not be limited by family poverty and/or resources. Pupils will be able to access holiday and/or after school clubs.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources to develop communication skills through a functional approach and in accordance with communication bands Continue to invest in AAC devices. Specific vocabulary supporting the curriculum will be distributed and implemented in all classes (in cooperation with Speech and Language) 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. Sensory and physical needs resources will support pupils to be ready and access learning but also to improve their concentration and attention Staff development to support pupils' mental health and wellbeing. Teaching professionals will develop their knowledge and support pupils in literacy and numeracy skills Purchase of more school laptops for pupils to use in school to further access their learning. Purchase of Oyster cards with top ups to allow more	All pupils at Moorcroft have communication difficulties. School data demonstrates that communication interventions improves communication and also supports improvements across the curriculum. Pupils are more motivated to learn through functional communication through access to AAC devices. The school has case studies to demonstrate improvement in communication skills Pupils need to develop their communication skills. The Moorcroft curriculum prepares pupils for life therefore the implementation and delivery of targeted vocabulary will help pupils to progress in different areas of their development. E.g. it will support them to develop shared attention skills, develop the concepts of in, out and waiting, expand their everyday vocabulary and their ability to make requests as well as likes and dislikes. Many pupils at Moorcroft are sensory learners and need access to real objects in order for them to engage in learning. Pupils with sensory integration difficulties require specialised resources to enable them to self-regulate. Pupils with SLD need to access real life based objects as resources to better understand the curriculum topics. Their learning is concrete therefore they need lots of resources to be motivated, engaged and to progress in their learning. The school has an increasing number of pupils with mental health difficulties. Professional development for staff will enable them to better support are pupils. Pupils are motivated by using ICT resources as part of their learning and can enhance their learning. Having more laptops in school mean that resources are up to date.	1, 2, 3, 4, 5

students to practice using public transport as part of their community learning.	Pupils are able to practice their skills and apply these in the real world as part of their community learning.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£9,360**

Activity	Evidence that supports this approach	Challenge number(s) addressed
External EP support	Attendance at MPM meetings, classroom observations, staff development support, reports to influence BSPs, classroom strategies	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Magic breakfast	Daily magic breakfast club across the school to support child and family poverty	6
After school club/Holiday clubs	Pupils in receipt of pupil premium to have access to clubs and for this to paid for out of grant.	5
Uniform/school learning resources for use at home	Parents struggling to purchase uniforms or home learning materials will have uniforms and resources supplied to them.	5

Total budgeted cost: £32, 860

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;

- 90% of PPG pupils made expected progress against their individualised learning aims and specifically in Maths and Health and Fitness/PE.

Pupils made particular progress and achievement in literacy and communication due, in part, to the development of staff expertise in ensuring that all pupils have access and use their individualised communication tools.

There has been a whole school focus on numeracy to increase teachers' confidence to teach Maths to the wide range of students from across pre-formal and semi-formal pathways. Maths has become much more functional for students therefore, allowing more students to access Maths in practical ways which has resulted in greater engagement and progress. This has been supported too by the individualised and bespoke resources we've been able to purchase.

Another focus was on developing games in the playground at lunchtimes and making/buying a range of motivating and relevant resources. A whole school sports week was successful in allowing students to show the skills they had learnt across the year and then applying their athletic skills to a whole school sports day. A further development area was teachers' confidence in teaching water skills during swimming lessons. A programme and objectives was written and shared with all teachers. Some students worked towards gaining a swimming award.

As a result of this, students achieved good to outstanding results in Health and Fitness targets.

Last year we carried out an additional project for PPG pupils with the support of an external arts teacher for a term. The focus of the project was to tie in with supporting pupils to have a positive self-image of themselves and to recognise their individual qualities. The project resulted in pupils creating portraits of themselves and allowed them to have 1:1 art sessions which was not possible without the additional funds from the PPG.

A teacher in school, with a specialism in teaching phonics, ran a half term of phonics and reading intervention group to further develop the progress and achievement of pupils' reading. This was delivered with the support of teaching assistants who worked with individual pupils to ensure consistency of approach back in the classroom and to build a sustainable model to carry on once the intervention project had finished.

EP support has been invaluable when supporting pupils as part of the multi-professional team. Attendance in team meetings to identify key barriers and challenges for pupils not engaging with their learning or struggling to engage with their peers due to their social and emotional learning difficulties. As part of the support, the EP also did classroom observations, met with class teachers and worked with class teams and other professionals to put strategies and methods in place in the classroom. As a result of this all pupils referred made expected progress against their targets and their progress improved over the academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
EP support	Strike consultancy
Daily breakfast club	Magic Breakfast charity
Art Teacher	Catch up academy

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils