Moorbrook School
Pupil premium report

September 2026

1. Summary information					
School	Moorbrook school			**Type of SEN (eg.PMLD/SLD/MLD etc.)**	SEMH
Academic Year 2026/27		Total PPG budget	56,100	**Date of most recent PPG Review**	August 26
		Total budget	**£**		
Total number of pupils	82	**Number of pupils eligible for PPG**	51	**Date for next internal review of this strategy**	December 26

2.Strategy statement
We would aim to meet individual pupil needs in line with our schools mission statement; these needs have intensified for some pupils. We need a stronger focus on social and emotional needs for many of our pupils and the requirement for individual support has intensified. We have increased our individual support offers for pupils, including further development of our MIP project for those most vulnerable pupils. We have adapted our curriculum to match changed pupil needs, as many of our pupils do not have the confidence to undertake vocational provisions at KS4.

3.Current attainment
See link governor reports summer 26 on pupil progress and exam data report for summer 26 written for Governors Dec 26. Pupil attainment is improving for all groups.

4. Barriers to future attainment (for pupils eligible for PPG)	
In-school barriers	
A.	Literacy and numeracy levels of some pupils
B.	Emotional vulnerability many young people with historic EBSA
C.	Lack of social skills and social confidence impacting on KS4 progress at offsite provisions and post 16.
External barriers	
D.	Parental emotional vulnerability

F.	Reduced post 16 provisions available to meet pupil needs
G.	Social isolation and anxiety
H.	Poor prior attainment for some pupils on admission
I.	Educational disaffection and disengagement due to prior experiences

5. Outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	To improve literacy levels of pupils	Improved reading and spelling ages
B.	To improve emotional resilience amongst pupils with anxiety	Pupil self report improvement
C.	To improve staff skills and knowledge in providing adaptive teaching.	All pupil making progress and able to engage in learning.
D.	To improve pupil social and emotional skills to allow inclusion in mainstream social activities.	Improved social skills as monitored by Thrive and anecdotal feedback. Increased resilience of KS4 pupils at AP. Re integration of offsite pupils into group activities.
E.	To support improved attendance of pupils with prior low attendance.	Pupils with EBSA on admission improve attendance.
F.	To reengage disaffected pupils with educational provision	Pupil engage in educational provision and make progress with their appropriate provision.

6. Planned expenditure

Academic year	**2026/27**

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**	**What is the evidence & rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
To develop staff knowledge of the pupils expanding needs and appropriate support strategies	Targeted CPD for differing staff role to understand the differing and widening needs of the pupils.	The range of needs of our pupils is widening according to EHCPs Not capacity for all staff to be trained in all needs Different teams support different aspects of pupil need so need different training.	Impact of training measured by pupil's progress measures, including some case studies.	JH	Termly review of CPD

All subjects account for the range of pupil academic need and adapt teaching accordingly	Mentoring from TLR's and extended leadership team for staff Whole school CPD related to adaptive teaching and assessment pupils against standardised teasts.	All staff will benefit from coaching and mentoring and we now have an extended leadership tea to address this. Staff need to pitch work at the right level to ensure engagement and progress.		SB/JH	Termly review of CPD and pupil progress meetings
				Total budgeted cost	£5k towards CPD budget

ii. Targeted support

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?**
To improve reading ages of all pupils to match chronological age or above	Individual intervention provided for main school pupils and MIP pupils identified with literacy needs via EHCP or baseline testing.	Pupils respond well to 1-1 support and make clear progress.	SENCOs will support the staff providing the interventions. SM for MIP tutors JH for intervention HLTA main school	SM JH	Termly monitoring reports to governors regarding pupil progress. Annual testing of reading and spelling ages.
To improve spelling ages of all pupils to match chronological age or above.	Individual intervention provided for main school pupils and MIP pupils identified with literacy needs via EHCP or baseline testing.	Pupils respond well to 1-1 support and make clear progress.	SENCOs will support the staff providing the interventions. SM for MIP tutors JH for intervention HLTA main school	SM JH	Termly monitoring reports to governors regarding pupil progress. Termly testing of reading and spelling ages.
To provide individual support for pupils admitted to school with EBSA or historical non-attendance.	Individual packages of support by one of following: FSW YW Tutors PSM	Increasing numbers of Pupils have ESBA or historical non-attendance on admission for a variety of reason. This has made fulltime attendance a challenge initially.	• Monitor attendance data.	SM	Termly attendance report to link governor.

Support parents to address pupil attendance issues	FSW to provide individual support and work with county attendance team and other agencies as appropriate.	An increasing number of pupil are admitted with EBSA or nonattendance	• Weekly monitoring of attendance • CPD for FSW • Supervision for FSW	SM	Termly attendance report to link governor.
				Total budgeted cost	£28,000 towards staffing budget (FSW, intervention TA)
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?**
To develop social skills required successful functioning in a group	Weekly outdoor education incorporating life skills for Y7, Y8 timetable taught by outdoor education teacher.	Pupils behave differently when out of class situations. Outdoor education provide numerous opportunities to extend social and emotional skills.	Planning scrutiny, lesson observations.	TU	Termly report from outdoor ed lead re progress of social development in KS3 pupils
To develop social skills and confidence for re-integration to group settings where pupils have struggled.	Weekly social education incorporating life skills for pupil taught away from larger groups provided by youth worker and learning mentors.	Some pupils need individual tuition for academic work and are unable to function within the group at present they need support to function in group settings to support preparation for adult hood and extend educational experiences.	Planning scrutiny, lesson observations	SM – MIP JH- main school	Half termly pupil reviews of individual plans.
Thrive is used within KS3 curriculum to extend SEMH skills of pupils and as dedicated lesson for KS4	Thrive lessons following regular pupil profiling by whole staff lead by IK or TS	Progress can be measured and interventions targeted.	Timetable lessons. Time allocated for Thrive practitioners to lead other staff. Staff meeting time for profiling.	IK/ TS	Progress reported in termly governors' behaviour reports.
				Total budgeted cost	£23K

7. Review of expenditure PPG

Previous Academic Year	**2025/26 actual PPG £60,435** (indicative amount was £73,350)

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**

To develop staff knowledge of the pupils expanding needs and appropriate support strategies	Targeted CPD for differing staff role to understand the differing and widening needs of the pupils.			£5k towards CPD budget
All subjects account for the range of pupil academic need and adapt teaching accordingly	Mentoring from TLR for KS3 for staff Whole school CPD related to primary pedagogy using advisors, NC and internal experience. Appoint additional KS2 experienced teacher.	Mentoring has taken place both formally and informally Delivered by kS3 lead, well received, teachers providing some adaptive teaching to meet wide range of needs. Successfully in place.	This approach has been developed further to extend the in team mentoring and coaching. Staff need more support in this area. Early appointment was an effective choice if it could be afforded again.	
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**
To improve reading ages of all pupils to match chronological age or above	Individual intervention provided for main school pupils and MIP pupils identified with literacy needs via EHCP or baseline testing.	Intervention in main school taken place but sometimes reactive rather than proactive. Tutors provide for MIP pupil literacy needs, monitoring progress is in its infancy.	. pupils need to be clearly identified and the rationale behind who gets support shared and respected by all staff. This approach will continue.	£28,000 towards staffing budget (FSW, intervention TA)
To improve spelling ages of all pupils to match chronological age or above.	Individual intervention provided for main school pupils and MIP pupils identified with	As above	As above	

To provide individual support for pupils admitted to school with EBSA or historical non-attendance.	Individual packages of support by one of following: FSW YW Tutors PSM	Puil have had individual packages of support and al have improved attendance from their starting point.	Continue	
Support parents to address pupil attendance issues	FSW to provide individual support and work with county attendance team and other agencies as appropriate.	FSW and DSL effective team to support families. Attendance is a focus for all due their approaches.	Continue	
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**
To develop social skills required successful functioning in a group	Weekly outdoor education incorporating life skills for Y7, Y8 timetable taught by outdoor education teacher.	Continues to have a high impact.	Continue	£20,000 towards staffing costs
To develop social skills and confidence for re-integration to group settings where pupils have struggled.	Weekly social education incorporating life skills for pupil taught away from larger groups provided by youth worker and learning mentors.	Some success (MP back in class) some pupils have varied and 1 pupil remains out of class.	Continue	
To develop emotional resilience and self-management for pupils with anxiety.	Increased staff awareness of supportive strategies for sensory needs. Provision of resources	Increase awareness and resources for supporting sensory needs. It's the norm now.	Continue	
Thrive is used within KS3 curriculum to extend SEMH skills of pupils	Thrive lessons following regular pupil profiling by whole staff lead by CL	THRIVE continues in all year groups and has been led by IK with CL support. We have trained a further practitioner this year.	IK to lead in KS4 with TS leading in KS3	3000

8. Additional detail