

Moorbrook School pupil premium report



July 2022

1. Summary information					
School	Moorbrook school			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2022/23	Total PP budget	£ 36,445	Date of most recent PP Review	June 22
Total number of pupils	52	Number of pupils eligible for PP	37	Date for next internal review of this strategy	Jan 2023

2. Current attainment
See quality of outcomes and intervention report summer 22.

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Literacy and numeracy levels with additional COVID impact
B.	Emotional vulnerability with additional COVID impact
C.	Lack of social skills and social confidence impacting on KS4 progress at offsite provisions and post 16.
External barriers	
D.	Parental emotional vulnerability and added COVID stresses.
F.	Reduced post 16 provisions available to meet pupil needs
G.	Social isolation and anxiety caused by COVID

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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 TA staff skills and knowledge in providing intervention/ support in classrooms	TAs confident in providing a range of interventions in class and pupil making progress in class.

D.	To improve pupil social skills and confidence of the KS3 pupils to support success off site at KS4.			Improved social skills as monitored by Thrive and anecdotal feedback. Increased resilience of KS4 pupils at AP.		
E.	To recruit appropriate staff and ensure suitably trained to provide literacy interventions			Pupils reading age and confidence improves		
5. Planned expenditure						
Academic year		2022/23				
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?
TAs confident in support pupil in class with literacy tasks		To ensure literacy training is part of TA CPD and ensure regular updates about individuals who receive literacy interventions	Pupils report struggling in academic subject particularly where literacy is required. C+G data show increased fall out from those lessons	CPD delivered by in-house staff to TA and also from outside programmes. Timetabled feedback sessions for intervention TA to tell everyone about the work being undertaken.	SM	Termly intervention report to Governors
Total budgeted cost					£400 (external provider)	
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 literacy support from intervention team. Using computer-based package	Pupils need individual support for confidence and confidentiality. Pupils enjoy computer-based learning and can undertake the work at home as well.	- TA support from intervention lead. - high priority timetabling - monitor pupil engagement and feedback	CM	Termly intervention report to SM to inform Pupil Progress report for strategy group
To improve spelling ages of all pupils to match chronological age or above.		Individual literacy support from intervention team using computer-based package	Pupils need individual support for confidence and confidentiality. Pupils enjoy computer-based learning and can undertake the work at home as well	- TA support from intervention lead teacher - high priority timetabling - pupil feedback	CM	Termly intervention report to SM to inform Pupil Progress report for strategy group
Total budgeted cost					£15,000 towards staffing budget	
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 and Y8	Pupils behave differently when out of class situations. (funding for outdoor ed from general budget as well)	Planning scrutiny, lesson observations.	TU	Termly report from outdoor ed lead re progress of social development in KS3 pupils
To further develop social skills and confidence for activities beyond of school.	Weekly outdoor ed in smaller groups tailored to needs of individual KS4 pupils	This remains a need for some pupils at KS4 and is going to be an optional choice with some direction from 22/23.	Planning scrutiny, lesson observations	DH	Termly pupil review re target setting.
To develop emotional resilience and self-managing for pupils with anxiety.	Increased staff awareness of supportive strategies.	Positive feedback from pupils with anxiety who have benefitted from the support.	INSET training / sharing of expertise. Source CAMHS support.	CT	Post INSET evaluation and then during staff appraisals.
Thrive is used within KS3 curriculum to extend SEMH skills of pupils	Art/Thrive lessons following regular pupil profiling by whole staff lead by IK. Train a second THRIVE practitioner to support deliver.	Progress can be measured and interventions targeted. Impact of THRIVE has been positive and needs to further expand and support more pupils.	Timetable lessons. Time allocated for Thrive practitioners to lead other staff. Staff meeting time for profiling. Secure place on training course	IK	Progress reported in termly governors' behaviour reports. (retitled to behaviour and attitudes)
Total budgeted cost					£17,000 towards staffing budget £1,500 Outdoor education budget £2945 CPD

6. Review of expenditure

Previous Academic Year		2021/22 actual £		
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 support pupils to catch up on learning / progress missed due to the impact of COVID	To implement COVID catch up curriculum in all subjects. With intervention team	Limited impact due to staff absence and vacancy – see intervention report Needed to be familiar staff	Secure more staff Ensure staff are trained	nil
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 literacy support from a TA	Spelling ages and reading ages improved but at a slower rate than desired due to staffing issues.	Needs to be a priority next year. (new staff secured with substantial experience)	£12,000
To improve reading ages of all pupils to match chronological age or above	Individual literacy support from intervention team. Using computer-based		As above. new staff secured with substantial experience)	£12,000
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 and Y8	All pupils in Y7 and Y8 had weekly outdoor education. Some had individual social sessions as needed. The Y7 group and the Y8 groups have bonded well and shown improved social skills.	. This is a vital part of the curriculum. Some pupils need individual opportunities for this area.	£1,500
To redevelop social skills and confidence for activities outside of school and home.	Weekly outdoor ed in smaller groups tailored to needs at KS4	This was very successful and all KS4 benefited from individualised programmes , they all gained confidence in social settings outside of school and home.	It was very staff intense and cost a lot.	£10,000
To develop emotional resilience and self-managing for pupils with anxiety.	Increased staff awareness of supportive strategies.	Through in house training and sharing of expertise this improved. But staffing changes means this is a continued need	More training is needed for newer staff.	Nil
Thrive is used within KS3 curriculum to extend SEMH skills of pupils	Art/Thrive lessons following regular pupil profiling by whole staff lead by IK.	Pupls have engaged well in THRIVE lessons and look forward to them. All pupils have made progress and the profiles are very useful in targeting the lessons.	It is very time intense for the THRIVE practitioner and we need a second practitioner to support further developments and share out the work load.	£9,000

7. Additional detail

--

