

Moorbrook School

Pupil premium and COVID -19 catch up premium report



September 2023

1. Summary information					
School	Moorbrook school			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year 2023/24	Total PPG budget		£42,435 (June 23)	Date of most recent PPG and RP Review	June 23
	Total RP budget		£31,464		
	Total budget		£73,899		
Total number of pupils	57	Number of pupils eligible for PPG	41	Date for next internal review of this strategy	December 24

All pupils in special schools receive Recovery premium

2.Strategy statement
Following COVID-19 our pupils have been left with increased social and emotional issues alongside reduce academic progress. The additional needs our pupils have always experienced have been exacerbated by the effects of COVID-19 on society; the legacy felt by schools is equally if not additional impactful on our setting. 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. The funding for COVID-19 catch up is reducing year on year and actions need to be time limited or self-funding in the long term.

3.Current attainment
See link governor reports summer 23.

4. Barriers to future attainment (for pupils eligible for PPG and RP)	
In-school barriers	
A.	Literacy and numeracy levels
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
F.	Reduced post 16 provisions available to meet pupil needs
G.	Social isolation and anxiety
H.	Poor prior attainment for some pupils on admission

5. 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 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 train all staff to address reading support within all lessons.	Pupils reading age and confidence improves
F.	To support improved attendance of pupils.	Pupils with EBSA on admission improve attendance.

6. Planned expenditure					
Academic year		2023/24			
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?
All staff able to support reading in all lessons	Training form English consultant	Most staff have limited experience of teaching reading and little or no training. The vast majority of pupils have low reading ability on admission.	CPD delivered by consultant with follow up activities and focus led by English lead.	SM	Termly intervention report to Governors

The curriculum is reviewed and refine to meet changing range of individual pupil needs	All pupils are engaged in an personalised curriculum and making good progress relative to their starting point. Outcomes for KS4 pupils remain good.	Increased numbers of pupils are EBSA or non-attenders on admission	Carefully crafted curriculum. Appropriate CPD for staff.	DH	Termly pupil progress report for governors Teacher appraisal activities
Total budgeted cost					£400 (external advisor) £11k curriculum
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	MB	Termly intervention report to SM to inform Pupil Progress report for link governor
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	MB	Termly intervention report to SM to inform Pupil Progress report to link governor
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.	CT	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	CT	Termly attendance report to link governor.

Total budgeted cost					£24,000 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 and Y8 timetable taught by outdoor education teacher.	Pupils behave differently when out of class situations.	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 off site away from larger groups provided by youth worker.	Some pupils need individual tuition for academic work and are unable to function within the group at present	Planning scrutiny, lesson observations	SM	Half termly pupil reviews for offsite pupils.
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.	DH	Post INSET evaluation and then during staff appraisals.
Thrive is used within KS3 curriculum to extend SEMH skills of pupils	Thrive lessons following regular pupil profiling by whole staff lead by CL Individual target support where needed provided by IK.	Progress can be measured and interventions targeted.	Timetable lessons. Time allocated for Thrive practitioners to lead other staff. Staff meeting time for profiling.	IK/CL	Progress reported in termly governors' behaviour reports.
Set up a more nurturing approach for Y7	Y7 feel safe a secure in school and settle into school routines with less anxiety than has been seen in previous 2 years.	Y7 pupils have shown reduce resilience on entry to school and been social and emotional immature for previous 2 years	Y7 to be taught by same staff for the majority of the lessons. Y7 to have own space/classroom Employ primary experienced teacher for Y7	CT	Termly in pupil progress, attendance reports Pupil survey Anecdotal evidence
Total budgeted cost					£20,000 towards staffing budget (Youth worker, learning mentor) £2,000 Outdoor education budget £11,000 Y7 set up

7. Review of expenditure PPG				
Previous Academic Year		2022/23 actual PPG £ 44,765	actual RP £21,592	total £66,357
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
TAs confident in support pupil in class with literacy tasks	To ensure literacy training is part of TA CPD and ensure regular updates about	Due to staffing difficulties limited impact. Pupils did make progress. GCSE results good. Individual support provided by NTP.	NTP tutor was only used for individual support – this is a good strategy going forward so individual support continues even when short staffed.	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 intervention team. Using computer-based package	Due to staff shortages staff redeployed to classroom support but we did have NTP tutor. Some pupil provided with tutors from Hawthorn.	NTP tutor was only used for individual support – this is a good strategy going forward so individual support continues even when short staffed.	Used NTP funding for NTP tutor. PPG funding for intervention TAs redirected to general staff. £15,000
To improve spelling ages of all pupils to match chronological age or above.	Individual literacy support from intervention team using computer-based			
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	Y8 and Y7 developed as a group and more settled over the year. Some pupils had individual needs that affect the groups success.	Some pupils benefit from individual support which aids there progress and also the progress of the group as a whole.	£14k
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	Over the year outdoor ed was popular with Y10 and y11 as a stress outlet. Few pupils picked it in options at end if year.	Not needed on timetable for 23/24 as a subject for KS4. Can be incorporated into Friday activities.	£14K

To develop emotional resilience and self-managing for pupils with anxiety.	Increased staff awareness of supportive strategies.	For some staff this was successful where individual course attended eg THRIVE, NPQLBC. Staff shortages in TA team caused limited success within team.	Ongoing need for less experienced staff.	£4k
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.	Thrive is a very popular lesson and pupils can be seen to make progress with social and emotional skills in everyday situations. THRIVE profiles show progress.	Some pupils need individual support as well as group sessions. More time is required for this.	£5k

8. Additional detail

The appointment of a youth worker and a learning mentor to support the pupils with individual support off site used funding from PPG in addition to the above costs. This was very effective in support those offsite pupils to increase attendance, engagement and social skills – this is to continue.

Impact of the planned Y7 project should be long term and ongoing with initial set up cost not required from Sept 24.