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**Moorbridge PRU Pupil Premium strategy statement**

**2017-18**

# Statement of pupil premium strategy – SEN schools

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| 1. **Summary information** | | | | | |
| **School** | Moorbridge PRU | | |
| **Academic Year** | 2017-18 | **Total PP budget** | £33000 | **Date of most recent PP Review** | 3/9/18 |
| **Total number of pupils** | 132 | **Number of pupils eligible for PP** | 65 | **Date for next internal review of this strategy** | 3/9/19 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP* |
| **% achieving 5A\* - C incl. EM (2016/17 only)** | **60%** | 70% |
| **% achieving expected progress in English / Maths** | **E 80% M 52% Compared to KS2 Results** | E 52% M 56% Compared to KS2 Results |
| **% progress specific to school setting** | **E 100% M 100%**  **Compared to Moorbridge Baseline** | E 52% M 56% Compared to KS2 Results |

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| 1. **Barriers to future attainment (for pupils eligible for PP )** | |
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| **In-school barriers** | |
|  | Due to significant levels of vulnerability, Mental Health Issues, anxiety some students find it very difficult to access the school environment. |
|  | History of poor engagement in learning at KS3 and KS4 |
| **C.** | Many pupils come from homes that are unable to support a positive learning and reading culture and do not have access to quality books and reading opportunities, this alongside SEND leads to lower spelling abilities. |
| **D** | Many pupils do not have access to additional opportunities that are needed to provide an enriched education and basic life skill experiences leading to successful employment  and the ability to cope independently within society in the future. |
| **E** | Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations with, Spelling ages Communication, Language Understanding and Speech being significantly below – baselines on entry currently 97% below expectations for similar pupils. |
| **F** | Below expected levels of attainment across core subjects and with predicted GCSE attainment from KS2 Results |
| **External barriers** | |
| **G** | Pupil attendance, although improving, is a weakness and is below the national average at 84.47% - Attendance rates for pupils eligible for PP are % (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average |
| **H** | Students attend the site from a wide area. |
| **I** | Interaction with parents is a long process of relationship and trust building in order to help them support the learning of their children |
| **J** | High levels of deprivation  High levels of social services input  High levels of youth offending  High levels of LAC |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | 1-1 intervention sessions provided to target literacy and numeracy gaps at KS3 and KS4 as well as targeted interventions around SEMH | Improved spelling ages over the intervention programme 1-1 sessions monitored, improved data scores in ½ termly data capture. Improved Maths and Reading scores at both KS3 and KS4. Improved GCSE/Equivalent outcomes. |
|  | Extend opportunities for students to visit the wider community linked to curriculum e.g.Nature Park, theatre, museum and visits to local shops using public transport and allow students have an enriched curriculum experience and develop life skills. | Students have an enriched curriculum experience and develop life skills.  Increase in pupil progress and attainment over a term. Monitored over a ½ termly basis |
|  | Individual education and behaviour plans to re-engage students in school using key teachers, 1-1 support, daily rewards and incentivised plans to maintain positive attitudes and behaviour. | Improved points total, less intervention sessions and decrease in 1-1 curricular intervention. |
|  | Attendance to be monitored by EWO with targeted plans for re-integration for identified pupils. Pupils collected from home where appropriate | Increase the % of families engaging with the school and student progress. - Attendance monitoring over time.  Reduce the % of Persistently Absent pupils who are eligible for the grant  so that it matches other groups.  Increase the % of families engaging with the school and student  progress. |
|  | Increase opportunities for all students with reading and access to a wide range of reading materials. Reading ages improve and student knowledge. | Reading ages improve and student knowledge. Improved spelling ages over the intervention programme. School Library and access to this for all pupils. |
|  | Increase opportunities for pupils to access a Guidance Counsellor at all times in order to help the engagement in school. | Reduced NEET. Higher levels and Progress and Attainment. |
|  | Increased improvements in behaviour, attendance and engagement | Reward system reviewed and implemented to encourage this. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2016-17** | | | | |
| 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. | | | | | |
| 1. **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?** |
| [1] Individual students  engage in targeted  mentoring and  improve engagement  in learning | Provide individual students with  mentoring and targeted  interventions.  Targeted intervention strategies for hard to  reach students not engaging with  learning. | Additional 1-2-1 support to  support students and help  them with engagement and  provide them with mentoring  to meet their SEMH needs | Focused interventions that are planned, monitored and  reviewed on a regular basis via a pastoral programme. | KC | Every half Term  £5,000 (Yearly) |
| [2] Consistent high quality  support for literacy and numeracy | Targeted literacy and numeracy programs to support core skills – My Maths, Success in Arithmetic, Success Maker English. English and Maths Teacher accompanying individual GCSE classes to help to close the gap. | Improved basic skills will allow pupils to access a wider curriculum in the future.  This will help to close gap between mainstream counterparts and the gap that has developed due to SEMH and other issues. | Data monitoring of target groups | JK/SEND Team/AS/SW | Termly  £20,000 (Yearly) |
| [3] Ensure smooth transition of eligible students back into mainstream education or onto further education.  And Increased  engagement in  learning and improved  reintegration  opportunities to  mainstream | Employment of a support member of staff to assist with the progressive transition of PP in particular pupils back into mainstream. | Previous unsupported PP pupils have not always succeeded in transition back into mainstream schools.  Mainstream Schools have requested support.  Pupils have expressed their desire to have support whilst returning to mainstream school to make them feel safe and secure. | Termly review of students returning to school successfully. Cooperation with mainstream schools to evaluate process.  Design of a system suitable for purpose. | KC/Transition LM/Pastoral Team /Key Stage Coordinators/Mainstream Schools | Termly  £10,000 (Yearly) |
| [4] Increase opportunities for pupils to engage in the extended curriculum to help develop wider skills | Provision of a number of opportunities for learning outside of the classroom.  E g Shakespeare in Schools | Pupils engage well with a variety of different teaching techniques and learning environments.  Pupils have wider opportunities in their mainstream schools and they therefore need equality with their counterparts.  Review of academic progress made by students.  Core subject attainment.  Recorded improvement in behaviour.  Increased engagement.  Feedback from external providers | Key Stage Coordinators to monitor external visitors to the school.  Monitoring of the budget to ensure that the money is well spent. | Key Stage Coordinators – AS &SW and PP Coordinator AS | £500 |
| [5] Ensure all PP students are well prepared and supported for their GCSE/Equivalent Examinations or alternatives to ensure their personal learning needs are met. | Provision of after school targeted support and revision guides which pupils can take home at no cost to help them achieve higher grades and make up for lost time. | All KS4 students have MH issues and are involved with CAHMS.  Many of the students have not been to school for long periods of time prior to attending Moorbridge.  Pupils arrive at Moorbridge with below expected attainment in basic skills.  Some pupils are not able to achieve GCSE level at this age due to the gaps in their education thus pupils must be brought up to an appropriate level to help them move on to their post 16 provision. | SLT to monitor exam results and work with KS4 Coordinator to look at raising attainment in KS4 where pupils are able. | KC/JK/SW/AS | £500 |
| **Total budgeted cost** | | | | | £36,000 |
| 1. **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?** |
| [1] Improve monitoring of CP, SEN data | CPOMS | Integrated CP, SEN service to ensure the best capturing of data and therefore getting the right interventions for pupils | Monitoring by SLT | SENCO/DLCP – JK | ½ Termly  £700 (Annual) |
| [2] Students access professionals  in-house and from the  multi-disciplinary team.  Addressing and overcoming barriers to engagement in learning. | TAHMS to be accessed through SEND team.  Drawing and Writing Therapy programme established by SEND Team  Classrooms to be established as Nurture based rooms.  SEND team to assess  individual student SEN. Students to work individually with L&C therapist,  educational psychologist or CAHMS psychologist. | Previous case studies and discussions.  Evidence of previous  success with selected programmes. | MDT team to be coordinated  by the SENCo  Regular briefings and panel  meetings to discuss caseload.  Termly review of progress of  chosen programmes and key  staff selected  Support of SLT |  | Review of  programmes as and  when they reach  conclusion, by key  workers.  Findings presented to  SLT.  (*£5000- Annual TAHMS, £4000 D&W)* |
| [3]Improve a sense of belonging to ensure the school uniform code is followed. | Provide school jumpers for those pupils in need of financial support in order to buy into the ethos and strategic direction of the school | Increased self-confidence and self-esteem in the pupils most in need.  Reduced bullying.  Setting of standards to help the pupils re-integrate into mainstream school (all schools in NT have a uniform policy) | KS Coordinator and Pastoral team records.  Teaching and support staff views.  Parent/carer Views.  Pupil views prior to returning to school. | KS Coordinators AS and SW/JW/All Staff | Annually £500 |
| **Total budgeted cost** | | | | | £10200 |
| 1. **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?** |
| [1] Pupils motiovated to improve their behaviour and be responsible for improving their behaviour. | KS3/KS4 robust reward system | Research show that especially for BESD students a target driven, reward based system can be extremely motivating for 95% of the students. | Termly review of number of students accessing rewards | AS/SW | Annually  £500 |
| [2] Improve attitude towards school through the use of sport to encourage engagement in lessons | Moorbridge Sports Academy | SEMH students at Moorbridge respond especially well to sport and this can be used as a driver to improve attendance and attainment. | Review improvements in statistical data for those who have attended regularly. | AS | Termly  £500 |
| [3] Improved **attendance**  **and** punctuality at  school.  Improved behaviour  for learning. | Provision of Breakfast  Club and break time  healthy snacks,  breakfast.  Student participation, Nurture Based Classrooms | Direct correlation in 15-16 in analysis  of breakfast provision impacting  directly on attendance and  punctuality and engagement .  Further analysis of behaviour  showing benefits of feeding the  students helps with engagement in  the classroom. | Key staff designated to take  responsibility for the provision.  Student voice: school council  involvement in the provision.  Hygiene qualifications for  students and staff where applicable. | Pastoral Team JW/Key Teaching Staff | Termly  £3000 |
| [4] Increased parental  engagement to  support student  attendance, learning  and behaviour | Development of Parent  Engagement through high quality Link Workers and Key Teacher staff | Wide based evidence on the impact  of improved parental engagement in  learning having a direct impact on  attendance, engagement in learning  and outcomes for students.  Working with Multi Agency Team to deliver the Parent Programme. | Identify key staff with direct  responsibility for development of  this programme with Multi Agency Team  Support from SLT | SLT/Link Workers | Implementation  reviewed termly.  £500 |
| [5] Increased wider knowledge for living in 21st Century through SMSC, BV and other strategies to develop students views and knowledge. | SMSC Days | Pupils often have very limited views upon arrival at Moorbridge and have not previously been involved in debates, personal opinions or development and exploration of their thoughts | Development of SMSC days every ½ tem to widen views.  KS coordinator works with key teacher staff to develop such days. Cross Curricular. | AS&SW and Key staff | £400 |
|  |  |  | **Total budgeted cost** |  | **£4900** |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017-2018** | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.**  **Approach decided on due to the impact in Sutton Trust** | **Lessons learned**  **(and whether you will continue with this approach)** | **Cost** |
| Improve Literacy skills | Literacy 1:1 intervention | One-to-one tuition  Increased Progress and attainment  +5 Months | To be continued and one of the most important aspects of work at Moorbridge. This must be extended to Numeracy in the following year. | £20000 |
| Improve Reading ability and levels | TA support: reading/Programmes | Phonics/121 Tuition  +4 Months Average | Many pupils made more than the average 4 Months progress, this needed to happen everyday and should be widened to all pupils. Daily reading sessions introduced. | £7200 |
| Improve self esteem, confidence and well being | Residential trip | Meta-cognition/self-regulation  +8 Months | Trips to be organised as and when necessary and the emotional health of pupils allow. | £200 |
| Improvement to social and emotional well being. | Breakfast club | Extended School time to ensure pupils basic needs are met | Importance of Breakfast Club to maintained as the students perform better, concentrate more and this is the basis of the nurturing environment that is part of the ethos of Moorbridge. | £700 |
| Improve Literacy skills | Purchase of Software/ICloud Learning | One-to-one tuition at a personalised level to meet individual needs.  Increased Progress and attainment.  Pupils engage in this method of learning through the computer. | Continue so that all pupils can have individual learning programs to enhance their learning. | £1000 |
| Improve pupil numbers returning to school. | SEN Support | To develop the pupils individual skills and ensure that they are school ready. | Continue into following year with additional support for pupils transitioning into school. | £9263 |
| Improve self management skills | Rewards | To develop the pupils self regulation and behaviour management skills. | Develop a wider range of rewards to meet the needs of all pupils. Develop individual rewards system where necessary. | £2,000 |
| Improve health and well being. | CAHMS/TAHMS | To ensure the well being and social development of all pupils | To continue TAHMS to ensure all pupils well being is given high priority. | £4,000 |
|  |  |  | **TOTAL SPENDING** | **£51,100** |