

Pupil premium strategy statement – Rosehill 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	121
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Cheryl Steele Headteacher
Pupil premium lead	Bernie Elliott Assistant Head Headteacher
Governor	Rebecca Hyder Safeguarding Governor
Approval	Full governing body meeting 10/12/2025

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,450
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£67.450

Part A: Pupil premium strategy plan

Statement of intent

At Rosehill School, we aim to leverage pupil premium funding to achieve and sustain positive outcomes for our pupils on the autism spectrum who have a broad range of associated communication, interaction, social, imagination, sensory and learning needs. The very large majority of pupils attending the school, experience co-occurring differences and some have co-occurring conditions.

Rosehill Special School is an OFSTED outstanding school (February 2025), committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all our pupils. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We are determined to ensure that all of our pupils are given every opportunity to realise their potential.

High expectations and pupil voice characterise everything we do. We have an ambitious curriculum that meets the bespoke needs of our pupils that has been written for school, by school staff. We endeavour to enrich the curriculum by offering experiences that are all underpinned by an understanding of our pupils, families and their lives.

We gather information from a variety of stakeholders including pupils, teachers, parents, social care and health care. Collectively this builds a deeper understanding of the barriers faced in the local area including the families of our children and young adults. This knowledge helps us to know when and how to intervene with a range of strategies and approaches.

Our approach will be responsive to common challenges and individual needs, rooted in assessment and individual knowledge of pupils, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged and expectations of education are high, regardless of SEND needs.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning and barriers to learning, including the use of small group work, 1:1 support.
- Target funding to ensure that all pupils have access to first hand experiential learning opportunities for equitable cultural capital.
- Provide opportunities for all pupils to participate in sport and wider opportunities.
- Provide appropriate nurture to support pupils in their emotional, social, mental health and behavioural development.

This is not an exhaustive list, and strategies will change and develop based on the needs of individuals.

Our strategy is centred on high-quality, individualised teaching that targets the area's most essential for disadvantaged pupils. This includes targeted support informed by thorough assessments and tailored interventions to ensure access to a rich, balanced curriculum.

Rosehill School is a school where children's rights are at the heart of our ethos and culture, to improve wellbeing and to develop every child's talents and abilities to their full potential. Our pupils will learn about their rights by putting them into practise every day. A Rights Respecting School models rights and respect in all its relationships. The challenges faced by our children are linked to the rights below.

UNICEF, is the world's leading organisation working for children and young people and their rights. In 1989, governments across the world agreed that all children have the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

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 believe in maximising the use of pupil premium by working to a long-term 3-year strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align PP use with wider school improvements.

We will also provide pupils with support to successfully move through education and transition into adulthood. Developing social skills and continue to ensure that high-quality work experience, work related learning and careers guidance is available to all.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Responding and supporting the unique needs of our pupils:</i> Each of our pupils has individual learning needs and experience different challenges to their learning. Our assessments, observations and teaching show that some of the pupils find it difficult to access learning and retain key ideas and concepts due to sensory over stimulation and difficulty with self-regulation. This can impact on their learning and behaviour. We recognise that this group of learners need highly personalised strategies to enable them successfully to engage in teaching and learning. This can take the form of 1-1 sessions and specialist interventions. This is notably essential in the core subjects of Maths and English.</p>
2	<p><i>Barriers to speech, language and communication skills:</i> Our assessments, observations and discussions with pupils show that disadvantaged pupils and complex SEND needs generally have underdeveloped language skills, communication differences (i.e. non-speaking/ language delay/have limited language and social interaction difficulties) and greater challenges around social understanding. This can lead to social isolation. These barriers to learning are significant.</p>
3	<p><i>Cultural Capital:</i> Observations, along with discussions with families, wider agencies and the pastoral support team, reveal disadvantaged pupils have limited opportunities to build cultural capital outside of school, as families often face challenges in taking pupils out into the community. Our pupils often require additional support to develop their independence, which can impact on their preparation to adulthood. Careers education and work experience are limited for young people with complex additional needs.</p>
4	<p><i>Health and wellbeing:</i> Through observations, records and research, pupils who experience sensory dysregulation which can impact on their ability to achieve and maintain the 'just right' regulated state, can find it challenging to focus on learning. Physical and motor challenges can also have an impact. For example, difficulty with motor skills such as poor coordination, low muscle tone (hypotonia), and other physical difficulties, can restrict pupils from developing their health and wellbeing, playing sports or being involved in physical activities. We recognise that this group of learners need support, interventions and strategies to enable them to self-regulate in order that high-quality teaching and learning can take place. They also need access to sports activities such as swimming in order to help develop motor skills.</p>

5	<p>Attendance</p> <p>For our most vulnerable pupils, including those eligible for pupil premium grants, attendance is imperative. We are committed to increasing our overall attendance rate, including the attendance of children eligible for pupil premium grants. Assessment, observations and discussions with families demonstrate that there is limited access to support services and difficulties managing behavioural or sensory needs at home, can further hinder consistent attendance, requiring a tailored approach to support both pupils and families.</p>
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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
<p>To improve the sensory experiences of disadvantaged pupils with sensory processing difficulties by providing targeted support and interventions to enhance their engagement and readiness to learn.</p>	<p>An observable increase in the engagement and attention span of pupils with sensory processing difficulties. Including in a variety of classroom activities: group work, independent tasks, and physical activities.</p> <p>Increased ability to regulate their sensory input and responses.</p> <p>Improved fine and gross motor skills, such as handwriting, cutting, and balance.</p> <p>Improved social interaction and communication skills.</p>
<p>To increase disadvantaged pupils' cultural capital and broaden their life experiences by providing opportunities to engage with diverse cultures, arts, and community activities.</p> <p>Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p> <p>Improved understanding and appreciation of diverse cultures, traditions, and perspectives.</p> <p>Development of key life skills, such as problem-solving, creativity, and communication, through cultural and artistic experiences. Pupils transfer and apply learning, and extend knowledge in the wider community.</p> <p>Development of stronger links with local cultural organisations and community groups.</p> <p>Positive impact on mental health and wellbeing.</p>
<p>To improve the communication, interaction, and language skills of</p>	<p>Pupils have experienced rich and creative opportunities, and wellbeing related opportunities,</p>

<p>disadvantaged pupils, enabling them to express themselves effectively and engage fully in learning.</p>	<p>which leads to an increase in pupils expressing their wishes, feelings and interests.</p> <p>Pupils' abilities to communicate and express their needs improved.</p> <p>Pupils can use a range of communication systems to aid their understanding and to help develop their expressive communication skills.</p> <p>Increased ability to engage in positive social interactions with peers and adults, including turn-taking, active listening, and empathy.</p>
<p>To improve the attendance of disadvantaged pupils by providing targeted support to address complex health needs, social-emotional challenges, and family circumstances.</p>	<p>The early help offer provides families with enhanced support, clear and useful information and guidance, resulting in improved access and support from external agencies/service.</p> <p>Pupils' emotional wellbeing and behavioural improves.</p> <p>Parents/carers are heavily supported and high levels of involvement and engagement are promoted through well-established procedures.</p> <p>A measurable increase in attendance rates among disadvantaged pupils.</p> <p>Reduced barriers to learning, such as transportation issues or financial difficulties.</p>

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: **£9590**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development CPD in communication strategies specific to the needs of each individual and class. SALT team NHS (£0)</p>	<p>Informed by EHCPs/ Earwig data/ learning walks/ SALT observations.</p> <p>EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.</p> <p>What works database</p>	<p>1,2</p>

	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists.	
Professional Development CPD in Makaton bespoke service to the needs of each individual and class £2000	Informed by EHCPs/ learning walks/ SALT and communication lead observations. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1,2
Communication Purchase of in Print 4 Benefits compared to current licence; updated templates and resources to reduce teacher workload, increase the quality of resources in school. To be installed on every device in school. £2090 (3-year Licence)	Informed by teacher and pupil voice. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1,2
In house tiered CPD To improve teaching and learning so teachers are trained and equipped to meet the needs of individual learners within their classes. Foci lesson objectives and task planning. (£0)	Informed by school self-evaluation/ staff views. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1
Phonics, reading and handwriting £3000	Informed by English lead monitoring and evaluations. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1,2
Inset 19/12/25 Foci teaching and structured learning/ executive function. £500	Informed by school self-evaluation/ observations. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1
Maths CPD Small group tuition/ targeted teaching, home	Informed by Maths lead observations/ upper school careers feedback.	1

management, travel training, work experience, careers guidance. £2000	Pupils develop their reasoning and problem-solving skills and transfer and apply learning, and extend knowledge in the wider community. Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,260**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital 1:1 or small group support in music through The Open Orchestra to support EHCP targets and wholistic development through ensemble music making. £5760	Informed by EHCPs/ observations/ school self-evaluation/ music development plan EEF-Providing targeted 1:1 or small group interventions to classroom teaching is a key component to effective planning for progress. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 3
Communication 1:1 support for PHSE interventions targets emotional development through specialist lessons targeted to each child's individual need and to support EHCP objectives. £4,500	Informed by EHCPs/ 10 strands/ Earwig data. EEF-Providing targeted 1:1 or small group interventions to classroom teaching is a key component to effective planning for progress. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 4

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

Budgeted cost: **£47,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Occupational Therapist Intervention to support physical and sensory development through strategies to remove	Informed by OT reports/ observations. EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1,2,4

<p>sensory barriers in the environment and support individual programs.</p> <p>£2925</p>		
<p>Sensory equipment Pupils will be supported as appropriate with their emotional, wellbeing, behavioral and sensory needs.</p> <p>£5000</p>	<p>Informed by EHCPs/ observations.</p> <p>EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.</p>	1,2,4
<p>Educational psychologist Gold package to support emotional development through strategies to remove barriers and support individuals.</p> <p>£5805</p>	<p>Informed by EHCPs/ therapeutic monitoring.</p> <p>EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.</p>	1,2,4
<p>Cultural Capital and Enrichment Access to visits and in-school activities to develop cultural capital. Including: arts community outings/ visits preparing for adulthood work experience residential visit</p> <p>£15,000</p>	<p>Informed by EHCPs/ pupil and parents views/ 10 Strands/ School self-evaluation.</p> <p>EEF-Supporting pupils social, emotional, and behavioral needs will prove to be an effective strategy to support pupil wellbeing.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	3,4
<p>Attendance Families and pupils to be provided with support to maintain and further improve school attendance reduce barriers which impact on attendance.</p> <p>£5,000</p>	<p>Informed by attendance data/ pupil and views views/ EHCPs.</p> <p>EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.</p>	4,5
<p>Life skills resources Part funding an allotment on site, for pupils to access gardening Wellbeing resource to support social emotional and behavioral needs</p> <p>£6,000</p>	<p>Informed by PSHE evaluations.</p> <p>EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing. Cultivate a school ethos, environment, and relationships that promote and model a positive health and wellbeing culture</p> <p>Achieve Well - Achieve Well</p>	1,3,4
<p>Swimming To improve motor skills, health, fitness and wellbeing.</p> <p>£3000</p>	<p>Informed by sport coach observations/ EHCPs/ teacher feedback.</p> <p>EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.</p>	3,4

	Swimming helps build strength, coordination, and body control, which can be especially valuable for children with motor planning challenges or reduced muscle tone. The Benefits of Water Play and Swimming for Autistic Kids - Autism Detect	
Playground resources To improve motor skills, health and wellbeing and support physical and sensory development. £3070	Informed by outdoor play observations/ pupil Ambassador feedback. EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing. Cultivate a school ethos, environment, and relationships that promote and model a positive health and wellbeing culture Achieve Well - Achieve Well	1,4
Community skills resources Gardening equipment and trips. £1800	Informed by pupil views. Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. Pupils access to broader educational experiences, developing their independence, also building their cultural capital	1,3,4

Total budgeted cost: £67,450

Part B: Review of the previous academic year

Outcomes

Review of 2024 to 2025:	
Intended outcome	Success criteria
<p>To improve the sensory experiences of disadvantaged pupils with sensory processing difficulties by providing targeted support and interventions to enhance their engagement and readiness to learn.</p>	<p>Target: Pupils will be supported, as appropriate, with their emotional wellbeing, behavioural and sensory needs.</p> <p>Pupils demonstrate an improvement in their independence and wellbeing.</p> <p>Awareness, confidence and application of strategies by teaching staff increases.</p> <p>Review: Staff are using more consistent approaches based on a trauma informed response. data shows that behaviour incidents have reduced linked to his input.</p> <p>OT input means that the vast majority of staff have had sensory circuit training and are able to use this with their classes to support pupils achieving the “just right” state of regulation. Staff voice reports pupils are observably displaying longer attention span and increasing ability to self-regulate.</p>
<p>To increase disadvantaged pupils' cultural capital and broaden their life experiences by providing opportunities to engage with diverse cultures, arts, and community activities. Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p>	<p>Target: Pupils develop their reasoning and problem-solving skills and transfer and apply learning, and extend knowledge in the wider community.</p> <p>Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</p> <p>Review: Pupil, staff and parent voice report a positive response to the in-school music hub sessions. Such as increased self-confidence and communication both in the sessions and at home. Activities undertaken in cultural week demonstrated a greater appreciation of other cultures and perspectives. Community trips and visits both in and out of school show improved confidence in pupils and pupils voice records increased aspiration for disadvantaged pupils.</p>

<p>To improve the communication, interaction, and language skills of disadvantaged pupils, enabling them to express themselves effectively and engage fully in learning.</p>	<p>Target: Pupils' abilities to communicate and express their needs improved.</p> <p>Pupils can use a range of communication systems to aid their understanding and to help develop their expressive communication skills.</p> <p>Review: Communication resources are being used more consistently across the school, as mentioned in the school's outstanding Ofsted Inspection report, February 2025.</p> <p>Staff and parent voice reports that pupils who have received 1-1 PHSE intervention are showing improvements in well-being, interactions and expressive communication.</p>
<p>To improve the attendance of disadvantaged pupils by providing targeted support to address complex health needs, social-emotional challenges, and family circumstances.</p>	<p>Target: The early help offer provides families with enhanced support, clear and useful information and guidance, resulting in improved access and support from external agencies/ service.</p> <p>Pupils' emotional wellbeing and behavioural improves.</p> <p>Parents/carers are heavily supported and high levels of involvement and engagement are promoted through well-established procedures.</p> <p>Review: Of 24 persistent absentees in school 8 are PPG 2 have improved. The rest have genuinely valid health reasons for their absences. As the funding is also used to support the intention that outcomes for non-disadvantaged pupils will be improved alongside our PP pupils, we have also seen the success of this offer for these pupils. Relating to this 13 of the 16 non-PP pupils have seen improved attendance.</p> <p>School attendance in 2024-2025 was 93% for Rosehill. The national average attendance was 86%</p>