



Rosehill School (Nottingham City)

3 -Year Long Term Pupil Premium Strategy Plan 2019 – 2022

Impact Report for Year 1 & 2 and Year 3 Plans (Year 3 Review June 2022)

1. Our philosophy

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Development Plan and Covid Catch Up Premium. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

2. End of year statements

Please see [Appendix A for the schools end of year statement](#).. This review has informed the next phase of planning, within the 3-year strategy, for raising the attainment of disadvantaged children at the school. The strategy has therefore been adapted to ensure our plans are exciting, rigorous, relevant and fit for purpose in the changed world in which we all now find ourselves following the pandemic.

3. Spending the Pupil Premium successfully to maximise achievement

In order to spend the PP funding successfully, to improve achievement, we focus on the following:

- Carefully ringfencing the funding so that we always spent it on the target group of pupils
- Supporting the disadvantaged pupils to achieve the highest levels
- Thoroughly analysing which pupils are underachieving and why
- Drawing on research evidence (such as the Education Endowment Foundation toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have an impact on improving achievement
- Understanding the importance of ensuring that all day-to-day teaching meets the needs of each learner
- Using achievement data frequently to check whether interventions are working and adjusting accordingly
- Ensuring that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils
- Providing well-targeted support to improve parental engagement or links with families where there are barriers to a pupil's learning
- Having a clear policy on spending, agreed by governors and publicised on the school website
- Ensuring that class teachers and subject leads know which pupils are eligible for the PP so that they can take responsibility for accelerating their progress
- Ensuring that teaching assistants are highly trained and understand their role in helping pupils to achieve
- Having a clear and robust performance management system for all staff

- Thoroughly involving governors in the decision making and the evaluation process
- Through careful monitoring and evaluation, demonstrating the impact of the spending on the outcomes for pupils

4. Our priorities (updated to align with SDP/Recovery Plans)

Setting priorities is key to maximising the use of the PPG. Our key priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing barriers to attainment such as communication and reading/writing challenges, sensory deregulation, health and wellbeing needs, attendance, parental engagement and social deprivation
- Ensuring that the PPG reaches the pupils who need it most

5. Barriers to future attainment and desired outcomes ((3-year timescale) adjusted following 2020/21 review, taking account of the impact of Covid 19)

Internal Barriers (<i>issues to be addressed in school</i>)	Focus and desired outcomes
<p>A. Under developed language skills, and communication difficulties, can impede disadvantaged children’s access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required including the use of alternative communication methods, especially in terms of objects of reference, symbols, aided language stimulation, the development of social interaction and communication skills, and reading and writing strategies.</p>	<p><i>Engagement, enjoyment and standards in speech, language and communication (SL&C) and reading and writing:</i></p> <ul style="list-style-type: none"> • Disadvantaged pupils are identified in each year group within ‘class profiles’, including information from SL&C/reading/writing audits. • Improved use of alternative communication systems across the curriculum to support inclusion of pupils with communication difficulties. • Pupils have access to individualised communication aids and objects of reference which are appropriate for them. • SL&C targets closely meet the needs of individuals and parents are equipped with the best strategies possible to aid SL&C at home and in the wider community. • To secure quality first teaching for disadvantaged pupils with identified communication and language needs. All staff recognise and accept that the vast majority of pupils’ progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for developing independence, the development of interest and enjoyment in speech, language and communication and clear assessments that support learning. Staff training and CPD has been focused accordingly. • Children make good progress in reading. • Development of writing skills through one-to-one and small group targeted support.
<p>B. Many pupils present with on-going sensory processing challenges; this includes difficulties with understanding and expressing their</p>	<p><i>Development of sensory integration and self-regulation skills:</i></p> <ul style="list-style-type: none"> • Strengthened and improved levels of personal choice and engagement and pupils’ capacity to regulate their own behaviour and learning.

<p>own sensory preferences, eating and drinking issues and on-going maintenance of a healthy diet, which can be a barrier to them accessing learning. All of these difficulties can impact on engagement in education, development of social skills and developing independence skills.</p>	<ul style="list-style-type: none"> • Activities to support the development of self-regulation are embedded within daily lessons. • C/YP who have identified as having food/drink difficulties demonstrate increased interest and enjoyment in eating and drinking. • A meaningful range of workshops and parents/carers sessions/events support the needs of the C/YP beyond the school environment.
<p>C. Some pupils have significant needs in relation to their emotional and mental wellbeing and physical health, particularly following the pandemic, and continue to demonstrate low self-confidence and poor social interaction skills, despite the range of strategies being used. In addition, many PP new starters arrive at school unable to access an educational curriculum effectively. These factors impact upon their engagement with the curriculum. These cohorts require opportunities for a wide range of health and wellbeing initiatives to build their confidence and self-esteem and planned social inclusion to further develop important social and communication skills/relationships; our PP offer secures such opportunities through PSHE, Citizenship, PE and WRL.</p>	<p><i>Improvement of emotional health, wellbeing, physical health and happiness:</i></p> <ul style="list-style-type: none"> • Focused 1:1/group activities facilitate emotional wellbeing, physical health, social communication and interaction, fine/gross and cognitive skills and self-regulation. • Increased levels of engagement with the curriculum. • Activities to support emotional health and wellbeing embedded across the curriculum and daily timetables. • Parents/carers develop opportunities to promote positive lifestyle choices. • C/YP improve their awareness of healthy lifestyle choices. • Increased access to activities (physical/emotional), beyond the school, and within the community.
<p>External Barriers (<i>issues which also require action outside school</i>)</p>	<p>Desired outcomes</p>
<p>D. Maintaining on-going levels of parental engagement with school, including not accessing additional support* by some parents, despite range of strategies being attempted.</p> <p><i>*The school provides an early help offer which has been enhanced and personalised further to meet the needs of families following the pandemic.</i></p>	<p><i>Improvement of parental engagement:</i></p> <ul style="list-style-type: none"> • Increased parental engagement and participation seen by those parents/carers who currently demonstrate limited engagement. • Sustained and intensive support reaches the pupils and families who need it most. • Development of collaborative relationships, with parents. • Raising awareness of and accessing ongoing school-based support including home learning and wider services such as health, social care, supportive agencies/networks and the local offer. • Attendance – continue establishing good attitudes to attendance and punctuality, so that all year groups have good attendance.
<p>E. The social deprivation experienced by some of our families can result in them having limited access to experiences beyond the immediate</p>	<p><i>Strengthened and increased participation and engagement in “Cultural Capital” experiences:</i></p>

<p>ones that are part of their daily life. We want to provide our pupils with experiences that create life-long memories, develop life-skills and encourage them to aspire to be the best they can and develop their independence in preparation for adulthood. By having experiences which enhance our curriculum but also go beyond everyday learning, our pupils will be inspired to engage. Part of our school's focus on the development of our curriculum includes enriching and aspirational experiences for our pupils.</p>	<ul style="list-style-type: none"> • The curriculum provides no limits or barriers to the C/YP achievements, regardless of their backgrounds, circumstances or needs. • 1:1 support is given to ensure that the identified pupils have access to broader educational experiences, such as cultural arts opportunities. • Increased cultural capital for disadvantaged and vulnerable pupils. • Increased engagement with cultural learning. • Parents from identified cultural groups access the increased parental engagement on offer.
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6. Current funding

Funding summary: Year 3 (2021 – 2022)						
Total number of pupils	116	Number of pupils eligible for PPG	63	Total amount of Pupil Premium Funding	£72,255	
Pupil Premium funding	£1,345 per student (Reception – Year 6) £955 per student (Year 7 – 11) £2,345 per student leaving local-authority care £2,345 per Looked After student (Virtual School Head allocation)					
Total eligible for Pupil Premium	Total	Key Stage	Boys	Girls	Looked After Children (Children in Care)	Parents Serving in the Armed Forces
	63	KS 1 – KS 4	50	63	2	0

Summary of previous funding

Funding summary: Year 1 (2019 – 2020)					
Total number of pupils	109	Number of pupils eligible for PPG	48 (44%)	Total amount of Pupil Premium Funding	£67,320

Funding summary: Year 2 (2020 – 2021)					
Total number of pupils	114	Number of pupils eligible for PPG	61 (54%)	Total amount of Pupil Premium Funding	£71,730

7. Data sources

Our own experiences and the additional data tools below have enabled the school to research and identify barriers to attainment. The work of the Educational Endowment Foundation (EEF), Autism Education Trust (AET) and Public Health England (PHE) in particular have helped us select positive uses of our funding, which maximise outcomes for our C/YP.

- 10 Strands of Outcomes and Progress

- Sensory Journal outcomes
- Reading and writing pathways, audits and learning walks
- Learning walks and teaching observations
- EHCP and Individual Pupil Learner Journeys (IPLJ)
- Attendance records
- Staff, pupil and parent/carer questionnaires and consultations
- Speech and Language Therapy (SALT) Service input: Nottingham City
- Sensory Occupational Therapy (OT) Service input: Nottingham City
- Educational psychology input: Nottingham City
- [The Education Endowment Foundation \(EEF\)](#): Teaching and Learning Toolkit
- [Public Health England, Disney UK and Sport England](#): Change4Life campaign to inspire children to get more active
- [The Arts Council](#): Improving performance tools
- [The Autism Education Trust \(AET\)](#): Progression Framework

8. Our implementation processes

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact. We will:

Explore

- Identify a key priority where there is evidence of need for improvement
- Explore appropriate actions and strategies to ensure feasibility across the school

Prepare

- Develop a clear, logical and focused plan
- Discuss and prepare plans with key stakeholders

Deliver

- Support staff to implement the plan
- Review and resolve any problems/challenges using a flexible leadership approach
- Reinforce training and CPD with follow-on support

Sustain

- Plan for developing and sustaining the intervention
- Review implementation practices
- Celebrate achievements, progress and impact

Our tiered approach

To prioritise spending, we have adopted a tiered approach of three categories to define our priorities and ensure balance:

1. Improving teaching
2. Providing targeted academic interventions
3. Using a wider range of strategies to overcome barriers to learning

Within each category, we have chosen a number of interventions and actions. This focussed approach ensures the best chance of success for each intervention.

Our review processes

- This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.
- During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, increasing or ceasing the intervention, as required.
- Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.
- The progress of pupils in receipt of the PPG is regularly discussed with teachers.
- Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned, and with regard to any new guidance and evidence of best practice.
- The Headteacher and Deputy Headteacher are responsible for ensuring a PP strategy is always in effect.

9. Accountability

- The school has a clear policy for spending the PPG agreed by governors.
- The Senior Leadership Team oversee the expenditure of the funding, the outcomes of interventions and overall impact.
- We have a robust Performance Management process, linked to pupil outcomes and rigorous, moderated classroom observations and learning walks.
- Senior Leaders ensure staff are highly trained and understood the importance of specific targets for PP pupils.
- The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider PP eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.
- The school publishes its strategy for using the PPG on the school website
<https://www.therosehillschool.com/pupil-premium-1/>

10. Intervention planning in full

A. Engagement, enjoyment and standards in speech, language and communication (SL&C) and reading and writing		
Barriers to attainment	Under developed language skills, and communication difficulties, can impede disadvantaged children's access to the curriculum and independent learning strategies. As a result, highly structured and targeted teaching strategies are required including the use of alternative communication methods, especially in terms of objects of reference, symbols, aided language stimulation, the development of social interaction and communication skills, and reading and writing strategies.	
Category	<ul style="list-style-type: none"> Improving teaching Providing targeted academic interventions 	
Staff lead	Speech, Language and Communication Lead (SL&C) – CW/ RL/ AH/ EP	English Lead – TR
Chosen interventions	<p>I. Introducing/embedding bespoke communication groups (with intervention support for key pupils) and intensive interaction, with a focus on maximising the use of preferred methods of communication and the use of purposeful, curriculum/life-skills focused dialogue and interactions.</p> <p>II. 1:1/small group interventions in reading and writing.</p> <p>III. Parent/carer sessions, delivered by SL&C Lead/SALT/English Lead, to discuss and share communication, reading and writing strategies used in school and reinforce and promote wider and sustained use beyond school.</p>	<p>Success criteria</p> <ul style="list-style-type: none"> Children who receive targeted intervention for SL&C/reading/writing, make the expected progress and maintain the gains. Quality assurance analysis (through learning walks, observations, EHCP, fine levels of progress, communication and English Pathways evidence (Earwig)) shows increased use of systems for both individuals and embedded across curriculum areas, within IPLJ plans and the wider environment over time. Quality assurance analysis (through planning scrutiny and observations) shows incorporation of SL&C, reading and writing targets for all pupils. Evidence that those pupils identified are beginning to communicate more effectively out of school, and consistency of approach through joint working (home-school diaries, meetings/workshops & reviews). Tracking shows children in interventions are making good progress from baseline assessments in reading and writing.
Desired outcomes	<ul style="list-style-type: none"> Disadvantaged pupils are identified in each year group within 'class profiles', including information from SL&C/reading/writing audits. Improved use of alternative communication systems across the curriculum to support inclusion of pupils with communication difficulties. Pupils have access to individualised communication aids and objects of reference which are appropriate for them. SL&C targets closely meet the needs of individuals and parents are equipped with the best strategies possible to aid SL&C at home and in the wider community. To secure quality first teaching for disadvantaged pupils with identified communication and language needs. All staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis. There is, therefore, a major drive for developing independence, the development of interest and enjoyment in speech, language and communication and clear assessments that support learning. Staff training and CPD has been focused accordingly. Children make good progress in reading. Development of writing skills through one-to-one and small group targeted support. 	
What is rationale/ research supporting this choice?	<ul style="list-style-type: none"> Rosehill and SALT research provides evidence that using a wide range of aided language opportunities including; PECS, communication and reading books, signs and symbols, means, reasons and opportunities, colourful semantics and conversational language approaches (which match S&L activities to learners' current stage of development), extends their learning and connects with the curriculum and everyday activities. As this is a strategy which continues to have a proven track record of success at Rosehill, sustaining these approaches and ensuring that staff are consistent in their implementation is key. The use of communication groups, and emphasise on the use of Intensive Interaction, reading and writing to support learners to relate better to those around them and to learn to enjoy communicating with others will further improve the use of alternative communication systems across the curriculum to support inclusion of pupils with communication difficulties. 	

	<ul style="list-style-type: none"> • Research from The Sutton Trust has shown that good teachers have the most direct impact on pupil outcomes. Therefore, we train and support teachers to deliver targeted support. Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in language development, reading and writing impedes their access to the curriculum. • Education Endowment Foundation research suggests that providing activities which support oral language development can equate to +5 months impact in terms of learning and progress. 		
<p>What are the key actions for the 3-year plan?</p>	<ul style="list-style-type: none"> • Continue to provide a range of evidence based targeted and universal SALT interventions with a focus on vocabulary and SL&C strategies. This draws on detailed cohort files and timely assessment strategies identifying disadvantaged pupils, including cultural groups, more able and potentially more able. • Teachers collaborate closely with the SL&C, English Lead and SALT to develop high-quality teaching and learning approaches, ensuring that communication and reading targets are integrated into learning, across all lessons/environments. • SL&C and English Lead facilitate meetings and staff training sessions, also with the support of the SALT team, to support staff development and expertise. • Auditing and development/purchasing of resources including reading books which embed equality and diversity across the curriculum and objects of reference, communication books/aids/passports and PECS tools. • Delivery of one-to-one and small group reading sessions across the school. • SL&C and English Lead to facilitate parent/carers workshops and meetings in order to raise awareness of child's needs and develop skills in applying strategies. Advocacy and agency support to be provided, where needed. 		
<p>How will we ensure it is implemented well?</p>	<p>Year 1</p> <p>How we will implement interventions:</p> <ul style="list-style-type: none"> • Through teacher discussions and meetings, DHT will review SL&C systems (AuT). Cover provided. • DHT will complete self-led research (AuT) to establish local/national strategies, assessing compatible data with similar schools. Cover provided. • SALT to implement weekly language groups e.g. oral motor skills, use of key words, visual language, auditory discrimination, phonological, access to multimedia to support decision making (Commence AuT). Teachers build into class timetables. • Makaton trainer to provide teaching guide AuT and deliver weekly Makaton sessions in staff briefings, to embed consistent approach. Resources to be shared with parents and added the website. • Teaching teams collaborate with DHT and SALT on half termly basis (30 min slots) to develop high quality teaching and learning approaches. Priorities to take into consideration appraisals/monitoring feedback. Cover provided. 	<p>Year 2</p> <p>How we will implement interventions (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • Teachers will evaluate preferred methods of communication and use of alternative communication systems/home learning aids to ensure strategies are personalised/appropriate (2x30 min staff meetings AuT). SL&C Lead to use as focus for learning walks/observations SpT to monitor quality and coherence (3hr slots). • To compliment above, SALT to review and update targets and share with teachers through meetings (1 x 1hr class slot/virtual if required). Teachers revise EHCP 'Communication' targets so they closely meet the needs of individuals. Also using AET strands (AuT/SpT – in PPA time). • SL&C Lead to complete refresher/induction training to ensure staff are up-to-date with practice (3 x 50 min sessions per dept AuT). To include use of 'assessment tags' in Earwig to record best practice evidence (AuT). 2x 30 min team meetings on colour coding of signage and 	<p>Year 3</p> <p>How we will implement interventions (in light of the year 2 annual light-touch review):</p> <ul style="list-style-type: none"> • Leaders to reflect on the extensive research and work that has taken place, in order to plan and sustain improvements. Priorities from evaluation will be established taking into consideration appraisal/monitoring feedback, including SALT/reading/writing interventions. (PPA as needed). • SL&C & English Leader to review policies and assessment evidence, to ensure embedding of strategies (AuT- cover provided). • Termly pupil progress meetings use a range of language and reading audits to track and identify individuals and groups to set key actions (45 min slots for all teachers termly). • Maintaining standards for interventions including reading/writing sessions and SALT through monitoring by the Leads and SALT (PPA time allocated i.e. 2x 1hr slots). • Focus for learning walks/observations (AuT) on daily interventions/targets for reading, writing.

	<ul style="list-style-type: none"> • DHT and SALT complete 1x 1hr staff meeting sessions to revise and implement Communication Passports and monitor strategies to facilitate learning e.g. social stories (SpT). • Rigorous and regular monitoring will be conducted by DHT and Phase Leaders through learning walks, discussions and planning scrutiny, as well as formal observations to ensure standards are high (SpT – 3 x 1hr SLT sessions and teacher feedback time). Cover provided where required. • Progress meetings will be held termly by DHT and assessment judgments moderated (PPA slots in place). • DHT to share outcomes and impact with key stakeholders during SuT GB meeting. 	<p>displays to emphasise use of key language (in line with colourful semantics reading tools).</p> <ul style="list-style-type: none"> • Makaton trainer to deliver training (3x1hr termly slots) to support CPD and emphasise PECS use. • SL&C Lead to audit/purchase/develop resources e.g. objects of reference (SpT- cover as required). • Intensive Interaction groups established and facilitated by Phase Leaders. Identified PP pupils to receive intervention support (SpT/SuT - weekly 45min sessions, as appropriate e.g. in bubbles). • SL&C Lead to complete moderation/planning scrutiny re inclusion of SALT targets in lessons (SpT 1x1hr staff meeting). Cover as needed. • SL&C Lead & SALT to deliver parent workshops on use of aids/strategies (SuT- virtually/as required). Targets, strategies and resources shared and reinforced at annual reviews to enable parents to maximise home use and home learning as required (ongoing). 	<p>SALT to ensure that PP pupils with additional needs, particularly those with complex needs sustain progress (3hr slot for SL&C & English Lead- cover provided).</p> <ul style="list-style-type: none"> • SL&C Lead to provide staff training/induction sessions on teaching communication skills (AuT/SpT- 3x1hr sessions). • English Lead to provide reading and writing training (3 x 1.5 hr slots termly). • Development of reading and writing skills through delivery of one-to-one and small group targeted support across the school. • Staff to inspire a love of reading by increasing the range of materials children read- using reading café for small group sessions. • Collaborative project set up with SALT service. Weekly groups embedded (SpT/SuT). • Review and replenishing of communication aids by SL&C Lead (AuT as part of action plan). • Collaboration, training and workshop sessions with parents and extended services, maximised throughout the year (at least 4x1 hr sessions, plus individual sessions as required).
<p>Light-touch review notes – What is the impact and future action?</p>	<p>Annual review notes/Impact:</p> <ul style="list-style-type: none"> • Programme of staff meetings/training improved staff awareness of SL&C delivery, maximising purposeful opportunities to develop communication skills in everyday situations. Furthermore, through dissemination of research, staff improved their awareness of language development for C/YP with autism and how to set challenging targets. Further delivery required 20/21 to consolidate and reinforce training (due to COVID some work halted). • Phase Leaders ensured SL&C high priority (including during COVID period; Class based communication projects show good development and consistency of 	<p>Annual review notes/Impact:</p> <ul style="list-style-type: none"> • Teachers evaluated preferred methods of communication and use of alternative communication systems/home learning aids. This enabled teachers to ensure strategies were personalised. Bespoke resources provided for home. Additional resources to be provided for home learning 21/22. • SALT have delivered input to families through video/telephone calls during pandemic. Communication support plans shared with school/professionals/home. • Staff training on reading, picture exchange, communication partner and positive behaviour 	<p>Final review notes/Impact:</p> <ul style="list-style-type: none"> • Teachers supported C/YP to use knowledge of phonics and word analysis skills to decode unfamiliar words, supporting C/YP to experience success, build fluency and develop good reading strategies. • Reading books purchased to embed equality and diversity across the curriculum and to ensure reading material truly reflects the diversity of families in the school population. • Personalised intervention support provided for PP pupils identified with communication difficulties being a barrier to learning – linked to targets on their EHCP (weekly sessions as required).

	<p>use of preferred SL&C methods, especially in terms of symbolised strategies/communication groups.</p> <ul style="list-style-type: none"> • Learning walks, lesson observations and progress reviews evidence increased use of systems for both individuals and embedded across curriculum areas. Also, development of the wider environment; displays, signage etc. Learning walks now have a specific review question linked to use of appropriate communication and dialogue which has allowed the school to better quality assure this strategy. Social vocabulary signage to be revised 20/21, with a focus on application. • Revised whole school curriculum plans and IPLJ targets, including audit of Communication Passports. Introduce revised plans/systems AuT20. • Pupil feedback, data and progress evidence demonstrates PECs continues to be a successful communication system. This could, however be better used with individuals within KS3-5, although there has been an improvement in practice this year. SALT to reinforce PECS and SL&C Lead to implement revised assessment system to track outcomes AuT20. • During COVID-19, discussions held with families regarding modified section 42 duty to make reasonable endeavours to secure the provision specified in EHC Plans. Through this robust process, teachers provided personalised SL&C resources/aids for home learning. Embed these individualised tools AuT 2020. 	<p>strategies (3 x MS teams training sessions) delivered by NHS SALT), has led to improvements in expressive communication skills.</p> <ul style="list-style-type: none"> • SALT team completed communication focussed observations of class teachers SpT21. Recommendations and individualised plans provided following a period of intervention, leading to improved engagement in learning. • New system for teaching phonics implemented. • English Lead completed meetings with teachers to review reading and writing in their classes, evaluate and provide personalised support. This has ensured consistency in delivery of strategies. • Increase reading and writing session times on timetables 21/22 and increase the reasons and opportunities for communication for all pupils through enrichment of the visual environment. • EHCP targets regularly discussed and assessed by teachers as part the schools ongoing assessment process (Earwig), promoting our 'total' communication approach. This includes the use of signs, symbols, photographs, visual timetables, appropriate speech modelling and increased opportunities for communication. • Through ongoing SL&C training opportunities, (with SALT), staff feel confident in supporting communication with a broad and varied group of C/YP. This has led to staff embedding communication strategies within the classroom. 	<ul style="list-style-type: none"> • Moderation and planning scrutiny completed to incorporate the above (SpT 1xhr staff meeting). • Through working closely with C/YP and parents to further develop their SL&C skills, there has been an increase in the consistent use of low-tech AAC devices (e.g. Aided Language Boards, communication books, Picture Exchange) at home. • A successful referral to Lincoln Electronic Technology Service has led to a child in key stage 3 accessing a communication device. This has been used positively and is now on a long-term loan and being used across home and school. • Further demonstration and coaching around communication devices for 2 other children at school. Training sessions to staff around editing and modelling. • SLT have attended review / multi- disciplinary team meetings to support discussions around specific children. Action plans have been made together and joint working with the OT team have allowed for more specific and consistent strategies / targets. • Attendance at 'Here to Help' Fayre in school. Workshops delivered to parents and SENCO's around creating opportunities for communication and Intensive Interaction.
<p>Light-touch review – How well is the intervention</p>	<p>The intervention is performing: Below expectations (impact of CV)</p>	<p>The intervention is performing: Below expectations (impact of CV)</p>	<p>The intervention is performing: As expected</p>

<p>performing overall?</p> <p>What are the lessons learned?</p>	<p>Lessons Learned: Where new communication strategies are being introduced, there is a need for further CPD with the Lead/SALT for all staff, if it is to become fully embedded. Schedule in place for 20/21 for additional sessions with SALT, including continuation of communication groups. Although school-based data is affected due to COVID, the school have worked hard to support families in implementing SL&C resources and strategies during the lockdown period. Baseline assessments in AuT, will take into consideration extensive feedback, outcomes and next steps required.</p>	<p>Lessons Learned: Collaborative working between school/SALT has been difficult due to the pandemic. Whole school training has been successful via MS teams and regular staff contact (e.g. meeting via MS teams to discuss children/recommendations/outcomes). No training sessions delivered to parents by SALT due to COVID. Increased focus on reading and writing interventions required.</p>		<p>Lessons Learned: Intensive interaction group for 8 pupils within the primary department. Children have worked 1:1 with an adult over 8 sessions looking at joint attention and initiating or sustaining an interaction. There have been notable changes during the interaction sessions for some of the children – increased eye contact and engagement / participation in the interaction. Families have since been offered a home visit or a session in school to go through the same strategies to carry out at home. 6 out of 8 parents have engaged with this.</p>	
<p>Anticipated expenditure</p>	<p>Year 1 = £10,000 (SALT costs = £1,000) (Training/workshops = £1,000) (Resources = £3,000) (Interventions = £5,000)</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Remain the same</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase</p>
		<p>Year 2 = £10,000 (SALT costs = £1,500) (Training/workshops = £700) (Resources = £4,000) (Interventions = £3,800)</p>		<p>Year 3 = £12,500 (SALT costs = £3,000) (training/workshops = £1,500) (resources; SL&C, reading and writing = £3,000) (Interventions; SL&C, reading and writing = £5,000)</p>	
	<p>Total anticipated expenditure: £32,500</p>				
<p>Actual expenditure</p>	<p>Year 1 = £9,060 <i>Note: spending over SpT/SuT relates to home learning & communication resources provided to families</i></p>	<p>Year 2 Did expenditure increase, decrease or remain the same?</p>	<p>£10,000 Remained the same</p>	<p>Year 3 Did expenditure increase, decrease or remain the same?</p>	<p>£13,475 Increased</p>
	<p>Total actual 3-year expenditure: £33,075</p>				

B. Development of sensory self-regulation skills				
Barriers to attainment	Many pupils present with on-going sensory processing challenges; this includes difficulties with understanding and expressing their own sensory preferences, eating and drinking difficulties including maintenance of a healthy diet, and difficulties with self-regulation. All of these difficulties can impact on engagement in education, development of social skills and developing independence skills.			
Category	<ul style="list-style-type: none"> Improving teaching Providing targeted academic interventions 			
Staff lead	DHT – CW/ AH OT – RH/ TG			
Chosen interventions	<table border="1"> <tr> <td style="vertical-align: top;"> <p>I. OT to implement sensory journals for <u>all</u> pupils to ensure personalised strategies and goals are incorporated across daily timetables and wider curriculum opportunities.</p> <p>II. Intervention support provided for pupils identified with heightened sensory sensitives; sensory circuits/ breaks/ regulation techniques incorporated into daily activities.</p> <p>III. Provision of individualised eating and drinking programmes and KS1/2 food-based groups, to increase interest and enjoyment in food and drink.</p> </td> <td style="vertical-align: middle; text-align: center;">Success criteria</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Quality assurance analysis (through learning walks, observations, EHCPs, sensory journal assessment evidence) shows increased number of pupils accessing programmes within school and the embedding of OT activities within lessons/wider curriculum opportunities. Awareness, confidence and application of strategies by teaching staff increases. Through increased provision of activities, such as sensory circuits/breaks, C/YP deal better with sensory input from the wider environment and how they behave in reaction to that sensory input. This leads to higher levels of engagement in learning/activities and gains in attention and in cognitive and social skills. C/YP become more comfortable with food/drink experiences; mealtimes become more relaxed and C/YP demonstrate an increased interest and tolerance to eating and drinking. </td> </tr> </table>	<p>I. OT to implement sensory journals for <u>all</u> pupils to ensure personalised strategies and goals are incorporated across daily timetables and wider curriculum opportunities.</p> <p>II. Intervention support provided for pupils identified with heightened sensory sensitives; sensory circuits/ breaks/ regulation techniques incorporated into daily activities.</p> <p>III. Provision of individualised eating and drinking programmes and KS1/2 food-based groups, to increase interest and enjoyment in food and drink.</p>	Success criteria	<ul style="list-style-type: none"> Quality assurance analysis (through learning walks, observations, EHCPs, sensory journal assessment evidence) shows increased number of pupils accessing programmes within school and the embedding of OT activities within lessons/wider curriculum opportunities. Awareness, confidence and application of strategies by teaching staff increases. Through increased provision of activities, such as sensory circuits/breaks, C/YP deal better with sensory input from the wider environment and how they behave in reaction to that sensory input. This leads to higher levels of engagement in learning/activities and gains in attention and in cognitive and social skills. C/YP become more comfortable with food/drink experiences; mealtimes become more relaxed and C/YP demonstrate an increased interest and tolerance to eating and drinking.
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Desired outcomes	<ul style="list-style-type: none"> Strengthened and improved levels of personal choice and engagement and pupils' capacity to regulate their own behaviour and learning. Activities to support the development of self-regulation are embedded within daily lessons. C/YP who have identified as having food/drink difficulties demonstrate increased interest and enjoyment in eating and drinking. A meaningful range of workshops and parents/carers sessions/events support the needs of the C/YP beyond the school environment. 			
What is rationale/ research supporting this choice?	<ul style="list-style-type: none"> Through school-based and OT research, we recognise that many C/YP on the autism spectrum attending Rosehill, find it challenging to cope with the various different sensory input they receive, therefore they can experience difficulty registering and organising sensory information and performing the many complex tasks necessary for learning and functioning in the world. The above interventions will assist those pupils identified, to not only develop coping strategies but to apply them in different contexts, whilst in a safe and controlled environment. The Education Endowment Foundation research suggests that self-regulation approaches have consistently high levels of impact, with pupils making an average of +7 months' additional progress. 			
What are the key actions for the 3-year plan?	<ul style="list-style-type: none"> OT to further develop the wider learning environment, resources and individual/group intervention sessions to maximise self-regulation, interaction and eating/drinking programmes for learner with complex sensory needs. Including further development of the wider environment i.e. Balance Rooms/MILES/OT Room /play rounds to enable learners to process information, engage in meaningful activities and have a safe outlet for self-regulation. Develop the use of sensory circuits and breaks across the school, and additional sensory resources. OT, HT & DHT to provide training, CPD and guidance for staff and parents/carers to raise awareness of deregulation cues and signpost self-regulation/ independence. 			

<p>How will we ensure it is implemented well?</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>
	<p>How we will implement interventions:</p> <ul style="list-style-type: none"> OT to deliver training (i.e. sensory circuits) and introduce handbook to ensure meaningful strategies and resources implemented (3x dept sessions AuT). OT and teachers create session plans and further develop existing Sensory Journals. Plans are tailored and focused on individuals' targets, embedding use of meaningful activities within lessons/wider curriculum opportunities. (14x 30min teacher sessions with OT AuT-SuT - cover as required). Staff to introduce new personalised Sensory Journals by SpT. OT to provide structured assessments for all C/YP (AuT primary & middle intervention block and goal setting, SuT upper). OT to measure levels of engagement in learning/activities and gains in attention/ cognitive/ social skills. DHT and OT to redesign Balance Rooms, and MILE's and create OT intervention room; to ensure equipment/ environment meets needs of all C/YP. Review resources and strategies by SpT. OT and DHT to review implementation practices and ensure standards are high by completing learning walks and observations (SpT & SuT). Focus on quality of teaching and learning, embedding OT activities within lessons/wider curriculum and progress in sensory processing. OT to introduce group/1:1 sessions for exploring food/drink (primary groups 1hr slots AuT - middle groups SpT - upper groups SuT). Monitor and assess progress by June, and report impact and outcomes to governing body by end of SuT. DHT and OT to liaise with pupils and parents through questionnaires, and surveys to measure the impact. 	<p>How we will implement interventions (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> DHT, OT and teachers (face-to-face/TEAMS) to review sensory curriculum plans, considering assessment/reintegration plans following COVID (1hr dept slots AuT). Teachers evaluate Journals and re-establish by Oct. Refresher/staff induction training scheduled by OT (AuT -2x 1hr slots termly). OT ensures all staff are up-to-date with current practice/provision and sensory integration methods; widening the range of sensory techniques in daily activities. Refresher on use of sensory circuit (SpT 3x ½ dept slots). DHT to establish parents' workshops. OT to focus on equipping parents with strategies/ resources to deliver flexible/adaptable sensory diets at home (1x session SpT & 2x sessions SuT). OT to monitor success and progress through feedback. OT room; provide personalised sessions for pupils with complex needs requiring intensive support (AuT/SpT-SuT 45 min sessions). OT to complete programme of intervention work with all classes (using MILEs and Balance Rooms). Focus: activities for developing motor skills, balance, co-ordination, social skills, attention and behaviour (½ sessions SpT/SuT). OT to introduce 'sensory surgery sessions' (ad hoc/ fortnightly). To strengthen expertise and provide solution focused opportunities to review/amend plans, as required. OT and teachers to provide sessions for exploring food/drink (primary-1hr slots AuT/ middle-SpT/ upper- SuT). Monitor interest/engagement and whether improvements translate into increase in positive behaviours (at school/home). 	<p>How we will implement interventions (in light of the year 2 annual light-touch review):</p> <ul style="list-style-type: none"> OT to support the introduction of daily sensory circuits as part of daily timetable (including playtimes), with OT led session for those of higher need. All staff within the school to receive further intensive training in sensory awareness/circuits/ breaks, with ongoing training for new staff. All pupils to have an updated Sensory Journal. Termly class reviews to be completed by class teacher to ensure Sensory Journals, plans and resources still relevant. Focus for learning walks/observations (AuT21) on daily interventions/targets. SL&C Lead & OT to ensure that PP pupils with additional needs, particularly those with sensory processing difficulties, behaviour challenges and complex needs sustain progress. Regular OT led therapeutic sessions in place following the school curriculum working with individuals with higher needs (i.e. food group, motor skills group). Meaningful use of therapy rooms across the school for alternative activities with activity plans for interventions. OT to work with SALT and SL&C Lead to develop a new 'group time' routine focusing on regulation and communication. Continue to develop home/school relationship. Monitor and assess overall progress, and report impact and outcomes to governing body end of summer term.
	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>
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Light-touch review notes – What is the impact and future action?

Annual review notes/Impact:

- Specialised training/CPD has led to staff successfully planning activities to meet pupils' sensory needs, in specific therapeutic techniques (joint compression, deep pressure, movement/heavy work). Staff more confident in meeting pupils' sensory needs with the provision of appropriate equipment. Teachers/TAs consistently support self-regulation interventions throughout school day.
- Improvement of Balance Rooms has enabled learners to process information, engage in meaningful activities and have a safe outlet for anxious and unsafe behaviour where space is required outside of the formal learning environment (see learning walks/ observation/behaviour data). Development of mini MILE's has supported interactive learning. **MILE resource development planned AuT2020.**
- Identified pupils have accessed sensory equipment that meets their needs. Each pupil has an individualised Sensory Journal. Some pupils received individual assessments of their sensory preferences/ needs and OT recommendations to support next steps. Impact has included higher levels of positive/ meaningful engagement, increased shared attention, increased following of adult prompts, improved well-being as well as ongoing development of self-regulation strategies. **Embed new strategies- AuT.**
- Development of focused eating/drinking programmes has helped improve positive experiences and sensory deregulation/diet issues. **Continuation of strategies to re-establish targets for learners following home learning period.**
- OT has further developed specialist equipment and supported the identification of appropriate resources for future learning opportunities. During COVID period, tailored resources/aids were sent home to support sensory needs/behaviours; trampettes and

Annual review notes/Impact:

- Due to COVID restrictions limited face to face input provided by OT service. Some input provided via video link supported high priority pupils and enabled families to implement strategies within the home. **Face to face input re-commenced after Easter break.**
- DHT & OT facilitated self-regulation, intensive interaction and communication developments by further developing the school's sensory environments. This has led to positive/meaningful engagement as C/YP enthused and excited by resources and activities i.e. outdoor classroom.
- Journals have been reviewed and updated. Staff now have with a clear baseline for implementing strategies, raising their confidence following the home learning period. This has led to the development of self-regulation strategies.
- OT training session provided to support implementation of sensory strategies in classroom environments. Staff have expressed that this ongoing training has supported their understanding of the impact of differing sensory needs, which appear more heightened at present (due to Covid).
- Refresher training provided to staff on sensory circuits. **Induction training for new staff to continue 21/22.**
- Group sessions, including food exploration groups, have not been implemented due to restrictions and bubbles. **Schedule these into OT planning 21/22.**
- Key high priority pupils have been observed and support offered to staff and to parents/carers.
- **Further development of equipment and resources.**
- **Development of Upper School MILE.**

Final review notes/Impact:

- Staff training provided regarding sensory regulation and sensory circuits.
- Resources provided to support sensory regulation:
 - Class resource book, including sensory alert states and activities, sensory circuit overview and how to use equipment.
 - Development of communication boards to support identification of sensory alert state and activity symbols to choose.
 - Equipment order completed to provide sensory regulation equipment boxes.
- All pupils have a sensory journal in place. Staff alert OT when sensory journals need to be reviewed e.g. pupil's presentation has changed.
- Staff alert OT to when pupils might need additional support with their sensory needs above the general sensory approach.
- Class staff training provided for handwriting development and feeding difficulties.
- Parent/carer training provided for sensory regulation and safety in the home and the community, with takeaway resource sheets.
- Staff alert OT to when parent/carer might benefit from advice to implement at home-general information provided.
- **Food exploration and motor development sessions (gross/fine) scheduled for next year.**

	<p><u>therapy balls purchased and offered to all families.</u> These were well received, with many parents expressing a positive impact in providing a mechanism for self-regulation/ exercise/relaxation.</p>					
<p>Light-touch review – How well is the intervention performing overall?</p> <p>What are the lessons learned?</p>	<p>The intervention is performing: Below expectations (impact of CV)</p>	<p>The intervention is performing: Below expectations (impact of CV)</p>		<p>The intervention is performing: As expected</p>		
	<p>Lessons Learned: Sensory curriculum schemes of work are well sequenced, maximising impact for pupils. Greater impact could be had through access to sensory circuits during break and lunch times. Feedback from parents, during COVID period, demonstrates greater need for integrated use of Sensory Journals. This will be taken into consideration when planning 20/21 outcomes and milestones, with increased OT class-based work costed and arranged.</p>	<p>Lessons Learned: Interventions for pupils have worked well and supported sensory development and engagement in structured learning. Sensory circuits have supported regulation; now need to be further structured into the daily curriculum. Environments across the school have been developed and improved. Further support is required to empower staff to use the areas to their full potential following the restrictions of the pandemic.</p>		<p>Lessons Learned: OT has attended more meetings about individual pupils throughout the year. This has benefitted these pupils; however, it has reduced the time available for planned activities, which have been rescheduled for next year. Prioritises to be reviewed for 2022/23 planning. Permanent staff benefit greatly from regular training from OT Service. Consideration to be given to overall training plan to ensure greatest impact.</p>		
<p>Anticipated expenditure</p>	<p>Year 1 = £14,600 (OT costs) (OT costs = £16,000) (Balance Rooms = £3,000) (Training/workshops = £1,000) (MILES = £5,000) (Learning Zones/E&D = £6,000) (interventions = £2,000)</p>	<p>Is expenditure anticipated to increase/decrease /remain same?</p>	<p>Increase</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Remain the same</p>	
		<p>Year 2 = £32,000 (OT costs = £16,000) (Balance Rooms = £3,000) (Training/workshops = £1,000) (MILES = £5,000) (Learning Zones/E&D = £6,000) (Interventions = £2,000)</p>		<p>Year 3 = £32,000 (OT costs = £19,000) (Environments = £3,000) (Projects/groups = £1,000) (Interventions = £3,000) (Training = £500) (Equipment = £5,500)</p>		
	<p>Total anticipated expenditure:</p>	<p>£78,600</p>				
<p>Actual expenditure</p>	<p>Year 1 = £14,000 <i>Note: spending over SpT/SuT relates to home learning sensory resources as noted above.</i></p>	<p>Year 2</p>	<p>£32,000</p>	<p>Year 3</p>	<p>£32,784</p>	
		<p>Did expenditure increase/decrease /remain same?</p>	<p>Increased</p>	<p>Did expenditure increase, decrease or remain the same?</p>	<p>Increased</p>	
	<p>Total actual 3-year expenditure:</p>	<p>£78,784</p>				

C. Improvement of emotional health, wellbeing, physical health and happiness			
Barriers to attainment	Some pupils have significant needs in relation to their emotional and mental wellbeing and physical health, particularly following the pandemic, and continue to demonstrate low self-confidence and poor social interaction skills, despite the range of strategies being used. In addition, many PP new starters arrive at school unable to access an educational curriculum effectively. These factors impact upon their engagement with the curriculum. These cohorts require opportunities for a wider range of health and wellbeing initiatives to build their confidence and self-esteem and planned social inclusion to further develop important social and communication skills/relationships with others; our PP offer secures such opportunities through PSHE, Citizenship, RSHE, PE, Outdoor Learning & WRL.		
Category	<ul style="list-style-type: none"> • Providing targeted academic interventions • Using a wider range of strategies to overcome barriers to learning 		
Staff lead	Sports Coach – EW	PSHE & Citizenship Lead/RSE Lead – KT/ JR	WRL = RS DHT = AH
Chosen interventions	<p>I. Sports Coach and PE Lead to enrich the physical education curriculum offer, by providing extended wellbeing led activities to identified pupils throughout the year. To include positive mental health sports/physical related activities e.g. rebound therapy, cycling, yoga, outdoor circuits/gym and through use of the outdoors i.e. Woodland Walk/adventure activities.</p> <p>II. Under the direction of the DHT and PSHE Lead, tailored individual support* to be provided across the curriculum and arrangements made for resources to be available for each pupil as needed e.g. EP input, provision of counselling i.e. Young Minds/NSPCC resources/pastoral sessions, OT.</p> <p>III. Structured social inclusion provided through PSHE, Citizenship and RSHE enrichments sessions, events and assemblies. To include Primary Parliament/ Student Council/Class Ambassadors/WRL- used as a ‘vehicle’ for pupils to address their personalised learning outcomes and develop social interaction skills in/beyond school.</p> <p><i>*We use small groups/1:1 intervention both at the point of learning and outside of the classroom to help close gaps. Some pupils require additional support for personal, social and emotional reasons. Whatever a pupil’s individual need is, we aim to use carefully planned and monitored interventions to make a difference. The implementation and monitoring of these is a thread within the School Development Plan and links with Performance Management targets for some staff.</i></p>		Success criteria
			<ul style="list-style-type: none"> • The school has inspired and motivated increased levels of pupils’ engagement with the wider curriculum. • The school has promoted good physical and emotional health, happiness and mental wellbeing support to more C/YP and families than ever before. • Staff better understand how to support C/YP from vulnerable groups. • Developed new ways of ensuring C/YP facing adversities and increased barriers to social inclusion, physical and emotional health and wellbeing, and communication difficulties receive the help they need. • The school community champions the voices of learners and parents/carers to influence tailored opportunities and resources i.e. after school clubs. • Enabled parents/carers and C/YP to make informed decisions about appropriate activities beyond the school.
Desired outcomes	<ul style="list-style-type: none"> • Focused 1:1/group activities facilitate emotional wellbeing, physical health, social communication and interaction, fine/gross and cognitive skills and self-regulation. • Increased levels of engagement with the curriculum. • Activities to support emotional health and wellbeing are embedded across the curriculum and daily timetables. • Parents/carers develop opportunities to promote positive lifestyle choices. • C/YP improve their awareness of healthy lifestyle choices. • Increased access to activities (physical/emotional), beyond the school, and within the community. 		
What is rationale/	<ul style="list-style-type: none"> • Public Health England (PHE) research evidence shows that education and health are closely linked, therefore promoting the health and wellbeing of pupils within schools has the potential to improve their educational health and wellbeing outcomes. In conjunction with Disney UK and Sport England, PHE have launched a new 		

<p>research supporting this choice?</p>	<p>Change4Life campaign to inspire children to get more active, which the school will use alongside Young Minds health, wellbeing resources i.e. NSPCC resources. Also the school will focus on the Education Endowment Foundation recommendations in promoting outdoor adventure experiences, which are evidence as having a positive impacts on self-confidence and motivation.</p> <ul style="list-style-type: none"> The school has embedded the Autism Education Trust (AET) Progression Framework within existing school-based systems and practices. This approach has enhanced the curriculum offer for all pupils at Rosehill, and as such is a strategy that will continue to be adopted moving forward. Supporting learners to understand, manage and/or make friendships and relationships (social interaction), will be further developed as part of this PP priority alongside RSHE plans. 		
<p>What are the key actions for the 3-year plan?</p>	<ul style="list-style-type: none"> Using PE/PSHE/10 Strands assessment data, the Sports Coach, PE and PSHE Leaders will establish plans for an enhanced offer for groups and individuals, to include lunch time and after school clubs, access to additional events/projects/sporting and physical opportunities with focused 1:1 interventions. In line with the above, PE Coach to establish timetabled programme for individualised interventions and group sessions. To include; rebound therapy, cycling, yoga, outdoor circuits/gym and through use of the outdoors i.e. Woodland Walk and adventure activities. PSHE Lead to plan enhanced pupil voice, choice and social communication sessions i.e. events, assemblies, PSHE, Citizenship & RSHE enrichments sessions. DHT/PSHE Lead to arrange enhanced specialist/professional support and pastoral sessions, including; PSHE specialists, Educational Psychology input and provision of counselling/therapeutic interventions i.e. OT input. PSHE/PE Leaders and DSL to promote local offer/services for appropriate mental health and wellbeing opportunities, and sporting/physical activity opportunities beyond the school. Teachers and teaching assistants collaborate closely with Sports Coach and PSHE Lead to develop high-quality mental health and emotional wellbeing approaches, physically active experiences and promotion of social understanding and processing skills, ensuring that personalised targets are integrated into learning, across all environments. DHT, PE Coach and PSHE Lead to facilitate training/CPD sessions with specialist services to support staff development and expertise. To include staff wellbeing. Targeted parents' meetings set up to provide support and signpost parents to external agencies. 		
<p>How will we ensure it is implemented well?</p>	<p>Year 1</p> <p>How we will implement interventions:</p> <ul style="list-style-type: none"> PE Coach to deliver training (3x 45 min dept team meetings AuT) and introduce revised PE offer to develop staff expertise/support individualised plans. PSHE & RE Leads to introduce events and assembly's tracker (1 x teacher meeting AuT). Phase Leaders implement in weekly timetables by SpT. Provision of 2 X TA2 to provide support to individuals and groups (1x 1hr sessions weekly). PE Coach to introduce revised assessments for all PP pupils AuT. PE Coach to deliver PE to all primary PP pupils (ongoing throughout year) and timetabled programme for individualised interventions and group sessions (each pupil to access at least 1x term block of interventions e.g. rebound therapy). 	<p>Year 2</p> <p>How we will implement interventions (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> PSHE Lead to ensure the recuperation curriculum is exciting, relevant and fit for purpose (review of plans Sept 2020). HT/DHT/ Welfare Office/PE Coach/PSHE Lead to deliver staff training- developing high-quality health and emotional wellbeing approaches, ensuring that personalised targets are integrated into learning, across all environments. Introduction of Classroom Ambassadors by HT, to promote pupils' engagement, confidence and build self-esteem (Oct 20). Class teachers to provide support for individual pupils with attachment issues/those who require 	<p>Year 3</p> <p>How we will implement interventions (in light of the year 2 annual light-touch review):</p> <ul style="list-style-type: none"> PSHE lead to implement new resources for RSHE sessions linked to mental health and wellbeing. https://www.discoveryeducation.co.uk/ Specialist sports services to deliver additional sessions in cycling/multi sports/football to develop emotional wellbeing approaches. Tailored individual sessions for key pupils i.e. additional rebound therapy sessions. Targeted afterschool clubs for PP pupils to improve fitness levels, engagement and wellbeing –i.e. dance equation, health, multi sports. EP training for staff- developing emotional and health approaches and behaviour analysis.

	<ul style="list-style-type: none"> • PSHE Lead to implement additional pupil voice, choice and social communication sessions (fortnightly sessions by SpT e.g. accessing school café at breaktimes). • PSHE Lead to complete learning walk, observations and planning scrutiny (SpT – 3 x 1hr SLT sessions and teacher feedback time). Cover provided as required. • DHT to arrange enhanced specialist/professional support and pastoral sessions with OT (fortnightly for all identified pupils), EP Counselling (as required). • DHT to deliver workshop with parents SpT and PSHE Lead to complete website updates (termly) to promote health and wellbeing opportunities beyond the school. • DHT to facilitate staff training/CPD in line with the school's Fair Workload Charter (termly sessions and individual slots scheduled for team meetings). • PE Coach and PE Lead to implement focused PE/sports sessions for key pupils (ongoing throughout year- timings adjusted in line with recommendations/ needs of pupils). 	<p>wellbeing support (intervention staff reviewed on weekly basis).</p> <ul style="list-style-type: none"> • PE Coach to work with Primary pupils to provide positive mental health sports related activities e.g. rebound therapy, cycling, yoga, outdoor circuits/gym and through use of the outdoors i.e. Woodland Walk and adventure activities (weekly 45 min slots – set up in heart spaces/areas allocated in line with school risk assessment). • Sports Coach and PE Lead to provide extended wellbeing led activities to identified pupils (keep under review- aim to commence Oct/Nov). • Tailored individual support to be provided for each pupil as needed e.g. EP input/provision of counselling /Young Minds and NSPCC resources/pastoral sessions. • Structured social inclusion provided through PSHE, Citizenship and RSHE enrichment sessions, events and assemblies (timetabled slots commencing AuT). 	<ul style="list-style-type: none"> • Sports Coach parents' sessions to develop their awareness and understanding of fundamental movement skills, and physical fitness. • Targeted parents' meetings/ sessions, to provide support and signpost parents/carers to external agencies. • Summer school holiday sessions for PP pupils. • Sports Coach to organise opportunities for intersports school competitions during the year. • Outdoor learning week to be planned AuT21 to increase PP pupils' access to outdoor adventure activities. Also, alternative sports to support children to build confidence, self-esteem and resilience and to support them in finding new interests i.e. archery. • Provide a range of targeted provision to support C/YP wellbeing and social, emotional and mental health needs i.e. social and nurture groups/ therapy using art/creative play/drop-in sessions (led by Wellbeing Champions).
<p>Light-touch review notes – What is the impact and future action?</p>	<p>Annual review notes/Impact:</p> <ul style="list-style-type: none"> • Through PE/PSHE analysis, evidence shows that the range of health, wellbeing and social communication activities has helped the majority of identified pupils develop confidence which in turn is reflected in their attitudes to learning. Areas of progress include developing independence skills and emotional well-being, and improvements in mood, social interaction and communication. Due to COVID, some events have been delayed, therefore Leaders will further promote local offer/ Student Council/Ambassadors etc, to address personalised learning outcomes/develop social interaction skills AuT20 onwards. • Staff have taken responsibility for determining the additional resources/interventions that pupils need in order to achieve well. Appropriate requests for resources were met quickly so that pupils can make the quickest 	<p>Annual review notes/Impact:</p> <ul style="list-style-type: none"> • Recuperation curriculum has enabled staff to focus on positive wellbeing experiences, which has supported C/YP to reintegrate into school and to share their views and regain their confidence and self-esteem • Through analysis of pupil/parent feedback, teachers have implemented targeted interventions, where required. These interventions will continue AuT2021. • Through staff training/CPD, staff have developed their awareness and skills in relation to providing a range of health and emotional wellbeing approaches and opportunities i.e. move a mile a day project. This has enthused and inspired staff to be creative with the range of experiences offered. Training for 12 staff in rebound therapy 	<p>Final review notes/Impact:</p> <ul style="list-style-type: none"> • The PHSE curriculum has been developed. The new resources from discovery education, NSPCC speak out and training from the NST network meetings have enabled teachers to deliver a creative and full PHSE curriculum. This has also supported teachers in their skill set. The developed curriculum has impacted C/YP by developing their self-esteem and their understanding of safeguarding. This is evidenced through learning walks and the meeting with the student council with an OFSTED inspector. • C/YP emotional well-being has been positively impacted through multi-sports sessions, football, and cycling. Learning new skills has positively impacted on mental health by the C/YP being more active. These interventions will continue.

	<p>possible progress e.g. EP input has ensured meaningful plans devised and behaviours deescalated.</p> <ul style="list-style-type: none"> • Pupils identified, gained more regular access to wellbeing related activities such as rebound and pupil voice sessions. Within rebound, all pupils have made progress either through improved communication skills and increased confidence, or in terms of engagement. • Specialist input e.g. OT guidance, has supported teacher reflection around teaching and learning. This has resulted in an increase in consistent delivery of wellbeing/ independence focused targets. This has come as a result of staff and pupil's emotional wellbeing training/Fair workload charter work. • PSHE termly events (e.g. RSE day https://rosehill.secure-primariesite.net/pshe-citizenship-rshe/) and wellbeing focused assemblies fully embedded across the school timetable. PSHE, Citizenship, RSE and PE schemes of work, challenge pupils to become active/healthy. Additional physical based sessions e.g. cycling and yoga, to be introduced 20/21. 	<p>planned. Gymnastics and equipment training planned 21/22.</p> <ul style="list-style-type: none"> • There has been an improvement in sensory regulation of PP pupils, through accessing additional rebound sessions/fundamental skill circuits. The Move a Mile a day project targeted C/YP who required support to develop their independence and physical activity levels. There has been an increase in engagement of physical activities. Additional opportunities for PE whole school events 21/22. • Through focused workshops, C/YP have learnt to express themselves through the media of dance, which in turn has led to positive wellbeing experiences. Dance Equation and EPIC sports sessions to continue 21/22. • Tailored individual sessions for key pupils, has led to greater levels of interaction and engagement and a decrease in behaviours that challenge. This has also led to increased periods of engagement in physical activities. Sports Coach to increase time with PP pupils 21/22. Increase opportunities for intersports school competitions 21/22. • Through sessions such as Ambassadors, C/YP have increased their expressive communications skills, pupil voice and enabled C/YP to work alongside other peers. 	<ul style="list-style-type: none"> • PE sessions continue to include individual rebound sessions. This positively impacts on C/YP learning through increased confidence and improved communication. Staff training has enabled more pupil to have access to rebound therapy. These interventions will continue. • C/YP gained more independence, confidence and engagement with learning through the targeted after-school clubs. • Parental involvement has been positively impacted through sessions with the OT and SALT. This positive information sharing has given new skills to parents and promoted good physical and emotional health. • The outdoor learning week was a great success in terms of pupil engagement. This project promoted happiness and confidence building. This is evidenced in the impact report written by the Outdoor Learning Lead. • The school community has championed the voices of learners and parents/carers through the work of the Wellbeing Champions, Student Council, Ambassadors and Primary Parliament. This has positively impacted on C/YP expressive skills and engagement. This is evidenced in impact reports from the Wellbeing Lead and PHSE Lead.
Light-touch review – How	The intervention is performing: Below expectations X (impact of CV)	The intervention is performing: Below expectations X (impact of CV)	The intervention is performing: As expected

<p>well is the intervention performing overall?</p> <p>What are the lessons learned?</p>	<p>Lessons Learned: Intervention works best when delivered by staff who have a close relationship with the pupils. This will be considered in more detail for the next academic year, with changes made as required.</p> <p>Young Minds and NSPCC are our preferred partners for delivering positive mental health sessions and resources, which will be incorporated into next year's planning.</p>	<p>Lessons Learned: Although the intervention is performing below expected since initial planning stage, a significant focus has been provided by the SALT, OT, Sports Coach and Teachers on this area.</p> <p>Continue to focus RSHE plans on mental health and wellbeing, including focused interventions during projects for PP pupils.</p>		<p>Lessons Learned: Following lessons learnt in the last two years relationships with Young Minds and the NSPCC have been develop and positive mental health and safeguarding lessons have been fully embedded. Covid catch-up plans have had a positive impact on C/YP mental health and there is more engagement with sports activities.</p> <p>Next year's planning will support C/YP in accessing after school/sports clubs in the community.</p>	
<p>Anticipated expenditure</p>	<p>Year 1 = £10,000 (Part funding Sports Coach = £5,000) (Curriculum resources = £2,000) (Events = £500) (Interventions = £2,500)</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Remain the same</p>
<p>Total anticipated expenditure:</p>		<p>£37,460</p>			
<p>Actual expenditure</p>	<p>Year 1 = £10,000</p>	<p>Year 2</p> <p>Did expenditure increase, decrease or remain the same?</p>	<p>£13,700</p> <p>Decreased</p>	<p>Year 3</p> <p>Did expenditure increase, decrease or remain the same?</p>	<p>£13,910</p> <p>Increased</p>
<p>Total actual 3-year expenditure:</p>		<p>£37,610</p>			

D. Improvement of parental engagement	
Barriers to attainment	On-going levels of parental engagement with school, including opportunities to access additional support from some parents, despite range of strategies being attempted.
Category	<ul style="list-style-type: none"> Using a wider range of strategies to overcome barriers to learning
Staff lead	DHT – CW/ AH Welfare Officer (WO) – CT
Chosen interventions	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p>I. Part-fund WO to provide early help offer and to develop enhanced support for families (with a sharp focus on engaging parents/carers who are harder to reach).</p> <p>II. Parents/carers to receive additional support to access meetings/ wider services;</p> <ul style="list-style-type: none"> WO acts as an advocate during meetings/liaisons where additional supported is required, or when extended services need to be contacted or signposted Transport will be provided to attend meetings, if required Translation service arranged, if required Informal sessions (including 1:1/ virtual) arranged to promote wider opportunities and access to community services/agencies Dedicated availability of WO for parental support e.g. forms/ referrals/ medicals <p>III. Provision of teaching and learning guidance and resources, to support with home learning.</p> </div> <div style="width: 35%; background-color: #e0f0e0; padding: 5px;"> <p>Success criteria:</p> <ul style="list-style-type: none"> The school has a highly positive relationship with parents/ carers. Parents/carers are heavily supported and high levels of involvement and engagement are promoted through well-established procedures. Families receive timely support, interventions and signposting of services. The school website reflects this information and acts as resource bank for parents/carers. Parents/carers are exceptionally well informed about all aspects of their own children’s achievement, well-being and development. The school provides tailored guidance/ information about precise ways parents/carers can support their children’s learning across a wide range of subjects. Overall attendance for disadvantaged pupils, improves. </div> </div>
Desired outcomes	<ul style="list-style-type: none"> Increased parental engagement and participation seen by those parents/carers who currently demonstrate limited engagement. Sustained and intensive support reaches the pupils and families who need it most. Development of collaborative relationships with parents/carers. Raising awareness of and accessing ongoing school-based support and guidance including home learning and wider services such as health, social care, supportive agencies/networks and the local offer. Attendance – continue establishing good attitudes to attendance and punctuality, so that all year groups have good attendance.
What is rationale/ research supporting this choice?	<ul style="list-style-type: none"> We pride ourselves on the relationships we build with our families. We know however that for some families, engagement with school is not easy. This could be due to working patterns, family commitments or a reluctance to engage with school due to life experiences etc. More recently, this may be due to COVID-19 restrictions. We will use a range of strategies to communicate, support and engage families. Within our School Development Plan, links with parents will be a focus to ensure we can continue to maximise support for families (considering new government guidance for schools i.e. organising virtual meetings/home visits, where appropriate). Education Endowment Foundation research suggests that developing parental engagement can equate to +3 months impact in terms of learning and progress. School Home Support Services UK highlight the benefits of effective partnership working and gains made through providing a well-structured whole school approach.
What are the key actions for the 3-year plan?	<ul style="list-style-type: none"> Leaders to develop an increased understanding of parental involvement/engagement, seeking views through questionnaires and personalised communications. DHT to plan and deliver a programme of events, workshops and sessions for parents/carers to support increased engagement in their child’s learning and knowledge /access of additional services e.g. Shortbreaks. These will be flexible to suit parents needs e.g. working parents. Teachers to hold online virtual meetings, as required. Dedicated availability of WO to support with forms/referrals. Follow-up completed in a timely manner. Transport/translation services arranged, as required.

- Subject Leaders/teachers to devise clear/accessible information and guidance for parents to support their child’s learning at home/within the wider community.
- WO to liaise closely with WLDT/Children & Families/ Health and Transition Teams to support safeguarding and family needs at home/in the community.
- SLT and Governors to complete website review and accessibility of parent’s materials and resources. Translation of materials arranged, as required.

	Year 1	Year 2	Year 3
<p>How will we ensure it is implemented well?</p>	<p>How we will implement interventions:</p> <ul style="list-style-type: none"> • All staff will ensure parents are encouraged to be fully involved in the life and work of their child’s learning through a programme of meetings/workshops/events (1x half termly workshop/fortnightly informal meetings run by DHT & WO). Symbolised home-school diaries to be implemented (AuT). • DHT/WO/teachers to identify signs pointing towards the need for early help/additional help (AuT review). Targeted actions will be aimed at specific PP groups including parents from Ethnic Minorities, parents of children with complex needs e.g. providing translation services/ health workshops/support with application form/referrals etc (ongoing intervention). • WO works with internal teams and extended services to promote good levels of engagement and to get the right support in place. Drop-in sessions/home visits implemented throughout year (commencing AuT). • Teachers and Senior Leaders expand access to family learning opportunities, through tailored meetings/workshops which provide demonstrations/examples of home learning activities. SL&C Lead to revise home learning materials on website. Dissemination of tailored resources will take place during the SpT/SuT. • Parents/carers to be signposted to information regarding a wider range of services. DHT to ensure sharp focus on supporting parents in understanding policies/school protocol. Home school agreement implemented AuT. • DHT will gather regular feedback from parents, and collate outcomes from termly questionnaires to measure the impact of interventions. To include 	<p>How we will implement interventions (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • DHT & WO to provide intensive support, for all families, to help C/YP readjust to school and to maximise outcomes from home learning period. (Plans consider outcomes from parents’ feedback and COVID EHCP section 42 document June 2020). • DHT to analyse current parental engagement, identifying trends i.e. age of pupils with the most effective level of engagement, is this sustained? and harder to reach families, to understand current barriers/needs. Annual programme of meetings implemented by Oct (including online/ personalised options). Transport/translator services, as required. • Schedule opportunities for parents to meet their child’s teacher. Flexible arrangements to be put in place to meet individual needs i.e. childcare/ work/ restrictions. Transport/ translator provided, as required). • WO to provide all parents with early help offer AuT. Information and resources tailored to reflect parents’ requirements. • DHT to arrange CPD training for all staff in wellbeing, equality and diversity (SpT). • DHT/SL&C/English/Computing Lead to implement a range of workshops (SpT/SuT); to build parents confidence in becoming more involved in their child’s learning and show how to support and promote their C/YP development and learning. • DHT/SMSC Lead to deliver events to celebrate the diverse cultures and backgrounds of the families (SpT & SuT). 	<p>How we will implement interventions (in light of the year 2 annual light-touch review):</p> <ul style="list-style-type: none"> • DHT to attend training delivered by Mental Health and Wellbeing Services in order to develop whole school approach strategies to create a robust and inclusive plan to support school improvement in parental engagement. Training disseminated to all teachers (AuT, cover as required). • Parent wellbeing champion to be developed as an effective tool to channelling parent voice. • Subject Leaders/teachers to devise information and guidance for parents to support their child’s learning at home/within the wider community. • WO to liaise closely with WLDT/Children & Families/ Health and Transition Teams to support safeguarding and family needs at home/in the community (ongoing). • WO to set up attendance team to support improving attendance (AuT21). Parents meeting planned throughout the year to support with implementation of revised attendance plans. • SLT and Governors to complete website review and accessibility of parent’s materials and resources. Translation of materials arranged, as required (AuT21). • Build parents confidence in using technology through workshops and in house offers of face-to-face support to use devices (Ongoing).

	home visit feedback and wider service input. Amend and prioritise plans accordingly.		
Light-touch review notes – What is the impact and future action?	<p>Annual review notes/Impact:</p> <ul style="list-style-type: none"> Feedback has been extremely positive this year, with families feeling supported, valued, respected and trusting the school. See positive comments book/questionnaires/website https://rosehill.secure-primariesite.net/what-others-say-about-us/ The school has provided a flexible approach to allow parental engagement to fit around needs. This has led to an improvement in communications e.g. parents more easily accessible via diary/phone. This will continue during 20/21. The School provided an increased number of parental contact opportunities. However, due to the COVID-19 situation, school has been creative in ensuring that contact and communications with families is maintained to a high level. Intensive support has been provided, where required e.g. through home visits/practical resources (e.g. therapy ball) provided to support specific needs. The school will continue to look at creative opportunities to support families during the extended Covid period. Tailored home learning packages have been implemented for all learners. Additional practical support, advice, guidance and resources have been given to parents who are not confident in their ability to support their children's learning. I.e. tailored communication books to help early readers/demonstration videos to support physical exercise. Key information, to help improve/develop life beyond school, has been disseminated, leading to improved access to a wider range of services (parents accessing Shortbreaks, up by 15%). The school will develop its early help offer 20/21. 	<p>Annual review notes/Impact:</p> <ul style="list-style-type: none"> Staff have taken responsibility for additional welfare checks with families, this was particularly effective during lockdown. Families struggling and requiring additional support were identified and interventions implemented. This led to timely support being provided and families being supported. See plans for additional support in SDP plans 2021/22. Virtual parent workshops offered allowing families to network, meet with professionals and enhance their understanding around key issues e.g. SRE, Sleep therapy. This has led to information being accessible for parents and signposting to essential services. This will be embedded through the new programme of meetings with parents and carers 21/22. Communication support have been provided to a high standard e.g. home visits and resources provided to PP pupils. This has enabled parents to access information, guidance and support as required, which in turn has empowered them to gain additional support. This offer will be further embedded through our SDP plans 21/22. 	<p>Final review notes/Impact:</p> <ul style="list-style-type: none"> DHT attended training delivered by Mental Health and Wellbeing Services and has shared their learning with the Wellbeing Champions. Parent WO role has been further developed to support parent voice. This has led to new ways to engage parents being exploring through organising events such as the Here to Help Fair. These have proven to be very effective and have received positive feedback. Subject Leads/teachers devised clear/ accessible information and guidance for parents to support their child's learning at home/within the wider community. Information about home learning is easily accessible on the website. WO has liaised closely with WLDT/Children & Families/ Health and Transition Teams to support safeguarding and family needs. Parents have been supported with accessing services outside of school (short breaks, transport issues, transitions, behaviour support at home, family bereavement etc), this work has been ongoing. WO has worked closely with the SLT to support improving attendance, liaising with parents and teachers. Whole school attendance increased- AuT21 91.2%- SuT22 93.8%. SLT and Governors completed website review; tracking data shows an increase in website usage. Parents have been supported with the use of technology for online meetings and helping children with online home learning – this has been arranged on individual basis where requested/ need has been identified.
Light-touch review – How	The intervention is performing: Above expectations X	The intervention is performing: Below expected X	The intervention is performing: As expected x

<p>How well is the intervention performing overall?</p> <p>What are the lessons learned?</p>	<p>Lessons Learned: Parental engagement is higher when meeting times and venues are flexible and when incentives and resources are provided. As such these will be considerations which are taken forward into 20/21. Changes made during the COVID-19 period, are improving how well the school ensures engagement with parents can be sustained, which is important in an area of high social deprivation, during a time of change for so many families.</p>	<p>Lessons Learned: Parents have fed back the convenience of both in school and virtual meetings therefore this will continue to be an offer for next year. The high level of communication and support developed during lockdown periods will continue with staff maintaining up to date knowledge on who to signpost parents to when requiring early help. Due to Covid, there has been a reduction in parental engagement in some cases, particularly those not confident with technology. This will be closely addressed in 21/22.</p>		<p>Lessons Learned: Parental engagement has been improving; new ways of engaging parents have been explored and proven successful. In 22/23, there will be a strong focus on tailoring events based on feedback gathered this year; regular events (coffee mornings) to be re-established with multi-focus. Successful events such as parents evening and Here to Help Fair to be embedded; additional events (Transition Fair and meet the team meetings) to be organised. Feedback from EHCP reviews suggests that some parents feel that they would benefit from additional meetings to discuss their child's wellbeing. This will be explored further.</p>	
<p>Anticipated expenditure</p>	<p>Year 1 = £12,720 (Part funding Welfare officer = £8,000) (translator service = £1,000) (transport = £300) (events = £2,000) (home resources = £1,420)</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Decrease</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Increase</p>
		<p>Year 2 = £4,000 (events = £1,700) (transport = £300) (translator service = £1,000) (resources = £1,000)</p>		<p>Year 3 = £6,000 (events = £500) (welfare support = £2,000) (translator service = £1,000) (resources = £2,500)</p>	
	<p>Total anticipated expenditure:</p>		<p>£22,720</p>		
<p>Actual expenditure</p>	<p>Year 1 = £12,000</p>	<p>Year 2</p> <p>Did expenditure increase, decrease or remain the same?</p>	<p>£4,000</p> <p>Decreased</p>	<p>Year 3</p> <p>Did expenditure increase, decrease or remain the same?</p>	<p>£6,075</p> <p>Increased</p>
	<p>Total actual 3-year expenditure:</p>		<p>£22,075</p>		

E. Strengthened and increased participation and engagement in “Cultural Capital” experiences

Barriers to attainment	The social deprivation experienced by some of our families can result in them having limited access to experiences beyond the immediate ones that are part of their daily life. We want to provide our pupils with experiences that create life-long memories, develop life-skills and encourage them to aspire to be the best they can and develop their independence in preparation for adulthood. By having experiences which enhance our curriculum but also go beyond everyday learning, our pupils will be inspired to engage. Part of our school’s focus on the development of our curriculum will include enriching and aspirational experiences for our pupils.		
Category	<ul style="list-style-type: none"> • Providing targeted academic interventions • Using a wider range of strategies to overcome barriers to learning 		
Staff lead	DHT – CW&AH Humanities Lead – MH/CH RE & FBV Lead – AD Arts Lead – AP/SB Dance & Drama Lead – JH/ CP/EW English Lead – TR		
Chosen interventions	<ol style="list-style-type: none"> I. Focused 1:1 support is given to ensure that all identified pupils have full access to broader educational experiences. II. Access to a wide range of activities across the arts, music, dance and drama provided, such as theatre and dance workshops. III. Additional enrichment and scenario-based experiences within the MILE immersive room and mini MILES, including dedicated slots. IV. Specialist art group, in which creative specialists are available to work with pupils on art projects/Arts Award/ Rights Respecting Award. V. Focused cultural workshops with parents/carers. 	Success criteria:	<ul style="list-style-type: none"> • The school builds “cultural capital” – there is a high focus on ensuring disadvantaged pupils have access to cultural experiences. • The range of enriching and “memory making” experiences offered to pupils is increased. • Pupils are inspired by others; peers, staff and specialists. They see others engaging and enjoy learning and this in turn encourages them to do the same. • Experiences are successfully planned, and taken advantage of, which enables pupils to add to their cultural capital and experience people, places and events to make memories and learn and improve life skills. • Learners build their confidence and self-esteem. • Pupils are prepared for new experiences/less familiar experiences and this desensitises them to future opportunities.
Desired outcomes	<ul style="list-style-type: none"> • The curriculum provides no limits or barriers to the C/YP achievements, regardless of their backgrounds, circumstances or needs. • 1:1 support is given to ensure that the identified pupils have access to broader educational experiences, such as cultural arts opportunities. • Increased cultural capital for disadvantaged and vulnerable pupils. • Increased engagement with cultural learning. • Parents from identified cultural groups access the increased parental engagement on offer. 		
What is rationale/ research supporting this choice?	<ul style="list-style-type: none"> • School research has shown us that investment in extra-curricular activities such as theatre groups, artists and dance workshops has a significant impact on children’s enjoyment and engagement in learning. For example, our observations evidence that the experience of seeing a theatre group inspires C/YP and builds self-confidence. Many families find it difficult to access such provision and the school is often the sole source of this type of enrichment. • The Arts Council research explains that it is important that schools provide a balanced learning offer both within the curriculum and enrichment opportunities. At Rosehill, the arts and cultural opportunities are seen as a way to encourage pupils to experience a different way of thinking, to generalise and embed learning and to develop an appreciation of similarities and differences and wider skills and capabilities including team work, communication, resilience and self-esteem. 		
What are the key actions for the 3-year plan?	<ul style="list-style-type: none"> • HT/DHT and Curriculum Lead to oversee key Leads to implement a range of additional enrichment experiences i.e. theatre workshops, MILE sessions, cultural events, library sessions, after school/lunch time clubs. • Arts/Humanities/Sports Coach & Music Lead to set up an arts group, with access to a range of media, artists and therapy opportunities. 		

	<ul style="list-style-type: none"> • DHT, Arts/Humanities/Sports Coach & Music Lead facilitate meetings and staff training sessions to support staff development and expertise in use of mini MILES/Art Studio, music room and dance studio and the MILE. From start of 20/21, newly established immersive MILE, to be used as a vehicle for learning holistically, with a strong focus on PP pupils. • Auditing and development/purchasing of resources for MILE/arts related areas. • Leaders to facilitate parents/carers workshops, in order to bring families together to experience interactive enrichment opportunities e.g. theatre experience. 		
<p>How will we ensure it is implemented well?</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>
	<p>How we will implement interventions:</p> <ul style="list-style-type: none"> • SLT and key Leaders to review Cultural Capital (AuT) and plan a wider range of personalised learning opportunities for identified pupils. Interventions implemented by Oct: <ul style="list-style-type: none"> ○ Additional library visits – school/locally ○ School based cinema sessions ○ Museums – bringing more artefacts into school and visiting free museums ○ MILE intensive interactive sessions • FBV Lead to complete self-led research (AuT) to establish additional strategies. Cover provided where necessary. • Leaders to implement half-termly focused events e.g. music and the arts projects and access to additional school-based theatre productions i.e. PP pupils join school choir and Handmade Theatre production (Commence AuT until SuT). Built into class timetables. • PSHE & RE Leads to introduce new assemblies plan linked to cultural experiences and FBV. Resources shared on the website for home learning. • DHT and key Leads to complete 2x 1hr staff meeting sessions to plan performing arts week (SuT start). • DHT and key Leads to complete monitoring through learning walks, observations and planning scrutiny (SpT – 3 x 1hr SLT sessions and teacher feedback time). Cover provided where required. • Key Leads to review enhanced opportunities and develop further opportunities to link directly with school values (SuT). 	<p>How we will implement interventions (in light of the year 1 annual light-touch review):</p> <ul style="list-style-type: none"> • SLT to ensure the recuperation curriculum is exciting, rigorous, relevant and fit for purpose i.e. to include: <ul style="list-style-type: none"> ○ Members of our local community and those who have overcome barriers ○ Jobs that inspire others and those relating to community heroes ○ Members of other communities, faiths and backgrounds ○ Musicians, actors, sports people, poets, artists, authors, illustrators • Develop opportunities using new immersive MILE. Additional MILE sessions planned for PPG groups (TBC, considering COVID measures). • Art Lead to collaborate with local artists to implement art sessions in art studio/art therapy sessions (2x half termly 50 min slots). Cover provided where necessary. • DHT to deliver staff training sessions/CPD to support staff development and expertise in cultural capital, including newly established immersive areas (AuT). • Cultural Diversity week planned by Leads (SpT). • DHT to facilitate parents’ workshops (SpT). • Interactive theatre production planned by key Leads SpT, delivered SuT. PP pupils prioritised. • Key Leads to complete moderation/planning scrutiny to check inclusion of Cultural Capital targets in lessons (SpT 1xhr staff meeting). Cover as needed. 	<p>How we will implement interventions (in light of the year 2 annual light-touch review):</p> <ul style="list-style-type: none"> • Key Leads to plan cultural diversity projects, events and experiences (timetable throughout year) i.e. cultural diversity week, art exhibitions, cinema experiences, cultural workshops (AuT21 planning session, cover as required). Implement plans by Oct 21. • Key Leads to provide enriching opportunities in the arts i.e. more artists working with groups in school. These groups to focus on sensory/therapeutic sessions, promoting wellbeing and self-esteem (i.e. part of Arts Award/Rights Respecting Award project/ Class Ambassadors/ lunch time and after school clubs). • DHT to lead staff training sessions/CPD to support staff development and expertise in cultural capital, including use of immersive areas and additional specialist rooms (Commencing AuT21). • Interactive arts-based productions planned by Art and Music Leads AuT21, delivered SpT/SuT22, including theatre productions. PP pupils prioritised. • DHT to facilitate parents’ workshops (SpT22). • SLT to complete moderation/planning scrutiny to check inclusion of Cultural Capital targets in lessons. To include reviewing outcomes and materials for recording achievements i.e. videos (SpT 1xhr staff meeting). Cover as needed.

<p>Light-touch review notes – What is the impact and future action?</p>	<p>Annual review notes/Impact:</p> <ul style="list-style-type: none"> • AuT/SpT interventions have allowed the pupils’ learning to be stretched and challenged. Staff have observed changes in pupils’ behaviour such as increased confidence in class and how they interact and make connections with others. • Extra-curricular opportunities have supported pupils, who experience behavioural challenges, to engage in arts and cultural workshop opportunities they are interested in. This has contributed to improved focus. A continuation of enriched activities will take place, with the addition of the new MILE immersive area. • Many pupils enjoyed coming together with other pupils across the whole school e.g. Cinema event. The learning of new skills and interests has also helped raise their self-esteem, resilience and ability to relate to others. Staff will use virtual experiences, such as online assemblies, to work together across key stages (during COVID period). • All staff have been involved in the preparation of cultural capital experiences with more time being spent on them. This has resulted in opportunities which provide increased awe and wonder being created across a wider range of subjects. • Impact of these sessions have been positive engagement, development of sharing feelings and experiences through art, improved wellbeing, development of self-regulation strategies. 	<p>Annual review notes/Impact:</p> <ul style="list-style-type: none"> • Key pupils had the opportunity to explore their cultural identity and to develop their creative skills through virtual artist led workshops (i.e. Shine the light, Music week, Nottingham Castle project). • PP pupils benefited from an after-school club where they created art based on our cultural topic History of Nottingham. • New RE resources have supported teaching and learning of different religions and celebrations; enabling C/YP to have immersive experiences. • Black History has led to a high level of engagement in the arts, where pupils have then showcased their work. As an additional piece of work, key pupils (including PP) led a social action project which was published. This has led to pupils feeling empowered and confident in their work and outcomes https://www.therosehillschool.com/virtual-exhibitions/ • A continuation of enriched activities will take place. • A significant range of health related and wellbeing opportunities have been provided which provided creative and cultural learning experiences, i.e. African dance project. This work has led to an increase in collaboration across classes and C/YP improving their confidence and wellbeing. • Through a range of enrichment opportunities, focused on learning about FBV and cultural diversity, i.e. Move a mile project, where pupils virtually travelled to Ethiopia and the Rights Respecting Award project, PP have experienced rich and creative opportunities which have enabled them to express their interests. • Continue to use virtual experiences, such as online assemblies during 21/22. 	<p>Final review notes/Impact:</p> <ul style="list-style-type: none"> • Cultural diversity projects, events and experiences timetabled throughout the year i.e. BHM, art exhibitions, cinema experiences, cultural workshops, have supported pupils in developing their social skills, social awareness and respect for diversity. • Key Leads provided enriching opportunities in the arts; i.e. Creative Collaboratives project- working with pupils from local schools, and with Artists. Also, interactive productions. This has led to pupils developing an appreciation of the theatre and performing arts. Increase in C/YP confidence and engagement in new/creative opportunities. • Increased number of pupils accessing the school choir from the younger year groups- this has led to an increase in engagement at events such as the Christmas concert, Here to Help Fayre, RSE Day and Celebration Awards Ceremony. • Over the next year, the choir will be rehearsing for future events and they are planning on performing at local venues. • Increased number of students involved in Student Council (School based) and Primary Parliament sessions (Nottingham City Schools) where they have practiced decision making. This has enabled the pupils to develop their leadership skills, take on roles and responsibilities efficiently, and to offer help and learn to support others. • The broad range of assemblies delivered across the whole school, have provided opportunities for pupils to celebrate their achievements more widely, with additional support provided for individual pupils.
<p>Light-touch review – How</p>	<p>The intervention is performing: Below expectations X (impact of COVID)</p>	<p>The intervention is performing: Below expectations X (impact of CV)</p>	<p>The intervention is performing: As expected <input type="checkbox"/></p>

<p>well is the intervention performing overall?</p> <p>What are the lessons learned?</p>	<p>Lessons Learned: Part of our school's focus on the development of the curriculum has included offering additional enriching and aspirational experiences for pupils. Following the period of time some children did not attend school (due to the COVID situation) the school has allocated additional funding (20/21) to intervention support to enable our more complex learners to attend the enrichment sessions and to ensure all pupils address learning outcomes and remain safe.</p>		<p>Lessons Learned: It was not possible to have as many artists attending school as planned due to Covid restrictions. However, virtual sessions were successful. Art after-school clubs were successful but restricted to bubbles. Next year it will be possible to run larger after-school clubs. The assemblies planning and delivery has been excellent this year, virtual assemblies will feature in 21/22 planning.</p>		<p>Lessons Learned: There has been a strong focus on ensuring disadvantaged pupils have access to cultural experiences, with the range of enriching and "memory making" experiences offered to pupils increasing, particularly with specialists/ artists. Experiences have been successfully planned, and taken advantage of, which has enabled pupils to add to their cultural capital. Many pupils have developed their confidence and self-esteem; Pupils are prepared for new experiences/less familiar experiences and this desensitises them to future opportunities.</p>	
<p>Anticipated expenditure</p>	<p>Year 1 = £20,000 (Development of the MILE area = £15,000) (resources = £2,000) (events = £1,000) (interventions = £2,000)</p>		<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Decrease</p>	<p>Is expenditure anticipated to increase, decrease or remain the same?</p>	<p>Decrease</p>
	<p>Total anticipated expenditure: £41,230</p>		<p>Year 2 = £12,000 (arts and cultural resources = £2,500) (training/ CPD = £1,500) (interventions = £5,000) (events & workshops/ specialists= £3,000)</p>		<p>Year 3 = £8,055 (the arts and cultural resources = £955) (artists/specialists = £3,000) (clubs = £1,950) (training/ CPD = £825) (interventions = £525) (events & workshops = £800)</p>	
<p>Actual expenditure</p>	<p>Year 1</p>	<p>£20,000</p>	<p>Year 2 Did expenditure increase, decrease or remain the same?</p>	<p>£12,000 Remained the same</p>	<p>Year 3 Did expenditure increase, decrease or remain the same?</p>	<p>£7,765 Decreased</p>
	<p>Total actual 3-year expenditure: £39,765</p>					

Appendix A: Pupil Premium – End of Year review statement for 2020/2021

Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:

1. Improving teaching
2. Providing targeted academic interventions
3. Using a wider range of strategies to overcome barriers to learning

Tier 1: Supporting Great Teaching:

Through focusing on improving teaching in speech, language and communication and reading, we have ensured that strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident across the curriculum. Within the vast majority of classrooms there is a clear focus on well planned and differentiated lessons that challenge and stretch pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed through the use of timely and appropriate interventions.

Our tier 1 “pupil premium” support for 2021/22 will include:

Extensive gap analysis will take place in SL&C, reading, writing and sensory integration to further inform teaching, 1:1 and small group support within classes/departments, the employment of specialist teachers and tutors. CPD for staff and collaborative practice, including reading, writing and SL&C strategies, modelled lessons and best practice sharing will further support progress.

Tier 2: Targeted Academic Support:

Following the return of some pupils to full time education, high quality teaching in itself has not be enough and there has been a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy, therefore our interventions- reading, writing, SL&C, sensory, physical education and cultural capital, will supported C/YP’s engagement, learning and wellbeing.

Our tier 2 “pupil premium” support will include:

1:1 / small groups in English i.e. additional reading, speech and language programmes and projects such as communication groups with the SALT team, aim to have the greatest impact as they meet a specific need, such as oral language skills or aspects of reading. These will be maintained over a sustained period and have been carefully timetabled, to ensure consistent delivery. In addition, targeted support in PE, PSHE and RE will be provided.

Tier 3: Wider Strategies:

In addition to the strategies above, a range of other strategies can contribute to C/YP success in school, such as improving attendance, supporting positive behaviour and social and emotional skills, improving mental health and wellbeing, improving health and physical fitness and building parental engagement. Parents play a key role in supporting children to learn at home and it is important for us to work together to support this.

Our tier 3 “pupil premium” support will include:

A focus on improving attendance, providing curriculum enrichment opportunities, support for wellbeing and mental health, interventions to increase parental engagement and to ensure there is equity for pupils.

Our 3-Year Strategy will be scrutinised by our Governing Body in October 2021. We are confident that the reviewed plan will enable us over time to implement our carefully chosen evidence-informed strategies that result in a closing of existing attainment gaps.

The new 3-year plan will continue to be regularly reviewed in each year of its cycle.

Appendix B: Pupil Premium – End of Year review statement for 2019/2020

Shortly after completing our mid-year review of Pupil premium expenditure in February 2020, many schools in England were affected by the coronavirus pandemic.

Throughout the period of closure, Rosehill School continued to provide care and support for the children of key workers and our most vulnerable pupils.

We know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and Rosehill have worked hard to mitigate this. We have provided home learning activities, both online and in paper-based format and a wide range of resources for all pupils including communication books and sensory equipment. We are aware that internet access has been problematic for some families and have endeavoured to provide support where this is the case, e.g. delivery of laptops/learning packs to pupils' addresses. We also contacted every family weekly/fortnightly and for our most vulnerable families, this included many door-step visits.

Staff went above and beyond to support families, this included for some families: delivering FSM vouchers, socially-distanced doorstep visits and working with additional services such as social care, health teams and education welfare to ensure that families are supported.

Since the beginning of June 2020, following government and local authority guidance, additional children in some key stages began to return to school. The school worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority has been to address their social and emotional needs and to ensure that any anxiety about returning to school is minimised. With this in place, we are now turning our attention to beginning to identify any learning gaps (June/July 2020) which have come about during the lockdown period, particularly so for disadvantaged children. We have, of course, continued to provide home learning opportunities for those children who will not be re-joining us until September. During this time, we also added to our home learning provision by having two face-to-face sessions to pupils each week where learning was shared and presented and then questions asked and learning celebrated.

We are now thinking ahead to the new academic year and to what a 'recuperation' curriculum needs to look like for our children, including our disadvantaged and vulnerable pupils. This has informed the planning of our 3-year strategy for raising the attainment of disadvantaged children at this school.

Alongside our original plans implemented in 2019, we will focus on:

- Identifying learning gaps and putting high impact strategies in place to address them
- Improved use of alternative communication systems across the curriculum to support inclusion of pupils with communication difficulties
- Strengthened and improved levels of personal choice and engagement and pupils' capacity to regulate their own behaviour and learning
- Developing good emotional health, self-regulation, happiness and wellbeing
- Increased parental engagement and participation seen by those parents/carers who currently demonstrate limited parental engagement
- Ensuring the curriculum is exciting, rigorous, relevant and fit for purpose in the changed world in which we all now find ourselves

Our 3-Year Strategy will be scrutinised by our Governing Body in October 2020. We are confident that the reviewed plan will enable us over time to implement our carefully chosen evidence-informed strategies that result in a closing of existing attainment gaps.

The new 3-year plan will continue to be regularly reviewed in each year of its cycle.