



Rosehill School (Nottingham City) Pupil Premium Grant Expenditure 2019 - 2020

Pupil premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform well, and close the gap between them and their peers. As Rosehill School is maintained by the local authority, the school must publish our strategy for using the pupil premium on their website. Please follow this link to view the schools policy, expenditure and impact reports <http://www.therosehillschool.com/pupil-premium-1/>

Objectives of Pupil Premium Spending

At Rosehill School we aim to make full and effective use of the pupil premium:

- Preparing pupils for adult life through improving access to a wider range of independent learning opportunities, expressive and social communication
- Improving personal development, engagement, self-esteem and confidence, sensory regulation, health including emotional wellbeing and healthy diets
- Enhancing and developing their knowledge of the society in which they live and the wider world through enriched learning opportunities across the broad and creative curriculum ('cultural capital')

How we achieve the objectives of Pupil Premium spending

Effective Leadership & Management

- We have a clear policy for spending the Pupil Premium agreed by governors and publish this on the school website
- The Senior Leadership Team oversee the expenditure of the funding, the outcomes of interventions and overall impact
- We use a Management Communication System (SIMS) to centralise record keeping and support the analysis of progress data
- The School invests in a significant CPD and training programme for all staff
- We have a robust Performance Management process, linked to pupil outcomes
- We have rigorous, moderated classroom observations and learning walks
- We secure active collaboration within school and through working with other schools and professionals to ensure best practice

Outcomes for Pupils

- We have termly pupil progress meetings with class teachers
- We use a rigorous data tracking management system to set targets and to focus on maximising outcomes
- We offer enriched learning opportunities ('cultural capital')
- We demonstrate the impact of each of the interventions used and funded by the pupil premium
- We develop sensory journals and sensory diets for pupils with achievable goals to develop engagement, healthy diets and sensory regulation
- We use food and drink recording charts for those children identified as at risk. We provide healthy snacks and meals within school

The Quality of Teaching, Learning and Assessment

- We analyse pupil data robustly particularly in English, Maths, PSHE, Science and Computing
- Regularly use a range of achievement and holistic data to track interventions and techniques and make adjustments
- Ensure staff are highly trained and understood the importance of specific targets for Pupil Premium students
- Our staff use a 'small steps of progress' approach to tasks
- We have additional equipment for occupational therapy and for speech & language

Personal Development, Behaviour and Welfare

- We ensure that, pupils (as far as possible) and parents are active partners in the learning process and in the management of behaviour
- Develop well targeted support to improve attendance and behaviour or links with families where this is a barrier to learning
- We use a positive behaviour approach ensuring pupils are aware they are succeeding

- We translate for parents/carers, where necessary
- We work closely with other professional involved with pupils and families

Rosehill School Context 2019 - 2020 (April 2019)

Total number of students on roll April 2019 - 2020	109					
Percentage Pupil Premium of whole school April 2019 - 2020	44% (No 48)					
Pupil Premium funding 2019 - 2020	£1,320 per student (Reception – Year 6) £935 per student (Year 7 – 11) £2,300 per student leaving local-authority care £2,300 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
	48 (44%)	KS1: 6 (130%) KS2: 22 (45%) KS3: 14 (29%) KS4: 6 (13%)	6 (13%) 17 (35%) 12 (25%) 4 (8%)	0 (0%) 5 10%) 2 (4%) 2 (4%)	1	1
Total amount of Pupil Premium funding 2019 - 2020	£58,260 (Projected)					

Summary of Pupil Premium Spending 2019 - 2020

Focus	TOTAL: £58,260	Number of Young People	Expected Impact
Enhanced home school support: <ul style="list-style-type: none"> • Part-fund role of welfare officer to develop enhanced support for families • Awareness of and accessing wider services such as health, social care, supportive agencies and networks, local offer • Events and workshops for parents • Support in accessing meetings (transport)/ during meetings • Focus on engaging parents and carers who are harder to reach 	£13,660 (Projected)	48	<ul style="list-style-type: none"> • Increased participation and engagement of parents regarding needs of pupil • Parents/ carers will have access to an advocate to support wider access to wider services e.g. EHCP reviews where additional services need to be contacted/ signposted • Outcomes from a wider range of meetings will be followed up in a timely manner e.g. Annual Reviews, Educational Health Care meetings, LAC meetings, health meetings • Parents and carers will be signposted to information and services more accurately e.g. health services/ short breaks/ other services e.g. wills/ trusts/ power attorney, benefits, local services and facilities, sports • Direct liaison with WLDT/Children & Families to support safeguarding and family needs • Parents will be supported with transport to access meetings, where necessary • A wide and meaningful range of workshops and parents sessions / events will support the needs of the families

<p>Personalised enriched learning opportunities ('cultural capital'):</p> <ul style="list-style-type: none"> • Additional teaching assistant support to be provided for pupils with additional needs in order to access wider range of local cultural experiences • Creative curriculum projects – e.g. theatre, cinema, library (in and out of school) • Multi-Interactive learning environment sessions 	<p>£20,000 (Projected)</p>	<p>48</p>	<ul style="list-style-type: none"> • A wider range of creative personalised learning opportunities will be provided • Enhancing and developing opportunities for cultural capital both within the school and by accessing the local community; <ul style="list-style-type: none"> ○ Walking – visiting places of interest ○ Library visits – school library and local libraries ○ Cinema – MILE sessions ○ Museums – bringing more artefacts into school and visiting free museums ○ Theatres, music and the arts – school based productions and opportunities e.g. school choir and local productions • Teaching and learning sessions will be more tailored and focused on individuals targets • Pupils' engagement and interaction will improve (impacting on expressive communication outcomes) • Personalised access to an enhanced curriculum and areas to increase pupils' cultural capital • Resources will support individuals with complex needs (impacting on behaviour outcomes) • Pupil voice will provide feedback for further developing our understanding of barriers to learning (impacting on personal development and motivation outcomes)
<p>Improving emotional health and wellbeing:</p> <ul style="list-style-type: none"> • A wider range of 'emotional', 'health' and 'well-being' initiatives to be introduced 	<p>£10,000 (Projected)</p>	<p>48</p>	<ul style="list-style-type: none"> • Pupils are provided with TA support offering one-to-one strategies tailored to the needs of individual children whilst accessing wider emotional wellbeing opportunities e.g. Lego therapy, sensory diets, yoga • Wellbeing sessions will be delivered by a trained practitioner and will focus on a specific social skills, or a group of 'can do' skills, and use a combination of modelling, reinforcing, scaffolding strategies, and coaching skills to improve emotional wellbeing • The Occupational Therapist will support learning regarding self-regulation to support with emotional health of children across the school • Development of a Multi-Disciplinary focus on healthy eating and healthy lifestyles including food exploration sessions for those children with difficulties regarding food and drink
<p>Sensory Occupational Therapy programmes and support:</p> <ul style="list-style-type: none"> • Cost towards Occupational Therapist • To further develop the sensory learning environments to enable regulation and interaction for learner with complex sensory needs • To implement eating and drinking programmes 	<p>£14,600 (Projected)</p>	<p>48</p>	<ul style="list-style-type: none"> • Specialist Occupational Therapist will facilitate self-regulation, intensive interaction and communication developments. In addition, the OT will further develop the schools specialist sensory environments and support staff training • Further development of the Balance Room spaces will enable learners to process information, engage in meaningful activities and have a safe outlet for sensory regulation • Further development of resources within the mini MILE spaces will support speech, language and communication and interactive learning • A meaningful range of workshops and parents sessions / events will support the needs of the families