



Rosehill School - Excellence and Equity in Raising Achievement

Pupil Premium Expenditure Grant 2018 / 2019 - Impact Report to Governors and Parents

Review of 2018 - 2019 Academic Year	Total pupil premium allocation: £56,950 (April 2018 – April 2019)					
Rosehill School Context 2017 – 2018						
Total number of pupils on roll April 2018 - 2019	110					
Percentage Pupil Premium of whole school April 2018 - 2019	44%					
Pupil Premium funding 2018 - 2019	£1320 per student (Reception – Year 6) £935 per student (Year 7 – 11) £1900 per student leaving local-authority care £1900 per Looked After student (Virtual School Head allocation)					
Total eligible for Pupil Premium	Total	Key Stage	Boys	Girls	Children in Care (LAC)	Parents Serving in the Armed Forces
	48 (41%)	KS1: 5 (11%) KS2: 23 (47%) KS3: 14 (31%) KS4: 5 (11%)	37	9	1	1

Objectives of Pupil Premium Spending

At Rosehill School we have made full and effective use of the pupil premium grant by:

- Enhancing the support we provide for families, including implementing an attendance officer
- Improving and maintaining high engagement in learning and personal development through development of personalised teaching and learning opportunities
- Developing pupil's self-esteem, confidence, wellbeing and independence through bespoke teaching and learning opportunities e.g. RSE sessions
- Developing therapeutic and sensory outcomes: meeting the specific health, wellbeing and welfare needs of young people, enabling them to self-regulate

Measuring the Impact of Pupil Premium Spending - End of 2018/19 attainment % pupils attaining Good Progress or Outstanding Progress

P Scales and National Curriculum	Pupil Premium Funded Pupils		Non Pupil Premium Funded Pupils	
English (Reading as lowest achievement area of English strand)	Exceeding Expectations	18 (37%)	Exceeding Expectations	28 (47%)
	On Track	22 (46%)	On Track	23 (39%)
	Below expected	8 (17%)	Below expected	8 (14%)
Maths (Using and Applying as lowest achievement area of Maths strand)	Exceeding Expectations	14 (29%)	Exceeding Expectations	26 (44%)
	On Track	22 (46%)	On Track	25 (42%)
	Below expected	12 (25%)	Below expected	8 (14%)
Science	Exceeding Expectations	31 (64%)	Exceeding Expectations	28 (47%)
	On Track	10 (21%)	On Track	21 (21%)

	Below expected	7 (15%)	Below expected	6 (10%)
PSHE (Interacting and Working with others strand)	Exceeding Expectations	16 (33%)	Exceeding Expectations	24 (41%)
	On Track	26 (54%)	On Track	32 (54%)
	Below expected	6 (13%)	Below expected	3 (5%)

Outcomes and Impact of Pupil Premium Spending 2018 - 2019

Focus	TOTAL	Number of Young People	Commentary – Progress / End of Year
<p>Enhanced home school support:</p> <ul style="list-style-type: none"> • Cost towards home-school attendance and welfare officer • Absence monitoring by admin staff • Costs for events and workshops for parents • Support in accessing meetings (transport)/ during meetings • Accessing wider services • Focus on engaging parents and carers who are harder to reach (approx. 25% of PP) 	£13,000	48	<p>The attendance and welfare officer has provided enhanced support;</p> <ul style="list-style-type: none"> • Families have been contacted on a daily basis regarding attendance issues – this has supported their wider understanding of attendance issues and signposted support in a timely manner. • Improved monitoring, tracking and support for pupil premium students at risk of poor attendance. Parental contact, workshops and engagement. • Attendance meeting have been held with families, where necessary, improving communication and providing support. Also raising awareness and expectations. • There has been an increase in the participation and engagement of harder to reach parents regarding attendance. • Parents/ carers have access to an advocate to support access to wider services e.g. EHCP reviews where additional services need to be contacted/ signposted. • Outcomes from a wider range of meetings are being followed up in a timely manner e.g. Annual Reviews, Educational Health Care meetings, LAC meetings, health meetings. • Parents and carers have been signposted to accurate information and services e.g. health services/ short breaks. • Direct liaison with DCT /Children & Families has supported safeguarding issues and interventions/ support, where required. • Where required, parents have been supported with transport to access meetings. • A wide and meaningful range of workshops and parents sessions / events have been provided by the school. • New home school diaries have been implemented – initial feedback shows that general communication has improved between home and school.
<p>Personalised teaching and learning opportunities:</p> <ul style="list-style-type: none"> • Additional TA support to be provided for pupils with more challenging needs linked to their Autism • Creative curriculum project – handmade theatre 	£22,150	48	<ul style="list-style-type: none"> • A wider range of creative personalised learning opportunities have been provided for pupils, these have included interactive projects such as Handmade theatre, college band, school choir, dance equation http://www.therosehillschool.com/news/detail/dance-equation-project-evaluation/ • Sustained and further enhanced progress and participation levels for individuals. • Greater range of strategies and opportunities including creative opportunities and enhanced curriculum sessions e.g. additional MILE sessions. • Pupils feel supported and access greater range of SMSC, wellbeing and sensory learning experiences. • Pupils showing increased expressive communication/ comprehension.

<ul style="list-style-type: none"> • Speech, language and communication focused resources • School choir focused sessions • Multi-Interactive learning environment sessions • Music experiences in and beyond the classroom 			<ul style="list-style-type: none"> • Greater use of augmented communication aids to support communication through choice making. • Training for the whole school on using 'More Than Words' approach- designed for pupils on the autism spectrum to support them reach their full communication potential. • Regular sessions of Intensive Interaction to promote early language and communication skills. • Speech and Language resource bank developed. • Teaching and learning sessions, more tailored and focused on individuals targets. • Personalised access to an enhanced curriculum and resources has supported individuals with more complex needs (positive impact on behaviour outcomes).
<p>Improving physical and emotional health and wellbeing:</p> <ul style="list-style-type: none"> • A wider range of 'physical' and 'emotional', 'health' and 'well-being' initiatives to be introduced for children with more complex health / social communication needs 	£8,800	48	<ul style="list-style-type: none"> • Pupils provided with TA support offering one-to-one strategies tailored to the needs of individual children whilst accessing wider physical education opportunities e.g. swimming, intensive interaction, gym, sensory circuits, outdoor gym, and Garcia arts project. • Focused wellbeing sessions; stress management workshops, nurse sessions, prioritised one-to-ones and catch-ups etc. have helped to improve working relationship and has given employees plenty of opportunity to ask questions and raise issues. • Social skills groups have been established for young adults; this has provided opportunities for sharing ideas and concerns and for problem solving. • Children have been able to express themselves and make their needs/feelings through communication partners work and communication books. • Individualised access has been provided to RSE and drugs education workshops; this has supported pupils in 'staying safe' in the wider community and making safe choices.
<p>Sensory Environment, Programmes and Balance Rooms:</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 	£13,000	48	<ul style="list-style-type: none"> • The Specialist Occupational Therapist has been supporting facilitation of self-regulation, intensive interaction and communication developments. In addition, the OT is developing the schools sensory environments and providing staff training to embed pupil centred learning. • The OT is developing the use of the Balance Room spaces; through this pupils are processing information more effectively and engaging in meaningful activities. • The development of the Balance Rooms has provided a safe outlet for anxious and unsafe behaviour where space is required outside of the formal learning environments. • The OT has provided training, with a whole school approach, in activities within the mini MILE spaces; this has supported communication and interactive learning. The sessions allow observation of pupil premium children across the school. • Initiation of a MDT approach to an eating and drinking programme to support positive eating and drinking experiences and sensory deregulation / diet issues. Working together as a whole school, external professionals and parents are begging to develop healthy eating habits to maintain and improve pupil's health and wellbeing. • Pupils have accessed sensory equipment that meets their needs and each pupil has an individualised learning intention/s from the AET Progression Framework. This has ranged from outcomes relating to understanding and expressing own sensory needs, responding to interventions, increasing tolerance of sensory input and managing own sensory needs.

			<ul style="list-style-type: none">• Teachers and support staff are more confident in meeting pupils' sensory needs with the provision of appropriate equipment, support and interventions.• Priority pupils have received individual assessments of their sensory preferences and needs and Occupational Therapy recommendations to support pupils and in tailoring the curriculum to meet their pupil needs.• Training and learning opportunities have been provided 1:1 and in groups (large and small) to Rosehill Staff by the OT.• Staff have been supported in meeting pupils' sensory needs and in specific therapeutic techniques (i.e. joint compression, deep pressure, movement/heavy work and sensory-based activities).• The OT has developed and managed a central resource of specialist sensory equipment for use with pupils and supported the identification of appropriate resources for future learning opportunities. In the development of equipment the OT has created an activity resource folder to support engagement.
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