



Rosehill School

Pupil Premium Grant Expenditure 2018 - 2019

Pupil Premium at Rosehill School (Nottingham City) '*Narrowing the attainment gap and maximising outcomes*'

Pupil Premium is a Government initiative aimed at providing additional support for *looked after children (LAC)* and those from low income families. The extra funding helps schools to narrow the attainment gap that may exist with pupils from disadvantaged backgrounds.

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 learning opportunities beyond the school
- Improving access to an enhanced creative curriculum and sensory regulation opportunities
- Improving personal development, engagement, self-esteem, confidence, health and wellbeing support

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
- Designate the Senior Leadership Team to overview how the funding is being spent and the outcomes of interventions and spending
- Invest in a significant training programmes and CPD for all staff
- Ensure all staff are highly trained in autism, curriculum differentiation and interventions, from induction onwards with ongoing training
- We have a robust Performance Management process, linked to pupil outcomes
- We have rigorous, moderated classroom observations and learning walks
- We have a Management Communication System – (SIMS) to centralise record keeping and support the analysis of progress data
- Research evidence from a variety of local, national and international studies

Outcomes for Pupils

- We have termly pupil progress meetings with class teachers
- We use a rigorous data tracking management system to identify and focus on maximising outcomes
- We demonstrate the impact of each of the interventions used and funded by the pupil premium

The Quality of Teaching, Learning and Assessment

- We analyse pupil data robustly particularly in English, Maths, Science, PSHE and Computing
- Regularly use a range of achievement and holistic data to track interventions and techniques and make adjustments
- Ensure class teachers are consistently aware of Pupil Premium students in their classes
- Ensure Teaching Assistants 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 sensory diets
- We have additional equipment for speech & language including iPads and visual support, Smartboards and software to assist access to the curriculum
- We secure active collaboration within school and working with other schools and professionals to ensure best practice and resources are available and shared

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 review individual pupil behaviour support plans half termly
- We work closely with other professional involved with pupils and families

Rosehill School Context 2018 - 2019 (April 2018)

Total number of students on roll April 2018 - 2019	110					
Percentage Pupil Premium of whole school April 2018 - 2019	49% (54)					
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	Looked After Children (Children in Care)	Parents Serving in the Armed Forces
	54 (49%)	KS1: 10 (19%) KS2: 25 (46%) KS3: 13 (24%) KS4: 6 (11%)	10 (19%) 20 (37%) 11 (20%) 5 (9%)	0 5 (9%) 2 (4%) 1 (2%)	1	1
Total amount of Pupil Premium funding 2018 - 2019	£60,000 (Projected)					

Summary of Pupil Premium Spending 2018 - 2019

Focus	TOTAL: £	Number of Young People	Expected Impact
Enhanced home school support: <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 	£15,000 (Projected)	54	To part-fund role of home-school attendance and welfare officer at Rosehill School to develop enhanced support for families; <ul style="list-style-type: none"> • Families will be contacted on a daily basis regarding attendance issues – supporting a wider understanding of attendance issues • More timely support and action will be put in place to improve attendance • Attendance meeting will be held with families, where necessary, improving communication and support/ action planning • Increased participation and engagement of parents regarding attendance

<ul style="list-style-type: none"> Focus on engaging parents and carers who are harder to reach (approx 25% of PP) 			<ul style="list-style-type: none"> 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 Direct liaison with DCT /Children & Families to support safeguarding 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 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 Speech, language and communication focused resources School choir focused sessions Multi-Interactive learning environment sessions Music experiences in and beyond the classroom 	<p>£20,000 (Projected)</p>	<p>54</p>	<ul style="list-style-type: none"> A wider range of creative personalised learning opportunities will be provided Teaching and learning sessions will be more tailored and focused on individuals targets Pupils’ engagement and interaction will improve (impacting on social communication outcomes) Personalised access to an enhanced curriculum and resources will support individuals with more complex needs (impacting on behaviour outcomes) Pupils will provide feedback for further developing our understanding of barriers to learning (impacting on personal development and motivation 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 	<p>£10,000 (Projected)</p>	<p>54</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 physical education opportunities e.g. swimming, rebound, intensive interaction, gym 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 Individualised access will be provided to RSE and drugs education workshops to support pupils in ‘staying safe’ in the wider community

<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 	<p>£15,000 (Projected)</p>	<p>54</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 sensory environments and support staff training to embed pupil centred learning • Further development of the Balance Room spaces will enable 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 environments • Development of the mini MILE spaces will support communication and interactive learning • Development of focus eating and drinking programmes will improve positive eating and drinking experiences and sensory deregulation / diet issues
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