

Rosehill School - Excellence and Equity in Raising Achievement
Pupil Premium Expenditure Grant 2017 - 2018 - Impact Report to Governors and Parents

Review of 2017 / 2018 Academic Year	Total pupil premium allocation: £56,950 (April 2017 – April 2018)
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Rosehill School Context 2017 – 2018

Total number of pupils on roll April 2017 - 2018	109					
Percentage Pupil Premium of whole school April 2017 – 2018	41%					
Pupil Premium funding 2017 - 2018	£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 (Looked After Children)	Parents Serving in the Armed Forces
	45 (41%)	KS1: 5 (11%) KS2: 21 (47%) KS3: 14 (31%) KS4: 5 (11%)	36	9	1	1

Objectives of Pupil Premium Spending

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

- Improving and maintaining high engagement in learning, personal development, self-esteem, confidence, wellbeing and independence through development of a school reward system.
- Developing therapeutic and sensory outcomes: To meet the specific health, wellbeing and welfare needs of young people by developing regulation & sensory approaches and opportunities, including Balance Rooms.
- Improving access to learning opportunities outside of school (i.e. at home and within the community), using Pupil Premium to support personalised teaching and learning opportunities in and beyond the classroom (including Enrichment Programme and accreditation) to increase participation and engagement opportunities.
- Developing Communication Strategies and Resources.

Measuring the Impact of Pupil Premium Spending - End of 2017 - 2018 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	29 (65%)	Exceeding Expectations	45 (84%)
	On Track	13 (28%)	On Track	4 (7%)
	Below expected	3 (7%)	Below expected	5 (9%)
Maths (Using and Applying as lowest achievement area of Maths strand)	Exceeding Expectations	32 (71%)	Exceeding Expectations	41 (76%)
	On Track	10 (22%)	On Track	8 (15%)
	Below expected	3 (7%)	Below expected	5 (9%)
Science	Exceeding Expectations	40 (89%)	Exceeding Expectations	48 (89%)
	On Track	3 (7%)	On Track	6 (11%)
	Below expected	2 (4%)	Below expected	0 (0%)
PSHE (Interacting and Working with others strand)	Exceeding Expectations	32 (65%)	Exceeding Expectations	37 (68%)
	On Track	8 (28%)	On Track	9 (17%)
	Below expected	5 (11%)	Below expected	8 (15%)

Outcomes and Impact of Pupil Premium Spending 2017 – 2018

Focus	TOTAL	Number of Young People	Commentary – Progress / End of Year
<p>Occupational Therapist specialist in place for input and sensory curriculum co-ordination.</p> <p>Specialist sensory engagement training for staff.</p> <p>Specialist Occupational Therapist Mini MILE (multi interactive learning environment) developments – to extend access for Pupil Premium learners</p>	£34,570	45	<p>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. Teachers and support staff are more confident in meeting pupils' sensory needs with the provision of appropriate equipment, support and interventions.</p> <p>Some 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.</p> <p>Training and learning opportunities have been provided 1:1 and in groups (large and small) to Rosehill Staff by the OT.</p> <p>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).</p> <p>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.</p>

<p>School reward system – to extend opportunities for additional achievements</p>	<p>£500</p>	<p>45</p>	<p>Reward systems for positive behaviour and good work have recently been refined with an additional format that meets the needs of children who do not yet understand the value of number and find abstract concepts hard to understand. This new system is an effective and purposeful reward scheme as pupils feel proud of their achievements and many are showing an increased interest in working towards new challenging and initiatives which are celebrated at a whole school level.</p> <p>There has been a greater interest in working within class groups to promote team working and relationships/respect for others and classes have gained awards such as attendance awards and 'best class to....' which has promoted wellbeing initiatives and pupil voice opportunities. Regular assemblies have been provided to promote and celebrate the new 'Gold Award' system, which is now firmly embedded across the school.</p>
<p>Developing communication strategies and resources</p>	<p>£5,000</p>	<p>45</p>	<p>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 and Balance room.</p> <p>Pupils feel supported and access greater range of SMSC, wellbeing and sensory learning experiences.</p> <p>Pupils showing increased expressive communication/ comprehension.</p> <p>Greater use of augmented communication aids to support communication through choice making.</p> <p>Training for the whole school on using 'PECS', 'More Than Words', 'Reading Schemes' approach- designed for pupils with autism to support them to reach their full communication potential.</p> <p>Regular sessions of Intensive Interaction promoted early language and communication skills for younger pupils.</p> <p>Additional S&LT interventions and support for staff to enhance communication approaches in the classrooms, including PECS to support eating and drinking and 'sensory eating experiences'.</p> <p>There is now a stronger culture of working with other agencies in school and this recent multi-agency project focussing on diet and eating has met with considerable success. This project involved a dietician, speech and language therapist, occupational therapist as well as education staff and parents. The focus has been on a group of 13 pupils all of whom have restricted diets or identified barriers to eating independently. The impact of this project has been improved understanding of the causes of very restricted diets for each individual pupil along with tailored solutions to address and in each case there has been improvement in diet and in independent eating.</p>
<p>Curriculum enrichment opportunities</p>	<p>£5,500</p>	<p>45</p>	<p>The school has offered a broad enrichment programme with a combination of various leisure and sporting activities for pupil premium pupils to access. Support provided for curriculum enrichment days within the school has promoted a range of diverse opportunities for learners to engage in additional learning activities e.g. painting and re-decorating the walls of a small gym area.</p>

			The range of additional options e.g. walking, football, art has provided greater choice, enabling and encouraging learning to take place, promoting outcomes and preparing young people for driving their skills and aspirations in areas of interest. Personalised teaching and learning opportunities in and beyond the classroom have increased participation and engagement opportunities with wider groups. Pupils have had fun achieving and learning to build on individual skills and talents both in and beyond the school site e.g. football and cricket skills. Staff have developed their teaching skills through tailoring enrichment opportunities to enable pupils to make progress in a way that best suits them.
Development of the 'Sensory' environment and Balance Rooms	£11,380	45	The sensory learning environments now enable relaxation and interaction for learners with complex sensory needs. They also provide a physical outlet for pupils to self-regulate and to support existing sensory integration input. Through providing an effective Balance Room space in each classroom, learners are able to process information, engage in meaningful play activities and have a safe outlet for anxious and unsafe behaviour where space is required outside of the formal learning environment.

Agreed by the Full Governing Body – 19th June 2018