



Rosehill School

Pupil Premium Grant Expenditure 2017 - 2018

Objectives of Pupil Premium spending

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

- Preparing pupils for adult life
- Improving and maintaining high engagement in learning and independence
- Improving personal development, self-esteem, confidence and wellbeing
- Improving access to learning opportunities within the school and the wider community

How we achieve the objectives of Pupil Premium spending

Outcomes for Pupils

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

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 will oversee how the funding is being spent and the outcomes of interventions and spending.
- Invest in a training programmes and CPD for all staff and parents
- Ensure all staff are highly trained in autism best practice, curriculum differentiation and interventions, from induction onwards with ongoing training is paramount
- 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 sources

The Quality of Teaching, Learning and Assessment

- We analyse pupil data robustly particularly in English, Maths, Science, PSHE and Computing, which are core subjects at Rosehill School
- Regularly use a range of achievement and holistic data to track interventions and techniques and make adjustments. We revisit data throughout the intervention period to assess pupil progress
- Ensure class teachers are consistently aware of Pupil Premium pupils in their classes
- Ensure Teaching Assistants are highly trained and understood the importance of specific targets for Pupil Premium pupils
- Our staff use a 'small steps of progress' approach to tasks
- English and Maths interventions to maximise outcomes for pupils
- We utilise strategies resources for occupational therapy and sensory diets, as required
- We utilise strategies and resources for pupil requiring additional support with 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 review and adjust individual pupil behaviour support plans/ risk assessments, as required (as minimum termly)
- We work closely with other professionals involved with pupils and families

Rosehill School Context 2017 – 2018 (April 2017) (Sept 2017)

Total number of pupils on roll April 2017 – 2018 Review Sept 17 – 109 on roll	104 (109)					
Percentage Pupil Premium of whole school April 2017 - 2018	42% (45%)					
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	Key Stage	Boys	Girls	Children in Care (Looked After Children)	Parents Serving in the Armed Forces
	44 (47) 42% (43%)	KS1: 9 (5) (20%) (5%) KS2: 21 (23) (48%) (21%) KS3: 10 (13) (23%) (12%) KS4: 4 (6) (9%) (5%)	36 (37)	8 (10)	3 (1)	N/A (1)
Total amount of Pupil Premium funding 2017 - 2018	£56,950					

Measuring the Impact of Pupil Premium Spending

End of 2016 – 2017 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)	93% 41 Pupils are making good or outstanding progress (2 new pupils being baselined and 1 Pupil EYFS)	90% 56 Pupils are making good or outstanding progress (3 new pupils being baselined and 2 Pupils EYFS)
Maths (Using and Applying as lowest achievement area of Maths strand)	89% 39 Pupils are making good or outstanding progress (2 new pupils being baselined and 1 Pupil EYFS)	90% 56 Pupils are making good or outstanding progress (3 new pupils being baselined and 2 Pupils EYFS)
PSHE (Interacting and Working with others strand)	91% 40 Pupils are making good or outstanding progress (2 new pupils being baselined and 1 pupil EYFS)	89% 55 Pupils are making good or outstanding progress (3 new pupils being baselined and 2 Pupils EYFS, 1 Pupil issues with PHSE data)

Summary of Pupil Premium Spending 2017 - 2018

Focus	TOTAL	Number of Young People	Expected Impact
<p>Occupational Therapist specialist in place for input and sensory curriculum co-ordination. Specialist sensory engagement training for staff. Specialist Occupational Therapist Mini MILE (multi interactive learning environment) developments – to extend access for Pupil Premium learners</p>	<p align="center">£24,570</p>	<p align="center">44 (47)</p>	<p>To provide a sensory interactive environment available for learning with specialist OT in place to support communication and interactive learning. To have MILE Learning Programmes in place for all YP for whom this is an identified learning need. Outcomes and pre-entry assessments show progress in communication, choice making, independence and functional learning skills.</p>
<p>School Reward System – to extend opportunities for additional achievements</p>	<p align="center">£500</p>	<p align="center">44 (47)</p>	<p>To enhance effective and purposeful reward schemes for young people, linked to behaviour and learning targets and also within class groups to promote team working and relationships/respect for others.</p>
<p>Developing Communication Strategies and Resources</p>	<p align="center">£15,000</p>	<p align="center">44 (47)</p>	<p>To support learning through use of eclectic communication tools. To utilise technology to assist young people to communicate their needs and learning outcomes effectively. Including; purchasing Electronic tablets / communication devices, software and Augmentative and Alternative Communication for individual pupils (e.g. symbols or pictures, or writing tools); for staff to promote effective learning through targeted resources, apps and additional training.</p>
<p>Curriculum Enrichment</p>	<p align="center">£5,500</p>	<p align="center">44 (47)</p>	<p>To support curriculum enrichment days within the school to provide diverse opportunities for learners to engage in additional learning activities. To provide creative, multi-cultural and career learning opportunities for learners of all abilities. To reflect pupil feedback for further opportunity to engage in activities that motivate and interest them.</p>
<p>Sensory environment and Balance Rooms</p>	<p align="center">£10,380</p>	<p align="center">44 (47)</p>	<p>To upgrade sensory learning environments to enable relaxation and interaction for learners with complex sensory needs. To facilitate intensive interaction environments and support staff training to support more pupil centred learning. To provide an effective Balance Room space to enable learners 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 environments.</p>
<p>Rebound therapy and trampolining</p>	<p align="center">£1,000</p>	<p align="center">44 (47)</p>	<p>To provide a physical outlet for pupils to self-regulate and to support existing sensory integration input. To enhance sensory modulation, and communication for learners with a sensory integration and regulatory challenges. To provide suitable training for staff and provide high quality and safe equipment for use with young people.</p>
<p>Commentary – Progress / End of Year</p>			