

Rosehill School - Excellence and Equity in Raising Achievement
Pupil Premium Expenditure Grant 2016 -2017 Impact Report to Governors and Parents

Review of 2016/2017 academic year	Total pupil premium allocation for 2016/2017: £36,223 (April 2016 – April 2017)
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Rosehill School Context 2016 – 2017 (April 2016)

Total number of students on roll April 2016 – 2017	99					
Percentage Pupil Premium of whole school April 2016 - 2017	32%					
Pupil Premium funding 2016 - 2017	£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 (Total 24)	Girls (Total 8)	Looked After Children (Children in Care):	Parents Serving in the Armed Forces:
	32%	KS1: 38(%) KS2: 44 (%) KS3: 37(%) KS4: 63(%)	5 10 5 4	1 4 2 1	3	N/A
Total amount of Pupil Premium funding 2016 - 2017	£36,223					

Objectives of Pupil Premium Spending

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

- Developing therapeutic and sensory outcomes: To meet the specific health, wellbeing and welfare needs of young people by developing regulation & sensory approaches and opportunities.
- Improving and maintaining high levels of attendance. In-house full time Family Support Worker with responsibility for monitoring attendance.
- Improving personal development, engagement, self-esteem, confidence and wellbeing. One additional full time intervention teacher to develop and implement baseline assessment measures and outcomes in core areas.
- 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.
- Identifying preferred methods of communicating an immediate need and promoting the best independent outcomes.
- Providing language and communication specialist input

- Tools and resources e.g. I-pad apps

How we have achieved the objectives of Pupil Premium spending:

Outcomes for Pupils

- We have demonstrated the impact of each of the interventions used and funded by the pupil premium
- We have held termly pupil progress meetings with class teachers
- We have implemented a new data tracking management system to identify and focus on maximising outcomes
- We have offered an Enrichment Curriculum, nurturing talents and personal development

Effective Leadership & Management

- Our Senior Leadership Team has an overview of how the funding is being spent and the outcomes of interventions and spending. Our Senior Leaders and Governors value the quality of teaching and learning as its core purpose.
- We have ensured that all staff are highly trained in autism, curriculum differentiation and interventions, from induction onwards with ongoing training held with the OT throughout the year.
- We have implemented a robust Performance Management and appraisal process, linked to pupil outcomes.
- We have held moderated classroom observations and learning walks.
- We have a Management Communication System – (SIMS) which has centralised record keeping and supports the analysis of progress data.
- Researched evidence from a variety of local school has supported our procedures.

The Quality of Teaching, Learning and Assessment

- We have ensured that class teachers are consistently aware of Pupil Premium students in their class and teaching support staff are trained and understand the importance of specific targets for Pupil Premium pupils.
- We have analysed pupil data, particularly in English, Maths, Science, PSHE and Computing to ensure interventions are addressed in a timely manner.
- Our staff have used a 'small steps of progress' approach to tasks to ensure pupils make progress (differentiated and tailored to support their needs).
- We have utilised additional equipment for occupational therapy, sensory diets, speech & language, Interactive Whiteboards and software to assist access to the curriculum.
- We have collaborated with local special schools and professionals to ensure best practice and resources are available and shared.

Personal Development, Behaviour and Welfare

- We have promoted (as far as possible) active partners with parents and carers in the learning process and in the management of behaviour
- We have developed well targeted support to improve attendance and behaviour and links with families where this is a barrier to learning
- We have used a positive behaviour approach ensuring pupils are aware they are succeeding through celebrations and awards
- Some of our staff have translated for parents/carers, where necessary, to support their understanding of home and school interventions (consistency for learners)
- We have reviewed individual pupil behaviour support plans (half termly)
- We have worked closely with other professional involved with pupils and families; e.g. signposting services, developing EHCP outcomes

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)

Good Progress = % of pupils Representative of Median Quartile Progress across end of key stage results (pupils who made between 1 and 2 levels of Progress)

Outstanding Progress = % of pupils Representative of Upper Quartile progress across end of key stage results (pupils making at least 2 levels of progress)

Target Area	Focus	Allocation/part allocation from pupil premium	Impact / Outcomes
1. Intervention Teacher	One additional full time intervention teacher to develop and implement baseline assessment measures and outcomes in core areas 2 days @ £90 a day = £180 x 39 weeks	<ul style="list-style-type: none"> £7,020 	Increased performance of Pupil Premium students in Core areas. Pupil Premium Pupils have individualised targets for literacy and numeracy. Small group reading sessions took place weekly targeting early reading skills for Middle School Pupil Premium Pupils. Individualised 1:1 sessions took place with Key Stage 1 Pupil Premium Pupils to develop literacy, numeracy and PHSE learning. All Pupil Premium Reception pupils had a clear starting point (baseline) from which to monitor progress in core areas over time.
2. Occupational Therapist and Rosehill Staff linked to OT & Sensory Developments	Developing therapeutic and sensory outcomes: To meet the specific health, wellbeing and welfare needs of young people by developing	<ul style="list-style-type: none"> £10,530 £1,950 	Pupils have access to sensory equipment that meets their needs and each pupil has an individualised learning intention/s from the AET Progression Framework. This may range from outcomes relating to understanding and expressing own sensory needs, responding to interventions, increasing tolerance of sensory input and managing own sensory needs.

	<p>regulation & sensory approaches and opportunities.</p> <p>1 day @ £270 a day = £270 x 39 weeks 6 days @ £325 per Day = 3325 x 39 (Sensory OT)</p>		<p>Teachers are confident in meeting pupils' sensory needs with the provision of appropriate equipment, support and interventions. Some pupils have individual assessments of their sensory preferences and needs and occupational therapy recommendations to support pupils and now have a tailored curriculum to meet their needs. Training and learning opportunities were provided to Rosehill Staff by the OT to support in meeting pupils' sensory needs and in specific therapeutic techniques (i.e. joint compression, deep pressure, movement/heavy work and sensory-based activities). OT has developed and managed a central resource bank of specialist sensory equipment for use with pupils and support identification of appropriate resources for future learning opportunities.</p>
<p>3. Family Support Worker</p>	<p>In-house full time Family Support Work with responsibility for monitoring attendance 2 days @ £92 a day = £184 x 8 weeks</p>	<ul style="list-style-type: none"> • £1472 <p>Summer 2016 only</p>	<p>Improved monitoring, tracking and support for pupil premium students at risk of poor attendance. Parental contact, workshops and engagement. Pupil attendance has improved to 93% across pupil premium pupils.</p> <p>FSW provided positive and productive support to pupils and parents/ cares on hospital visits, visiting new providers, other appointments. Arranged and enabled majority of parents/ cares to attend sleep courses, eating and drinking difficulties sessions, medical conditions training. Supported Paediatrician in health clinics and provided a link outside of clinic times. Acted as an advocate during meetings and events. Signposted services and professionals and provided supporting letters for parent referrals. Put in place home visits to parent/carers who were unable to get into school or preferred to discuss issues at home.</p>
<p>4. Personalised teaching and learning</p> <p>Developing Communication</p>	<p>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. Identifying preferred methods of communicating an immediate need and promoting the best independent outcomes:</p> <ul style="list-style-type: none"> • Providing language and communication specialist input • Tools and resources e.g. I-pad apps 	<ul style="list-style-type: none"> • £10,000 	<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</p> <p>Pupils feel supported and access greater range of SMSC, wellbeing and sensory learning experiences. Pupils showing increased expressive communication/ comprehension – OT and Speech and Language reports available.</p> <p>Staff report higher levels of confidence in identifying pupils who benefit from use of an AAC device. All pupils have had the opportunity to access communication technology as part of our curriculum. Progression in English shows 93% of Pupil premium learners made expected or exceeded expectations (Spring moderation).</p>

		Total £30,972	Additional resources for sensory input £5,251
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