



# Rosehill School

## Pupil Premium Grant Expenditure 2016-17

Pupil Premium at Rosehill School (Nottingham) '*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 access to the 3 Ps curriculum)
- Improving and maintaining high levels of attendance
- Improving personal development, engagement, self-esteem, confidence and wellbeing
- Improving access to learning opportunities outside of school (i.e. at home and within the 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
- We offer an Enrichment Curriculum, nurturing talents and personal development

#### **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. Our Senior Leaders and Governors value the quality of teaching and learning as its core purpose.
- 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

### The Quality of Teaching, Learning and Assessment

- 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
- 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.
- Our staff use a 'small steps of progress' approach to tasks
- English and Maths interventions to ensure a narrowing of the attainment gap
- We have additional equipment for occupational therapy and sensory diets
- We have additional equipment for speech & language including iPads and visual support, Interactive Whiteboards 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 have a staff who translate for parents/carers, where necessary
- We review individual pupil behaviour support plans half termly – a teaching/curriculum team collaboration
- We work closely with other professional involved with pupils and families

### Rosehill School Context 2016 – 2017 (April 2016)

<b>Total number of students on roll April 2016 – 2017</b>	99					
<b>Percentage Pupil Premium of whole school April 2016 - 2017</b>	32%					
<b>Pupil Premium funding 2016 - 2017</b>	£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)					
<b>Total eligible for Pupil Premium</b>  32	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
<b>Total amount of Pupil Premium funding 2016 - 2017</b>	<b>£49,885.00</b>					

## Measuring the Impact of Pupil Premium Spending

End of 2015 – 2016 attainment % pupils attaining Good Progress or Outstanding Progress (KS2 and KS3 data)

P Scales and National Curriculum	Pupil Premium Funded Pupils	Non Pupil Premium Funded Pupils
English (Reading as lowest achievement area of English strand)	7%	18%
Maths (Using and Applying as lowest achievement area of Maths strand)	29%	26%
PSHE (Interacting and Working with others strand)	14%	44%

**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)**

## Summary of Pupil Premium Spending 2016 - 2017

Target Area	Focus	Allocation/part allocation from pupil premium	Expected Impact
<b>1. Intervention Teacher</b>	One additional full time intervention teacher to develop and implement baseline assessment measures and outcomes in core areas 2 days @ £110 a day = £220 x 39 weeks	<ul style="list-style-type: none"> <li>£8,580</li> </ul>	Increased performance of pupil premium students in Core areas. All Pupil Premium Reception pupils shall have a clear starting point from which to monitor progress in core areas over time.
<b>2. Occupational Therapist and Rosehill Staff linked to OT &amp; Sensory Developments</b>	Developing therapeutic and sensory outcomes: To meet the specific health, wellbeing and welfare needs of young people by developing regulation & sensory approaches and opportunities.	<ul style="list-style-type: none"> <li>£11,310</li> <li>£2,130</li> </ul>	Pupils will have access to sensory equipment that meets their needs. Improved engagement in school activities, personal development and care and increased regulation of sensory needs. Teachers are confident in meeting pupils' sensory needs with the provision of appropriate equipment, support and interventions. Some pupils will have individual assessments of their sensory preferences and needs and occupational therapy recommendations to support pupils and in

	1 day @ £290 a day = £290 x 39 weeks 6 days @ £355 per Day (SOT)		tailoring curriculum to meet their pupil needs. Training and learning opportunities will be provided 1:1 and in groups (large and small) to Rosehill Staff by OT to support in meeting pupils' sensory needs and in specific therapeutic techniques (ie. joint compression, deep pressure, movement/heavy work and sensory-based activities). OT will develop and manage central resource of specialist sensory equipment for use with pupils.
<b>3. Family Support Worker</b>	In-house full time Family Support Work with responsibility for monitoring attendance 2 days @ £112 a day = £224 x 8 weeks	<ul style="list-style-type: none"> <li>• £1,792</li> </ul> Summer 2016 only	Improved monitoring, tracking and support for pupil premium students at risk of poor attendance. Parental contact, workshops and engagement.
<b>4. Personalised teaching and learning  Developing Communication</b>	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: <ul style="list-style-type: none"> <li>• Providing language and communication specialist input</li> <li>• Tools and resources e.g. I-pad apps</li> </ul>	<ul style="list-style-type: none"> <li>• £17,500</li> </ul>	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.
		<b>Total £41,312</b>	Additional resources for sensory input <b>£8,573</b>