



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



Overall Pupil Premium Impact 2015 - 2016

- Each and every family received our priority service from the Family Support Worker including; 1:1 sessions, support during meetings and/or home visits. 45% of families received an enhanced service including; home visits, transition appointments and/or medicals, EHCP and/or Annual Review assistance, LAC and/or additional specialist meetings/appointments and help with school uniform.
- All Pupils (4-19) accessed Enrichment Programmes.
- All pupils engaged personalised teaching and learning opportunities in and beyond the classroom, increasing participation and engagement (Including creative projects such the Mad Hatter's Tea Party and music workshops).
- Sensory resources were embedded across all classes, with a whole school resource bank established. 100% pupils are using sensory resources and environments successfully to increase self-regulation and relaxation strategies. Cath add
- 97 % of Pupil Premium students met or exceeded their reading targets.
- 42% of Pupil Premium students met or exceeded their PSHE Life Skills targets.

Review of 2015/ 2016 academic year

**Total pupil premium allocation for 2015/16:
£42,770 (April 2015 – April 2016)**

PPG Area	Summary of expenditure	Summary of Overview / Objectives	Impact on progress and attainment of eligible pupils
Part-funding Family Support Worker (FSW) to offer enhanced support to families with particular focus on hard to engage families.	<p>£8,215 = basic cost £3,734 = enhanced service for priority group: 8 FSM + 7 LAC (Additional support required for all 33 pupils).</p> <p>Total £11,949</p>	<p>FSW supports parents and carers in accessing, preparing for and following outcomes from Annual Reviews, Educational Health Care Plan (Children and Families Act reforms), CIC (LAC) meetings, other meetings or events e.g. parent's / carer health meetings. FSW liaises with and signposts a range of other professionals to ensure families get appropriate services. Support provided to parents/ carers to attend school meetings and access training and workshops e.g. help with travel. When families require additional time for personal circumstances the FSW arranges visits or appointments. Uniform is provided when required.</p>	<p>FSW provided a positive and productive contact for school during school holidays – Updated key school staff following holidays. Supported 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</p>



**Nottingham
City Schools**



International
School Award
2011-2014



ARTS COUNCIL
AWARD
ENGLAND



sing up
Super Award



ACTIVEMARK 2008
ARTSMARK
AWARD
2013-2015



SPORTSMARK 2008
ARTSMARK
AWARD
2013-2015



Accredited
DRUG AWARENESS
2013-2015



Healthy Schools
Nottingham



Ofsted
Outstanding
School
2012, 2013

		<p>To continue to part-fund role of Family Support Worker (FSW) at Rosehill School:</p> <p>To develop enhanced support for families when;</p> <ul style="list-style-type: none"> o Families require additional time for personal circumstances o Accessing, preparing for and following outcomes from Annual Reviews, Educational Health Care Plan (Children and Families Act reforms), LAC meetings, other meetings or events e.g. parents / health meetings 	<p>events.</p> <p>Signposted services and professionals.</p> <p>Led Friends Of Rosehill Fundraising Group.</p> <p>Provided supporting letters for parent referrals.</p> <p>Provided help with form filling for parent/carers.</p> <p>Put in place home visits to parent/carers who were unable to get into school or preferred to discuss issues at home.</p>
<p>Enrichment and personalised learning opportunities – developing personal development, pastime interests and placement opportunities (The 3 P's).</p>	<p>Post-14 Enrichment Programme Commencing Sept 2015 – ongoing review and assessment.</p> <p>Whole school programme commencing Jan 2016 – range of options E.g. Climbing wall £500 Flower arranging £100</p> <p>Options and resources Total £12,000</p>	<p>The range of options e.g. walking club, yoga, graffiti art provides greater choice, enabling and encouraging learning to take place, promoting outcomes and preparing young people for driving their skills and aspirations into adulthood. Personalised teaching and learning opportunities in and beyond the classroom increase participation and engagement opportunities with wider groups e.g. peers of different ages. Pupils have fun achieving and learning to build on individual skills and talents both in and beyond the school site. Staff develop their teaching skills through tailoring enrichment to enable pupils to make progress in a way that best suits them, focusing on outcomes for adulthood – developing pastime interest which can impact on opportunities with their families e.g. cycle class - cycling with family at weekends. Further outcomes intended: Inviting ex-pupils back into school to deliver workshops and support social enterprise projects and work experience transpiring from this programme. Links developing with the wider community and placement options developed.</p>	<p>Young people have been empowered to recognise and optimise their full personal potential by focusing on their individuals' talents and achievements (End assessments, photographic evidence and EHCP views).</p> <p>The majority of pupils chose to participate in 'Enrichment options of their choice/ talent' - examples include; Tennis, Tia Chi, Multi Sports, Up Cycling, Food for Life, Graffiti Art and Climbing Wall. The majority of pupils showed an increase in participation through physical, social and cognitive skills being developed (end baseline results). Increased pupil enjoyment, engagement and participation; School Advisory Visit Report, Local Councillor Visit feedback, LA School Improvement Officer Learning Walk, Parents and Friends of Rosehill Presentation and Student Council Member observation outcomes. Pupil Premium student's observations and staff feedback informed development of future sports programmes (2016-17 events). The variety of extended opportunities (including those delivered by talented staff) have further developed staff skills and knowledge (e.g. L2 teaching assistant empowered and confident in the delivery of Movement & Movement – see Learning Walk March 2016).</p>
<p>To meet the specific health, wellbeing and</p>	<p>Sensory and therapeutic activities/ resources</p>	<p>Sensory processing needs are being met more effectively via a wider variety of input - meeting the sensory regulation and processing needs of individuals and groups of children.</p>	<p>Provision of training to staff in sensory regulation completed including practical strategies (increasing novelty in activity and deep pressure &</p>

<p>welfare needs of young people by developing regulation & sensory approaches and opportunities through PSHE developments. Part-funding Occupational Therapist to offer high quality support and training.</p>	<p>from April 2015 onwards £1,000</p> <p>Occupational Therapist – January 2016 onwards £14,000</p> <p>PSHE accreditation (no cost initially)</p> <p>Total: £15,000</p>	<p>Developing the use of multi-purpose sensory areas (reviewing and developing current calming rooms). Personal development and confidence building observed. Carefully balanced resources meet identified needs and ensure that children are calmer and more open to learning. Pupil's access learning more successfully, developing coping strategies more successfully. Reduction in behaviour and anxiety from individuals. Staff developing sensory approaches developing CPD. O.T assessments / Class teacher assessments undertaken more frequently and evaluation and monitoring of progress and achievements in place. Sensory activities, resources and interventions including yoga and massage transferred to wider range of environments. PSHE resources and qualifications reflect holistic progress on a personal development level. <i>NOTE: Future PSHE developments</i> <i>Develop electronic version of Record of Achievements to track progress. Accreditation expansion – OCR, AQA and ASDAN. PHSE individual folders to be set up linking with OT/SALT outcomes to improve holistic approach to development and tracking systems. PHSE to be provided to pupils through intervention sessions carried out by the intervention teacher.</i></p>	<p>joint compression techniques). Resources developed for whole school approach to sensory regulation and provided to classes (100% of pupil premium pupils). Reviewed use of 'break out rooms' in class areas with proposal for 'Balance Rooms' to commence September 2016. Reduction in behaviours to meet sensory needs with intensive OT input with class staff with five pupils. Supported in transition of two pupil premium pupils from 1:1 timetable and limited class based participation to full class based participation and eliminated need for 1:1. 42% of Pupil premium pupils have made expected or above expected progress. This has been achieved through: -Improved use of BSquared system to track pupil data -Thorough assessment and progress meetings (team and department level) -"Special moments" in assemblies and sharing good work across the school using the "Gold book" -Improved use of "Records of achievements" to track pupils progress.</p>
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<p>Developing personalised interventions to meet individual needs of children and young people achieving below expected progress in reading and maths.</p>	<p>Reading interventions / resources continued from previous year – Jan 2016 (NB: See NPQSL Deputy Head Priority Leadership Project Focus reported to the Governors) £1,000</p> <p>Maths interventions commencing January 2016 - Numicon and training £2,000 Total: £3,000</p>	<p>A reduction in below expected progress in reading and maths. Children making advances in communication development. Learners access quality resources and teaching experiences, developing engagement and interest in learning. Staff will feel more confident in helping children achieve through clearly identified interventions including sensory reading experiences, Colourful Semantics, problem solving activities with Numicon. Parents engaging in use of materials and learning extending to beyond the school environment – Make and take parents workshops providing opportunities for personalised resources to be designed and taken home by families. Potential development of iPads and communication apps meeting individualised needs (See reading report 2014-2015).</p>	<p>97% of Pupil Premium pupils have made expected or above expected progress. This has been achieved through early identification of any barriers to learning using b-squared as a tool for termly detailed assessment. The overall quality of teaching reading in school has also improved with the use a range of reading strategies (e.g. colourful semantics, phonics, sensory books and resources) and staff training to meet the needs of our diverse learners. We will continue building on this success to further develop systems for assessment and recording as well as comprehensive staff training in teaching reading and writing to our learners, working collaboratively with other special schools of similar profiles.</p> <p>Outcomes provided in Maths Report (Autumn 2016)</p>
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