



Rosehill School - Catch up Premium Implementation and Impact Report



Catch Up Premium Summary	
School	Rosehill School
Period	Sept 2021 – July 2022
Number of eligible pupils	77
Catch Up Premium allocated	£18,559
Amount of Catch Up Premium received per pupil	£240

Current Attainment – Based on March 2020 Progress Data			
	Whole School	FSM (55)	Children in Care (2)
% achieving expected or above progress based on their individual target in reading	92%	95%	100%
% achieving expected or above progress based on their individual target in writing	87%	87%	100%
% achieving expected or above progress based on their individual target in maths (average across the strands)	97%	98%	100%

Quality First Teaching				
Evidence for Approach	Action/ How the Catch-Up Funding will be Spent	Staff Lead	Impact (Reviewed Dec/ March/July 2022)	Evidence/ Next Steps
<p>Many pupils have on-going speech, language and communication difficulties. One size fits all approach will not work. They require specialist interventions to ensure that communication targets are appropriate and integrated into learning, across all lessons/ environments. Education Endowment Foundation oral language development +5.</p>	<ul style="list-style-type: none"> Provision of specialist Speech and Language Therapy linked specifically to Communication, as this remains one of the biggest barriers for pupils in the school. SALT will work with the Communication Lead in school to complete individual/small group observations in classrooms, providing recommendations- baseline and targets for those identified. SALT to facilitate meetings and staff training sessions, to support staff development and expertise in relation to maximising C/YP communication across the whole school day and increasing expressive communication opportunities (total communication approach). SALT to provide input regarding purchasing of resources to facilitate needs. 	<p>AH SALT</p>	<ul style="list-style-type: none"> Improved use of communication systems across the curriculum to support pupils with communication difficulties. Pupils have access to individualised communication aids and objects of reference which are appropriate for them. <p><u>See SALT impact report.</u></p>	<p>Evidence:</p> <ul style="list-style-type: none"> SL&C data Communication & SALT plan SALT observations IPLJ targets Staff training <p>Next Steps:</p> <ul style="list-style-type: none"> Additional speech and language input through working with independent SALT to assess and plan interventions for 2022/23.



	<ul style="list-style-type: none"> SALT to work with the Communication Lead to facilitate parent/carer workshops and meetings in order to raise awareness of C/YP needs and develop skills in applying strategies beyond school i.e. use of low-tech aids. 			<ul style="list-style-type: none"> Communication groups set across whole school with SALT.
	Resource/ Training Costs £2,000			
<p>Many pupils present with on-going sensory dysregulation challenges; this includes difficulties with understanding and expressing their own sensory preferences. One size fits all approach will not work.</p> <p>The Education Endowment Foundation self-regulation approaches +7.</p>	<ul style="list-style-type: none"> OT to work with Senior Leadership Team to identify those most in need of intensive therapeutic input, linked to increased deregulation of sensory needs, and emotional wellbeing needs. OT to work with class teachers and support staff in school to complete individual/small group observations, providing recommendations and offering class-based support/ interventions/ modelling. OT to facilitate meetings and staff training sessions, to support staff development and expertise. OT to provide input regarding purchasing of resources i.e. sensory circuits/ diets/ whole school resources. OT to work with the SLT to facilitate parent/carer workshops and meetings in order to support home life. 	<p>CS AH OT</p>	<ul style="list-style-type: none"> Through increased provision of activities, such as sensory breaks, C/YP deal better with sensory input from the environment and how they behave in reaction to that sensory input. This had led to higher levels of engagement in learning activities and gains in attention and in cognitive and social skills. C/YP emotional wellbeing improves. <p>See OT impact report.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> 10 Strands assessment data OT action plan and outcomes Sensory Journals Staff training <p>Next Steps:</p> <ul style="list-style-type: none"> Additional OT input to assess and plan interventions for supporting self-regulation, health and emotional wellbeing, across the whole school. Input for parents.
	OT Cost £2,000			
	Resource / Training Costs £2,000			

Targeted Academic Support				
Evidence for Approach/ Impact of lockdown	Action/ How the Catch-Up Funding be Spent	Staff Lead	Impact (Reviewed Dec/ March/July 2022)	Evidence/ Next Steps
<ul style="list-style-type: none"> C/YP are less fluent in their reading and the gap between those C/YP that read widely and those 	<p>Maths and English targeted teaching delivered by Academic Mentor, Specialist Tutors:</p> <ul style="list-style-type: none"> Baseline assessments completed in Sept 2021. Tutor will be provided by an external practitioner with SEND and autism experience and expertise. They will 	<p>TR AH</p>	<ul style="list-style-type: none"> Impact on pupil's progress in maths and reading through focused and targeted sessions, developing pupil's 	<p>Evidence:</p> <ul style="list-style-type: none"> Intervention timetables Assessment data



<p>C/YP who do not is likely to now increasingly wide.</p> <ul style="list-style-type: none"> Recall of basic maths skills needs to be consistently reviewed – some C/YP have not been able to confidently recall key maths facts and consistently apply learning across different contexts. 	<p>work with the class teacher to ensure provision is in-line with the school’s curriculum. Progress will be measured.</p> <ul style="list-style-type: none"> Pupils will access 12-20 individual or small group sessions, face to face, across the year. Tutor to develop and use reading strategies (in line with Pathways) to improve comprehension, vocabulary and spelling. Reading resources will be purchased as required. Tutor to develop and use maths Pathways to promote number sense and problem solving. Maths resources will be purchased as required. 		<p>confidence, skills and knowledge.</p> <ul style="list-style-type: none"> Through creating access to a wider range of personalised resources, pupils are more engaged in reading/number sense learning. C/YP are confidently recalling key information in maths. C/YP more confident and motivated by reading. Identified G&T C/YP in upper department begin to work towards a person-tailored accredited qualification in maths with the support of a specialist intervention teacher. 	<ul style="list-style-type: none"> Recuperation curriculum plans <p>Next Steps (in year):</p> <ul style="list-style-type: none"> Increase intervention sessions for SuT2022. <p>Next Steps 2022/23:</p> <ul style="list-style-type: none"> Continuation of Year 7 sessions, plus small group sessions for Year 9-11, to achieve accreditation entry level. (This will run for 2 years).
<p>Many families have not had access to enrichment provision and missed opportunities for extra-curricular activities such as theatre groups, artists and dance workshops has a significant impact on children’s wellbeing and engagement in learning.</p> <p>The Arts Council and AET research promote Arts and Cultural approaches to engage</p>	<ul style="list-style-type: none"> Rebound Therapy Club will run after school, for identified pupils (linked to communication/ sensory requirements). The pupils will access at the minimum 1 term of sessions, face to face (Dance, PE, Art). Additional whole school theatre experiences and workshops will enhance the Arts and SMSC curriculum offer i.e. Handmade Theatre. 	<p>EW AP AH</p>	<ul style="list-style-type: none"> The school builds “cultural capital”. There has been a high focus on ensuring disadvantaged pupils have access to cultural experiences. Pupils are inspired by others; peers, staff and specialists. They have seen others’ engagement and enjoyment in learning 	<p>Evidence:</p> <ul style="list-style-type: none"> Timetables Assessment data PE and Art impact reports <p>Next Steps (in year):</p> <ul style="list-style-type: none"> Art Lead to collaborate with local artists to implement art sessions in art studio/art therapy sessions (2x half termly 50 min slots).
	<p>Tutor Cost £6,000</p>			
	<p>Cost of part funded clubs £2,000 Cost of part funded theatre events £1,000</p>			



C/YP with a wide range of cognitive and behavioural needs, as being essential for moving pupils' engagement with the world to a deeper level.			and this in turn encouraged them to do the same. <ul style="list-style-type: none"> Learners have built their confidence and self-esteem. 	
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Wider Strategies				
Evidence for Approach/ Impact of lockdown	Action/ How the Catch-Up Funding be Spent	Staff Lead	Impact (Reviewed Dec/ March/July 2022)	Evidence/ Next Steps
<p>Follow on from the Pandemic C/YP's health and well-being have decreased making it even more essential that C/YP are engaging in high levels of physical activity and establishing good active behaviours for later life. The schools/ wider research i.e. Public Health England (PHE) and Young Minds evidence that outdoor learning improves health and wellbeing.</p>	<p>Develop outdoor learning provision and resources.</p> <ul style="list-style-type: none"> Part fund outdoor learning week during the autumn term 2021 to celebrate C/YP achievements, and promote the school's outdoor provision/healthy schools' approach. Plan and deliver a range of outdoor learning-based projects; linked to PE, healthy schools, Eco schools and emotional wellbeing initiatives and projects i.e. Mental Health Week, Eco Schools, and Maths Week. All pupils to access additional outdoor learning opportunities with a sharp emphasis on promoting emotional wellbeing, exploring nature and the environment and being healthy and active (linked to subject specific learning). Purchase a range of resources i.e. bikes, trikes. Further develop the school's playgrounds, courtyard areas, gardens and woodland walk– new outdoor classroom/ sensory walk established. <p>Part fund cost of events £1,000 Cost of resources £500</p> <p>Cost £459 External wellbeing support service £1,600</p>	EP	<ul style="list-style-type: none"> C/YP are engaged in an outdoor lifestyle which encourages a love of nature and builds confidence and independence. The school has promoted good physical and emotional health, happiness and wellbeing. Developed new ways of ensuring C/YP safely access social inclusion opportunities. 	<p>Evidence:</p> <ul style="list-style-type: none"> Timetables Outdoor learning week/ projects and impact reports <p>Next Steps:</p> <ul style="list-style-type: none"> Primary Parliament/ Student Council/ Classroom Ambassadors/ WRL- to further develop initiatives to improve the outdoors/ playgrounds.
Total Cost	£18,559			



Overall progress in 2021/2022

Catch up premium funding has enabled school to support pupils to successfully overcome challenges posed by COVID. A holistic all-round approach has allowed to address barriers C/YP may have experienced while accessing remote learning and the impact of it on progress in a range of areas.

Successful progress in has been achieved through improved use of communication systems across the curriculum, increased provision of activities for sensory regulation, improved emotional wellbeing. This had led to higher levels of engagement in learning activities and gains in attention and in cognitive and social skills. Focused and targeted maths and reading sessions developed pupil's confidence, skills and knowledge.

Pupil have increased access to cultural experiences by engaging in extra-curricular activities, in house theatre workshops, dance sessions and visits from artists and other professionals, with a high focus on ensuring disadvantaged pupils have access to cultural experiences.

Learners have built their confidence and self-esteem through attending outdoor learning sessions and a range of sports activities and clubs.