

Pupil premium strategy statement – Rosehill School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Cheryl Steele
Pupil premium lead	Joanne Ritchie
Governor / Trustee lead	Rebecca Hyder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,500
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£68,500

Part A: Pupil premium strategy plan

Statement of intent

Rosehill is a maintained special school that provides the highest quality of education for 120 children and young people (CYP¹) on the autism spectrum², aged 4 and 19, who have a broad range of associated communication, interaction, social, imagination, sensory and learning needs. The very large majority of pupils attending the school, experience co-occurring differences³. Some CYP also have co-occurring conditions⁴.

Beyond their learning difficulties and disabilities, many of our pupils face additional challenges in their lives. The school receives Pupil Premium Grant (PPG⁵) funding to spend on interventions and initiatives to support disadvantaged pupils, in order to ensure they are able to achieve at the same level as their peers.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small/large groups, the whole school or as individuals, and allocate a budget accordingly.

We believe in maximising the use of the PPG by utilising a long-term 3-year strategy aligned to the School Development Plan (SDP⁶). This enables us to implement a blend of short, medium and long-term interventions, and align PPG use with wider school improvements. The strategy is integral to wider school plans, and is driven by the needs and strengths of all our pupils. This will help us to ensure that we continue to offer them the relevant skills, knowledge and experience they require to achieve greater independence and to prepare them for the next stage of their learning journey and for adulthood.

Although our PPG strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans; notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will also provide pupils with support pupils to successfully move through education and transition into adulthood. Developing social skills and continue to ensure that high-quality work experience and careers guidance is available to all.

¹ Throughout this report, children and young people will be referred to as CYP.

² Current research (2023) shows that there is no single way of describing autism. Acknowledging the work of the Autism Education Trust, we have adopted the term 'Autistic pupil/child/young person/learner'. Autistic CYP, may have different preferences of what they like used when describing them and autism, so it is recommended to ask the individual themselves what their preference is.

³ The term co-occurring difference will be used when describing someone who may have a diagnosis and experience other differences alongside, for example, needs in the area of eating or sleeping.

⁴ The term co-occurring condition will be used when we are describing someone with more than one diagnosis e.g., Autism and Epilepsy.

⁵ Throughout this report, the Pupil Premium Grant will be referred to as PPG.

⁶ Throughout this report, the School Development Plan will be referred to as the SDP.

Spending the Grants Successfully to Maximise Achievement/ Priorities

In order to spend the PPG funding successfully, to improve achievement, we focus on the following:

- Carefully ringfencing the funding so that we always spent it on the target group of pupils
- Supporting the disadvantaged pupils to achieve the highest levels
- Ensuring that the PPG reaches the pupils who need it most; thoroughly analysing which pupils are underachieving and why
- Ensuring we use the PPG to deliver evidence-based approaches for supporting any pupil based on an assessment of individual need
- Drawing on research evidence (Internal and External) to allocate the funding to the activities that are most likely to have an impact on improving achievement
- Ensuring high-quality teaching, concentrating on the areas our pupils require as a priority
- Removing barriers to learning by providing targeted academic support
- Using achievement data frequently to check whether interventions are working, and adjusting accordingly
- Accessing non-academic barriers to attainment and providing wider strategies; providing a broad and balanced curriculum and specialist support for their emotional wellbeing in order to become resilient, engaged and independent young people who can self-regulate their own behaviour. Also, providing early intervention for pupils and their families
- Ensuring that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils
- Providing well-targeted support to improve parental engagement or links with families where there are barriers to a pupil's learning
- Having a clear policy on spending, agreed by governors and publicised on the school website
- Ensuring that class teachers and subject leads know which pupils are eligible for the PPG so that they can take responsibility for accelerating their progress
- Ensuring that teaching assistants are highly trained and understand their role in helping pupils to achieve
- Having a clear and robust performance management system for all staff
- Thoroughly involving governors in the decision making and the evaluation process
- Through careful monitoring and evaluation, demonstrating the impact of the spending on the outcomes for pupils

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Individual Special Educational Needs of pupils:</i> Each of our pupils has individual learning needs and experience different challenges to their learning. Our assessments, observations and work with pupils show that some of the pupils find it difficult to plan, understand concepts, absorb audi-

	tory or spoken information and to generalise and predict information. This can impact on their learning and behaviour. We recognise that this group of learners need highly personalised teaching and learning to enable them successfully access and engage in learning.
2	<i>Access to relevant bespoke curriculum and resources:</i> We want to ensure that all pupils are accessing relevant, well-resourced lessons with well trained teachers and assistants. Through observations, records, research and conversations with staff, pupils and their families, vulnerable pupils are more likely to experience mental health challenges/ come to harm online than their peers.
3	<i>Challenges in accessing reading materials and difficulties within multiple domains that contribute to handwriting which can impede access to the curriculum and independent learning strategies:</i> Our assessments show that pupils achieve better outcomes in English when they receive pathway specific learning taught by well qualified staff.
4	<i>Barriers to communication, social interaction and understanding:</i> Our assessments, observations and work with pupils show that our pupils generally have under developed language skills, communication difficulties (i.e., non-verbal/ language delay/have limited language and social interaction difficulties) and greater challenges around social understanding.
5	<i>Pupils abilities to apply personal and independent skills, including problem solving and reasoning skills:</i> Our assessments, observations and work with pupils indicate that our pupils often require additional support to develop mathematical thinking and apply their personal skills e.g., independent travel.
6	<i>Emotional wellbeing, behavioural and sensory needs of the pupils:</i> Through observations, records, research and conversations with staff, pupils and their families, pupils who experience significant sensory dysregulated, and emotional wellbeing related issues are not able to access learning effectively. We recognise that this group of learners need support, interventions and strategies to enable them to self-regulate in order that high-quality teaching and learning can take place.
7	<i>Families experiencing issues in relation to requiring additional support at home i.e., with identified social care needs, without recourse to public funds, housing issues:</i> Through conversations with our families, we know that some continue to experience difficulties with gaining, accessing and sustaining support from outside agencies/services.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Professional development and CPD for staff including Early Career Teachers/apprentice</i>	Improved attainment and progress for assessed/ disadvantaged pupils in all areas of

<p>Staff knowledge will develop and increase through attending targeted CPD to support individuals or groups of pupils. ECT's and apprentice complete induction training and meet Teachers Standards, evidenced through progress meetings and formal assessment. High-quality individualised teaching and facilitation of learning will be evident throughout Rosehill.</p>	<p>learning and development, relative to their starting points as identified through baseline and ongoing assessments. Pupils will have demonstrated increased engagement with learning by accessing a personalised curriculum. Leaders and staff further develop positive behaviour management strategies to help support learners to manage their own feelings and behaviour.</p>
<p>Provision of a range of resources: Pupils will have access to a rich, well researched and evidenced curriculum, and high-quality resources, relevant for their age and stage of learning.</p>	<p>The resources will develop and stretch pupils' talents and interests and support their mental health and emotional wellbeing. Pupils develop their responses to online risks; i.e., using technical settings (blocking, filtering, passwords etc.). Knowing where to get help if they need it.</p>
<p>1:1/small group teaching, to ensure that pupils in receipt of PP funding do not fall behind their peers in terms of overall progress and attainment: Development of English skills through one-to-one and small group targeted support.</p>	<p>Standards in phonics, reading and writing improve. Key disadvantaged pupils who were below target in more than one core strand in July 2022 to make at least expected progress in English.</p>
<p>1:1/small group SL&C interventions and additional teaching and learning opportunities i.e., targeted PSHE interventions: Pupils have experienced rich and creative opportunities, and wellbeing related opportunities, which leads to an increase in pupils expressing their wishes, feelings and interests.</p>	<p>Pupils abilities to communicate and express their needs improved. Pupils can use a range of communication systems to aid their understanding and to help develop their expressive communication skills. All disadvantaged pupils have had access to experiences that develop social interaction skills and cultural capital. Parent/carer reinforce and promote communication and PSHE strategies beyond school.</p>
<p>Small group tuition/ targeted Maths teaching, home management, travel training, work experience, careers guidance:</p>	<p>Pupils develop their reasoning and problem-solving skills and transfer and apply learning, and extend knowledge in the wider community. Pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood. Additional enrichment and scenario-based experiences, i.e., travel training/ careers/ immersive sessions (i.e., MILE) ensure that all identified pupils have full access to broader educational experiences, developing their independence, also building their cultural capital.</p>

<p><i>Intervention support provided for pupils identified with sensory processing difficulties:</i> Pupils will be supported, as appropriate, with their emotional wellbeing, behavioural and sensory needs.</p>	<p>Pupils have an increased ability to identify, achieve and maintain the 'just right' regulated state to promote engagement with learning. Pupils demonstrate an improvement in their independence and wellbeing. Awareness, confidence and application of strategies by teaching staff increases.</p>
<p><i>Engage parents and carers in school life and the education of their children and support parents in accessing early help provision, attendance support, and mental health/wellbeing support:</i> The early help offer provides families with enhanced support, clear and useful information and guidance.</p>	<p>Improved access and support from external agencies/service. Pupils emotional wellbeing and behavioural improves. Parents/carers are heavily supported and high levels of involvement and engagement are promoted through well-established procedures. Overall attendance for disadvantaged pupils, improves.</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Crisis Prevention Institute Training</i>	<p>High quality and individualised staff development is vital to meet the school's professional development agenda, realising future goals and ambitions, and contributing to the development of a responsive and supportive staff. At Rosehill, CPD focuses on pupil progress, autism and positive behaviour management, which brings with it an increase in confidence and resulting abilities: https://epi.org.uk/publications-and-research/the-cost-of-high-quality-professional-development-for-teachers/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Our assessments, observations and work with pupils show that some of the pupils find it difficult to plan, understand concepts, absorb auditory or spoken information and to generalise and predict information. We recognise that this group need highly personalised teaching and learning to enable them successfully access and engage in learning. We therefore understand the importance of upskilling educators of CYP with the most complex needs. Development on long term memory and transferring these skills into the working memory are key to long term learning for our pupils: https://www.sec-ed.co.uk/best-practice/the-process-of-learning-improving-howstudents-learn-part-2/.</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF summarises this evidence 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'.</p> <p>Professor Barry Carpenters work on developing meaningful pathways to personalised learning, underpins our training approach: Complex Learning Difficulties and Disabilities Research project as well as Research from The Sutton Trust which states that good teachers have the most direct impact on pupil outcomes.</p>	2, 6
<i>Attention Autism Training</i>		2, 6
<i>Phonics Training</i>		2, 3
<i>NST/Transform Trust Bespoke Training</i>		1, 2
<i>Maths Training</i>		1, 2
<i>Makaton Training</i>		1, 2, 4
<i>AET Training</i>		1, 2, 6
<i>Rebound Therapy Training</i>		1, 2, 6
<i>Fiona Moore – Training for ECTs</i>		1, 2
<i>Teaching and learning resources for phonics</i>		2, 3, 4
<i>Teaching and learning resources for humanities and science</i>		2
<i>Books for reading for pleasure</i>		2, 3, 4
<i>Maths resources</i>		2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £28, 760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Hub – Open Orchestra	<p>Our assessments show that our pupils can experience challenges in accessing reading materials and difficulties within multiple domains that contribute to handwriting, and this can impede access to the curriculum and independent learning strategies. EEF research suggests that Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils/those falling behind (+5months), both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups (+4months): Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics teaching is a key element to success in the development of reading with a lot of research into the benefits of this strategy. EEF research suggests that Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading (+5months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Other reading strategies have shown positive impacts for the development of reading such as Colourful Semantics.</p>	1, 4, 6
Makaton intervention sessions		1, 4
Hub Tuition		1, 4, 6
Maths Tutor		1, 5
PHSE Interventions		1, 6
Communication tutor		1, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Playhouse sessions</i>	<p>School research has shown us that investment in extra-curricular activities i.e. theatre, artists, dance and rebound therapy, has a significant impact on CYP enjoyment and engagement in learning. E.g., observations evidence improvements in communication and behaviour incidents. In addition, many families find it difficult to access such provision and the school is often the sole source of this type of enrichment. https://www.music-therapy.org.uk/what-we</p> <p><i>Through observations and pupil/parent feedback, we understand that some learners have difficulty in accessing community activities, and other services and often avoid everyday situations because of their sensitivity issues, e.g. because the environment can be particularly overwhelming and cause 'overload'/fear of unexpected change. At Rosehill, we make many adjustments to the environment to ensure it is enabling, including offering home management skills (in the training kitchen), travel training (supported access to public transport), work experience (i.e. in our café) and careers guidance. https://www.autismspeaks.org/life-skills-and-autism</i></p> <p><i>Accessing vocational activities and outdoor experiences enrich education and impact positively on progress. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</i></p> <p><i>Careers guidance and travel training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)</i></p>	4, 6
<i>Schools Massive</i>		4, 6
<i>Sensory Theatre</i>		4, 6
<i>EPIC (Part funded)</i>		6
<i>Artist in residence workshops</i>		4, 6
<i>Adventure services</i>		6
<i>Careers Advice</i>		5
<i>Travel Training</i>		5
<i>Support to parents; Workshops</i>		7
<i>Educational Psychologist Gold Package</i>		6, 7
<i>Sensory equipment</i>		6
<i>Upper School Camp; Great Hucklow</i>		5, 6
<i>Attendance Officer (Part Funded)</i>		6, 7

Total budgeted cost: £68,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Leadership and management, Expected Outcomes (Pupil Premium)

- School leaders will identify core areas of need throughout the cohort where progress is less than expected and allocate Pupil Premium Funding to ensure any remaining gaps between pupil premium pupils and non-pupil premium pupils are closed.
- Senior leaders will use data highly effectively to identify needs and fund, accordingly, ensuring pupil premium is used effectively.

A whole school focus of Sensory Regulation and communication has been firmly embedded across the school. Using the professional guidance of the Occupational Therapy team and Speech and Language Therapists, staff are highly skilled in ensuring pupils are ready to learn. Pupils are engaged and challenged in their learning. Sensory regulation is skilfully woven throughout the curriculum to enable pupils to bring together their knowledge from different areas as they make connections with the real-world.

The impact of the communication, phonics and early reading interventions are clear with 92% of pupil premium pupils on track or exceeding in reading. This is compared to 84% last year (2022 – 2023). In 2023-2024 93% of non-pupil premium pupils were on track or exceeding.

In writing 96% of pupil premium pupils were on track or exceeding compared to 98% of non-pupil premium. This is a difference of 1 pupil. Last year 88% of pupil premium pupils were on track or exceeding, meaning a percentage rise of 8% compared to 2022 – 2023

CPD for teaching phonics has been explicit about implementation and the desired outcomes. Teachers have a clear understanding what good progress is and what a good phonics lesson looks like. Implementation of the new SSP, NoNonsense Phonics has been a structured process. Leaders have actively planned, prepared, delivered and embedded changes through action plans. Credible interpretations of reliable assessment data focused on pupil's knowledge and understanding. This has led to timely interventions. Teachers have a menu of interventions to support students. The identification of the intervention is supported by leaders. Leaders complete an 8-week cycle of monitoring of pupil progress, supporting teachers to identify gaps in learning. Regular learning walks, with clear feedback to teachers ensures that high-quality phonics teaching is well-embedded across school.

25 students on the No-Nonsense phonics programme KS1-3

3 students completed the programme and now free readers 1 child started the programme; new pupil.

At the end of the year 84% of children made at least expected progress.

56% made more than expected progress

The maths tutor worked with identified pupil premium students across the school. 97% of pupil premium pupils made expected or above expected progress in maths compared to 96% in 2022 – 2023, a 1% percentage rise.

Cultural capital is developed across the school within art, music, dance and drama activities. Music across the school is taught in discrete lessons using a SEND scheme of work provided by Charanga, bolstered with opportunities for musical play, sensory exploration and

enhancement of music, purposeful listening and singing and vocalisations. Differentiation is achieved by outcome in these lessons as there is a range of ability/developmental stages in each class in the school. When performing 'solo' during the lessons, pupils are able to play within their ability range. In addition to discrete music lessons, Music is taught cross circularly, used in Phonics and English teaching, PE and Dance. Music is used throughout the day in daily routines, for example in helping with transitions between spaces in the school at different times of day. Pupil voice shows that the music teaching is a success and pupils are enjoying the experiences.

Attendance Champion has worked closely with the safeguarding lead and Head Teacher to target pupils who are at risk of a high level of absence. The impact of this work is the high attendance figure of 92% for 2023/2024 compared to 87% for special schools nationally.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
No-Nonsense Phonics	No-Nonsense Phonics
PBSI Training	Nottingham City
Makaton Training	Makaton trainer, Sarah Newsham
Handmade Theatre	Handmade Theatre
Nottingham Music Hub group sessions	Nottingham Music Hub
Dance Equation	Dance Equation
Careers 1:1 guidance	Futures+
Specialist Sensory OT	Nottingham City
Sports Club	EPIC
Cycling training	Ridewise
Duke of Edinburgh Award Scheme	Duke of Edinburgh Award Scheme
Educational Phycologist (Gold Package)	Nottingham City