

Rosewood free School

Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rosewood Free School
Number of pupils in school	45 (YR-Y11)
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Zoe Evans
Pupil premium lead	Sarah Clarke
Governor / Trustee lead	Liz Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,455
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,455

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use our pupil premium and recovery funding to help our learners reach their full potential in a holistic way. Learners at Rosewood face many barriers to learning, and socio-economic disadvantage is not always their primary challenge, but we acknowledge that they still benefit from additional support in order to achieve outcomes.

Although our strategy is focused on the needs of pupil premium learners in particular, it will benefit all children in the school where funding is allocated to whole-school approaches. The challenges and strategies outlined below apply to all Rosewood learners and it is implicit that outcomes and progress for all children will be improved.

The pupil premium strategy is also in line with the school improvement plan, including the school focus on 'scruffy' child-led learning opportunities. This is directly linked to the learners' emotional wellbeing.

In addition to the pupil premium and recovery funding we will also use funding from the DfE's National Tutoring Programme to support teaching time and provision for learners who have not been able to return to school this academic year.

Challenges

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

Challenge number	Detail of challenge
1	Degenerative conditions; medical or physical challenges due to SEND
2	Challenges to emotional and mental wellbeing
3	Consistency of support across all settings
4	Reduced family capacity due to the impact of caring for a child with PMLD

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
Increased access to physical development activities eg Rebound Therapy and Hydrotherapy	Learners more regularly able to access physical therapy and appropriate positioning. Physical skills are maintained and developed; assessment data will support this.
Increased access to Environmental Control activities including Eye Gaze where appropriate	Learners able to consistently access a wide range of software and hardware to support ECT skill development. Cognitive skills are developed through generalisation into a wider variety of activities. Assessment data will support this.
Increased access to a consistent and responsive adult for communication, emotional wellbeing, and sensory development	Learners have consistent opportunities to interact with a skilled and responsive adult; achievement in communication and sensory development is increased. Assessment data will support this.
Increased capacity to care at home, in turn leading to better social, emotional and mental health outcomes	Families feel well-supported by all agencies involved with their child's care; families will report reduced stress.

Activity in this academic year

This details how we intend to spend our pupil premium and recovery premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain staffing at a high level in order to provide consistent access to communication partners	Communication with people with the most complex needs is most successful with familiar, responsive partners who care about the person they are communicating with Mencap – Communication and people with the most complex needs: What works and why this is essential	1, 2, 3
Increase access to learning opportunities including integrated therapy work (hydrotherapy and rebound) through provision of human resources	Individualised learning opportunities including therapies rely on having staff to support these. Benefits of hydrotherapy for children with complex needs Usefulness of Rebound therapy with children with disabilities	1, 2, 3
Increased opportunities to work with an available adult	Our observations and assessments demonstrate that children are more likely to be involved in their learning if they have an adult available to them on a 1:1 basis.	1, 2, 3

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

Budgeted cost: £2750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual items to be purchased	Observations and development work based on the Leuven Scale of Wellbeing indicates that children will learn more effectively if their wellbeing levels are high. Individual motivators and resources support high levels of wellbeing and involvement; these lead to increased learning. Emotionally Healthy Schools: The Leuven Scale	1, 2, 3

Increased access to learning opportunities through provision of specific physical resources including those for supporting integrated health needs eg physiotherapy	Government publication on the importance of postural care	1, 2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intensive interaction	Mencap – Communication and people with the most complex needs: What works and why this is essential p9	2
Dedicated time spent on motivating activities	Observations and development work based on the Leuven Scale of Wellbeing indicates that children will learn more effectively if their wellbeing levels are high. Individual motivators and resources support high levels of wellbeing and involvement; these lead to increased learning. Emotionally Healthy Schools: The Leuven Scale	2
Bespoke support for families provided through employment of Family Link worker	People with PMLD are among the most vulnerable people in society. Families caring for them provide exceptionally high levels of support, juggling complex needs and engaging with many professionals from health, education, social care housing and social security. Although they have the greatest needs, these families are the least likely to receive good information about what is available to them, or receive adequate breaks from caring. Mencap Raising Our Sights Support for Families	3, 4

Total budgeted cost: £18,455

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Review: last year's aims and outcomes

Aims from last academic year were not all met due to another period of school closure in Spring 2021.

Aim	Outcome
Learners' opportunities to communicate will be increased	Learners made progress but this was disrupted by Covid-19 school closures in the Spring term. No significant gap in progress was noted between pupil premium learners and other learners.
Regular opportunities to access physical learning and therapy will be maintained	Difficulties implementing this due to Covid-19 risk assessments; aim to be carried forward
Resources and equipment purchased to support individual access to learning opportunities	Targeted spend was completed in the Autumn term but learners did not have as much time to use individual resources due to subsequent school closure period in the Spring term. However, pupil premium learners still made a similar amount of progress when compared to the rest of the school.

Progression data analysis in 2020-21 showed that there was no significant difference in the progress made by pupil premium learners. Further data analysis demonstrated a clear correlation between the amount of time spent in school and the level of progress made by learners – again, this was the same for pupil premium learners.

Externally provided programmes

None

Service pupil premium funding (optional)

None