

# Rosewood free School

## Pupil Premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	48 (YR-Y11)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
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	£13,315
Recovery premium funding allocation this academic year	£4,376
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,691

# 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 an holistic way through a transdisciplinary approach.

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, 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 'Living our Best Lives'. This is directly linked to quality of education, involvement levels, and the learners' emotional wellbeing.

## 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
5	Low attendance due to the medical and physical issues faced by learners 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
All staff will be confident to support child-led learning at the correct developmental level	Assessment data will show that predicted progress is achieved. Classroom observation will evidence quality of teaching and learning.
Learner engagement levels will be higher, and staff will be more skilled in responding to learners.	Engagement model data will show that learners have achieved at least expected progress in Cognition
Families will be more aware of educational approaches for learners with PMLD and involved in aspirational planning for their children.	Greater consistency of approach between school and home. Increased joint working towards goals. Observations, annual reviews, conversations and assessment data will support this.
Individual wellbeing levels will be higher, supporting engagement in learning. Staff will be skilled in supporting learners to increase their wellbeing.	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.

## 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: £8,845.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality CPD for all staff in order to ensure that all staff have the knowledge and skills needed to be able to support learners in child-led learning at the correct developmental level	<a href="#">EEF Guidance Report – Effective Professional Development</a>	2, 3
Maintain staffing at a high level in order to provide consistent access to communication partners – Linked to Individualised Instruction	Communication with people with the most complex needs is most successful with familiar, responsive partners who care about the person they are communicating with <a href="#">Mencap – Communication and people with the most complex needs: What works and why this is essential</a> <a href="#">EEF Evidence – Individualised Instruction</a>	1, 2, 3
Increase access to learning opportunities including integrated therapy work (music therapy, hydrotherapy and rebound) through provision of human resources – linked to self-regulation	Individualised learning opportunities including therapies rely on having staff to support these. <a href="#">Benefits of hydrotherapy for children with complex needs</a> <a href="#">Usefulness of Rebound therapy with children with disabilities</a> <a href="#">EEF Evidence – Metacognition and self regulation</a>	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
High quality collaborative development work across the year; mentor support for ECTs in Year 1 & Year 2	<a href="#">EEF Evidence – High Quality Teaching</a>	1, 3

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

Budgeted cost: £4,422.75 in total

£1950 for Group music therapy; £2472.75 towards hydrotherapy and rebound costs.

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. <a href="#">Emotionally Healthy Schools: The Leuven Scale</a>	1, 2, 3
Increased access to learning opportunities through provision of specific physical resources including those for supporting integrated health needs eg physiotherapy, behaviour support	<a href="#">Government publication on the importance of postural care</a>	1, 2, 3

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

Budgeted cost: £4,422.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase family engagement and understanding of key approaches used in teaching learners with PMLD	<a href="#">EEF Evidence – Parental Engagement</a>	2, 3, 4, 5
Intensive interaction	<a href="#">Mencap – Communication and people with the most complex needs: What works and why this is essential</a> p9	2

<p>Dedicated time spent on motivating activities</p>	<p>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.</p> <p><a href="#">Emotionally Healthy Schools: The Leuven Scale</a></p>	<p>2</p>
<p>Bespoke support for families provided through employment of Family Link worker</p>	<p>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.</p> <p><a href="#">Mencap Raising Our Sights Support for Families</a></p>	<p>3, 4, 5</p>

**Total budgeted cost: £17,691**

## 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 2021 to 2022 academic year.

#### Review: last year's aims and outcomes

The assessment data demonstrates that Pupil Premium learners made similar amounts of progress to the rest of the school. There is a drop in the proportion of children achieving their predicted progress rates in line with the drop seen across the whole school. We attribute this to the ongoing impact of the pandemic, as Rosewood's data collection is cyclical, the data for some learners still represents a period of school closure.

Aim	Outcome
Increased access to physical development activities eg Rebound Therapy and Hydrotherapy	Input on Conductive Education, physiotherapy and positioning throughout the year supported staff to be able to fully implement integrated therapy into teaching and learning.
Increased access to Environmental Control activities including Eye Gaze where appropriate	Significant investment made into ECT resources; all learners therefore had increased access.
Increased access to a consistent and responsive adult for communication, emotional wellbeing, and sensory development	Ongoing impact of Covid restrictions led to significant staff shortages at times during the year. Assessment data shows that learners continued to make progress in line with their peers, although this does still demonstrate a drop, attributed to the ongoing impact of covid.
Increased capacity to care at home, in turn leading to better social, emotional and mental health outcomes	Some families continue to struggle at home due to the national shortage of care staff and the impact that this has. School continues to support as much as possible through joint agency working.

Progression data analysis in 2021-22 showed that there was no significant difference in the progress made by pupil premium learners, *for those learners who did not have medical factors that impacted on their attainment.*

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*