

Pupil premium strategy statement – Rosebank 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	52
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Adam Westwater (Head)
Pupil premium lead	As Above
Governor / Trustee lead	Tom Makin-Bell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,775
Recovery premium funding allocation this academic year	£ 7540
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 14,000 (historic carry forward)
Total budget for this academic year	£ 28,315

Part A: Pupil premium strategy plan

Statement of intent

Our aim to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupil. Whilst socio-economic disadvantage is not always the primary challenge our pupils face day to day it can sometimes show a variance when compared to their peers in terms of:

- **Our ultimate objectives are:**
- Significant progress in achievement from their individual starting points
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To support our pupil's health and well-being to enable them to access learning at an appropriate level
- For children to undertake activities to raise their self-esteem and self-confidence.

- **We aim to do this through:**
- Ensuring the teaching and learning opportunities meets the needs of the pupils
- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school
- Allocation of additional teaching assistants is made available for specific cohorts of pupils to enable both behavioural and academic support.
- Focused ELSA sessions to support pupils social and emotional well-being
- Providing a variety of exciting opportunities and a rich and varied curriculum
- Access to a range of educational visits and residentials
- Enhanced CPD opportunities for staff focusing on key priorities for the cohort of pupils

While accepting that the majority of students on roll at Rosebank have their own individual needs, this document ensures the best support is in place for maximising progress of all learners. This means that we are 'diminishing the difference' for pupil premium students and supporting the outcomes identified in their Education, Health and Care Plans. This will mean that pupils have an opportunity to reach their full potential and fully engage in school life. They will begin to be young people who have started working towards preparing for adulthood.

High quality teaching is obviously a focus area across the whole school but we also provide disadvantaged pupils with support to develop social communication, emotional literacy support, SALT, emotional well-being, social and community opportunities and parental engagement in school. Part of this is an opportunity for regular trips and educational visits as well as in school opportunities from external providers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, EHCP outcomes, not assumptions or labels. This

will allow us to carefully tailor the needs for individuals to help them develop as young people.

Challenges

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

Challenge number	Detail of challenge
1	Individual access needs linked to autism diagnosis or associated conditions including sensory needs, anxiety, social and communication needs within Rosebank.
2	Parental engagement and development in hard-to-reach families and improving communication between school and home.
3	Levels of anxiety, mental health and well-being leading to attendance / refusal, diminished social and community opportunities.
4	Narrowing the gap for pupils across communication skills
5	Improving attendance and punctuality

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
Identified pupils will receive necessary and timely support by trained ELSA / or specifically trained TA's in alternative emotional support. This will support mental health and welfare needs.	Pupils will be identified, based on a clear referral process. Personalised support will be offered by the ELSA, impact tracked via AET framework. Pupils self-regulation, communication, self-esteem is more robust supporting academic progress, attendance, EHCP Outcomes, Cultural Capital and potential life outcomes. This will be monitored through the assessment and annual review process.
Family Support Worker to help identified hard to reach families or families engaged with the continuum of need.	Parental interactions and feedback will demonstrate a positive impact across the continuum of need. By the end of our strategy in 27/28 a decrease in number of hard-to-reach families across the

	school and more opportunities to engage within the school community.
Family support worker and staff working directly with identified pupils or families, through additional training, be able to provide and offer immediate support with ASC and SEMH needs.	Parental interactions and feedback will demonstrate a positive impact linked to both ASC and SEMH needs, especially those linked to the school setting. FSW able to deliver the Early Bird training course for parents to support needs in the family home and linked to school. Uptake of this course will be an indicator.
All pupils will have access to additional tailored support for their specific needs	Opportunities on a weekly basis for students to access outdoor, community-based activities linked to the curriculum. This can include residential, trips, regular opportunities as evidenced in curriculum mapping, case studies. This is important to level up academic, wider-life and extra-curricular experiences promoting ambition and resilience for youngsters.
Ensuring all pupils have access to a total communication environment	All pupils have the opportunity to develop communication skills that best suits their needs and development stage.
Improved CPD for staff for identified support across the curriculum	Evidence of progress in developing a creative curriculum alongside enhancing the cultural experiences pupils receive.
Develop the knowledge and understanding of positive behaviour support for pupils in school	Ensure that all staff receive PBS training to understand the theory underpinning positive behaviour support to ensure person centred support is evidenced and improved quality of life for pupils (training to include Trauma Informed Practice)

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD : PBS (Whole School) including trauma informed practice	<p><i>Consistency and coherence at a whole-school level are paramount, and behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole-school level. (EEF)</i></p> <p>Whole school PBS behaviour policy: In house behaviour practice lead to complete PBS behaviour diploma and deliver bespoke in house training to develop their understanding of the theory underpinning positive behaviour support to ensure person centred support is evidenced and improved quality of life for pupils</p>	1,3,5
CPD : Adaptive Teaching	<p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF)</i></p> <p>Whole school development of a more focussed creative and engaging curriculum designed to promote pupil's understanding and promote progress in more than just academic learning.</p>	1,3,4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of in house specialist ELSA worker providing sessions for targeted pupils for morning sessions in the week week.	(EEF: Behaviour interventions, Feedback, Metacognition & Self-regulation, Social & Emotional learning +3).	1,3,5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time Family Support Worker (partially funded by Pupil Premium) to target support for families in need but also available for all school families.	(EEF: Parental engagement +3, Metacognition & Self-regulation +7, Social & Emotional learning +4). Supporting families with external services eg Housing, Social Care, DWP. Offer advice and support in promoting positive behaviour from school into the home environment. Supporting parents with coffee afternoons etc	1,2
Supporting children with curriculum activities. Educational visits and trips as well as any individual items required to support learning and pupil wellbeing	(EEF: Outdoor Adventure Learning, Sports Participation +4). Enabling Pupil premium students to access additional curriculum activities with staff support- to ensure same opportunities for all students	1,3,4,5

Total budgeted cost: £