

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
The Rosewood School	Secondary School
Pupils in school	108
Proportion of disadvantaged pupils	20% 1 x LAC 21 x 7-11
Pupil premium allocation this academic year	£20,055
Academic year or years covered by statement	2021 – 2022
Publish date	October 2021 (draft)
Review date	January 2022
Statement authorised by	T Hamer
Pupil premium lead	T Hamer
Governor lead	A Denny

Disadvantaged pupil performance overview for last academic year

Progress 8	-2.54
Ebacc entry	0%
Attainment 8	22.6
% Grade 5+ in English and maths	0%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Closure in the progress 8 gap between PP and non PP students	Sept 22
Attainment 8	Achieve national average for attainment for all pupils amongst similar schools	Sept 22
% Grade 4+ in English and maths	Improve average English and maths 4+ grades for those eligible for PP to support future destinations	Sept 22
Attendance	Improve overall attendance for pupils eligible for PP	Sept 22

Support for extra-curricular activities	All pupils able to share their experiences and develop social skills to support preparation for adult life	Sept 22
Support mental health and emotional wellbeing	All pupils to have access to counselling and therapeutic support to improve attendance, confidence and wellbeing	Sept 22

Teaching priorities for current academic year

Measure	Activity
Priority 1	Develop the clinical professional capacity of the service. Recruitment and retention of school counsellors and therapeutic staff. The Education Foundation and the Department for Education support therapeutic interventions and counselling for pupils who have health needs, this is vital for pupil outcomes as services such as CAMHs are stretched, and pupils attend The Rosewood School with significant needs without support.
Priority 2	Introduce new subjects such as Personal Finance, Art and Health & Fitness that support engagement and preparation for adult life, support well-being and prevent mental health issues in the future.
Barriers to learning these priorities address	Recruitment and retention
Projected spending	£120,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Tutoring in core subjects (English and Maths) for disadvantaged pupils, this will close knowledge gaps for pupils who have had extended periods out of education.
Priority 2	Where necessary match a pupils desire for post 16 education to a foundation subject that they can study to support any applications whether that be via interest or through qualification. For example, an art portfolio to support an application for theatrical make up design at college.
Barriers to learning these priorities address	Health or physical need of the pupil to access additional support. Low levels of parental support relating to attendance.
Projected spending	£40,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Rebrand, change the name of the service so that pupils feel more comfortable attending. Support post 16 so that the current service name does not discriminate the pupil.
Priority 2	Spread awareness of the service, with professionals and schools across Kent. Support the digital side of the

Measure	Activity
	service and brand awareness. This is because there are a number of pupils in mainstream education who would be eligible for a place at The Rosewood School.
Barriers to learning these priorities address	Support from the LA Time
Projected spending	£30,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development, teachers may have to teach outside of their specialist area.</p> <p>TAs to upskill in therapy based interventions such as 'Drawing and Talking'</p> <p>To recruit externally or use a providers to ensure that clinical development is regulated and staff receive their 1.5 hours clinical supervision per month and are registered with their appropriate professional bodies</p> <p>Keep up to date with latest guidance surrounding tackling disadvantage</p>	<p>Use of training days/sessions to enhance quality first teaching.</p> <p>TAs may not have the confidence or skills to engage in something so specific. Timing of training courses.</p> <p>Guidance and advice from NHS Foundation Trust (NELFT) or Place2Be to support development of this area of improvement</p> <p>Executive Headteacher and a senior leader to work with Kent EEF and disseminate findings and strategies to teaching and non teaching staff</p>
Targeted support	<p>Ensuring enough time for school core subject-leads develop metacognition strategies, enhance SoW – vocabulary acquisition decoding of language to support small groups or 1:1</p> <p>Recruiting good quality tutors</p>	<p>English lead paired with part-time teacher to support examinations Maths lead paired with part-time teacher to support examinations</p> <p>Identify tutors from teaching staff first before external recruitment</p>
Wider strategies	<p>Time to ensuring that the promotion of the service is consistent, that it doesn't just happen in September but information is pushed out digitally across the year</p>	<p>Join local educational partnerships to promote the service face to face – e.g Kent Association of Headteachers (KAH) and district In Year Fair Access groups that support inclusion across the county</p> <p>Employ digital marketing support</p>

Review: last year's aims and outcomes

Aim	Outcome
Achieve similar progress made by disadvantaged pupils amongst similar schools	Achieved
Achieve national average for attainment for disadvantaged pupils	Data not published for PRUs
Achieve average English and maths 5+ scores for similar schools	Data not published for PRUs