

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Rowhill School	
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	71%
Academic year/years that our current pupil premium strategy plan covers	2023-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	G Bartrum
Pupil premium lead	RA Jones
Governor / Trustee lead	A Halpin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£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	£142,100

Part A: Pupil premium strategy plan

Statement of intent

At Rowhill we aim to enable all pupils to become successful learners, confident individuals, responsible citizens and effective contributors. In order to achieve this aim, the school has created a safe, happy and supportive environment, where pupils can thrive despite facing barriers to development resulting from a wide range of learning and behaviour needs.

We believe that all pupils, including those receiving pupil premium deserve high quality teaching, so that pupils can achieve their full potential academically as well as emotionally. Therefore, a wide range of strategies is required to ensure that pupils can develop the self-confidence, self-esteem and resilience to achieve the highest possible outcomes.

To achieve these high expectations for our most disadvantaged pupils, as well as for the whole school, three key areas have been identified to support the pupil outcomes within the school: developing high quality teaching, targeted academic and therapeutic interventions as well as providing extra-curricular and enriching activities.

- A commitment to developing high quality teaching through a developmental professional development programme including: high quality training, mentoring and coaching of staff.*
- Targeted interventions to support literacy, numeracy and speech and language development. Therapeutic interventions, including occupational therapeutic support have also been a focus of the school to develop social and emotional well-being of pupils.*
- Providing a programme of extra-curricular and enriching activities to support the social and emotional well-being of pupils is paramount to improving pupils' mental health. The type of provision is wide ranging and includes: Offering disadvantaged pupils' activities that are often beyond the reach of families to provide. Supporting pupils with a variety of behaviour, well-being and mental health programmes is also a key element of the school's provision. Developing pupils' cultural capital by giving pupils the opportunity of enriching experiences that impact on their wider knowledge. Fostering positive relationships with families to support attendance, involvement within the school and with immediate practical assistance such as food parcels.*

Challenges

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

Challenge number	Detail of challenge
1	Interrupted education resulting in gaps in learning across the curriculum, missing the literacy and numeracy building blocks and missing the structure and routine of school.
2	High levels of anxiety and mental health issues.
3	Low levels of language, literacy and numeracy skills.
4	Lack of self-confidence, self-esteem, self-worth and resilience.
5	High proportion of pupils with four or more Adverse Childhood Experiences.
6	Challenging behaviour.

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
Delivery of quality first education.	<p>Pupils feel safe, settled and secure within school. Clear routines and boundaries are established. Pupils via Provision Plans are supported to meet individual needs and receive targeted support when required.</p> <p>Staff receive regular, current and appropriate professional development within a collegiate, developmental and supportive environment.</p> <p>Staff to receive mentoring from an outstanding practitioner to enhance performance.</p>
To improve pupil attainment to ensure all pupils can make at least expected progress.	Data analysis provided by Pupil Asset and data from external examinations will show that pupils are making the expected progress across the curriculum.
To ensure pupil's social, emotional and mental health needs are met through close support, including therapeutic support.	<p>Therapeutic Lead to coordinate therapeutic provision within the school.</p> <p>Pupils identified from Strength and Difficulties Questionnaires and from Provision Plans to receive a variety of</p>

	<p>targeted interventions to support with social, emotional and mental health needs.</p> <p>Feedback from pupils, attendance, behaviour changes from Class Charts Data, engagement in activity, staff analysis, meeting Provision Plan targets and Boxall Profile data to be used as possible evidence data.</p>
<p>To provide a range of extra-curricular and enriching activities to support mental health, social and emotional well-being and increase cultural capital.</p>	<p>A variety of extra-curricular and enriching activities to be provided and evaluated.</p>

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: £30.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching from an outstanding practitioner.	Four Key Areas of Support: Building Knowledge, Motivating Teachers, Developing Teaching Techniques and Embedding Practice. (EEF Effective Professional Development Guidance Report)	1 2 3
Read Write Inc Training/Phonics Training for all staff.	Smaller groups targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. (Phonics Toolkit Strand Education Endowment Foundation EEF)	1 3
Providing staff to receive regular supervision	One of the key benefits/aims of supervision is that it reduces the feeling of being alone in managing a problem. Isolation can cause a great deal of work stress if someone feels that they are carrying something on their own. For school staff who are dealing with stressful circumstances around the needs of children and young people, isolation can compound this feeling. In this way, regular, planned supervision can play a role in ensuring that staff have appropriate support. (Supporting Mental Wellbeing in Schools –the Anna Freud Centre)	1 2 3 4 5 6

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

Budgeted cost: £49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Interventions for Vocational Hub Pupils.	'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.' EEF Toolkit guidance: schoolimprovementplanning/targetedacademic-support	1 3 4
RWI/Phonics Interventions.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. (Phonics Toolkit Strand Education Endowment Foundation EEF)	1 3 4
Maths Interventions for Transition Hub Pupils.	'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.' EEF Toolkit guidance: schoolimprovementplanning/targetedacademic-support	1 3 4

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

Budgeted cost: £ 60.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children and Family Support Employment of an extra staff member to focus on attendance. Main role is to engage families with the school, to develop and foster positive relationships with the school. The eventual outcome would be to improve attendance, to support pupils' emotional needs and improve	Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. The evidence suggests that three areas are particularly worth focusing on: <ul style="list-style-type: none"> • supporting parents to have high academic expectations for their children • developing and maintaining 	1 2 3 4 5 6

<p>educational outcomes. Linked to this is the school's involvement in a LA programme to develop strategies to address Emotionally Based School Avoidance.</p>	<p>communication with parents about school activities and schoolwork</p> <ul style="list-style-type: none"> • promoting the development of reading habits. <p>(EEF Guidance Report – Working with Parents to Support Children's Learning)</p>	
<p>Challenger Troop</p> <p>To raise pupil's self-esteem, confidence and engagement.</p> <p>Develop emotional well-being. Develop team building skills.</p> <p>Currently available to primary, KS3 and selected KS4 pupils.</p>	<p>Positive outcomes for pupil behaviour were also described in the interviews with pupils, teachers and parents/carers. After attending Military Ethos AP pupils were perceived to be able to better manage their own behaviour, with teachers noticing fewer instances of disruptive behaviour. Pupils reflected on the way in which participation had increased their confidence, made them less self-critical, more self-aware, and able to recognise and respond when they were in danger of losing their temper. In particular, the influence of Military Ethos AP projects was thought to be more pronounced for pupils in secondary schools who were still engaged in school life but had ingrained behavioural problems.</p> <p>DofE Review of Military Ethos Alternative Provision Projects 2014</p>	2 4 5 6
<p>Sport Based Intervention linked to an AQA qualification. Also designed as a positive behaviour programme. To encourage positive behaviours in a sporting context.</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>(Education Endowment Foundation Toolkit Behaviour Support)</p>	2 4 5 6
<p>All Stars Intervention Programme</p> <p>5 days a week.</p> <p>Individual 30-45 minute sessions with targeted pupils to support social, emotional well-being.</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>(Education Endowment Foundation Toolkit Behaviour Support)</p>	2 4 5 6
<p>Fishing In Small group interventions.</p> <p>To engage hard to reach pupils in different activities.</p> <p>To boost self-confidence, self-worth and self-esteem.</p> <p>To give pupils an area of the curriculum where they can succeed.</p> <p>To support emotional welfare and mental health.</p>	<p>Research illustrates the benefits of angling to young people. From improving self-esteem, raising aspirations and increasing educational attainment, angling has a positive influence. (Fishing for Answers: Final Report of The Social and Community Benefits of Angling Project, Substance, 2012)</p>	1 2 4 6

<p>To develop and acquire skills that can be used in their leisure time and within the Vocational curriculum.</p>		
<p>Music Therapy Individual and small group intervention (including girls group). To improve engagement in learning, behaviour and attendance. To nurture and develop talent in a specific area of the curriculum. To develop and improve self-esteem and self-confidence.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. (Arts Participation Toolkit Strand Education Endowment Fund)</p>	<p>1 2 4 5 6</p>
<p>Play Therapy</p>	<p>PTUK's clinical evidence base, containing over 12,000 cases, shows that between 77% and 84% of children show a positive change through the use of play and creative arts therapies when delivered to PTUK standards. The more severe the problem, the higher the percentage of children that show a positive change. Play Therapy.org .uk</p>	<p>1 2 4 5 6</p>
<p>Forest School</p>	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forestschoools-impact-on-youngchildren-in-england-andwales/ The evaluation suggests Forest Schools make a difference in the following ways: ✓ Confidence: children had the freedom, time and space to learn and demonstrate independence ✓ Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play ✓ Communication: language development was prompted by the children's sensory experiences ✓ Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time ✓ Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills ✓ Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	<p>1 2 4 6</p>

Art Therapy	<p>The substantive focus of the review is on ‘the types of cases most commonly dealt with by art and music therapists working with vulnerable children in the United Kingdom’ (p. 12). Based on experience at Coram, the following list was compiled and used as search terms for the review (p. 15):</p> <ul style="list-style-type: none"> • attachment disorders/parent–child bonding issues and/or early relational trauma; • trauma; • grief and bereavement; • anxiety; • speech, language and communication difficulties; • behavioural and social interaction difficulties; • low self-esteem; • autistic spectrum disorders; • concentration and learning difficulties; and • adopted children. <p>Ponomarenko et al., 2017,</p>	1 2 3 4 5 6
Pupil Mentoring	<p>Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>(Education Endowment Foundation Toolkit Mentoring)</p>	2 3 4 6
Youth Club	<p>Students who participate frequently in extracurricular activities tend to have higher grades, better test scores, and more positive educational experiences in general</p> <p>Participating in extracurricular activities is beneficial to students’ social development. Group activities build team-work and communication skills, which are necessary for success in the workforce and other future endeavours.</p> <p>The Benefits of Participating in Extracurricular Activities- Claudette Christison</p>	2 3 4 5 6

Total budgeted cost: £ 150,000

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 2023 to 2024 academic year.

At Rowhill the focus has been on providing disadvantaged pupils the support they require to enable them to learn. An emphasis has been placed upon supporting our pupils' mental health and emotional well-being. Improving this primary objective also supports our commitment to developing their communication and social inter-action skills, cognition and understanding and sensory and physical challenges. The multi-layered support system is embedded throughout the school day.

Our academic outcomes across the school remain positive. Pupil progress is measured by Pupil Asset, and in the Primary Department: 83% of pupils achieved within range/expected or above expected of their target based on the KSENT algorithm developed within Pupil Asset for Reading, 54% for Writing and 63% for Maths. The impact of the RWI programme and associated staff training has significantly improved Reading and continued training, expansion of the programme across the school will improve pupil outcomes in Reading as well as Writing. In the Secondary Department 100% of Year 11 pupils achieved an accredited qualification in English and Maths, 100% of pupils achieved an accredited Vocational qualification, this included 33 Pre-Level 1 passes, 38 Level 1 passes and 25 GCSE/Level 2 passes. The academic support via tutoring programmes throughout the academic year had a positive impact upon pupils' performance in external assessments and examinations. This has given them the opportunity for a successful transition to Post 16 education and training, where 100% of Year 11 pupils received further education or training placements.

There is no discernible difference between the progress of pupils in receipt of the Pupil Premium Grant and those who were not, this is as a direct result of the Pupil Premium Grant and the opportunities and interventions the school has been able to offer its disadvantaged pupils. However, Behaviour data from 2023-4, which is based around Class Charts, identified that pupils who are in care have a higher ratio of Positive to Negative Points when compared to the rest of the school.

Behaviour breakdown 3/6/2024 to 27/8/2024

CATEGORY	POSITIVE	NEGATIVE	RATIO	
In care	4093	-101	98%	
NO In care	84076	-5319	94%	
	88169	-5420	94%	TOTAL

The combination of therapeutic, emotional, behavioural as well as academic provision has had a significant positive impact on the progress of some of the most vulnerable pupils within the school.

At Rowhill our ethos is to support pupils to learn effectively by supporting pupils' mental health and well-being. An emphasis has been placed upon activities that improve self-esteem, self-confidence and offer disadvantaged pupils opportunities that otherwise they may not receive:

Challenger Troop: 12 pupils from the Transition and Vocational Hubs attended 3 rotating 12 week programmes every Wednesday. 18 Primary Pupils attended on a rotating termly basis.

Fishing: provided the opportunity for Primary and Transition Hub pupils to develop the vital social skills in a completely different environment. The pupils have been taken off timetable and have received expert angling coaching from dedicated staff. The pupils have thrived, enjoying the challenge of learning new skills, achieving success and learning outside of the classroom, experiencing an outdoor environment. This has had a positive impact upon their self-esteem and self-confidence. The fishing programme also feeds into a Vocational Option for a Btec Qualification (Angling and the Environment)

All Stars: 5 days a week. Individual 30-45 minute sessions with targeted pupils to support social, emotional well-being. 25 pupils engaged in the intervention on a weekly basis.

Sporting Way: Analytical diagnostic reports provided measuring impact on each individual pupil.

Forest School: provided an opportunity to develop social skills, self-confidence and self-esteem outside of the classroom environment. Each Primary class, three Transition received one session per-week and individual pupils, who displayed an interest in Forest School received small group interventions.

Individual and small group Therapeutic Interventions were also funded by Pupil Premium: Play Therapy, Music Therapy and Therapeutic Writing. Play Therapy was offered to pupils based on referrals from Therapeutic Lead and Form Tutors. Caseload of six pupils based on 2 day provision. Music interventions continued in the academic year 2023-2024, with sessions facilitated by two members of staff thus increasing the accessibility for staff and students. Secondary interventions: The vast majority of these sessions were planned and timetabled weekly though there were a significant number of extra informal sessions which took place to support the mental health and wellbeing of students. All students involved contributed to music events throughout the year, either live or behind scenes (Showcases, Halloween, Christmas). For certain individuals these interventions formed the main positive focus for them in school and

remained one of the things that they continued attending. Others found the sessions a haven that enabled them to access the curriculum for the rest of the day. Social skills and involvement showed clear progress in group sessions with increased tolerance of others and awareness. Students who participated were either referred by staff or self-referred which was then agreed with tutors. Students took part from Primary, Transition, Vocation and ACP hubs. Therapeutic Writing: Small groups of pupils identified by Strengths and Difficulties Questionnaire received an intervention with trained staff based around creative writing. This enabled the pupils to share and express their thoughts, feelings and concerns, helping pupils communicate previous challenging or traumatic experiences. process difficult feelings. Within the process pupils developed social skills, improved emotional resilience and improved writing skills. 4 pupils attended throughout the year.

Overall, our strategies to improve pupil outcomes for our most disadvantaged pupils, in terms of social emotional and mental health, communication and social inter-action, cognition and understanding, sensory and physical needs has been successful. In 2024-5 the Pupil Premium Budget reflects the changing needs of the pupils and subsequently the allocation of Pupil Premium Funding.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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