

Pupil premium strategy statement – Rowhill School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	73%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-27
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
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	£146,435
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£146,435

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. 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</p>

	<p>Provision Plans to receive a variety of 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>
To provide a range of extra-curricular and enriching activities to support mental health, social and emotional well-being and increase cultural capital.	A variety of extra-curricular and enriching activities to be provided and evaluated.

Activity in this academic year

This details how we intend to spend our pupil 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)	123
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)	13
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	123456

	<p>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.</p> <p>(Supporting Mental Wellbeing in Schools –the Anna Freud Centre)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Interventions for Vocational Hub Pupils.	<p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.’</p> <p>EEF Toolkit guidance: schoolimprovementplanning/targetedacademic-support</p>	134
RWI/Phonics Interventions. Literacy Gold Intervention Programme	<p>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.</p> <p>(Phonics Toolkit Strand Education Endowment Foundation EEF)</p>	134
Maths Interventions for Transition Hub Pupils.	<p>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.’</p> <p>EEF Toolkit guidance: schoolimprovementplanning/targetedacademic-support</p>	

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

Budgeted cost: £ 81,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 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>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:</p> <ul style="list-style-type: none"> • supporting parents to have high academic expectations for their children • developing and maintaining communication with parents about school activities and schoolwork • promoting the development of reading habits. <p>(EEF Guidance Report – Working with Parents to Support Children's Learning)</p>	<p>123456</p>
<p>Challenger Troop To raise pupil's self-esteem, confidence and engagement. Develop emotional well-being. Develop team building skills.</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</p>	<p>2456</p>

Currently available to primary and transition pupils.	secondary schools who were still engaged in school life but had ingrained behavioural problems. DofE Review of Military Ethos Alternative Provision Projects 2014	
All Stars Intervention Programme 5 days a week. Individual 30-45 minute sessions with targeted pupils to support social, emotional well-being.	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. (Education Endowment Foundation Toolkit Behaviour Support)	2456
Fishing In Small group interventions. To engage hard to reach pupils in different activities. To boost self-confidence, self-worth and self-esteem. To give pupils an area of the curriculum where they can succeed. To support emotional welfare and mental health. To develop and acquire skills that can be used in their leisure time and within the Vocational curriculum.	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)	1246
Play Therapy	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	12456

Forest School	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forestschools-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>	1246
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>	123456
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</p>	23456

	Christison	
Financial support for pupils to attend residential and day trips to enhance and develop cultural capital and awareness.	<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>	

Total budgeted cost: £ 146,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 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: In the Primary Department: 78% of pupils achieved within range/expected or above expected of their target based on the KSENT algorithm developed within Pupil Asset for Reading, 71% for Writing and 63% for Maths. The impact of the RWI programme and associated staff training has significantly improved writing outcomes (only 54% of pupils achieved within range/expected or above expected of their target for writing in the previous academic year). The following RWI data demonstrates pupil progress within the Primary Phase:

75% of Fresh Start students in Primary made between 1-3 stages of progress.

25% of Fresh Start students in Primary made 4 stages of progress.

92% of RWI students in Primary made at least one whole stage of progress (100% showed progress with their understanding of initial phonic pure sounds).

38% of RWI students in Primary made 2 or more stages of progress.

11% of RWI students in Primary made 5 or more stages of progress.

Continued training and expansion of the programme across the school will further improve pupil outcomes.

In the Secondary Department 91% of Year 11 pupils achieved an accredited qualification in English and Maths, 100% of pupils achieved an accredited Vocational qualification, this included 36 Pre-Level 1 passes, 41 Level 1 passes and 37 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 including 12 GCSE passes graded 4 or 5. This has given them the opportunity for a successful transition to Post 16 education and training.

Maths and Literacy interventions aimed at the Transition Hub also had a positive impact on pupil progress:

Maths Interventions 70% of pupils attending achieved at or above their expected Pupil Asset target.

Literacy Gold in Term 6: 85.71% of students who attended regularly made between 1 month and 4 months' worth of progress.

When making comparisons between pupils in receipt of the Pupil Premium Grant and those who were not, there were some differences in rates of progress: Primary Pupils in receipt of Pupil Premium were attaining higher rates of progress in Reading, the same rates of progress in Maths and lower rates of progress in Writing. Secondary Pupils in receipt of Pupil Premium were achieving marginally higher rates of progress than their peers in all three areas.

A key area in improving pupil progress is attendance. The employment of a dedicated Children and Family Liaison Worker targeting attendance has had a positive impact upon attendance: 2023-4 78% 2024-5 83%.

Behaviour data from 2024-5, 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

2/6/2025 to 11/8/2025

CATEGORY	POSITIVE	NEGATIVE	RATIO	
In care	5038	-190	96%	
NO In care	90939	-7452	92%	
	95977	-7642	93%	TOTAL

However, pupils who receive Free School Meals have a lower ratio of Positive to Negative Points when compared to the whole school. Hence the need for comprehensive layers of support.

Behaviour breakdown

2/6/2025 to 11/8/2025

CATEGORY	POSITIVE	NEGATIVE	RATIO	
Free school meals	54571	-5350	91%	
NO Free school meals	41406	-2292	95%	
	95977	-7642	93%	TOTAL

A commitment to therapeutic support for our most vulnerable pupils has also been partially funded using Pupil Premium. There were 85 referrals for therapy in 2024/2025, which included: OT, SaLT, Play Therapy, Systemic Psychotherapy, Therapeutic Art, Time to Talk, Draw and Talk, as well supervision for staff. Play therapy was funded by Pupil Premium:

Play Therapy (2 days per week)

Total number of referrals 2024/2025: 19

Strengths and Difficulties Questionnaire (SDQ) completed before and after therapeutic intervention (low-er scores indicate fewer difficulties)

- 12 pupils showed an improvement in SDQ scores post-therapy (63%)
- 2 pupils showed no change in SDQ scores post-therapy (11%)
- 3 pupils showed an elevation in SDQ scores post-therapy (16%)
- No post-therapy data available for 2 pupils (questionnaire not completed)

Class Charts Data:

- Six pupils carried over from 2023/2024 school year so previous class charts data not available for comparison – data therefore retrieved with comparisons made for 13 pupils.
- 77% of pupils showed a reduction in negative class charts points after therapy
- 54% showed an increase in positive class charts points after therapy

Therapeutic Art (3 days per week from Term 2)

Total number of referrals 2024/2025: 17

Class Charts Data:

- 57% of pupils showed a reduction in negative class charts points after therapy
- 36% showed an increase in positive class charts points after therapy

Other clinical outcome data

- Therapy team feedback forms (qualitative and quantitative)
- Goal Based Outcome Measures (pupils score goals they set themselves in therapy, out of 10)
- CORE-YP and CORS

89% of pupils/families said they would be 'extremely likely' or 'likely' to recommend the support they received to someone they knew if they needed similar care or support

Staff Supervision was also funded using Pupil Premium: Therapy staff receive on-site supervision from Therapeutic Lead, in addition to clinical supervision from modality

specialist (OT, SaLT, Play Therapist). Two school staff also received regular supervision, others have received supervision on an ad hoc basis.

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:

Funded Activities included

Challenger Troop:

To raise pupil's self-esteem, confidence and engagement.

Develop emotional well-being. Develop team building skills.

Currently available to primary, KS3 and selected KS4 pupils.

Number of pupils attended: 25 pupils

Primary: 8-10 pupils

Secondary: 5-12 pupils

40% of pupils received less negative points on Class Charts from starting point to finish point of participation in Challenger Troop.

44% of pupils received more positive points on Class Charts from starting point to finish point of participation in Challenger Troop.

Sports Based Intervention: linked to an AQA qualification. Also designed as a positive behaviour programme. To encourage positive behaviours in a sporting context.

All Stars Intervention Programme: 5 days a week. Individual 30-45 minute sessions with targeted pupils to support social, emotional well-being. 22 pupils given sessions. 54% of pupils received less negative points on Class Charts in Term 6 when compared to Term 1.

Fishing In Small group interventions: To engage hard to reach pupils in different activities. To boost self-confidence, self-worth and self-esteem. To give pupils an area of the curriculum where they can succeed. To support emotional welfare and mental health.

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.

Forest School

Activities undertaken: Outdoor cooking using open fire, wildlife surveys, archaeological dig, pond clearing, team challenges, building dens, mud kitchen, paths, and developed a fire circle area. Culminating in a Year 6 residential where pupils participated in archery, caving, rifle shooting and kayaking.

Forest School caters for 5 Primary classes and 2 secondary classes on a weekly basis, as well as small groups of pupils daily.

The activities undertaken have had a significant impact on self-confidence, self-esteem and improving behaviour within general and particularly on pupils participating in small group sessions.

Pupil A went from 321 positive points in term 1 to 851 in term 6

Pupil B had 96 negative points in term 1 but only 45 in term 6

Pupil C had 125 negative points in term 1 and 0 negative points in term 5

Youth Club

Activities undertaken: Sports games, Board games, Arts and crafts, Games room (pool, snooker, table football), Xbox, Gym, Lego, Forest School, Bikes, Food tech, Laptop games.

28 pupils participated every Wednesday 3.15-4.15.

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 2025-6 the Pupil Premium Budget reflects the changing needs of the pupils and subsequently the allocation of Pupil Premium Fund.

