



Pupil premium strategy statement – Rowan Gate Primary 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	263
Proportion (%) of pupil premium eligible pupils	37%
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)	September 2023- September 2024 (and September 2024-September 2025)
Date this statement was published	20 December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Laura Clarke-Head Teacher
Pupil premium lead	Mrs Julia Coles-Strategic Deputy Head
Governor / Trustee lead	Mrs Sam Baker and Mr Mike Santoro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,185
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£67,280
Service Pupil Premium Funding	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£13,213
Total budget for this academic year	£185,678

Part A: Pupil premium strategy plan

Statement of intent

Rowan Gate Primary School is a community special school for pupils aged 4 to 11 years with 2 main school sites (RGW and RGE) as well as 2 satellite sites (RGT and RGSC) based within mainstream primary schools. The school meets the needs of pupils who have Cognition and Learning Needs with attainments well below the expected range of their peers. In addition, they are likely to have Communication and Interaction Needs. All pupils have an Education Health and Care Plan and many pupils also have a social worker due to their classification as a child in need.

Through the use of Pupil Premium our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to the best of their ability from whatever their starting point across all subject areas. The focus of our pupil premium strategy is to ensure that all our pupils can be learners and communicators that are more successful. Activities that underpin our PP Strategy are those that are Evidence informed, time limited with a rigorous implementation and evaluation framework. Focus is given to the need for Early Intervention wherever possible. We will select activities that will motivate, rather than isolate; that will improve pupils as learners (particularly with regards to early language) and that are underpinned by relationships. Targeted activities are aligned to pupil need and based on assessment rather than labels. Activities build upon rather than replacing high quality teaching and are led by expert, high quality practitioners.

In order to achieve the outcomes of our Pupil Premium Strategy, we must consider the challenges faced by vulnerable pupils. *Whilst socioeconomic disadvantage is not always the primary challenge our pupils face, we recognise that disadvantaged pupils can face wider barriers, which may affect their learning.* The activity we have outlined in this statement is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs and strengths of each young person, rooted in robust diagnostic assessment, and based on formal and informal assessments, not assumptions or labels not assumptions about the impact

of disadvantage. The approaches we have adopted complement each other to help pupils achieve to their individual potentials. To ensure they are effective we will:

- Ensure disadvantaged pupils are provided with appropriate challenge to achieve targeted goals.
- act early to intervene at the point in which a need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The allocation of Pupil Premium is delivered in such a way as to equip pupils with the skills they need for life. It will provide them with an engaging, creative and flexible curriculum that accommodates their ever-changing needs; offering a variety of learning contexts and opportunities within the classroom as well as through recognised interventions, which will enable pupils to develop and consolidate their academic, communication and social emotional skills. We aim to support achievement across all areas, whether it be progress through the curriculum and towards personalised objectives, the ability to engage positively with learning and the ability to generalise learning. We will also use our funding in order to support ongoing partnership with parents, recognising the fact that pupils will achieve more when parents and school work together in support of shared goals. For the most part support provided through the Pupil Premium allocation will be integrated into routines of the school

Where appropriate to the individual pupil, targeted support and 1:1 support may be provided, with progress from the intervention then being integrated into the school or class routines.

In addition, funding is also received for Children in Care(CiC) (Previously known as LAC or Looked after Children). The payment of this Pupil Premium is quality assured by the 'Virtual School' following each Personal Education Plan (PEP)meeting. (held three times a year). The PEP meetings are held for each pupil who is in Local Authority Care to discuss their education and identify the strategies the school has put in place to ensure they are progressing as expected.

Interventions and approaches are planned and evaluated on a regular basis at both an individual pupil level and across the wider school to ensure that they continue to meet the proposed intent.

Through implementation of the Pupil Premium Fund/Grant

We expect pupils to:

- *Make both progress with their learning and personal development.*
- *Develop meaningful and effective forms of communication so that they can confidently communicate during a variety of situations.*
- *Be able to understand and access the world around them with increasing independence.*
- *Use their cognition and learning skills to discover and make sense of the world around them as well as using their functional skills with increasing independence.*
- *Improve their ability to self-regulate including improving their resilience and emotional literacy skills.*
- *Improve their social skills and social understanding to build and maintain relationships with their peers*

Challenges

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

Challenge number	Detail of challenge
1 C&I	<p><u>Communication and Interaction needs:</u> Within our school all pupils have EHCP and the vast majority of pupils have been identified through statutory assessment processes as having significant Speech Language and Communication Needs. This is further demonstrated through internal and external assessments that show numbers of pupils working at STEPS and comparison to EYFS/on entry and when leaving.</p> <p>Our assessments, observations and discussions regarding individual pupils show that the vast majority of pupils display the greatest challenges around communicating and expressing their wants and needs, as well as demonstrating increased language comprehension difficulties and social interaction difficulties.</p> <p>Many pupils are pre-verbal and may require alternative modes of communication in order to be able to make their needs and wants known.</p>
2 C&L	<p><u>Cognition and Learning Needs:</u></p> <p>As outlined in their EHC Plans, the vast majority of our pupils have severe or significant cognition and learning needs. The complexity of individual pupils learning needs and diagnoses lead to individual barriers to learning. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress may be lower in most subjects. Observation and Assessment tells us that pupils require support to develop their reading, writing and maths skills so that they are able to apply these skills in their everyday lives. They require support to develop their attention, ability to problem solve and reason. Equally, they need to develop strategies to help them retrieve and recall information. This is further demonstrated through internal and external assessments that show numbers of pupils working at STEPS and comparison to EYFS/on entry and when leaving.</p>
3 S&E	<p><u>Social and Emotional Difficulties / self-regulation needs:</u></p> <p>Many of our disadvantaged pupils demonstrate particular difficulties in developing social and emotional skills as identified within their EHC Plans as well as through observation and assessment. Pupils are disadvantaged as a result of their communication needs and consequently struggle to self-regulate or develop strategies to manage their sensory sensitivities. This subsequently impacts upon their ability to access learning and make sense of the world around them</p>
4 FS	<p><u>Family Support:</u></p>

	Our assessments, discussions and observations with pupils and their families have highlighted that, within the current climate (cost of living and social care crisis) there is an increased need of support for families. Families require support to recognise and access services which are available to them to enhance their life experiences, as well as accessing support to meet the complex needs of their children (behaviour/self-regulation, attendance and medical needs). Current information shows that alongside a significant increase in pupil numbers at our school there has also been a significant increase in the number and complexity of referrals for EHA/CiN/CPPlans.
5 PD	<u>Personal development:</u> Disadvantaged pupils EHC plans, as well as our observations and assessments tell us that pupils often require additional support to develop personal skills e.g., living skills, independence skills as well as to reflect their changing needs. Discussions with parents show that access to age and developmentally appropriate out of school/extra-curricular activities is limited and this has an impact upon disadvantaged pupils inclusion in the wider world in terms of experiences, music, culture and trips.

Intended outcomes

Intended outcome	Success criteria
	Overall Success Criteria; 3 Year Strategic Plan; School Total AAC Plan
<p>Increased opportunities for pupils to develop their communication including speaking and listening skills.</p> <p>Pupils with have greater confidence and independence to engage meaningfully in learning and be more successful learners.</p>	<ul style="list-style-type: none"> • Assessment data demonstrates that pupils have made progress with their communication / speaking and listening skills. • Pre-Verbal/Non-Verbal pupils will have access to a variety of alternative communication aids. • Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills. • Pupils have multi modal opportunities to develop language and vocabulary for behaviour and emotions. • Additional SALT will be commissioned and supporting targeted pupils. • Training in BSL will upskill newer staff working with pupils at early communication levels and impact will be demonstrated through improved attainment and communication skills of the pupils. • All staff will have been trained in twenty key signs. • Staff for whom it is relevant will have completed the training on use of Communication books and software on iPads.

	<ul style="list-style-type: none"> • Staff for whom it is relevant will have completed the training on use of 4talk and 9talk. • Pupils will be using AAC as appropriate for them. This may include switches, Objects of Reference, PECS, Communication books, AAC software on iPads and signs from BSL. • Individual IEP targets set by SALT will be incorporated into pupils' everyday routine.
Most pupils will make at least expected progress in English (reading & writing) and/or against their communication EHCP outcome and Maths and/or against their cognition and learning EHCP outcome.	<ul style="list-style-type: none"> • Performance information (data) will show progress in reading and writing. Pupils' work will demonstrate that they are remembering and learning more and using their skills in a variety of contexts. • Performance information (data) will show progress in Maths or cognition and learning. Pupils' work will demonstrate that they are remembering and learning more and using their skills in a variety of contexts. • Pupils requiring in-depth assessment and diagnosis of need will be supported to access high quality clinical assessments • Pupil Progress is based on regular observational assessment and reflective pedagogy, and use of professional judgement • The quality of education is improved for pre-formal learners • Pupils continue to make at least expected progress in reading, writing and maths
Pupils will develop their personal and social skills including: self-regulation/emotional literacy/Self-knowledge/Self-advocacy	<ul style="list-style-type: none"> • Improved confidence and positive attitudes to learning will result in progress across curriculum areas (observed through learning walks and lesson visits) • Improved self-regulation will be demonstrated by reduction in incidents being recorded on CPOMS • Analysis of the Onwards and Upwards data shows progress (Internal Assessment) • Observations and discussions with class staff/pupils demonstrates an increased understanding about how pupils recognise their own need, or are supported to use, strategies to help them self-regulate (PP Meetings) • High quality Internal referral process will ensure that interventions match identified needs and have achievable goals. • Regular monitoring reviews with therapists will evaluate progress towards individual outcomes. (Social Emotional/Communication/Academic)
Parents and families will be supported to access appropriate services which provide them with the skills	<ul style="list-style-type: none"> • Parental feedback demonstrates that they feel well supported and have enough information to support their child's development at home. • Increased and meaningful parent/school interaction and communication results in pupils making progress either with academic learning or personal and social development.

<p>to support learning and development. Improved support for families will lead to improved pupil attendance</p>	<ul style="list-style-type: none"> • Attendance of parents at “Parent/Carer Engagement” Events will increase and comes with positive feedback. • There will be fewer pupils for whom attendance is a concern.
<p>Disadvantaged pupils needs are accurately identified and recorded in a timely manner prior to Phase Transfer.</p>	<ul style="list-style-type: none"> • Pupils identified as a concern will have access to high quality cognitive assessment/diagnostic processes (ASD/ADHD) when deemed necessary. • High quality Internal referral process will ensure that interventions match identified needs and have achievable goals. • Pupils identified in high need will access high quality SALT Sessions; Music Therapy, Counselling and PlayTherapy • Regular monitoring reviews with therapists will evaluate progress towards individual outcomes. (Social Emotional/Communication/Academic)
<p>Disadvantaged pupils will have equity of experience both in and out of school with motivating and enriching experiences supplementing a high quality curriculum.</p>	<ul style="list-style-type: none"> • Through observations and discussions with pupils and their families. • SMSC Grid demonstrates breadth of pupil participation and engagement in extra-curricular and enrichment activities

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (2023-2024) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,497

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<ul style="list-style-type: none"> • Commissioning of blocks of 1:1 SALT sessions followed by consolidation blocks for targeted pupils. (Powerful Voices; Kim Williams) (Sept 2023-2024) • Quality of interactions training (Internal Training); Develop and implement high quality Induction package for Teachers and TAs • In reach support from our Outreach Team(consistency of approach- -use of PECS, TEACCH etc, wider toolkit of communication tools) 	<p><i>Mentoring and coaching for teachers:</i></p> <p>By improving the existing skills of staff in supporting pupils communication and cognition needs, they will be better equipped to support pupils' access to the curriculum as well as supporting their academic and personal development.</p> <p>Staff understanding of communication and cognition needs will support individualised instruction, behaviour / self-regulation strategies and opportunities for extracurricular activities which will result in further engagement and increased learning opportunities.</p> <p>Evidence shows that teachers may benefit from a coaching and/or a mentoring approach at different stages of their careers.</p> <p>https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf</p> <p>There is some evidence that mentoring can have small positive impacts on mentee pupil attainment and literacy. Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment. However, further research is needed.</p>	<p>1 C&I; 2 C&L; 3 S&E; 5 PD</p>
<ul style="list-style-type: none"> • Training in Bucket Time and Blank Levels (Provided by Powerful Voices) PLUS Purchase of Additional Bucket Time Resources 	<p><i>Professional development to support the implementation of evidence based approaches:</i></p> <p>Professional development is often a core implementation strategy and can play a key role in building understanding around what's expected, supported and rewarded.</p> <p>The role of implementation climate in... Kingsbridge Research School</p>	<p>1 C&I 2 C&L 3 S&E 5 PD</p>

<ul style="list-style-type: none"> • Communication Training (to include PECS; Communication Books; TASSELS; Online BSL) • Structured Teaching Training- Teachers and Level 3's not already trained (Collaboration between Target Autism and Rowan Gate Outreach 2023-2024) then just Rowan Gate Outreach Team from Sept 2024 • Purchase of Phonics Resources for lower attaining pupils; maths resources • ELSAs-D&T training/Advanced D&T training Social Stories training <p>THRIVE-Adapted Interoception Curriculum, Movement Pathways and Sensory Circuits</p>	<p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>The more mechanisms professional development includes and effectively implements, the larger its likely impact on pupil attainment. The review underpinning this guidance identified 14 mechanisms, which may be split into four groups relating to the need to: A. BUILD KNOWLEDGE B. MOTIVATE TEACHERS C. DEVELOP TEACHING TECHNIQUES D. EMBED PRACTICE</p> <p>Putting Evidence to Work: A School's Guide to Implementation guidance report, EEF.</p> <p>The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' – i.e. what are the essential elements that make mentoring or coaching more likely to be effective</p> <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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>By upskilling our staff in understanding pupils SEND they will be better equipped to support pupils' access to the curriculum as well as supporting their academic and personal development.</p> <p>Staff understanding of needs will support individualised instruction, behaviour / self-regulation strategies and opportunities for extracurricular activities which will result in further engagement and increased learning opportunities.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	
<p>Recruitment of 1 x SALT and 2 x Sp and Lang Assistants to staff team (Sept 2024-2025)</p>	<p><i>Recruitment and Retention:</i></p>	<p>1 C&I 2 C&L 5 PD</p>

<p>Appointment of Senior Teachers with Responsibility for ASD/Structured Teaching and AAC. Enable release time from class responsibilities. (1-2 days per week)</p>	<p>September 2023-July 2024-commission support from Powerful Voices and then recruit 1 x SALT and 2 x Sp and Lang Assistants ready for September 2024</p> <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them.</p> <p>The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidenceinformed-strategies-to-promote-high-quality-interactions-with-young-children</p>	
<p>Commissioning of Assessment and Observations by Mosaic Psychology; Autism Assessment UK; Big Picture Education (Dyslexia screening)</p>	<p>High-quality assessment which responds to the needs of pupils:</p> <p>The current allocation of Educational Psychologist time is insufficient to meet the needs of pupils across all 4 sites. Due to the Covid-19 pandemic there has been a significant backlog in assessment for pupils who have yet to receive a formal diagnosis. Many pupils arrive at our school on the pathway for ASD but there is no formal pathway to follow once in specialist provision. Where appropriate a diagnosis can help to access additional support.</p>	<p>2 C&L 1 C&I 3 S&E</p>
<p>Development of core “Tea break cards” to support understanding of school ethos and pedagogy as well as therapies and interventions</p> <p>Consider the use of AFIT Tool or CORDS tool from Sept 2024</p>	<p>Technology to support diagnostic assessment:</p> <p>Education Endowment Foundation (2018). ‘Putting Evidence to Work: A School’s Guide to Implementation’.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-ImplementationGuidance-Report.pdf</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Technology has the potential to improve both assessment and feedback, particularly in terms of speed and efficiency. However, as with other aspects of teaching, the degree to which this potential is realised will be determined by pedagogy and implementation. In particular, how teachers use information from assessments, and how pupils act on</p>	<p>1 C&I 2 C&L 3 S&E 5 PD</p>

	feedback, matter more than the way in which they are collected and delivered. If technology is used to make assessment more efficient and effective, this can also help to reduce teacher workload.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 44340

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Powerful Voices SALT support	<p>Targeted interventions to support language development, literacy and numeracy.</p> <p>On average, oral language approaches have a high impact on pupil outcomes f 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners it extends their learning and connects with the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachin-interventions</p> <p>Current NHfT SALT support is insufficient. Impact from previous support demonstrates that pupils' communication skills improve. Parent feedback is positive as they witness and impact on wider skills/Social Emotional Needs too. Additional support is then able to support communication needs and targets throughout the school day</p> <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from</p>	<p>1 C&I</p> <p>2 C&L</p> <p>3 S&E</p> <p>5 PD</p>

	<p>the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence1informed-strategies-to-promote-high-quality-interactions-with-young-children</p>	
<p>THRIVE-OT Sensory Assessments</p>	<p><i>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</i></p> <p>Occupational therapy intervention is proven to impact on improving the communication, interaction skills and motor skills of some of the most complex and ‘hard-to-reach’ children. Children are more regulated following intervention which reduces anxiety and increases these pupil’s opportunities to thrive and achieve in the overwhelming environment in which we now live.</p> <p>This approach in previous years has been highly successful</p>	<p>1 C&I 2 C&L 3 S&E 5 PD</p>
<p>Pupil Premium Plus Funding for Children in Care</p>	<p>In addition, funding is also received for Children in Care (CiC). The payment of this Pupil Premium is to ensure that they continue to meet the proposed intent. quality assured by the ‘Virtual School’ following each Personal Education Plan (PEP)meeting. (held three times a year). The PEP meetings are held for each pupil who is in Local Authority Care to discuss their education and identify the strategies the school has put in place to ensure they are progressing as expected.</p> <p>Interventions and approaches are planned and evaluated on a regular basis at both an individual pupil level and across the wider school.</p>	<p>1 C&I 2 C&L 3 S&E 4 FS 5 PD</p>

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

Budgeted cost: £ 96841

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<ul style="list-style-type: none"> • Termly Supervision of ELSA • Purchase of ELSA resources • Release time for delivery of ELSA each week (2 x FT TA's) • PlayTherapy (JOGO) • Music Therapy (NMPAT) 1:1 and small group <p>Reach the Stars(NMPAT)</p>	<p>Supporting pupils' social, emotional and behavioural needs:</p> <p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of three additional months' progress. However, this is based on very limited evidence in the early years, with a small number of studies having assessed the educational impact (e.g. on early literacy or numeracy) of approaches that sought to improve self-regulation.</p> <p>There are some indications that children from disadvantaged backgrounds are more likely to begin early years education with weaker self-regulation skills than their more affluent peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p>A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. The studies that have been conducted in early years settings, and existing evidence from older age groups, suggests that promising approaches are likely to balance explicit instruction with providing scaffolded opportunities for children to practice new skills. However, the small number of studies mean that more evaluation is needed to identify specific programmes or curricula that have a positive impact on academic outcomes through improving self-regulation for young children. While this evidence review focuses on self-regulation strategies that aim to improve cognitive outcomes, there is a wider evidence base on self-regulation strategies</p>	<p>3 S&E 1 C&I</p> <p>5 PD</p>

	<p><i>that measure self-regulation as an outcome. These studies typically have a higher impact due to the closeness of the intervention to the outcome.</i></p> <p>Self-regulation strategies EEF (educationendowmentfoundation.org.uk)</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Students who want to be in school are more likely to engage in learning and thus have a positive impact on their attainment. ELSA is increasingly prevalent as part of Section F on pupils EHCP plans. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). EEF_Social_and_Emoional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk) bacp-school-based-counselling-for-all-briefing-dec15.pdf There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014). Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009).</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
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	<p>Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p> <p>Music is a widely recognised vehicle for promoting a wide variety of skills; not only through social and emotional learning, communication and interaction but also improvements in English, Maths and attitude to learning. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, + three months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
Increased Family Support Team- capacity	<p><i>Communicating with & supporting parents; Supporting attendance</i>, Moderate impact for low cost +4+3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parentalengagement By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Embed the principles of good practice set out in the DfE's Improving School Attendance advice. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Critically review how you work with parents Provide practical strategies to support learning at home Tailor school communications to encourage positive dialogue about learning Offer more sustained and intensive support where needed</p>	4 FS

	https://educationendowmentfoundation.org.uk/tools/	
<ul style="list-style-type: none"> • Reach the Stars- cultural capital • Magician • Theatre • Gallery • Also visit into school for most profound pupils Residential Trip- Year 6	<p><i>Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips:</i></p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p>	5 PD 3 S&E 1 C&I 3 S&E
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1 C&I; 2 C&L; 3 S&E 4 FS; 5 PD

Total budgeted cost: £ 185678

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AREA	ACTIVITY	TOTAL COST	FINANCIAL YEAR SPLIT	
			Sept 2023-March 2024 (7/12)	April 2024-August 2024 (5/12)
TEACHING	Powerful Voices-blocks of 1:1 SALT sessions, plus 2x SAL assts	£22, 600	9685	12915
	Kim Williams	£2528	£2528	
	Quality of interactions training	£0		
	Induction package for Teachers and TAs	£0		
	In reach support from our Outreach Team	£2500	1500	1000
	Training in Bucket Time and Blank Levels	£1500	875	625
	Purchase of Additional Bucket Time Resources	£600	600	
	PECS Training £345 per person SPRING(20 PEOPLE)	£6900		£6900
	TASSELS	£800	£800	
	Online BSL Online British Sign Language Course - Learn BSL Today (british-sign.co.uk)	£5 per person Aim for school booking- £1250	£1250	
	Structured Teaching Training	£0		
	Phonics Resources	£1500	RUTH MISKIN:£1500	
	maths resources	£3024	READING EGGS AND MATHLETICS £3024	
	D& T training/Advanced D&T	£900	£548	
	Social Stories training (TEAMS- £165 per person)	£495	£485	
	Lego Therapy training	Sept 2024-July 2025		
	Movement Pathways (RGW and RGE)	Sept 2024-July 2025		
	Recruitment of 1 x SALT and 2 x Sp and Lang Assistants	Sept 2024-July 2025		
	Senior Teachers with Responsibility for ASD/AAC release time	£9500	5542	3958
	Mosaic Psychology	£5000	£3000	£2000
	Autism Assessment UK	£7000	£4100	£2900
	Big Picture Education	£1000	£1000	
	AFIT Tool/ CORDS tool	Sept 2024-July 2025		
	Tea break cards time to create-QR codes etc	£0		
TARGETTED	Powerful Voices SALT support & Communication Book Training	See TEACHING		

	THRIVE-OT	£34200	£22500	£11700
	Pupil Premium Plus (6 x CiC 7 x PLAC)	£10140		
WIDER STRATEGIES	Termly Supervision of ELSA (£330 per ELSA)	£660	440	220
	Purchase of ELSA resources	£50	£50	
	Release time for delivery of ELSA each week (2 x FT Level 3)	£9000	£5250	£3750
	PlayTherapy (JOGO)	£5000	£3000	£2000
	Music Therapy (NMPAT)	£27720	£18480	£9240
	Reach the Stars(NMPAT)	£3250	£1950	£1300
	Increased Family Support Team- capacity	£30000	£17500	£12500
	Theatre Visit	£1000		
	Magician	£600	£600	
	Gallery Visit	£1000	£1000	
	Bamboozle or similar Visit to RGW	£1500		£1500
	Residential Trip- Year 6	£1000		£1000
	Contingency fund for acute issues	£16061		
TOTAL SPEND		£185678		

Part B: Review of the previous academic year

AREA	ACTIVITY	ALLOCATED	ACTUAL	VARIANCE
TEACHING	<i>Mosaic Psychology</i> <i>Autism Assessment UK</i>	£5,400. £14300	£4669.70 £5380 £1666.67	£703.30 £8920 -£1666.67
	In reach support from our Outreach Lead Teacher	£5000	2412	2588
	Bucket Autism and Blank Levels Training (Provided by Powerful Voices Sept 2022)	£298	£298.50	-£0.50
	Purchase of Bucket Time Central Resources	£602	£602 £337 (RBS)	-337
	TEACCH Training (Spring/Summer 2023)	£7500	(NAT unable to supply) £2265	£5235.00
	PECS Training (Spring 2023)	£5,825	£5825	
	ELSA Training for 2 x staff and Ongoing Termly Supervision (£330 per annum per TA)	£660	£650	£10
	Release time for delivery of ELSA each week (0.4 TA per week)	£10,600	8920	1680
	Release Time for delivery of Lego Therapy (0.2 Teacher per week)	£11,100	9871	1229
TARGETED	<i>THRIVE-OT</i> <i>Implementation of Interoception Curriculum and Sensory Circuits</i>	£17,100	£30265	-£13165
	<i>Pupil Premium Plus Funding(£2410 plus Recovery Premium(Northants) for Children in Care (£290 per child)</i> <i>6 x CiC til Dec 2022 Increase to 9 from Jan 2023</i> <i>9 X plac</i>	£16050	Booktrust – Letterbox Parcels £580 Big Picture - £1000 ELSA Handbooks - £54.84 AAS Books - £500.9	

		Actions for PEP to include playground resources, sensory assessments and targetted SALT time	
	<i>Reading Eggs and Mathletics</i>	£1680	£1680
	Boromi Bags	£2300	£2298
			£2
WIDER STRATEGIES	<i>Helen Eales SALT Support Powerful Voices SALT support</i>	£490	£490 £2056.70
			-£2056.70
	PlayTherapy	£9000	£7615
			£1385
	<i>Increased Family Support Team-capacity</i>	£21000	29352
			-9352
	<i>Music Therapy delivered by external Music Therapist (Individual and Group sessions)NMPAT-Gideon /Serrena</i>	£21,780	£21780
	<i>NMPAT-Reach the Stars</i>	£0	
	<i>Zuma Chairs and Ball Chairs (Purchased from Sensory Direct/YPO/Zuma UK)</i>	£6,920	£4971
			£1949
TOTAL SPEND		157605	144,391.57

Outcomes for disadvantaged pupils

The vast majority of pupils at Rowan Gate Primary School continued to make good or outstanding progress from their starting points during the academic year 2022 - 2023.

The vast majority have made expected or better progress in English and Maths.

Progress analysis provides supporting evidence that children have developed the knowledge and skills across all learning areas.

All groups of pupils achieve well, with no significant variation based on gender, race, language, Pupil Premium entitlement or need.

KS1

	READ- ING	WRITING	SPEAKING	LISTENING	NUMBER	SHAPE	THE WORLD
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JULY 2023	86%	86%	86%	91%	89%	92%	87%
JUNE 2022	95%	95%	93%	96%	97%	96%	94%
JUNE 2021	79%	76%	80%	82%	83%	87%	82%

RAG system for KS1 shows that there is a slight decrease of pupils making good or outstanding progress in comparison with the previous year, though all individual pupils not making expected progress have been identified. The effect of Covid-19 should be taken into consideration, as these children were in Reception year at that time or younger, which had a big impact on their development – not attending Nurseries/ reception.

KS2

	READING	WRITING	SPEAK- ING	LISTENING	NUM- BER	SHAPE	THE WORLD
JULY 2023	95%	91%	95%	96%	96%	96%	95%
JUNE 2022	93%	95%	91%	96%	95%	95%	93%
JUNE 2021	79%	76%	80%	82%	83%	87%	82%

RAG system shows that the majority of KS2 pupils continue making good or outstanding progress.

Pupils' Progress meetings have been carried out with individual classes. Analysis of Pupils' Progress meetings shows that the majority of pupils continue to make good and outstanding progress.

PUPIL OUTCOMES – LAC

English Reading: All pupils make progress; 79% - exceeding or making expected progress; 21% - working towards expected progress; 14% – at early stages of development – working within Step 1-6 – follow the Engagement Model

English Writing: All pupils make progress 36% - exceeding or making expected progress; 64% - working towards expected progress; 14% – at early stages of development – working within Step 1-6 – follow the Engagement Model

Mathematics: All pupils make progress 50% - exceeding or making expected progress; 50% - working towards expected progress; 14% – at early stages of development – working within Step 1-6 – follow the Engagement Model

PSED: All pupils make exceeding or expected progress; 14% – at early stages of development – working within Step 1-6 – follow the Engagement Model

PUPIL OUTCOMES – PUPIL PREMIUM

English Reading: All pupils make progress; 70% - exceeding or making expected progress; 30% - working towards expected progress; 13% – at early stages of development – working within Step 1-6 – follow the Engagement Model

English Writing: 92% of pupils make progress; 61% - exceeding or making expected progress; 31% - working towards expected progress; 13% – at early stages of development – working within Step 1-6 – follow the Engagement Model

Mathematics: 96% of pupils make progress; 71% - exceeding or making expected progress; 25% - working towards expected progress; 13% – at early stages of development – working within Step 1-6 – follow the Engagement Model.

PUPIL OUTCOMES – EAL PUPILS

English Reading: 87% of pupils make progress; 39% - exceeding or making expected progress; 48% - working towards expected progress; 31% – at early stages of development – working within Step 1-6 – follow the Engagement Model

English Writing: 85% of pupils make progress; 44% - exceeding or making expected progress; 41% - working towards expected progress; 38% – at early stages of development – working within Step 1-6 – follow the Engagement Model

Maths Number: All pupils make progress; 58% - exceeding or making expected progress; 42% - working towards expected progress; 43% – at early stages of development – working within Step 1-6 – follow the Engagement Model

PRE-KEY STAGE STANDARDS

The Pre-Key Standards are for pupils who are working below the overall standard of National Curriculum assessments, but who are engaged in subject-specific study.

These are statutory for reporting end of key stage assessment judgement. Judgements are reported in Reading, Writing and Mathematics.

For pupils working at a non-subject specific level, it is required that they are assessed on the Engagement Model.

End of KS1

- 44 pupils
- Phonics screening test – 3 pupils scored 32 or more
- 16 pupils (36%) – follow the Engagement Model

	PKS1	PKS2	PKS3	PKS4	Engagement Model
READING	13 – 30%	11 – 25%	4 – 9%	-	16 – 36%
WRITING	19 – 43%	7 – 16%	2 – 5%	-	16 – 36%

MATHS	19 – 43%	7 – 16%	2 – 5%	-	16 – 36%
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End of KS2 results:

- 40 pupils
- 3 pupils follow the Engagement Model

	PKS1	PKS2	PKS3	PKS4	PKS5	PKS6	Engagement Model
READING	9 – 22%	5 – 13%	10 – 25%	6 – 15%	7 – 18%		3 – 8%
WRITING	8 – 20%	9 – 22%	5 – 13%	11 – 27%	4 – 10%		3 – 8%
MATHS	5 – 13%	2 – 5%	9 – 22%	12 – 30%	9 – 22%		3 – 8%

THE ENGAGEMENT MODEL

The Engagement Model was implemented in September 2021. The Model has been introduced to all teachers. All pupils are initially assessed using one Rowan Gate assessment tool (Step 1 – 19). The engagement model is used in conjunction with RG assessment tool and recording system. The engagement model is used to support pupils who are working within Steps 1 – 6 and who are not engaged in subject-specific study, follow Pre-Formal Curriculum. Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition. The model is used to assess pupils' progress and development in their fluency and ability to maintain the skill regularly throughout the year through observations and recording the evidence. Within each pupil's annual review cycle, it is clear that significant progress has been made by the majority of pupils, from their individual starting points. This has been evidenced in a range of ways, including termly annotation on On-wards & Upwards assessment tool, annotated evidence in Fly with Me books, daily Key Skills sessions and the annual review advice. Pupil progress against the outcomes is shared with parents via termly reports and annual review advice. The vast majority of parents continue to be pleased with the progress that their child has made against their IEP targets. This has been evidenced through parent views' forms prior to annual review meetings and through discussions within the meetings themselves.

Over a period of many years the outcomes at the end of KS1 and KS2 almost always show that our disadvantaged students perform as well as and, in many cases, better than their non-disadvantaged peers (from their starting point). The aim at Rowan Gate Primary

School is for all pupils, whatever their needs and starting points, to attain to their full potential. We will continue to work hard to accelerate progress for all our pupil premium and educationally disadvantaged pupils this year, ensuring consistently high-quality classroom practice.

Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. This will remain a clear focus for us for the next three years. At Rowan Gate Primary School, we always aim to provide exceptional pastoral support to pupils and families and all our staff are committed to the Rowan Gate Primary School community in both Wellingborough, Rushden and surrounding areas.

We all hold our families in very high regard, irrespective of background and staff demonstrate empathy, acknowledging the challenges and hurdles that our parents and carers experience whilst caring for their children. The Family Support Team work tirelessly in trying to garner help and support from External Agencies and our school is recognised for the support it provides to pupils and their families.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Picture Exchange Communication System	Pyramid Educational Consultants UK
Structured Teaching	Target Autism
Bucket Time and Blank Levels Training	Powerful Voices
Sensory Training and Support	THRIVE-OT
ELSA training	Northants EP Service

