

## **Pupil Premium Strategy**

### **What is Pupil Premium?**

The Pupil Premium is additional money delegated to the Academy and is matched to the number of pupils who are eligible for free school meals, have been eligible in the past (EVER6) or are children in service families. This money is used for additional support and resources to directly target these children or indirectly through releasing time for teachers to provide small group support. At Rowena Academy we use our funding for a range of purposes suited to the individual needs of our children.

At Rowena we ensure that all our children are well supported with a Teaching Assistant attached to every class. In addition to this we deliver a wide range of focused, small group intervention sessions such as Time to Talk, Early Literacy Support, Reading Rescue, Lego Therapy, Nurture Groups and Speech and Language programmes during the Academy day. We also provide a wide range of extended school activities during breakfast, lunchtime and after school.

Our creative curriculum includes opportunities for children to learn through first-hand experience. We have subsidised curriculum experience days and trips and developed a topic approach that is suited to the needs and interests of our children.

We also offer the services of a Parent Support Adviser who supports families with attendance, welfare issues, Special Educational Needs, behaviour support and parental engagement. She also has had training in Triple P & Solihull Parenting Programmes and regularly delivers these to Parents in school.

For the academic year 2016 - 2017 Rowena Academy was allocated a Pupil Premium of £100,950.

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### **Context of Rowena Academy**

Rowena Academy is a Converter Academy (age range 3 - 7) situated in Conisbrough near Doncaster. Rowena became an Academy on November 1st 2011 within Delta Academies Trust and is now a leading Academy within Delta as a result of its outstanding practice. The Academy became a Teaching School in partnership with The Vale Primary Academy in September 2014 and has supported many other Academies and Schools in improving their practice.

The number on roll in July 2017 was 313, with a Standard Admission Number of 80. There has been a significant rise in pupil numbers over the past three years due to an increasing popularity in the community. The school serves its immediate community but does have some children who come from outside the catchment area as a result of parental choice. Many of these are children with Special Educational Needs or Disability who come to Rowena because of its outstanding provision for pupils with additional needs.

Rowena Academy is situated in an area of high social and economic disadvantage. According to the Index of Multiple Deprivation the Conisbrough ward was ranked at 3,085 out of 32,482 LSOAs in England, where 1 was the most deprived LSOA and 32,482 the least deprived. The Analyse School Performance (ASP) data for 2017 shows that the Academy Percentage of Free

School Meals at 31% is above the national average (24%). The Academy has 11.4% of pupils on its list of Special Educational

Needs and one pupil (0.3%) with a formal Education and Health Care Plan (EHCP). The Academy has largely White-British pupils with 2.7% from minority ethnic backgrounds. The Academy currently has 2% of pupils with English as a Second Language.

### **Objectives of Pupil Premium spending**

As an Academy, we have an excellent track record of ensuring that pupils make outstanding progress from well below average starting points. "Children start the Academy with skills and understanding generally well below those typical for their age." Ofsted 2013. The number of children who are eligible for FSM (31%) is above the national average (24%).

There are two main objectives in using the Pupil Premium. The first is to support social and emotional development that allows children the freedom to learn with few extra challenges. Research shows that children need to have their basic physical, social and emotional needs met before true learning can occur. The second is to accelerate progress of children who receive PPG.

Through targeted interventions and support we are working to eliminate barriers to learning and progress. Many children start school with well below average attainment on entry and our aim is to ensure that they make accelerated progress in order to reach/exceed age related expectations as they move through the Academy.

### **Summary of PPG Spending Academic Year 2016/17**

The Pupil Premium is additional money delegated to the Academy and is matched to the number of pupils who are eligible for free school meals, have been eligible in the past (EVER6) or are children in service families. This money is used for additional support and resources to directly target these children or indirectly through releasing time for teachers to provide small group support. At Rowena Academy we use our funding for a range of purposes suited to the individual needs of our children.

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## Implications for Pupil Premium Spend in 2017/18

At Rowena we will continue to ensure that all our children are well supported with a Teaching Assistant attached to every class. In addition to this we will deliver a wide range of focused, small group intervention sessions such as Time to Talk, Early Literacy Support, Reading Rescue, Nurture Groups, TELL, Lego Therapy and Speech and Language programmes during the Academy day. We also provide a wide range of extended school activities during lunchtime and after school. This year we intend to continue our Munch Bunch Breakfast Club.

Our creative curriculum continues to include opportunities for children to learn through first-hand experience. We will continue to subsidise curriculum experience days and trips and develop a topic approach that is suited to the needs and interests of our children.

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The 2017-18 Academy Development Plan outlines our key aims and objectives which are:

- To review and further enhance curriculum provision across the Academy.
- To continue to implement new structures and systems for assessing without levels, incorporating reading, writing, maths and GPS.
- To ensure that provision for maths and writing is highly effective and ensures that gaps in knowledge are rapidly closed through the use of effective ongoing formative assessment which results in excellent progress for all groups.
- To further develop the concept of mastery in teaching styles and assessment to ensure that the most able pupils are effectively challenged.
- To use Same Day Intervention strategies to accelerate progress in the context of the mastery curriculum.
- To introduce daily whole class guided reading in Key Stage One.
- To review and implement a new marking and feedback policy in light of recent training.
- To implement new systems for work scrutiny in English and Maths.
- To introduce 'The Big Talk' (SRE Programme) throughout the Academy.
- To continue to embed strategies to improve attendance and punctuality and to tackle the taking holidays in term time to improve attendance levels to 97%.
- To develop strategies to reduce the number of children identified as Persistent Absentees (PA) in line with the 90% attendance threshold.
- To continue to further enhance and extend the role of the Parent Support Adviser, with a particular focus on family learning, swift and easy referral and the delivery of specific Parenting Programmes (Triple P, Solihull etc.).
- To set up the newly acquired bungalow to enable an enhanced Family Learning and a range of parenting programmes offer to be introduced for families.
- To ensure the percentage of pupils in the current Y2 cohort attain above national averages for attainment and progress in writing and maths.

- To increase the percentage of most able disadvantaged pupils attaining above expected standards in KS1.
- To increase the percentage of pupils attaining the expected level in the Phonics screening check in Y1.
- To raise the percentage of disadvantaged pupils achieving the expected standard in reading.
- To raise the percentage of disadvantaged pupils achieving greater depth standard in writing.
- To use the new RAG document to identify gaps and plan for progress in Key Stage One.
- To further embed the use of the DfE Interim Teacher Assessment Frameworks in Y2.
- To continue to raise attainment in the EYFS by narrowing the gap in pupil achievement with a particular emphasis on boys achievement.
- To use half termly tracking data based on Development Matters and phonics assessments to identify gaps in learning and target appropriate interventions.
- To further enhance the outdoor provision in Nursery to ensure the highest quality indoor-outdoor free flow provision is available at all times.