

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Rowena Academy
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	30.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	Termly
Statement authorised by	Michelle Benton
Pupil premium lead	Michelle Benton
Governor / Trustee lead	Sherry Kahler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,235
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£120,235

Part A: Pupil premium strategy plan

Statement of intent

At Rowena Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

Conisbrough is a former mining community which was hit hard by the pit closures in the 1980's. The majority of our pupils live in areas where there is deprivation characterised by high unemployment, an inadequate employment base, low average income levels, rundown housing estates and poor health. 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. Our free school meals take up is 30.7% which is above the national average of 23%.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.

- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals pupils.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement

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
1. All pupils start the school day happy and ready to learn. The mental health and well being of every child is prioritised.	To ensure that pupils are well equipped for the school day (uniform, book bag, water bottle etc) and that they are well fed and nourished. To ensure that the mental health and well being of every pupil is a high priority

	<p>for all staff and that children are taught how to self-regulate (Thrive, PSHCE and Jigsaw).</p> <p>Pupils have good relationships with their peers and staff in school.</p> <p>Pupils engage fully in school life.</p>
2. To accelerate progress in Reading, Writing, Maths and Phonics to ensure all pupils achieve their full potential.	<p>To achieve outcomes in-line with, or above, national average by the end of KS1.</p> <p>To achieve outcomes in-line with, or above, national average by the end of Y1.</p>
3. To improve speech, language and communication for pupils.	<p>To ensure pupils are well supported and receive appropriate support (S&L Therapy, NELI, Time to Talk, Oracy project) in order for them to communicate confidently and articulately to a range of audiences.</p>
4. All pupils attend regularly and on time.	<p>To ensure absence and persistent absence are at least in line, or above national averages.</p> <p>To ensure there is no significant gap between disadvantaged and other pupils.</p>
5. Pupils have a wide range of visitors / visits to enhance the curriculum throughout the school year. Pupils have access to a wide range of Clubs at lunchtime and after school to provide an enhanced curriculum offer.	<p>To ensure all pupils have access to a wide range of visitors, visits and Clubs throughout the day and that they acquire new skills and knowledge as a result of their participation.</p>
6. Parents are well supported to enable them to encourage and support their children at both home and school.	<p>To ensure relationships with parents are positive and that they know how to secure help and support from the Academy.</p> <p>Attendance at events (Open Evening, Concerts, Sports Day etc is high).</p> <p>Parents are offered specialised support from our Parent Support Adviser (Solihull, Sleep Therapy, Thrive, behaviour), CAMHS Locality Worker, SALT etc.</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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.</p>	<p>A consistent approach from all staff facilitated by training for both teaching and support staff based on catch up plans from 2020-21.</p> <p>Use of nationally recognised schemes and approaches: Time to Talk, NELI, White Rose Maths, Launchpad to Literacy.</p> <p>EYFS and Y2 results at/above national evidence the effectiveness of these approaches prior to the Covid19 pandemic.</p>	<p>1,2,3</p>
<p>All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics. (Delta phonics catch up programme, Letterland, Phonic Bug, Launchpad to Literacy).</p>	<p>Letterland and Phonic Bug are both proven national SSP schemes. These schemes have always meant that the prior to Lockdown at Rowena Academy Phonics outcomes at Year 1 and 2 have always been in line/above national. After 18 months of disruption to teaching and learning our internal phonics monitoring showed that 21% of disadvantaged pupils were on track to achieve a pass in the Phonics Screening Check.</p>	<p>2</p>
<p>Launchpad to Literacy/ Phonics Tracker CPD training / refresher for all staff.</p>	<p>Baseline assessments indicate that the vast majority of disadvantaged EYFS children do not have a breadth of vocabulary or phonic awareness appropriate to their age.</p>	<p>2, 3</p>
<p>Additional SENCO release time for planning appropriate support plans to meet individual needs.</p>	<p>Of the 30.7% disadvantaged children 13% have SEN and/or medical/intimate care needs.</p>	<p>1,2,3,4,6</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for disadvantaged pupils across Key Stage 1 phonics, reading, writing, maths and phonics - £7,000	1 to 1 and small group targeted intervention support from a non-class based Intervention Support Teaching Assistant and class based Teaching Assistants has led to accelerated progress and children gaining ARE in previous years.	2
Time to Talk Programme - Targeted support for disadvantaged pupils in EYFS with speech and language difficulties - £2,000	Both small group targeted support from a non- class based HLTA has led to accelerated progress and children gaining ARE in previous years.	3
NELI and Launchpad to Literacy Programme - Targeted support for disadvantaged pupils with speech and language difficulties - £3,000	Both small group and 1:1 targeted support from 2 NELI trained support staff has led to accelerated progress of pupils in previous years.	2,3

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £101,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Adviser - £15,000	The role of the PSA is to build positive relationships with parents to enable them to support their children in school.	1,4,5,6
Thrive (Room and Resources) - £4,000	A whole school Thrive approach permeates the Academy and promotes the social, emotional and mental health of all.	1

Book bags, Homework Bags, water bottles. P.E kit and uniform support - £3,000	Children are dressed appropriately and are equipped and ready to learn.	1
Set up and running of Breakfast Club - £4,000	Our Breakfast Club provision ensures our children are well nourished and ready for school.	4,5,6
Seesaw - £1,500	All children are given access to the Seesaw app. Seesaw has now become our home learning platform following the positive take up in Lockdown. It is also used if pupils have to isolate.	2,3,6
Purple Mash - £800	All children are given access to Purple Mash to support our curriculum offer.	2,3,6
Bug Club / Grammar Bug / Letter-join £1,000	All children are given access to Bug Club / Grammar Bug / Letter-join to support our curriculum offer and support our reading, handwriting and phonics curriculum.	2,3,6
Attendance and Rewards Initiatives £2,000	Rewards and Incentives are used throughout the Academy to motivate pupils and parents to attend school regularly.	4,6
Sollihull, Triple P, Sleep Therapy Parenting Programmes - £1,000	Various groups delivered throughout the year. Bespoke support where necessary provided by the PSA.	1,6
Lunchtime and After School Clubs - £5,000	All children are given access to all Clubs at some point in their Rowena journey. This will include: Reading Clubs, a variety of Sporting Clubs, Forest Schools, Recorder Club, Music Club, Science and	2,5
Educational visits - £3,000	Educational visits are supported financially to ensure all pupils are able to participate.	5
Visitors in school to support the curriculum - £4000	Providing our pupils with a wide range of first hand experiences is crucial to our curriculum. It provides all our children with access to wider opportunities the would often otherwise not experience.	5
Additional staffing to support EYFS Intervention - £6,000	Many of our EYFS pupils enter with skills below age related and therefore require early additional support.	1,2,3

<p>KS1 Intervention - £6750</p>	<p>Many of our pupils enter KS1 with skills below age related expectations following the covid19 pandemic and therefore require additional support in phonics, reading, writing and maths to enable them to narrow the gaps in their learning.</p>	<p>2,3</p>
<p>Teaching Assistant in every classroom (20% of actual TA costs) - £44,500</p>	<p>All children benefit from an additional adult in the classroom.</p>	<p>2</p>

Total budgeted cost: £122550

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.