

Pupil Premium strategy statement – Rowner Junior 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	2024-25: 208 2023-24: 219
Proportion (%) of pupil premium eligible pupils	2024-25: 62% (128) 50% (103) - FSM(+E6) 12% (24) - Service (+E6) 0.46% (1)- LAC 2023-24: 56% (115) 44% (96) - FSM(+E6) 12% (26) - Service (+E6) 0.46% (1)- LAC
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)	2022-2025
Date this statement was published	Three year strategy: September 2022 Current academic year published: September 2024
Date on which it will be reviewed	Current academic year strategy reviewed: July/September 2024 Three year strategy reviewed: July 2025
Statement authorised by	Georgina Mulhall, Executive Headteacher

Pupil premium lead	Kerry Sharpe
Governor / Trustee lead	Judith Turnbull

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,660.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	156,660.00

Part A: Pupil premium strategy plan

Statement of intent

Our aspiration is to ensure equity of opportunity, experience, life chances and outcomes for all pupils - we recognise that learners achieving age-related expectations embedded within the development of the whole child is the greatest impact we can have on our disadvantaged and service community. Our approach builds upon relevant research (EEF, Sir John Dunford, Marc Rowland and Government documentation on Service Pupil, Premium: examples of best practice) using it alongside our robust and thorough understanding of our learners to make informed decisions about the effective use of funding.

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

1. High quality for teaching and learning for all
2. Targeted support through specific interventions linked to overcoming barriers to learning
3. Wider strategies to support pupils who experience socio-economic disadvantage

As well as a school strategy, each phase within our organisation (primary, secondary and special) have personalised strategic plans that align to the GFM strategy and meet the needs of their community ensuring positive impact on learner outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Tier 1 - teaching Our assessments indicate that some pupils do not make enough progress from their on entry starting points from Key Stage 1
2	Tier 1 - teaching Our assessments and observations indicate that some of our disadvantaged pupils have significant knowledge gaps/unable to retain key knowledge leading to pupils falling further behind age-related expectations.
3	Tier 1 - teaching While there is evidence of the attainment gap between disadvantaged and non-disadvantaged pupils diminishing over the course of Key Stage 2, significant gaps remain in English and Maths when compared to both their non-disadvantaged peers and national data. This is also reflected in Teacher Assessments across KS2.
4	Tier 2 - targeted academic support Some pupils do not have gaps in their learning identified early enough, therefore the gap can widen.
5.	Tier 2 - targeted academic support Some pupils who have SEND and are in receipt of Pupil Premium do not make sufficient progress to meet age related expectation and/or make progress from their start points
6.	Tier 2 - targeted academic support Some pupils have limited language and communication skills, which impacts on the progress they make
7.	Tier 3 - wider strategies Poor attendance adversely affects the progress and attainment of some pupils.
8.	Tier 3 - wider strategies The impact of societal and family circumstances e.g. socio-economic disadvantage, on-going cost of living crisis and parent deployment (Service) is having a negative impact on some pupil's mental health and well-being. This may have a detrimental effect on their attitudes towards school (attendance, behaviours, attitudes towards learning) <i>(during times of deployment or when the parent works away, the ongoing</i>

	<i>impact of COVID-19 on some pupils mental well-being and health as well as their interactions with their peers)</i>
9	Tier 3 - wider strategies Pupils access to the wider school curriculum is at times limited and inconsistent across school

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
Tier 1 - teaching 'Good' teaching and learning to enable pupils to make sound progress in maths, writing and reading across the key stage.	<ul style="list-style-type: none"> - High quality Professional learning that impacts directly on quality of teaching. - The DDI and Walkthru process will target specific next steps for staff in improving the quality of teaching. - Teaching will be at least good or better, reflecting all of the teaching standards.
Tier 1 - teaching Improve attainment and progress in maths, reading and writing (including spelling), ensuring end of Year 6 data is in line with at least national outcomes.	<ul style="list-style-type: none"> - End of KS2 results will show that more disadvantaged pupils are meeting the expected standard in Reading, Writing & Mathematics (R, W & M). - End of KS2 results will show that more disadvantaged pupils are making expected progress in R, W & M based upon their KS1 data - There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers across their time in KS2.
Tier 1 - teaching Improve standards and outcomes in maths, reading and writing so that combined is in line with at least national average	<ul style="list-style-type: none"> - End of KS2 results will show that more disadvantaged pupils are working at Age Related Expectations across all three subjects (combined). - End of KS2 results will show that our pupils are 'at least' in line with national average for ARE across all three subjects (combined). - There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers in all year groups.
Tier 1 - teaching Teaching and Learning Lead and Raising Standards Lead to work with subject leads to ensure that disciplinary knowledge is explicit across all subjects	<ul style="list-style-type: none"> - Teaching & Learning and Raising Standards Lead to work with subject leads to ensure that disciplinary knowledge is explicit across all subjects. - Teaching & Learning and Raising Standards Lead to work with subject leads to ensure that opportunities for reading, writing and maths are explicit, where applicable, throughout the units of learning.

<p>Tier 2 - targeted academic support To support and improve outcomes for learners with SEND and/or SEMH needs.</p>	<ul style="list-style-type: none"> - As a consequence of targeted, personalised interventions, SEND /SEMHpupils will make small steps progress from their starting points, both in academic and social and emotional development. This will be reflected in increase in standardised scores (Renaissance scores), improvement in attitudes towards learning (ImpactEd, pupil conferencing). - Effective deployment of staff to support these pupils, including the use of Trauma Informed Practitioners, inclusion Lead, pastoral team etc.
<p>Tier 2 - targeted academic support To ensure that gaps in learning are identified and addressed swiftly to limit</p>	<ul style="list-style-type: none"> - Children will make at least good progress. - Gaps in learning will be identified early, ensuring early intervention (all year groups). - Assessments will ensure that all pupils are challenged and supported (all year groups). - % of disadvantaged pupils achieving ARE/GDS will continue to improve narrowing the gap to national outcomes (all year groups). - Pupils will make at least expected progress against their on entry starting points (all year groups). - Increase curriculum opportunities where these have been missed are not yet secure.
<p>Tier 2 - targeted academic support To ensure limited language and communication skills are not a limiting factor in pupils reading and writing attainment.</p>	<ul style="list-style-type: none"> - All children will be assessed on their phonics knowledge on entry (all year groups) as well as complete an initial speech and language assessment. - Those pupils in lower school will take part in phonics sessions and will be able to access appropriate reading books and will pass phonics assessments. - Targeted language sessions/tiered vocabulary, will be evident in pupils spoken and written language
<p>Tier 3 - wider strategies For attendance to be at a minimum of 95% and for the percentage of persistent non-attendees to be reduced.</p>	<ul style="list-style-type: none"> - Higher rates of attendance for all pupils, but in particular those in receipt of PP. - At the end of year, school attendance figures will be at least in line with National Average - The percentage of persistent non-attendees to be significantly reduced, especially for our disadvantaged pupils.
<p>Tier 3 - wider strategies To minimise the impact on pupils emotional well-being due to personal circumstances <i>e.g. during times of deployment or when the parent works away, the impact of socio-economic challenges on some pupils mental well-being and health.</i></p>	<ul style="list-style-type: none"> - Any negative effects on pupils ' well-being will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Pupils are able to self regulate and signposting supports access to manage pupil wellbeing.

<p>Tier 3 - wider strategies</p> <p>To improve disadvantaged pupils access to cultural capital through the extended school provision</p> <p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p>	<ul style="list-style-type: none"> - Key tracking of PP learners access to clubs. - Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital. - Ensure access to onsite and off-site opportunities through trips and visits.
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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: £81,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to develop a professional learning programme with a focus upon: Inclusion and the impact of deprivation as well as quality first teaching.</p> <ul style="list-style-type: none"> - PDMs (<i>this is to include a focus on QFT, analysis of data, best practice for our disadvantaged pupils and those in receipt of Pupil Premium, supporting pupils with SEND</i>) - DDIs and WalkThrus - Inset days - Practice Clinics 	<p>The best available research indicates that great teaching is the most important lever schools have to improve pupils attainment. It is important that schools consider how children learn, with teaching approaches that ensure long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies are crucial.</p> <p>Whole school/ Trust level PL delivered to support staff's understanding of both Teaching standard 5 and the Impact of deprivation upon pupil outcomes.</p> <p><u>Effective Professional Development</u></p> <p>NFER building block 1 (whole-school ethos of attainment for all) and 3 (high quality teaching for all) form part of the building blocks in successful raising attainment for disadvantaged pupils.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p>	<p>Tier 1 challenge 1,2,& 3</p> <p>Tier 2 challenge 4, 5 & 6</p>

<p>Teachers to be well informed to identify gaps and generate next steps in pupils learning</p> <ul style="list-style-type: none"> - Purchase of diagnostic tools e.g. Times Tables Rockstars, Bedrock and Renaissance diagnostic tools - Purchase and training in the use of PiXL to inform next steps - SLT / Raising Standards Lead / subject leads to complete timely analysis of data and create actions from that to inform High Impact Teaching Plans. 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>NFER building block 4 (meeting individual learning needs) state that staff seek to understand gaps in learning and then seek the best strategies to support the child's next step in learning.</p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that..high quality training and support from teachers and senior leaders is crucial to making TA interventions work.</p>	<p>Tier 1 challenge 1,2,& 3</p> <p>Tier 2 challenge 4, 5 & 6</p> <p>Tier 3 challenge 7 & 8</p>
<p>To continue to develop a culture of 'reading' at Kings Academy Rowner</p> <ul style="list-style-type: none"> - Principles of Reading - Work with Trust Teaching and Learning Leads on further enhancing the reading curriculum across all subjects - Keep up to date with reading research - Purchase of a new Phonics Scheme - Super Sonic Phonic Friends and appropriate training provided to all staff (within the Trust as well from the phonics company) - Review and purchase (as applicable) of fully decodable books that match SSPF 	<p>Research from National Literacy Trust (2024) shows that there has been a sharp decline in reading for pleasure. The report highlights that <i>reading is one of the most important building blocks for young people to achieve their potential across many subjects in school and that good literacy levels are vital to build a successful career and engagement with the wider world.</i> This makes it even more important to ensure that our reading culture is engaging and embedded.</p> <p>'Rowner Reading Strategies' and the KGA Principles of Reading enable pupils to focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also <u>metacognition and self-regulation</u>).</p> <p><u>Reading comprehension strategies</u></p>	<p>Tier 1 challenge 1, 2 & 3</p>
<p>Embedding of previous training on meta-cognition (Let's Think English) and Rosenshine's Principles of</p>	<p>Evidence suggests that the use of and teaching of metacognitive strategies can be the equivalent of +7 months progress, and that such skills are taught in subject specific content as pupils otherwise find it</p>	<p>Tier 1 challenge 2, & 3</p>

<p>Teaching and using these principles across the curriculum.</p> <ul style="list-style-type: none"> - PDMs throughout the year on metacognition; observations and follow-ups on delivery of Let's Think English 	<p>hard to transfer these generic tips to specific tasks. This is reiterated by Marc Rowland (<i>Addressing educational disadvantage 2021</i>)</p> <p><u>Metacognition and Self-regulated Learning EEF</u></p> <p>Evidence on the effects of cognitive accelerations indicates that Cognitive Acceleration intervention has a positive, permanent effect on children's general cognitive ability,</p> <p><u>The Adey Report - Let's Think in English</u></p> <p><u>The Effects of Cognitive Acceleration – and speculation about causes of these effects.</u></p> <p>Marc Rowland states that it is particularly important to improve the meta-cognition of low-attaining pupils as it contributes to securing understanding, commits learning to the long term memory as well as develops their own independent learning skills, thereby reducing reliance on adults. (<i>Addressing educational disadvantage 2021</i>)</p>	<p>Tier 2 challenge 4, 5 & 6</p> <p>Tier 3 challenge 2</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £22,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Bedrock, Renaissance and PiXL - diagnostic tools to identify gaps in pupils academic work to support teachers in targeting next steps	<p>The EEF guide to pupil premium, states that the key ingredient to a successful school is effective teaching and should therefore be priority when spending PP funding. By purchasing these tools, this allows teachers the time to then implement actions to address these gaps rather than spending the time on marking and analysing data actioning next steps. .</p> <p><u>The EEF guide to the Pupil Premium</u></p>	<p>Tier 1 challenge 1, 2, & 3</p> <p>Tier 2 challenge 4, 5 & 6</p>
Effective deployment of resources to implement targeted sessions to address identified gaps (academic and well-being):	NFER building block 1 (whole-school ethos of attainment for all), 3 (high quality teaching for all) , 4 (meeting individual needs for all pupils) and 5 (deploying staff effectively) all form part of the building blocks in successful raising attainment for disadvantaged pupils.	Tier 1 challenge 1, 2, & 3

<ul style="list-style-type: none"> - Targeted phonics sessions; - Targeted Speech and Language - Targeted SEMH/well-being sessions; - Targeted cases held by our learning mentors who offer support on pastoral and academic - Service well-being check ins; - Targeted support for maths, spelling, reading - Pupil conferencing - Ongoing professional development for support staff 	<p>Phonics / toolkit strand / EEF <u>Phonics EEF</u> Evidence within schools indicates that:</p> <ul style="list-style-type: none"> - <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff. This links to NFER building block 5 where it talks about deploying staff effectively and training and supporting teaching assistants to support pupils' learning. This is supported by research led by Johnathan Sharples, where findings show that..high quality training and support from teachers and senior leaders is crucial to makingTA interventions work.</p> <p><u>Teaching Assistant Interventions EEF</u></p>	<p>Tier 2 challenge 4, 5 & 6</p> <p>Tier 3 challenge 7 & 8</p>
<p>Year 6 pupils to take place in targeted booster sessions</p>	<p>Small group booster/intervention sessions targeted at specific needs and knowledge gaps can be an effective method to support pupils, especially when diagnostic assessments are used to identify the best ways to target support. Cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile as opposed to 1:1 tuition.</p> <p>Small group intervention: <u>Small group tuition EEF</u></p>	<p>Tier 1 challenge 1, 2, & 3</p> <p>Tier 2 challenge 4, 5 & 6</p> <p>Tier 3 challenge 7 & 8</p>

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

Budgeted cost: £52,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Motional well being diagnostic tool.	Screening tool for use with identified learners to or identifying, assessing, and improving the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp's research on emotional systems in the brain and extensive research, studies and expertise in executive functional skills. It	Tier 3 challenge 7 & 8

	can record ACE and Protective Factor scores where required and gives staff a whole-brain picture of students' mental health and wellbeing.	
<p>Targeted sessions to address well-being identified gaps:</p> <ul style="list-style-type: none"> - Targeted SEMH/well-being sessions with our pastoral team (<i>1:1, Hive, Anxiety Gremlins etc</i>); - Service well-being check-ins; - Service Club; - Lego Therapy sessions; - Lunch clubs/After school clubs e.g.Young carers - Parent workshops (from outside agencies and within Trust) on areas of challenge with their children e.g sleep, increase in anxiety - Trauma Informed Practitioner to undertake training on 'Trauma Informed Practice work with parents' and run parental sessions/coffee mornings - Review of our well-being curriculum to ensure that children are explicitly taught strategies to manage their well-being/emotions 	<p>The emotional and academic impact on all pupils, but especially those in receipt of PP, is unprecedented and research is continually coming out on potential barriers and ways in which these can be addressed.</p> <p><u>Improving Social and Emotional Learning in Primary Schools EEF</u></p> <p>A core part of these targeted sessions is about building relationships. Rowland (<i>Addressing educational disadvantage in schools and college 2021</i>) states that <i>'this is a core element of the strategy.'</i> To this end, interventions are run by trusted adults and when identifying pupils who require targeted support, the adult who will be running this is carefully considered for the individual. Rowland also goes on to say that, <i>'...we need to take a long approach to addressing disadvantage in the classroom by improving relationships inside and out, across our school communities.'</i></p> <p>Service Pupil Premium, examples of best practice published by the MOD identifies that best practice for schools is to have dedicated members of staff to support pupils and parents during times of deployment and specific strategies for managing feelings and emotions.</p> <p>https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</p>	<p>Tier 1 challenge 1, 2, & 3</p> <p>Tier 2 challenge 4, 5 & 6</p> <p>Tier 3 challenge 7 & 8</p>
<p>Embedding principles of good practice set out in the DfE's 'Improving School attendance' advice.</p> <p>This will involve working across the Trust to implement new procedures and protocols to improve</p>	<p>Attendance policies.</p> <p>Data linked to attendance figures at school, Primary phase and Trust level, including persistent absentees.</p> <p>A study by Jackson et al (2020) found fewer absences in schools where pupils reported greater sense of belonging (see Rowland quote above), better peer</p>	<p>Tier 3 challenge 7</p>

<p>attendance at school and across the Trust.</p> <ul style="list-style-type: none"> - Trust wide protocols on attendance that is underpinned by high expectations - Attendance is regularly tracked, monitored and reported upon identifying trends and patterns for identified pupils. - All staff being aware of their responsibility towards improving attendance e.g. raising with parents concerns, monitoring persistent absentees and informing the appropriate persons - Intervention is targeted and personalised to family circumstances and monitored. - Close collaboration with Trust and outside agencies 	<p>relationships and where teachers helped them develop social and emotional skills (resilience, growth mindset, self-regulation). To this end, the pastoral team support SLT with addressing non-attendance, building relationships with both pupils and parents on identifying and addressing barriers.</p> <p>Jean Gross (2022) states that engagement and relationship with parents is also key. To support with this, our pastoral team are visible and actively engage with our parents, so that if support is required then relationships and engagement is already there.</p> <p>NFER building block 2 (addressing behaviour and attendance) form part of the building blocks in successful raising attainment for disadvantaged pupils, especially where responses are quick to deal with attendance, as well as working with families.</p> <p><u>working together to improve school attendance DfE.</u></p> <p>DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.</p> <p><u>Being present: the power of attendance and stability for disadvantaged pupils</u></p> <p>National data suggests that there is an increasing attendance gap between FSM and non-FSM pupils. https://schoolsweek.co.uk/attendance-gap-widens-as-poorer-pupils-fall-behind/</p> <p>EEF offers a range of guidance on improving attendance</p> <p>In summary, they state that improving school attendance is multi-faceted, requiring different strategies in different contexts. However they highlight key themes:</p> <ol style="list-style-type: none"> 1. Build a holistic understanding of pupils and families, and diagnose specific needs 2. Build a culture of community and belonging for pupils 3. Communicate effectively with families 4. Improve universal provision for all pupils 5. Deliver targeted interventions to supplement universal provision 6. Monitor the impact of approaches 	
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<p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p> <ul style="list-style-type: none"> -Dance Live participation - residentials - visits/ visitors - Opportunities to attend after school clubs 	<p>Relates to Ofsted framework: <i>The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents... the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy</i></p> <p>The EEFstates that extracurricular activities are an important part of education, but that whilst these activities may increase engagement, it is important to consider how increased activities impacts on outcomes. At Kings Academy Rowner, it is hoped that it engages our pupils with the wider 'love' of school and will impact on well-being and increase attendance. Clubs take place every day other than Friday, however this will be reviewed.</p>	<p>Tier 3 challenge 9</p>
<p>Resources to support Intervention - contingency fund</p>	<p>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 e.g. trips, clothing etc.</p>	<p>All</p>

Total budgeted cost: £156,600.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Outcome
DATA tables linked to Tier 1 outcomes	

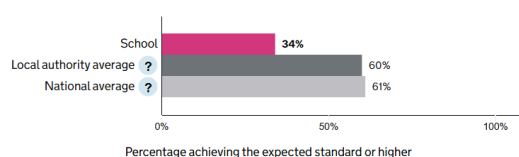
National ARE+ %	GPS	GDS	Reading	GDS	Writing	GDS	Maths	GDS	Science	Combined
	72	TBC	74	TBC	72	TBC	73	TBC	81	61
KAR %	GPS		Reading	GDS	Writing	GDS	Maths	GDS		Combined
58 pupils %	31%	3	53%	16	52%	2	52%	9	83%	36%
Disapplied	1 pupil		2 pupils		n/a		1 pupil		n/a	

Table above:shows (provisional) data of end of KS2

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher ?

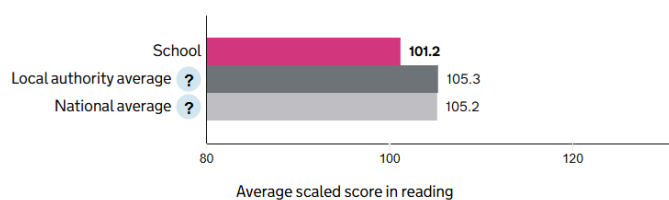
Number of pupils = 58



Average scaled score in:

Reading ?

Number of pupils = 58

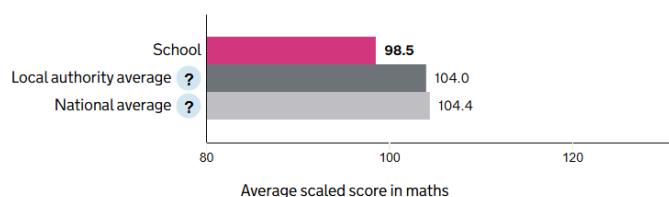


[Explore data in detail](#)

[View pupil breakdown](#)

Maths ?

Number of pupils = 58



Tier 1 (teaching)

Improve attainment and progress in maths, reading and writing (including spelling), ensuring end of Year 6 data is in line with KS1 data

Improve standards and outcomes in maths, reading and writing so that

End of KS2 data:

Table above:shows (provisional) data of end of KS2 2023-24

- As a result of robust, targeted support, disadvantaged pupils left Key Stage 2 in line with their Key Stage 1 on entry data start points.

combined is in line with at least national average

‘Good’ teaching and learning to enable pupils to make sound progress in maths, writing and reading across the key stage.

Success criteria:

- *High quality Professional learning that impacts directly on quality of teaching*
- *Teaching will be at least good or better, reflecting all of the teaching standards.*
- *Gaps in learning will be identified early, ensuring early intervention.*
- *Assessments will ensure that all pupils are challenged and supported.*
- *% of disadvantaged pupils achieving ARE/GDS will continue to improve narrowing the gap to national outcomes.*
- *Pupils will make at least expected progress against their on entry starting points.*
- *End of KS2 results will show that more disadvantaged pupils are meeting the expected standard in Reading, Writing & Mathematics (R, W & M)*
- *End of KS2 results will show that more disadvantaged pupils are making expected progress in R, W & M based upon their KS1 data*
- *There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers across their time in KS2.*
- *There will be a diminishing gap between the progress*

- End of KS2 results show that we have reduced the gap in attainment between those eligible for PP and their non-PP peers in reading (*difference 8%, whereas in 2022-23:33%*) and writing (*difference 10%, whereas in 2022-23:37%*)

However, there continues to be a gap in attainment in maths (*difference 33%, whereas in 2022-23:24%*) Whilst there appears to be a narrowing gap in reading and writing, end of KS2 outcomes do not align with national and that is why these continue to appear as challenges on our PP document

- As a result of a range of formative and summative assessments at various points throughout learning journeys, the needs of all learners, but especially those in receipt of pupil premium are catered for. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments, adaptation of learning and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).
- For years 3-6 teacher assessments across the year, indicated that the percentage of disadvantaged pupils who achieved ARE increased in maths (+16.6%), reading (+15.5%) and writing (+12.1%).
- Year 5 had the smallest gap in writing (-5.6%) and maths (-4.1%) between our disadvantaged pupils and their non-disadvantaged peers, with the disadvantaged pupils outperforming their non-disadvantage peers in reading (+4.7%)
- Year 4 had the largest gap between disadvantaged and their non-disadvantaged peers reading (-23.5%), writing (-30.9%) and maths (-29.1%). As this cohort move into Year 5, this year group will be a particular focus to ensure that across the next two years we are able to narrow the gap ahead of their SATS (2025-26)
- Across year 3- 5, there continued to be a gap between our disadvantaged and non-disadvantaged pupils achieving ARE in maths (difference of 14.2%), reading (difference 10.9%) and writing (difference of 17%) which is why these areas continues to be a focus on the PP plan, but also

<p><i>and attainment of disadvantaged pupils and their non-disadvantaged peers in all year groups</i></p>	<p>appears on the Academy Improvement Plan for the next academic year.</p> <p>Teaching and Learning:</p> <ul style="list-style-type: none"> Teachers were able to apply pedagogical knowledge to plan well structured learning journeys that 'Aim high for all' and with access strategies to ensure that all pupils are able to access the learning (evidenced by learning walks and book monitoring)
<p>To diminish the difference in the attainment gap between disadvantaged and non-disadvantaged pupils.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <i>Children will make at least good progress</i> <i>Gaps in learning will be identified early, ensuring early intervention.</i> <i>Improve progress and attainment in core subjects where gaps have grown or developed</i> 	<ul style="list-style-type: none"> Of those pupils who took part in the GFM tutoring programme (Both disadvantaged and non-disadvantaged), the following impact was made: <ul style="list-style-type: none"> 39% of those pupils who took part, achieved ARE+ at the end of key stage SATS in reading (focus of tutoring). 57% of these pupils made progress either in line or better than their Key Stage 1 end points. Pupils eligible for PP(FSM) were over-represented in this group with 36% of those eligible for PP and accessing the GFM tutoring programme achieving ARE, this was compared to 41% of non-PP pupils. 56% of those eligible for PP made progress either in line or better than their Key Stage 1 end points. This was compared to 59% of non-PP pupils. As a result of targeted support based upon gaps in learning identified by Renaissance diagnostic assessments 57% of the pupils across the school were reading at a level appropriate for their chronological age, thereby ensuring that reading was not a limiting factor to them accessing the curriculum. However, 74% of the school made progress from their start of year baselines. Meaning that more pupils across the school were closer to working within the 'expected' standardised scores for their age by the end of the academic year. As a result of targeted support based upon gaps in learning highlighted by Renaissance diagnostic assessments, maths standardised scores increased, on average, by 6 points (96 - 102). This equates to 57% of the school working at 100 or above (100 being an average for working at an age related expectation.). However, 71% of the school made progress from their start of year baselines. Meaning that more

	pupils across the school were closer to working within the 'expected' standardised scores for their age by the end of the academic year.
<p>To support and improve outcomes for learners with SEND and/or SEMH needs.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> As a consequence of targeted, personalised interventions, SEND /SEMHpupils will make small steps progress from their starting points, both in academic and social and emotional development. This will be reflected in increase in standardised scores (Renaissance scores), improvement in attitudes towards learning (ImpactEd, pupil conferencing) Effective deployment of staff to support these pupils. 	<ul style="list-style-type: none"> End of Key Stage 2 outcomes, indicated that pupils with SEND left KS2 in line with their KS1 baselines. End of Key Stage 2 outcomes highlight that for those pupils on the SEND register: 20% achieved ARE in reading and writing and 27% in maths. As a result of teacher knowledge of pupils, careful use of diagnostic tools and strategies that supported, but did not limit learning (Access for all) pupils with SEND learning journeys demonstrated incremental progress.
<p>To ensure limited language and communication skills are not a limiting factor in pupils reading and writing attainment.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Targeted language sessions/tiered vocabulary, will be evident in pupils spoken and written language 	<ul style="list-style-type: none"> 100% of disadvantaged pupils that were part of a phonics intervention all made progress from their baseline assessments. Monitoring highlighted that all pupils were provided with appropriate access strategies to support them in their language choices in written work and across subjects.
<p>For attendance to be at a minimum of 95% and for the percentage of persistent non-attendees to be reduced.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Higher rates of attendance for all pupils, but in particular those in receipt of PP. At the end of year, school attendance figures will be at 	<ul style="list-style-type: none"> As a result of robust systems to challenge non-attendance at Kings Academy Rowner, attendance by the end of the academic year was in line with the national averages (KARo -95% - National:95%) Our persistent absentee rate by the end of the year was at 11.1%. This was significantly below the national average of 22.3%. The gap between disadvantaged and non-disadvantaged pupils improved from previous years, with a 2.9% gap,

<p><i>least in line with National average</i></p> <ul style="list-style-type: none"> • <i>The percentage of persistent non-attendees to be significantly reduced, especially for our disadvantaged pupils.</i> 	<p>whereas in previous years, the gap has been on average 4.2%. However, by the end of the academic year there is a gap of 7% between our disadvantaged persistent absentees and their non-disadvantaged peers. To this end, reducing our persistent absentees and attendance continues to be a focus on our current plan, with a specific focus in 2024-25 on decreasing the number of persistent absentees of our disadvantaged pupils.</p> <ul style="list-style-type: none"> • Our exclusion data for academic year 2023-24 highlighted that our non-disadvantaged pupils had more exclusions than our disadvantaged pupils. <p>Disadvantaged: 5 sessions / 8 days / 3 pupils</p> <p>Non-Disadvantaged: 15 sessions / 13.5 days / 7 pupils</p> <p>This was an improvement from the previous year where the statistics showed Disadvantaged: 20 sessions / 10 days Non-disadvantaged: 15 sessions / 7.5 days.</p>
<p>To improve disadvantaged pupils access to cultural capital through the extended school provision</p> <p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • <i>Key tracking of PP learners access to clubs</i> • <i>Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital</i> • <i>Ensure access to onsite and off site opportunities through trips and visits</i> 	<ul style="list-style-type: none"> • Of those pupils that attended our After-school club provision, 73% were pupils eligible for PP. This was an increase from the previous year of 12%. • All pupils in receipt of PP accessed off site opportunities through trips and visits.
<p>To minimise the impact on pupils emotional well-being due to personal circumstances e.g. during times of deployment or when the parent works away, the impact of wider socio-economic challenges on some pupils mental well-being and health.</p>	<ul style="list-style-type: none"> • Our assessments and observations indicated that pupil learning behaviour, wellbeing and mental health continued to be impacted last year, primarily due to the wider socio-economic impact for our families. This impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. To

<p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - Any negative effects on pupils ' well-being will be addressed rapidly to ensure that children do not have gaps in their learning and can make rapid progress from their starting point. - Pupils are able to self regulate and signposting supports access to manage pupil wellbeing 	<p>further support this, we looked at the deployment of adults and redeployed some of these to be part of our wider Pastoral Team.</p>
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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
Times Tables Rockstars	Maths Circle Ltd
Bedrock vocabulary	Bedrock Learning
Renaissance Star Assessments & Early Reader	Renaissance Learning
Spelling Shed	EdShed
Let's Think in English	Let's Think in English
Widget	Widget online
Motional	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Measure	Details
1. To minimise the emotional impact of deployment and parents working away, on children and families.	<ul style="list-style-type: none"> • SEMH/well-being/check in sessions with our pastoral team ; • Service well-being check ins via the GFM ELSA/trauma informed practitioner • Parents are signposted to external services, dependent on need, including KGA Service Family links.

	<ul style="list-style-type: none"> Service pupils created 'Nautical News' a newsletter for their deployed parents as well as the wider school community where they shared key information and news pertinent to the service pupils Service pupils have weekly access to Service Club
2. To further improve outcomes for all Service Pupils in achieving greater attainment and progress	<ul style="list-style-type: none"> Regular monitoring of attendance. Half termly analysis of data to identify gaps and generate and action next steps.

The impact of that spending on service pupil premium eligible pupils

Impact	Details
1. To minimise the emotional impact of deployment and parents working away, on children and families.	<ul style="list-style-type: none"> As a result of the actions undertaken to support Service pupils and their mental wellbeing, pupils felt that the opportunities to work with adults within school had a positive impact on their emotional well-being. Where pupils did not feel it had a positive impact, this was because personal circumstances at home had altered considerably and pupils were dealing with new and challenging emotions that needed addressing and support in a different way. For those Service pupils who were transitioning to secondary school, pupils felt that support from the school had ensured that they were prepared for the next step in their education. Pupil voice for service club highlighted that

Pupils working at ARE	Y3 service	Diff from non-service peers	Y4 service	Diff from non-service peers	Y5 service	Diff From non-service peers	Y6 service	Diff from non-service peers
REading	33.3%	-28.9%	66.7%	-3.5%	66.7%	+6.7%	50%	-4%
Writing	33.3%	-19.1%	66.7%	+11.4%	50%	+3.3%	50%	-8%
Maths	33.3%	-35.7%	83.3%	+6.7%	83.3%	+16.6%	63%	-2%

3.1 Table showing data for Service pupils vs non-service pupils

2. To further improve outcomes for all Service Pupils in achieving greater attainment and progress	<ul style="list-style-type: none"> As a result of a range of formative and summative assessments at various points throughout learning journeys and more accurate diagnostic assessments of gaps in learning for our service pupils, the needs of all learners, but especially those in receipt of pupil premium (Service pupil premium) are catered for. This is evidenced through more diagnostic targeted support plans, gap analysis of summative assessments, adaptation of learning and learning
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	<p>journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).</p> <ul style="list-style-type: none"> • In some cohorts/subjects, our service pupils continue to outperform their non-service peers. Our year 3 pupils as they move into year 4, will be a focus in 2024-25 to narrow the gap between our service and non-service pupils. • Of those pupils who took part in the KGA tutoring programme (Both Service and non-service), 25% of our Service pupil achieved ARE+ in the end of key stage SATS. This was compared to 75% of non-service pupils who also took part in KGA tutoring programme. However, 75% of our Service pupils made progress either in line or better than their Key Stage 1 end points. • Although at the end of KS2, our Service pupils were outperformed by their non-service peers, they were broadly in line with each other in maths and reading (. For those service pupils that left KS1 at ARE, the following % of Service pupils also left KS2 at ARE: 80% - reading, 100% - writing and 100% in maths. • Whilst our service pupils outperform their non-service peers, we identify that writing continues to be an area that we need to support our service pupils with, especially our Y3 (Y4 cohort for academic year 2024-25). • Due to parental deployment and request for term time holidays, service pupil attendance was below the national averages (Service:94% - national average: 95% Non-service pupils:95.%). This is an area that we will address in the academic year 2025-25. • The % of persistent absentees of Service pupils was below those of non-service pupils e.g. service PA: 6 % Vs Non-service PA:11% Whilst this is positive, this was an increase from the previous year where 0% of our Service Pupils were persistent absentees.
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Further information

Our Pupil Premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- working alongside external agencies to support with pupils and parents with challenges linked to SEMH e.g. counsellors, therapy sessions, MAST, Motiv8 etc
- Working alongside outside agencies with supporting families with financial challenges e.g. food vouchers, food hampers, Salvation Army (Christmas presents), Birthday Cake
- Working alongside the Kings Group Academy Community Hub (Service families)
- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Last year, we utilised a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new Pupil Premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, Learning Walks, book scrutinies conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of books, reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies (ImpactEd) about the impact of the pandemic on disadvantaged pupils. Furthermore, we worked alongside the KGA Pupil Premium forum to learn from each other's approaches.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.