

# Pupil Premium strategy statement – King's Academy Rowner

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	2025-26: 200
Proportion (%) of pupil premium eligible pupils	<b>2025-26:</b> 61% (121) 48% (96) - FSM(+E6) 12.5% (25) - Service (+E6) 0.5% (1) - LAC
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	1st year of 3 year plan: 2025-2026  Three-year plan: 2025-28
Date this statement was published	Three-year strategy: December 2025 - December 2028  Current academic year published: 2025-26
Date on which it will be reviewed	Current academic year strategy reviewed: July/September 2026  Three-year strategy reviewed: July/September 2028
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	Pupil Premium £145,780 Service Premium £10,880
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>  <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 every pupil. Guided by our academy values of honesty, faith and courage, we recognise that enabling all learners to achieve age-related expectations, while nurturing the whole child, has the greatest impact 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

# Challenges

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

Challenge number	Detail of challenge
1.	<p><b>Tier 1 - teaching</b>  The majority of pupils join King's Academy Rowner having not achieved national expectations in reading, writing and maths.</p> <p>Our on-entry data from Key Stage 1 for this academic year indicates that only 21% of pupils achieved age-related expectations in combined (2024-25). This is at least 40% below national averages (<i>official data has not been released yet</i>)</p>
2.	<p><b>Tier 1 - teaching</b>  Our assessments indicate that some pupils do not make enough progress from their on entry starting points from Key Stage 1</p>
3.	<p><b>Tier 1 - teaching</b>  Our end of Key Stage 2 data shows that King's Academy Rowner are not in-line with national expectations in reading, writing and maths.</p>
4.	<p><b>Tier 1 - teaching</b>  Our assessments and observations indicate that some of our disadvantaged pupils have significant knowledge gaps and are unable to retain key knowledge leading to pupils falling further behind age-related expectations.</p>
5.	<p><b>Tier 1 - teaching</b>  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.</p>
6.	<p><b>Tier 2 - targeted academic support</b>  Not enough pupils are joining King's Academy Rowner having achieved the national expectations in phonics.</p> <p><i>(Academic Year 2024-25, only 49% of the pupils passed the phonic screening in Year 1).</i></p>
7.	<p><b>Tier 2 - targeted academic support</b>  Some pupils do not have gaps in their learning identified early enough; therefore the gap can widen. We need to balance 'catch-up' with 'keeping up'.</p>
8.	<p><b>Tier 2 - targeted academic support</b>  Some pupils who have SEND and are in receipt of Pupil Premium do not make sufficient progress to meet age-related expectations and/or make progress from their start points</p>
9.	<p><b>Tier 2 - targeted academic support</b>  Some pupils have limited language and communication skills, which affects their ability to access learning, express their understanding and, ultimately, make sustained progress.</p>
10.	<p><b>Tier 3 - wider strategies</b>  Poor attendance adversely affects the progress and attainment of some pupils.</p>

11.	<p><b>Tier 3 - wider strategies</b></p> <p>The impact of societal and family circumstances, such as socio-economic disadvantage, the ongoing cost-of-living crisis, and parental deployment in our Service community, can negatively affect some pupils' mental health and well-being. This, in turn, may influence their attitudes towards school, including attendance, behaviour, and engagement with learning.</p>
12.	<p><b>Tier 3 - wider strategies</b></p> <p>Pupils access to the wider school curriculum/offer is at times limited and inconsistent across school.</p>

## 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
<p><b>Tier 1 - teaching</b></p> <p>Improve standards and outcomes for Year 3 pupils, ensuring that, regardless of their below-average starting points, they are able to access a curriculum that meets their needs, addresses gaps in learning and begins the upward trajectory of them meeting age related expectations by the end of their Key Stage Two journey.</p>	<ul style="list-style-type: none"> <li>- A Year 3 curriculum that addresses gaps in Key Stage 1 foundational knowledge and skills, whilst also ensuring Key Stage 2 coverage.</li> <li>- Attainment at the end of Year 3 will show that more pupils are achieving age related expectations in reading, writing and maths.</li> </ul>
<p><b>Tier 1 - teaching</b></p> <p>'Good' teaching and learning to enable pupils to make sound progress in maths, writing and reading across the key stage.</p>	<ul style="list-style-type: none"> <li>- High quality Professional learning that impacts directly on quality of teaching.</li> <li>- The DDI and Walkthru process will target specific next steps for staff in improving the quality of teaching.</li> <li>- Teaching will be at least good or better, reflecting all of the teaching standards.</li> </ul>
<p><b>Tier 1 - teaching</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>- End of KS2 results will show that more disadvantaged pupils are meeting the expected standard in Reading, Writing &amp; Mathematics (R, W &amp; M).</li> <li>- End of KS2 results will show that more disadvantaged pupils are making expected progress in R, W &amp; M based upon their KS1 data</li> <li>- There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers across their time in KS2.</li> </ul>
<p><b>Tier 1 - teaching</b></p> <p>Improve standards and outcomes in maths, reading and writing so that combined is in line with at least national average</p>	<ul style="list-style-type: none"> <li>- End of KS2 results will show that more disadvantaged pupils are working at Age Related Expectations across all three subjects (combined).</li> <li>- End of KS2 results will show that our pupils are 'at least' in line with national average for ARE across all three subjects (combined).</li> </ul>

	<ul style="list-style-type: none"> <li>- There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers in all year groups.</li> </ul>
<b>Tier 1 - teaching</b> 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"> <li>- Teaching &amp; Learning and Raising Standards Lead to work with subject leads to ensure that disciplinary knowledge is explicit across all subjects.</li> <li>- Teaching &amp; 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.</li> </ul>
<b>Tier 2 - targeted academic support</b> To support and improve outcomes for learners with SEND and/or SEMH needs.	<ul style="list-style-type: none"> <li>- As a consequence of targeted, personalised interventions, SEND /SEMH pupils 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, and improvement in learning behaviours.</li> <li>- Effective deployment of staff to support these pupils, including the use of Trauma Informed Practitioners, inclusion Lead, pastoral team etc.</li> </ul>
<b>Tier 2 - targeted academic support</b> To ensure that gaps in learning are identified and addressed swiftly to limit	<ul style="list-style-type: none"> <li>- Children will make at least good progress.</li> <li>- Gaps in learning will be identified early, ensuring early intervention (all year groups).</li> <li>- Assessments will ensure that all pupils are challenged and supported (all year groups).</li> <li>- Disadvantaged pupils achieving ARE/GDS will continue to improve and therefore narrow the gap between their non-PP peers and closer to national outcomes (all year groups).</li> <li>- Pupils will make at least expected progress against their on entry starting points (all year groups).</li> <li>- Increase curriculum opportunities where these have been missed are not yet secure.</li> <li>- Targeted Y6 interventions/ pre and after school booster groups</li> </ul>
<b>Tier 2 - targeted academic support</b> To ensure limited language and communication skills are not a limiting factor in pupils reading and writing attainment.	<ul style="list-style-type: none"> <li>- All children will be assessed on their phonics knowledge on entry (all year groups) as well as complete an initial speech and language assessment.</li> <li>- Those pupils in lower school will take part in class phonics lessons, where appropriate individual/group phonic sessions and will be able to access appropriate reading books and will pass phonics assessments.</li> <li>- Targeted language sessions/tiered vocabulary, will be evident in pupils spoken and written language</li> </ul>
<b>Tier 3 - wider strategies</b> For attendance to be at a minimum of 95% and for the percentage of persistent non-attendees to be reduced.	<ul style="list-style-type: none"> <li>- Attendance for all pupils continues to increase and at least in line with national, but in particular those in receipt of PP.</li> <li>- At the end of year, school attendance figures will be at least in line with National Average</li> <li>- The percentage of persistent non-attendees to be significantly reduced, especially for our disadvantaged pupils.</li> </ul>

<p><b>Tier 3 - wider strategies</b></p> <p>To minimise the impact on pupils emotional well-being due to personal circumstances <i>e.g.</i> <i>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"> <li>- 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.</li> <li>- Pupils are better able to self-regulate</li> <li>- Signposting for children's parents/carers supports access to manage pupil wellbeing.</li> </ul>
<p><b>Tier 3 - wider strategies</b></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"> <li>- Key tracking of PP learners' access to clubs.</li> <li>- Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital.</li> <li>- Ensure access to on-site and off-site opportunities through trips and visits.</li> </ul>

## 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"> <li>- 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>)</li> <li>- DDIs and WalkThrus</li> <li>- Inset days</li> <li>- Practice Clinics</li> </ul>	<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><b><u>Effective Professional Development</u></b></p> <p>NFER building block 1 (whole-school ethos of attainment for all) and 3 (high quality teaching for all )</p>	<p>Tier 1 challenge 1,2, 3, 4 &amp; 5</p> <p>Tier 2 challenge 6, 7, 8 &amp; 9</p>

	<p>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>Teachers to be well informed to identify gaps and generate next steps in pupils learning, including appropriate deployment of staff</p> <ul style="list-style-type: none"> <li>- Purchase of diagnostic tools e.g. Times Tables Rockstars, Literacy Planet and PiXL</li> <li>- Purchase and training in the use of PiXL to inform next steps</li> <li>- SLT / Raising Standards Lead / subject leads to complete timely analysis of data and create actions from that to inform Pupil Progress meetings</li> <li>-</li> </ul>	<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, 4 &amp; 5</p> <p>Tier 2 challenge 6, 7, 8 &amp; 9</p> <p>Tier 3 challenge 11</p>
<p>To continue to develop a culture of 'reading' at Kings Academy Rowner</p> <ul style="list-style-type: none"> <li>- Principles of Reading</li> <li>- Work with Trust Teaching and Learning Leads on further enhancing the reading curriculum across all subjects</li> <li>- Keep up to date with reading research</li> <li>- Phonics Scheme - Super Sonic Phonic Friends and appropriate ongoing training and monitoring provided to all staff (within the Trust as well from the phonics company)</li> <li>- Review and purchase (as applicable) of fully decodable books that match SSPF</li> </ul>	<p>Research from the 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, 4 &amp; 5</p> <p>Tier 2 challenge 6, 7, 8 &amp; 9</p>

<p>Embedding of previous training on meta-cognition (Let's Think English) and Rosenshine's Principles of Teaching and using these principles across the curriculum.</p> <ul style="list-style-type: none"> <li>- PDMs throughout the year on metacognition; observations and follow-ups on delivery of Let's Think English</li> </ul>	<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 hard to transfer these generic tips to specific tasks. This is reiterated by Marc Rowland (<i>Addressing educational disadvantage 2021</i>)</p> <p><b><u>Metacognition and Self-regulated Learning   EEF</u></b></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><b><u>The Adey Report - Let's Think in English</u></b></p> <p><b><u>The Effects of Cognitive Acceleration – and speculation about causes of these effects.</u></b></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 1 challenge 1,2, 3, 4 &amp; 5</p> <p>Tier 2 challenge 6, 7, 8 &amp; 9</p> <p>Tier 3 challenge 11</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 Times Table sRock Stars, Literacy Planet and PiXL - diagnostic tools to identify gaps in pupils academic work to support teachers in targeting next steps	The EEF guide to pupil premium states that the key ingredient to a successful school is effective teaching and should therefore be a priority when spending PP funding. By purchasing these tools, this allows teachers have the time to then implement actions to address these gaps rather than spending time on marking and analysing data, actioning next steps.	<p>Tier 1 challenge 1,2, 3, 4 &amp; 5</p> <p>Tier 2 challenge 6, 7, 8 &amp; 9</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, 4 & 5

<ul style="list-style-type: none"> <li>- Targeted phonics sessions;</li> <li>- Targeted Speech and Language</li> <li>- Targeted SEMH/well-being sessions;</li> <li>- Targeted cases held by our learning mentors who offer support on pastoral and academic</li> <li>- Service well-being check ins;</li> <li>- Targeted support for maths, spelling, reading</li> <li>- Pupil conferencing</li> <li>- Ongoing professional development for support staff</li> </ul>	<p>Phonics / toolkit strand / EEF <a href="#">Phonics   EEF</a> Evidence within schools indicates that:</p> <ul style="list-style-type: none"> <li>- <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></li> </ul> <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><b><u>Teaching Assistant Interventions   EEF</u></b></p>	Tier 2 challenge 6, 7, 8 & 9  Tier 3 challenge 10, 11
Year 6 and Year 4 pupils to take place in targeted booster sessions	<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: <a href="#"><b><u>Small group tuition   EEF</u></b></a></p>	Tier 1 challenge 1,2, 3, 4 & 5  Tier 2 challenge 6, 7, 8 & 9  Tier 3 challenge 11

### **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.	<p>A screening tool used with identified learners to support the identification, assessment and improvement of the emotional health and wellbeing of children and young people. It is based on Professor Jaak Panksepp's research into emotional systems in the brain, alongside extensive research and expertise in executive functioning skills.</p> <p>Where required, it can record ACE and Protective Factor scores and provides staff with a whole-brain view of a pupil's mental health and wellbeing.</p>	Tier 3 challenge 10, 11 & 12

<p>Targeted sessions to address well-being identified gaps:</p> <ul style="list-style-type: none"> <li>- Targeted SEMH/well-being sessions with our pastoral team (1:1, <i>Hive, Anxiety Gremlins etc</i>);</li> <li>- Service well-being check-ins;</li> <li>- Service Club;</li> <li>- Lego Therapy sessions;</li> <li>- Lunch clubs/After school clubs e.g. Young carers</li> <li>- Parent workshops (from outside agencies and within Trust) on areas of challenge with their children e.g sleep, increase in anxiety</li> <li>- Trauma Informed Practitioner to undertake training on <b>'Trauma Informed Practice work with parents'</b> and run parental sessions/coffee mornings</li> <li>- Review of our well-being curriculum to ensure that children are explicitly taught strategies to manage their well-being/emotions</li> </ul>	<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><b><u>Improving Social and Emotional Learning in Primary Schools   EEF</u></b></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><a href="https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice">https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</a></p>	<p>Tier 1 challenge 1, 2, 3, 4 &amp; 5</p> <p>Tier 2 challenge 6, 7, 8 &amp; 9</p> <p>Tier 3 challenge 10, 11</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 attendance at school and across the Trust.</p> <ul style="list-style-type: none"> <li>- Trust wide protocols on attendance that is underpinned by high expectations</li> <li>- Attendance is regularly tracked, monitored and</li> </ul>	<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 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>Tier 3 challenge 10</p>

<p>reported upon identifying trends and patterns for identified pupils.</p> <ul style="list-style-type: none"> <li>- All staff being aware of their responsibility towards improving attendance e.g. raising with parents concerns, monitoring persistent absentees and informing the appropriate persons</li> <li>- Intervention is targeted and personalised to family circumstances and monitored.</li> <li>- Close collaboration with Trust and outside agencies</li> </ul>	<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 engages 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><b><u>working together to improve school attendance DfE.</u></b></p> <p>DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.</p> <p><b><u>Being present: the power of attendance and stability for disadvantaged pupils</u></b></p> <p>National data suggests that there is an increasing attendance gap between FSM and non-FSM pupils.</p> <p><a href="https://schoolsweek.co.uk/attendance-gap-widens-as-poorer-pupils-fall-behind/">https://schoolsweek.co.uk/attendance-gap-widens-as-poorer-pupils-fall-behind/</a> (2023)</p> <p><a href="https://www.childrenscommissioner.gov.uk/news-and-blogs/why-attendance-remains-my-priority/">https://www.childrenscommissioner.gov.uk/news-and-blogs/why-attendance-remains-my-priority/</a> (2025)</p> <p><a href="https://epi.org.uk/publications-and-research/breaking-down-the-gap/">https://epi.org.uk/publications-and-research/breaking-down-the-gap/</a> (2025)</p> <p><b><u>EEF offers a range of guidance on improving attendance</u></b></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"> <li>1. Build a holistic understanding of pupils and families, and diagnose specific needs</li> <li>2. Build a culture of community and belonging for pupils</li> <li>3. Communicate effectively with families</li> <li>4. Improve universal provision for all pupils</li> <li>5. Deliver targeted interventions to supplement universal provision</li> <li>6. Monitor the impact of approaches</li> </ol>	
<p>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</p> <ul style="list-style-type: none"> <li>-Dance Live participation</li> <li>- residential</li> <li>- visits/ visitors</li> </ul>	<p>Relates to Ofsted framework:</p> <p><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</i></p>	<p>Tier 3 challenge 12</p>

<ul style="list-style-type: none"> <li>- Opportunities to attend after school clubs</li> </ul>	<p><i>independence – and help them know how to keep physically and mentally healthy</i></p> <p>The EEF states 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 impact 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>	
Resources to support Intervention - contingency fund	<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>	All

**Total budgeted cost:** £156,600.00

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

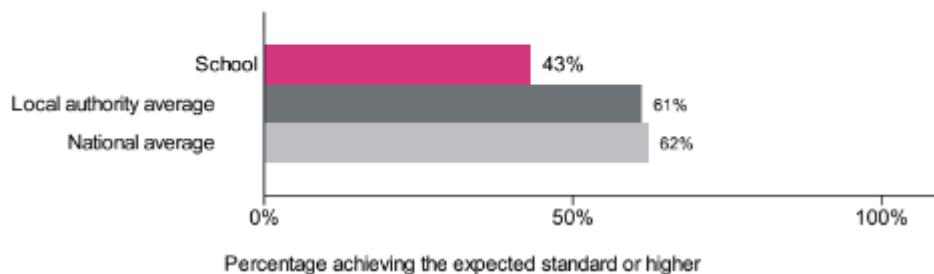
Intended outcome	Outcome						
<b>DATA tables linked to Tier 1 outcomes</b>							
Indicator	All	PP (FSM)	SEND	G	B	FFT 20	NA 2025
MTC (Y4) (25 out of 25)	35%	47%	31%	43%	65%		34%
MTC (Y4) (21+ out of 25)	71%	65%	56%	68%	83%		
							
Reading EXS+	58.5 %	57.1 (56.7)	29.4	50	65.5		75
Reading Higher	11.3 %	8.5% (8.5)	0%	12.5 %	10.3 %		
Writing EXS+	58.5 %	54.3 (50)	35.3	62.5	55.2		72
Writing Higher	0%	0%	0%	0%	0%		
Maths EXS+	54.7 %	51.4 (50)	23.5	50	58.6		74
Maths Higher	5.6 %	2.8% (0%)	0%	4.2%	6.9%		
RWM Comb EXS+	43.4 %	42.9 (40)	17.6	45.8	41.4		62
RWM Comb Higher	0%	0%	0%	0%	0%		
PGS EXS +	47%	42.9 (36.7)	23.5	45.8	44.8		73

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

## Reading, writing and maths combined

### Percentage of pupils achieving the expected standard or higher

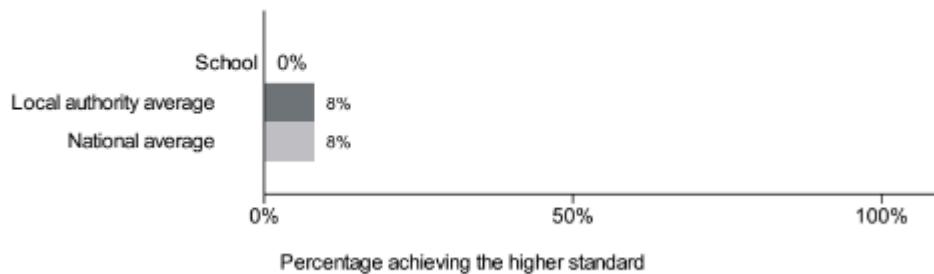
Number of pupils = 53



Percentage achieving the expected standard or higher

### Percentage of pupils achieving the higher standard

Number of pupils = 53

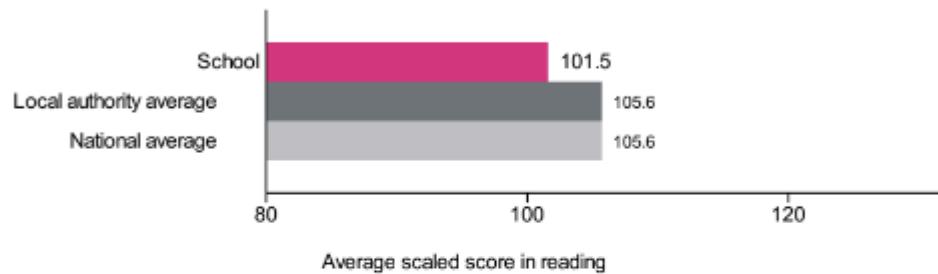


Percentage achieving the higher standard

## Average scaled score in:

### Reading

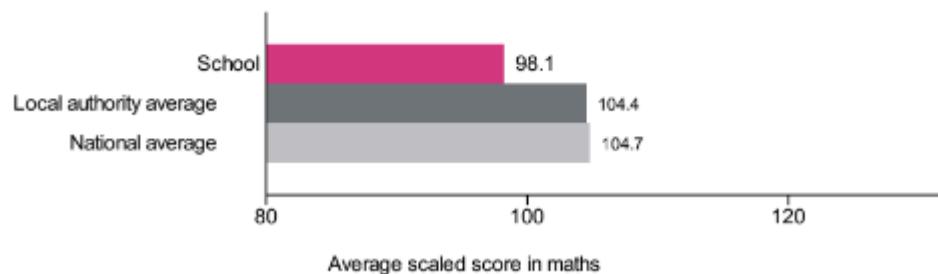
Number of pupils = 53



Average scaled score in reading

### Maths

Number of pupils = 53



Average scaled score in maths

<p><b>Tier 1 (teaching)</b></p> <p><b>Improve attainment and progress in maths, reading and writing (including spelling), ensuring end of Year 6 data is in line with KS1 data</b></p> <p><b>Improve standards and outcomes in maths, reading and writing so that combined is in line with at least national average</b></p> <p><b>'Good' teaching and learning to enable pupils to make sound progress in maths, writing and reading across the key stage.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>- <i>High quality Professional learning that impacts directly on quality of teaching</i></li> <li>- <i>Teaching will be at least good or better, reflecting all of the teaching standards.</i></li> <li>- <i>Gaps in learning will be identified early, ensuring early intervention.</i></li> <li>- <i>Assessments will ensure that all pupils are challenged and supported.</i></li> <li>- <i>% of disadvantaged pupils achieving ARE/GDS will continue to improve narrowing the gap to national outcomes.</i></li> <li>- <i>Pupils will make at least expected progress against their on entry starting points.</i></li> <li>- <i>End of KS2 results will show that more disadvantaged pupils are meeting the expected standard in Reading, Writing &amp; Mathematics (R, W &amp; M)</i></li> <li>- <i>End of KS2 results will show that more disadvantaged pupils are making expected progress in R, W &amp; M based upon their KS1 data</i></li> <li>- <i>There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged</i></li> </ul>	<p><b><u>End of KS2 data:</u></b></p> <p><i>Table above: shows (provisional) data of end of KS2 2024-25</i></p> <ul style="list-style-type: none"> <li>● Outcomes in progress made from End of Key Stage 1 Baselines: <ul style="list-style-type: none"> <li>- At the end of KS1, 60% of the cohort had achieved ARE+ in Reading. 58% have now achieved this. A decrease of 2%</li> <li>- At the end of KS1, 43% of the cohort had achieved ARE+ in Writing. 58% have now achieved this. An increase of 15%</li> <li>- At the end of KS1, 58% of the cohort had achieved ARE+ in Maths. 64% have now achieved this. An increase of 6%</li> </ul> </li> <li>● In Writing, 19% of the cohort made good or exceptional progress from the end of KS1. Within this 13% made good progress and 6% made exceptional progress.</li> <li>● In Reading, 30% of the cohort made good or exceptional progress from the end of KS1. Within this 25% made good progress and 6% made 2 exceptional steps.</li> <li>● In Maths, 11% of the cohort made good progress from the end of KS1.</li> <li>● 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.</li> <li>● 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 (<i>difference of 3.8%, whereas in 2023-24 that gap was 14.3%</i>) and maths (<i>difference of 9.5%, whereas in 2023-24 that gap was 14.3%</i>)</li> <li>● However, End of Key Stage 2 results show that in 2024-25 the gap between PP and their non-PP peers increased in writing (<i>difference of 15.3%, whereas in 2023-24 the gap was 7.8%</i>)</li> <li>● Whilst there appears to be a narrowing gap in reading and maths, end of KS2 outcomes do not align with national and that is why these continue to appear as challenges on our PP document</li> <li>● 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</li> </ul>
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<p><i>peers across their time in KS2.</i></p> <ul style="list-style-type: none"> <li><i>There will be a diminishing gap between the progress and attainment of disadvantaged pupils and their non-disadvantaged peers in all year groups</i></li> </ul> <p><b>To diminish the difference in the attainment gap between disadvantaged and non-disadvantaged pupils.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li><i>Children will make at least good progress</i></li> <li><i>Gaps in learning will be identified early, ensuring early intervention.</i></li> <li><i>Improve progress and attainment in core subjects where gaps have grown or developed</i></li> </ul>	<p>and learning journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).</p> <ul style="list-style-type: none"> <li>Across year 3- 6, there continued to be a gap between our disadvantaged and non-disadvantaged pupils achieving ARE in maths (difference of -8.7%), reading (difference - 12.6%) and writing (difference of -12.2%) which is why these areas continues to be a focus on the PP plan, but also appears on the Academy Improvement Plan for the next academic year.</li> <li>Year 5 had the smallest gap in writing (-5.1%) and maths (-7.7%) between our disadvantaged pupils and their non-disadvantaged peers, with the disadvantaged pupils outperforming their non-disadvantage peers in reading (+4.7%)</li> <li>Year 4 had the largest gap between disadvantaged and their non-disadvantaged peers reading (-24.3%), writing (-34%) and maths (-29.7%). 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 (2026-27)</li> </ul> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>
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<p><b>To support and improve outcomes for learners with SEND and/or SEMH needs.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li><i>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)</i></li> <li><i>Effective deployment of staff to support these pupils.</i></li> </ul>	<ul style="list-style-type: none"> <li>End of Key Stage 2 outcomes highlight that for those pupils on the SEND register: 29.4% achieved ARE in reading (<i>this was an increase of 9.4% from the 2023-24</i>), 35.3% achieved ARE in writing (<i>an increase of 21.3% from 2023-24</i>) and 23.5 % in maths (<i>this was a decrease of 5.5% from 2023-24</i>).</li> <li>Compared to their KS1 outcomes:</li> </ul> <p><b>MATHS:</b> 65% of pupils with SEND maintained at least expected progress from KS1 baseline. 6% of pupils with SEND made good or exceptional progress from KS1 baseline.</p> <p><b>READING:</b> 59% pupils with SEND maintained at least expected progress from KS1 baseline. 25% of pupils with SEND made good or exceptional progress from KS1 baseline</p>
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	<p><b>WRITING:</b> 100% pupils with SEND maintained at least expected progress from KS1 baseline. 59% of pupils with SEND made good or exceptional progress from KS1 baseline</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>To ensure limited language and communication skills are not a limiting factor in pupils reading and writing attainment.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li><i>Targeted language sessions/tiered vocabulary, will be evident in pupils spoken and written language</i></li> </ul>	<ul style="list-style-type: none"> <li>100% of disadvantaged pupils that were part of a phonics intervention all made progress from their baseline assessments.</li> <li>Monitoring highlighted that all pupils were provided with appropriate access strategies to support them in their language choices in written work and across subjects.</li> </ul>
<p><b>For attendance to be at a minimum of 95% and for the percentage of persistent non-attendees to be reduced.</b></p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li><i>Higher rates of attendance for all pupils, but in particular those in receipt of PP.</i></li> <li><i>At the end of year, school attendance figures will be at least in line with National average</i></li> <li><i>The percentage of persistent non-attendees to be significantly reduced, especially for our disadvantaged pupils.</i></li> </ul>	<ul style="list-style-type: none"> <li>As a result of robust systems to challenge non-attendance at Kings Academy Rowner, attendance by the end of the academic year was above the national averages (KARo -95% - National:93.1% )</li> <li>Our persistent absentee rate by the end of the year was at 13.5%. This was below the national average of 19.23%.</li> <li>By the end of the academic year there is a gap of 18% 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 2025-26 on decreasing the number of persistent absentees of our disadvantaged pupils.</li> <li>Our exclusion data for academic year 2024-25 highlighted that our non-disadvantaged pupils had more exclusions than our disadvantaged pupils.</li> </ul> <p>Disadvantaged: 4 sessions / 11.5 days / 3 pupils</p> <p>Non-Disadvantaged: 12 sessions / 20.5 days / 3 pupils</p> <p>For our disadvantaged pupils, whilst there was a reduction in sessions (5 to 4), there was an increase in the number of days (8 to 11.5 days). This was due to the severity of incidents. For our non-disadvantaged pupils, they saw a decrease in the number of sessions (15 to 12), but again an</p>

	<p>increase in the number of days (13.5 to 20.5). This was also due to the severity of incidents. For both groups, we saw an increase in pupils being physically violent towards staff.</p>
<p><b>To improve disadvantaged pupils access to cultural capital through the extended school provision</b></p> <p><b>To provide a range of enrichment opportunities for those pupils in receipt of Pupil Premium</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• <i>Key tracking of PP learners access to clubs</i></li> <li>• <i>Ensure both the academic curriculum and extended curriculum allow opportunities for all pupils to have access to cultural capital</i></li> <li>• <i>Ensure access to onsite and off site opportunities through trips and visits</i></li> </ul>	<ul style="list-style-type: none"> <li>• Of those pupils who attended our After-school club provision, 75% were pupils eligible for PP. This was an increase from the previous year of 2%.</li> <li>• All pupils in receipt of PP accessed off-site opportunities through trips and visits.</li> </ul>
<p>To minimise the impact on pupils emotional well-being due to personal circumstances e.g. <i>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.</i></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> <li>- <i>Pupils are able to self regulate and signposting supports access to manage pupil wellbeing</i></li> </ul>	<ul style="list-style-type: none"> <li>• Our assessments and observations indicated that pupils' learning behaviours, 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 well-being support for all pupils, and targeted interventions where required. To further support this, we looked at the deployment of adults and redeployed some of these to be part of our wider Pastoral Team.</li> </ul>

## 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
Literacy Planet	Literacy Planet
Motional	Steps Along the Way Ltd

## 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"><li>• SEMH/well-being/check-in sessions with our pastoral team ;</li><li>• Service well-being check-ins via the GFM ELSA/trauma-informed practitioner</li><li>• Parents are signposted to external services, dependent on need, including KGA Service Family links.</li><li>• 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</li><li>• Service pupils have weekly access to Service Club</li></ul>
2. To further improve outcomes for all Service Pupils in achieving greater attainment and progress	<ul style="list-style-type: none"><li>• Regular monitoring of attendance.</li><li>• Half-termly analysis of data to identify gaps and generate and action next steps.</li></ul>
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"> <li>As a result of the actions undertaken to support Service pupils and their mental well-being, 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.</li> <li>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.</li> </ul>
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<b>Pupils working at ARE</b>	<b>Y3 Service</b>	<b>Diff from non-service peers</b>	<b>Y4 service</b>	<b>Diff from non-service peers</b>	<b>Y5 Service</b>	<b>Diff from non-service peers</b>	<b>Y6 Service</b>	<b>Diff from non-service peers</b>
<b>Reading</b>	50%	-18.1%	33.3%	-35%	60%	0%	57%	-7%
<b>Writing</b>	0%	-42.6%	33.3%	-3.3%	60%	+26%	57%	-5%
<b>Maths</b>	25%	-38.8%	33.3%	-39.9%	80%	+22%	57%	-1%

### *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"> <li>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 journeys show more appropriate access strategies in place to remove barriers (monitoring feedback).</li> <li>In some cohorts/subjects, our service pupils continue to outperform their non-service peers. Our lower key stage pupils, will be a focus in 2025-26 to narrow the gap between our service and non-service pupils.</li> <li>At the end of KS2, our Service pupils were broadly in line with their non-service peers in writing, maths and reading.</li> <li>Whilst our service pupils are broadly in line with their non-service peers, we identify that writing, reading and maths continues to be areas that we need to support our service pupils with, especially our Lower Key Stage 2 cohort.</li> <li>Due to the focus on improving service pupil attendance, statistics at the end of the academic</li> </ul>
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	<p>year showed that Service pupils was above the national average and above their non-service peers. (Service:97% - national average: 95% Non-service pupils:95.%). Whilst this was an improvement from the previous academic year, this is an area that we will continue to focus on in the academic year 2025-26.</p> <ul style="list-style-type: none"> <li>• The % of persistent absentees of Service pupils was below that of non-service pupils e.g. Service PA: 7 % Vs Non-Service PA:12% For our Service pupils, this was a decrease of 1% from the previous academic year. For our non-service pupils, this was a decrease of 3% from the previous year.</li> </ul>
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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 pupils and parents with challenges linked to SEMH e.g. counsellors, therapy sessions, MAST, Motiv8 etc
- Working alongside outside agencies to support 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.
- In the academic year 2023024 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. During the academic year 2024-25, we built upon this by training 3 school staff (2 leadership team and 1 support staff) on the Attachment and Trauma Aware Schools training.
- 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, DDIs, 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 the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning

presented by socio-economic disadvantage. Furthermore, we worked alongside KGA Raising Standards and the KGA safeguarding and attendance Forums 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.