



The Rowans
Annual Performance Data Report
2022-23



Contents

Introduction and School Context	2
Pupil Mobility	3
KS4 Outcomes.....	5
Year 11 Headline Figures.....	5
Year 11 Headline 4 Year Trends	6
Analysis and explanation	6
Rowans 6	7
Analysis and explanation	9
Year 10 Outcomes	11
Progress Made in English	11
Progress Made in Maths	11
Progress Grades in All Subjects.....	12
Analysis and explanation	12
KS3 Outcomes.....	14
Progress Made in English	14
Progress Made in Maths	14
Progress Made in Science.....	15
Progress Grades in All Subjects.....	16
Analysis and explanation	16
Reading Data	17
Reading Age Progress.....	17
Progress of Pupils with Pupil Premium and Reading Intervention	17
Analysis and explanation	18
Interventions	19
Pupil Premium 2022-2023.....	20
Analysis and explanation – 2022/23.....	22
Attendance	24
Measuring Non-Academic Progress.....	25
Readiness Profiles	26
Suspensions and Exclusions	27
Vulnerability Index	28
Destinations.....	29

Introduction and School Context

The Rowans is an Alternative Provision Academy, part of the Inspiring Change Multi-Academy Trust. The Rowans provides another chance for young people to access education, make progress and change the direction of their lives. The education pupils receive whilst at The Rowans is tailored to meet their individual needs and designed to give them the skills to improve their life chances. The curriculum is fun and engaging, progressive and enriching, providing all pupils with the opportunity to gain relevant qualifications for their future. The Rowans curriculum is enriched by a range of planned activities, trips and visits to enhance learning and personal development so that pupils become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to live a safe, healthy and fulfilling life
- Active and responsible citizens who make a positive contribution to their local community

The curriculum therefore, needs to be flexible, inclusive and offer continuity, coherence and progression. It must motivate and provide challenge for all pupils, whatever their ability, and promote achievement for all. The hidden curriculum ensures pupils are given the support and opportunities to develop core values and prepare them for life beyond The Rowans.

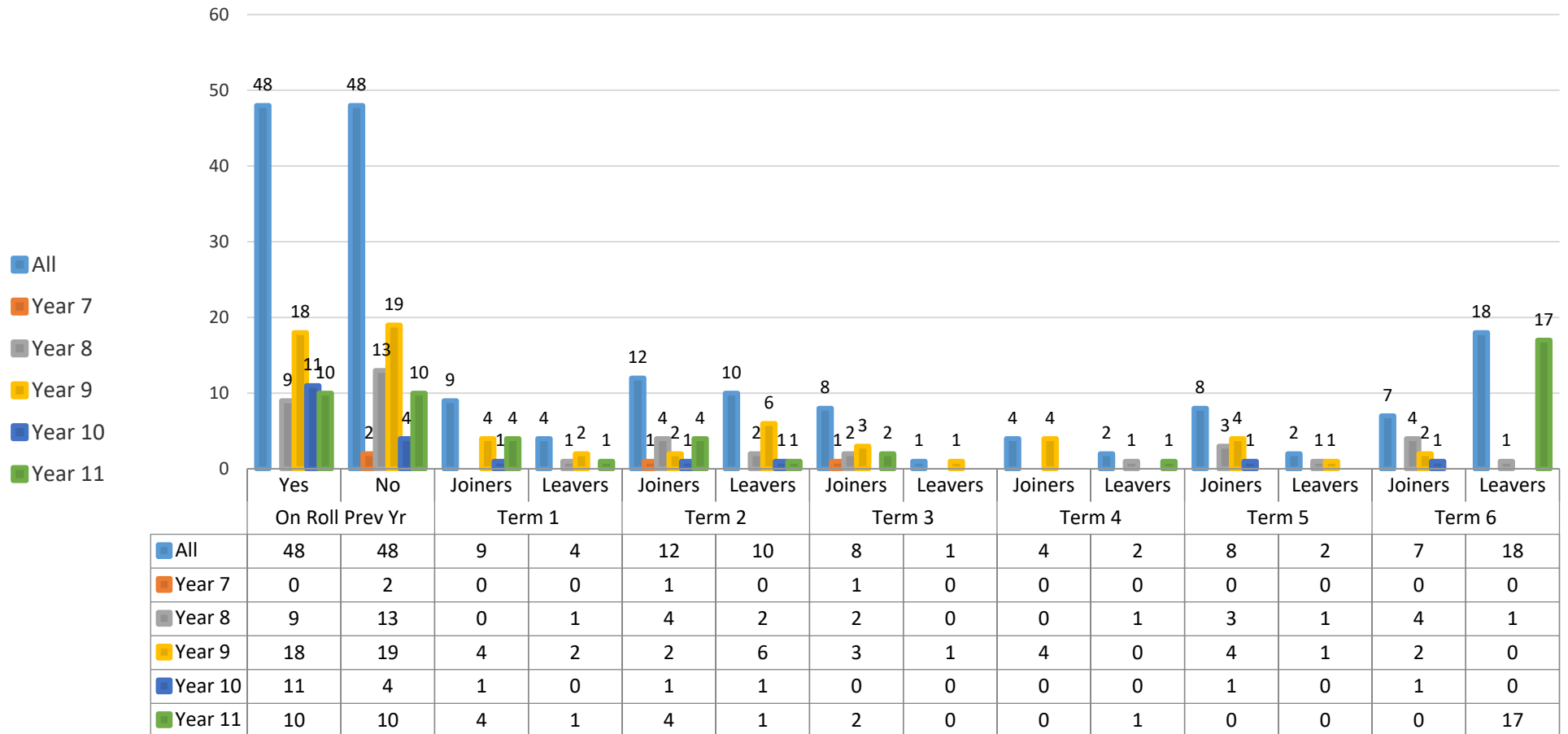
“The work of an AP school, then, is much more complex than simply imparting knowledge. It involves rebuilding the emotional damage of exclusion; developing trusting relationships often with young people who have had few trusted adults in their lives; and attempting to catch up learners who are often far behind their peers.” Kiran Gill, *The Difference*, 2017.

The Rowans is aware that the quality of education provided for a pupil excluded from school can make the difference between hope and hopelessness, a job and prison and in the worst cases, life and death. Although there has been very little research into what works in engaging and improving the trajectories for excluded pupils, The Rowans have created a pupil progress framework, which attempts to acknowledge all the elements that contribute to pupils making progress academically, socially, emotionally, all within a trauma-informed approach that allows pupils to regulate, reconnect and re-engage.

At The Rowans AP Academy, we recognise that pupils arrive with a wide range of both emotional and educational needs, which have negatively affected their progress. The aim is always to provide them with the highest quality education, made possible by an appropriate and tailored curriculum in partnership with qualified and committed staff.

Pupil Mobility

The Rowans Mobility



Analysis and explanation

Pupils join and leave The Rowans throughout the academic year. Referrals come from Medway's inclusions and SEN departments. Occasionally, pupils from out of area, are referred directly from their local authority. Pupils may leave The Rowans for a number of reasons such as moving to a more appropriate provision for their needs, returning to mainstream education or moving out of the area.

Similar to previous academic years, there was not an influx of pupils in term 1 to make up for the loss of year 11's from the previous term. Instead, there was a steady stream of pupils arriving throughout the year. Terms 1 and 2 had the highest number of pupils joining, 21 in total. The greatest number of pupils joined in Year 9 – 19 in total. There were more Year 8s referred to The Rowans in 2022 2023 than in previous years.

The data shows that the majority of pupils joining The Rowans are from across all year groups, with the most frequent reason being 'persistent disruptive behaviour'. The data also shows that we had 10 year 11 pupils join in the academic year 2022 2023, this is a significant increase on previous years.

KS4 Outcomes

Year 11 Headline Figures

Year 11 Headline Figures	The Rowans 2022-23
Number of Year 11 pupils	16
% pupils eligible for FSM	63%
Attainment 8 Average	12.47
Attainment 8 Average Male	11.50
Attainment 8 Average Female	14.60
Progress 8 Score	-2.22 (Only the 7 Single registration pupils)
Top Progress 8 Score for individual pupil	-1.18 (Only the 7 Single registration pupils)
5 or more 9-4 including English and Maths	0.00%
5 or more 9-1 including English and Maths	56.25%
5 or more 9-4 or their equivalent	6.25%
5 or more 9-1 or their equivalent	62.50%
At least 1 GCSE 9-1 or equivalent	93.75%
9-4 in English and Maths GCSE	0.00%
9-5 in English and Maths GCSE	0.00%
Y11 exam entries - average entries per pupil - all qualifications	5 (Includes their Year 10 entries)
Y11 exam entries - average entries per pupil - GCSE/IGCSE only	3.56 (Includes their Year 10 entries)
Breadth of qualifications available - Number of GCSEs/IGCSEs	10
Breadth of qualifications available - Number of BTECs/Vocationals	8
Breadth of qualifications available - Number of Functional Skills	0
Breadth of qualifications available - Number and type of others	3

The Rowans 2022-23	
Number of Y11 pupils:	16
Number of Passes GCSE:	52
Number of Passes Level 2 courses:	4
Number of Passes Level 1 courses:	11
Number of Passes Entry Level 3 courses:	0
Number of Passes Short courses:	6

Year 11 Headline Data	The Rowans 2022 - 2023	National AP Data 2021 - 2022
Attainment 8 Average	12.47	6
5 or more accredited qualifications	62.50%	26%
At least 1 GCSE or equivalent	93.75%	50.3%

	The Rowans 2022-23	The Rowans 2022-23
Group Performance	5 (9 - 1)	5 (9 - 4)
FSM	70.00%	0.00%
Pupil Premium	70.00%	0.00%
EHCP	None	None
LAC	None	None
EAL	None	None
Male	63.64%	0.00%
Female	60.00%	20.00%

Year 11 Headline 4 Year Trends

Year 11 Headline Data	The Rowans 2022-2023	The Rowans 2021-2022	The Rowans 2020-2021	The Rowans 2019-2020
% 5 or more 9-4 including English and Maths	0.00%	24.00%	35.29%	14.28%
% 5 or more 1-9 including English and Maths	56.25%	88.00%	70.59%	71.43%
% 5 or more 9-4 or their equivalent	6.25%	24.00%	35.29%	28.57%
% 5 or more 9-1 or their equivalent	62.50%	88%	70.59%	71.43%
% achieving at least 1 GCSE 9-1 or equivalent	93.75%	100%	100%	100%

Analysis and explanation

The Rowans headline figures show a positive value in all areas to that of the national trend for APs in England & Wales.

The current national picture shows an attainment 8 average of 6.00, whilst The Rowans attainment 8 average is 12.47. That is a difference of 6.47. This shows the drive for academic success whilst also delivering quality throughout the wider and hidden curriculums.

The Rowans attainment 8 figure is echoed in the percentage of students with 5 or more accredited qualifications graded 1-9. 62.5% of students at The Rowans achieved 5 or more accredited qualifications grade 1-9 whilst the national average for APs is 26%. That is a significant, positive difference in percentage of 36.5%.

This is the first year that 100% of pupils did not achieve at least 1 GCSE or equivalent graded 1-9. We had one pupil, who became a school refuser in Year 10, with emotionally based school avoidance. We put a 1:1 teacher in the home to support learning. The pupil continued to disengage and then refused to attend any exams, this was despite a member of staff going to his home to collect him for all exams.

As a provision, in the academic year 2022/2023, The Rowans offered 21 different types of qualifications ranging from GCSEs to BTECs to other certificated courses. This highlights the personalisation offered to pupils and the high level of expectations for all pupils, regardless of ability or background. The Rowans work hard to ensure that pupils are studying the courses that are best suited to them that will enable them to leave with the most relevant qualifications for their futures.

Rowans 6

Rowans 6 is a performance measure designed and used by The Rowans AP. It includes:

- Percentage of pupils achieving a standard pass in English and mathematics (grade 4 in the performance tables)
- Percentage of pupils achieving 5 or more qualifications, 1-9 grades
- Percentage of pupils staying in education or employment after key stage 4 (destination)
- Average percentage improvement, per pupil, in behaviour using the Readiness Profile tool
- ~~Score difference in start and end point SDQ measures (mental health and well-being) – As of 2022-23 we no longer use SDQ as a measure~~
- Percentage improvement of attendance compared against previous school
- Average number of months progress in reading age

Number in 2022/2023 cohort: 16

Measure	Outcome 2022-2023
Percentage of pupils achieving a standard pass in English and mathematics	0%
Percentage of pupils achieving 5 or more qualifications, 1-9 grades	62.50%
Percentage of pupils staying in education or employment after key stage 4	87%
Average percentage improvement, per pupil, in behaviour using the Readiness Profile tool	-12.98%
Percentage difference of attendance compared to previous school	+ 19.36%
Average number of months progress in reading age	23

Number in 2021/2022 cohort: 25

Measure	Outcome 2021-2022
Percentage of pupils achieving a standard pass in English and mathematics	28.00%
Percentage of pupils achieving 5 or more qualifications, 1-9 grades	88.00%
Percentage of pupils staying in education or employment after key stage 4	92%
Average percentage improvement, per pupil, in behaviour using the Readiness Profile tool	0.54%
Score difference in start and end point SDQ measures - Pupil	0.71
Score difference in start and end point SDQ measures - Parent	-0.13
Average number of months progress in reading age	16

Number in 2020/2021 cohort: 17

Measure	Outcome 2020-2021
Percentage of pupils achieving a standard pass in English and mathematics	35.29%
Percentage of pupils achieving 5 or more qualifications, 1-9 grades	70.59%
Percentage of pupils staying in education or employment after key stage 4	94.11%
Average percentage improvement, per pupil, in behaviour using the Readiness Profile tool	2.15%
Score difference in start and end point SDQ measures - Pupil	0.06
Score difference in start and end point SDQ measures - Parent	0.24
Average number of months progress in reading age	23

Number in 2019-2020 cohort: 14

Measure	Outcome 2019-2020
Percentage of pupils achieving a standard pass in English and mathematics	14.28%
Percentage of pupils achieving 5 or more qualifications, 1-9 grades	71.43%
Percentage of pupils staying in education or employment after key stage 4	100%
Average percentage improvement, per pupil, in behaviour using the Readiness Profile tool	4.78%
Score difference in start and end point SDQ measures - Pupil	0.07
Score difference in start and end point SDQ measures - Parent	1.29
Average number of months progress in reading age	4

Analysis and explanation

The Rowans 6 measure was designed by The Rowans to be able to make year-on-year comparisons of meaningful key performance data, although having such small numbers does not make the comparison statistically reliable.

It is important that every Year 11 pupil achieves a GCSE qualification in English and maths and this is reflected in the curriculum allocation where pupils receive 4 hours a week for each of these subjects. This year, every effort was made to support all pupils to leave with an English and maths qualification; all but 1 pupil left without these qualifications. Significant support was put in place, including 1:1 tuition in the home. The remaining 15 pupils all achieved an English and maths qualification. No pupils achieved a standard pass in both English and mathematics, however 2 pupils achieved a grade 5 in English GCSE. One of these pupils joined us in Year 11 having not attended secondary school since Year 8 and the second pupil joined us in January of Year 11. Both achieved well considering the limited time they had at The Rowans.

The careers guidance and support at The Rowans is outstanding under the leadership of Mrs Martin. In 2022/2023, 87% (14 out of 16) of pupils left The Rowans with an appropriate post 16 pathway, all had received 1:1 career advice from an independent advisor, Year 10 had completed a week of work experience and The Rowans had hosted its own careers fair for all pupils. In addition, Year 10 and Year 11 pupils had visited both MidKent College and CCCU, to further support post 16 pathways and transition. The Rowans continues to support its leavers for up to three years after they have left to avoid NEETs.

The use of the SDQ (and latterly the Boxall profile) and the Readiness Profile, alongside the vulnerability index, has been used effectively to; make referrals to specialist services, to give targeted academic and therapeutic interventions, to identify the need for counselling and also to recognise and support the mental health and emotional needs of many of the Rowans' pupils. The damage of exclusion is multifaceted, as well as academic learning gaps there are complex and challenging vulnerabilities which need to be addressed and met.

A review of processes has meant that SDQs data will no longer be collected and used as it wasn't effective in providing us with usable data. After extensive research, we have decided to use the boxall profile. This is an assessment tool for wellbeing, specifically for pupils with SEMH.

The data for the Readiness Profiles shows that from the beginning of the year, there was a -12.98% decrease in how ready pupils were for their next steps; in this case, moving on to their post-16 pathways. This is not surprising as the cohort of pupils this year was made up of a group of pupils (8 out of 16) who joined in Year 11 and were not ready for next steps, 3 pupils with significant mental health needs and EBSA. There were also 5 out of 16 pupils who had been at The Rowans since year 8 and year 9, all of whom showed a deterioration in readiness for next steps as the pressure of exams grew close and support of The Rowans became expectant.

The attendance data shows a positive trend with an increase in attendance from previous schools of 19.36%. This is remarkable considering that 50% of pupils joined in Year 11 and attended school to work towards their qualifications, showing commitment whilst facing the damage of exclusion.

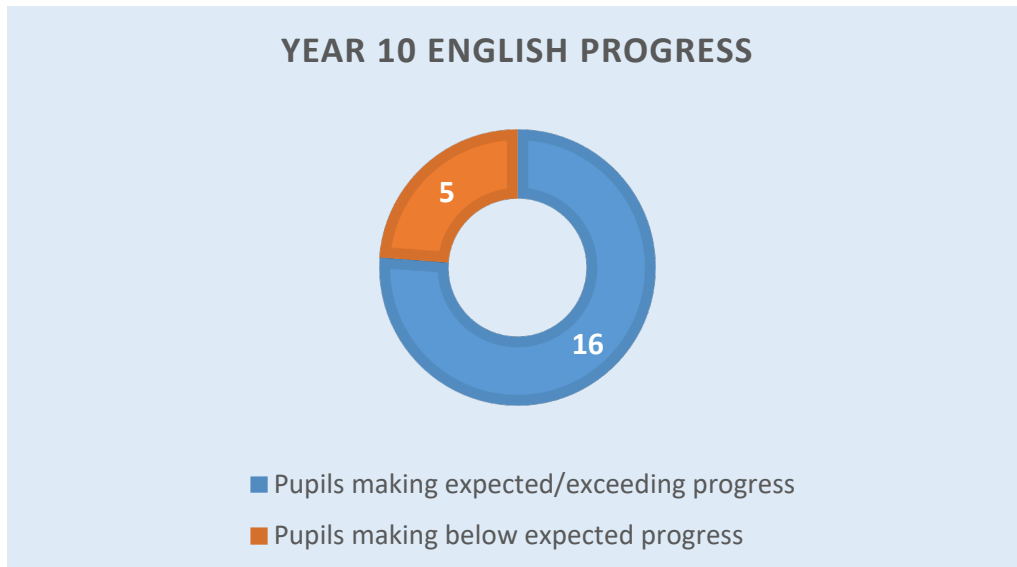
Reading is a key priority at The Rowans. We recognise the important role that reading has in; improving focus and concentration, improving emotional health, enhancing memory, increasing motivation, expanding knowledge, broadening your imagination, reducing stress, aiding sleep, bringing joy and pleasure, enhancing your analytical thinking and improving empathy. Reading has tremendous power in improving brain function and improving vocabulary and language command and

making exam papers accessible. All pupils have a baseline reading test and are re-tested twice a year. Reading is a whole school priority, with opportunities across the curriculum, as well as intervention for targeted pupils, where there is an identified gap between chronological age and reading age. For this cohort of pupils, the average number of months progress in reading age was 23 which means that pupils made more than two academic years' worth of progress with their reading. Some pupils had a very low starting point, with one Year 11 joining us with a reading age of 8 years 5 months.

Year 10 Outcomes

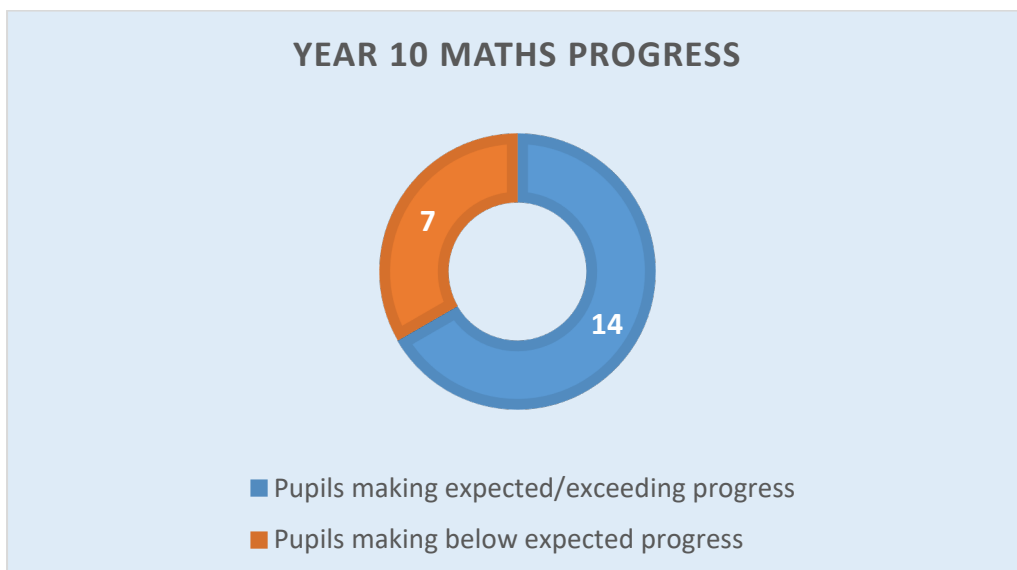
Progress Made in English

	Below	In Line	Exceeding	In Line and Exceeding
Number	5	16	0	16
Percentage	24%	76%	0%	76%



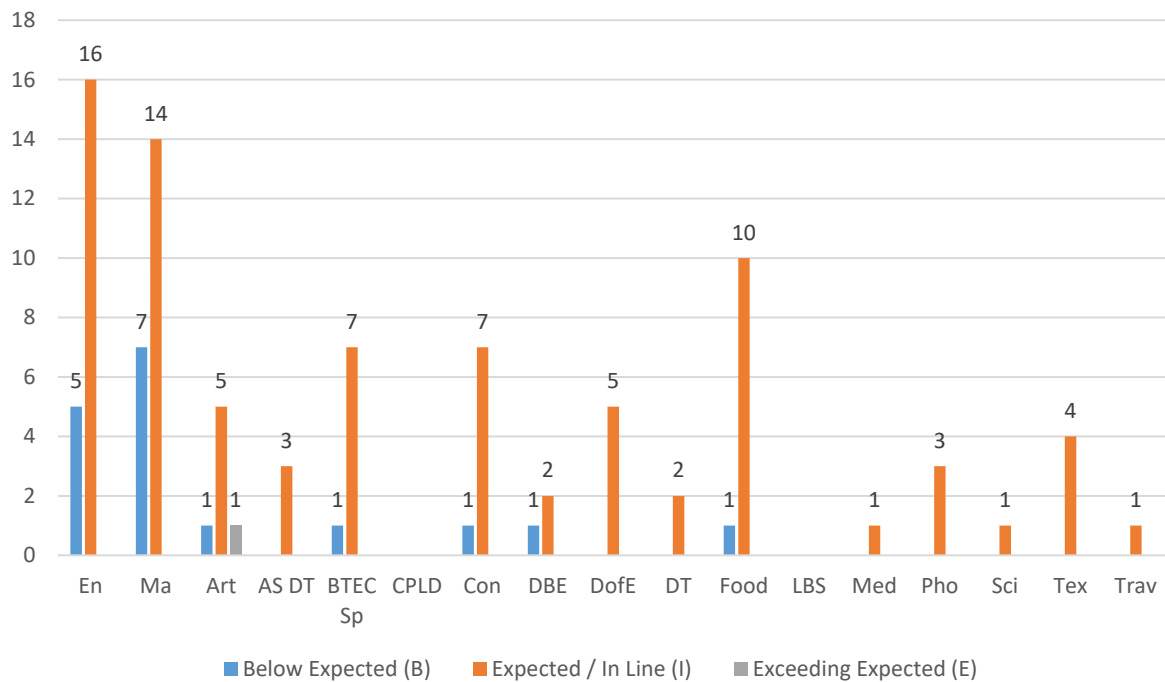
Progress Made in Maths

	Below	In Line	Exceeding	In Line and Exceeding
Number	7	14	0	14
Percentage	33%	67%	0%	67%



Progress Grades in All Subjects

Progress Grades Year 10

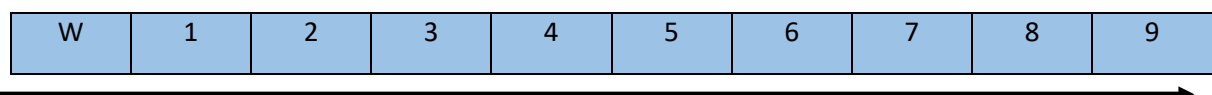


Analysis and explanation

It is an expectation that all pupils at The Rowans make progress in all subjects.

The steps move within the GCSE 1-9 pathway.

For each academic year, a pupil moves steps of progress along a pathway.



Within each pathway, pupils move through progress steps:

Mastering
 Securing
 Developing
 Launching
 Emerging

Progress is determined by the individual teacher for each subject, in line with the target set at the beginning of the academic year. Each term, teachers report whether a pupil is Below (B), In Line (I) or Exceeding (E) expectation in terms of progress made towards target. Teachers compare this progress with attitude to learning. Concerns in both areas are raised with Leadership and appropriate action taken.

Progress

There were 14 year 10 pupils on roll as of July 2023, however, 2 of them joined after term 5 which meant they were not able to achieve any qualifications in that academic year. Out of the pupils that attended The Rowans earlier in the academic year, 11 out of 12 of them went on to achieve at least one qualification this year. This will support progression next year as they begin Year 11. There were some notable achievements with one pupil achieving a grade 6 in GCSE DT, a grade 6 in textiles GCSE and a grade 4 in GCSE photography. Another pupil achieved a Level 2 pass in BTEC sport and Level 2 pass in BTEC Construction.

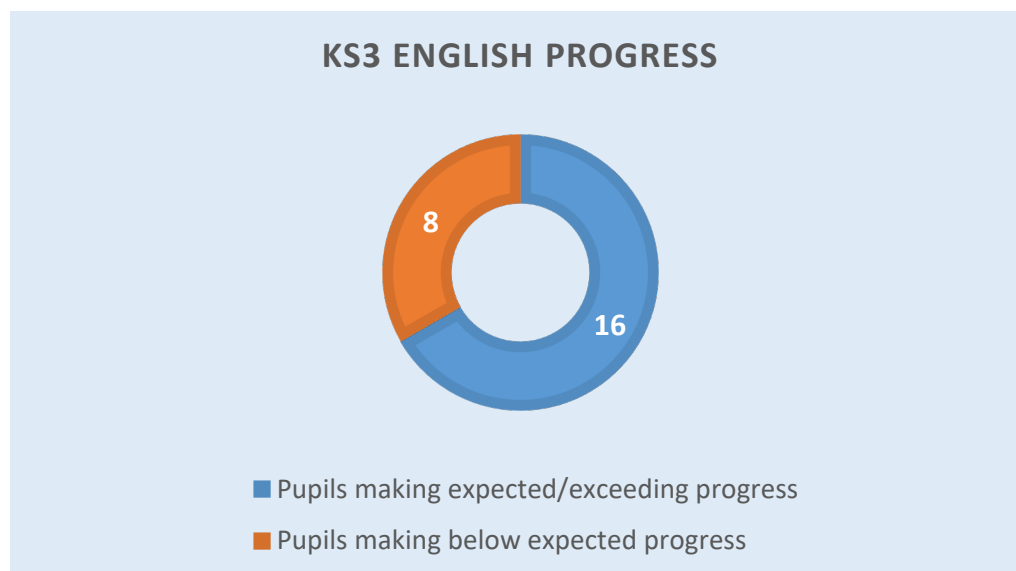
In maths, 67% of the year 10s made at least expected progress and this data was 76% for English. This is an increase on last year. This year both maths teachers were on maternity leave and whilst they left detailed plans, this had an impact on progress.

The curriculum is structured to allow pupils to achieve qualifications in both year 10 and year 11. Due to the transient nature of the cohort, this ensures that should pupils not complete year 11 at the Rowans, they will already have secured some qualifications for their next steps.

KS3 Outcomes

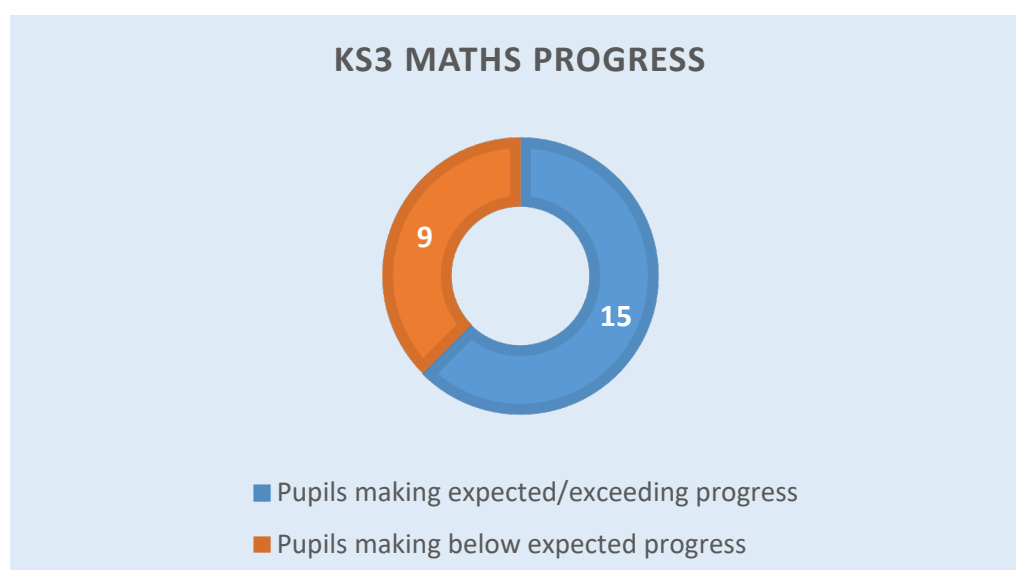
Progress Made in English

	Below	In Line	Exceeding	In Line and Exceeding
Number	8	16	0	16
Percentage	33%	67%	0%	67%



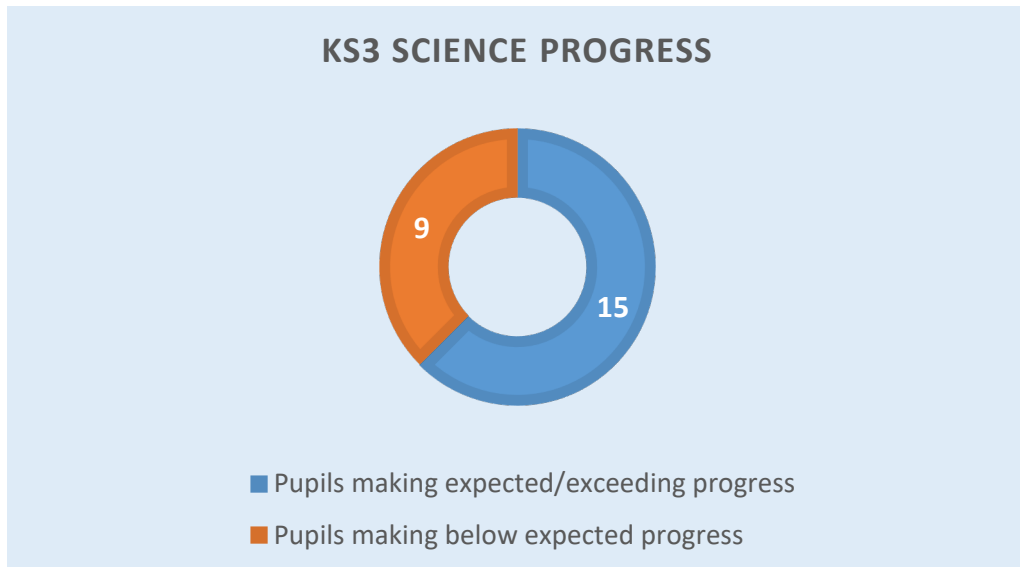
Progress Made in Maths

	Below	In Line	Exceeding	In Line and Exceeding
Number	9	15	0	15
Percentage	38%	63%	0%	63%

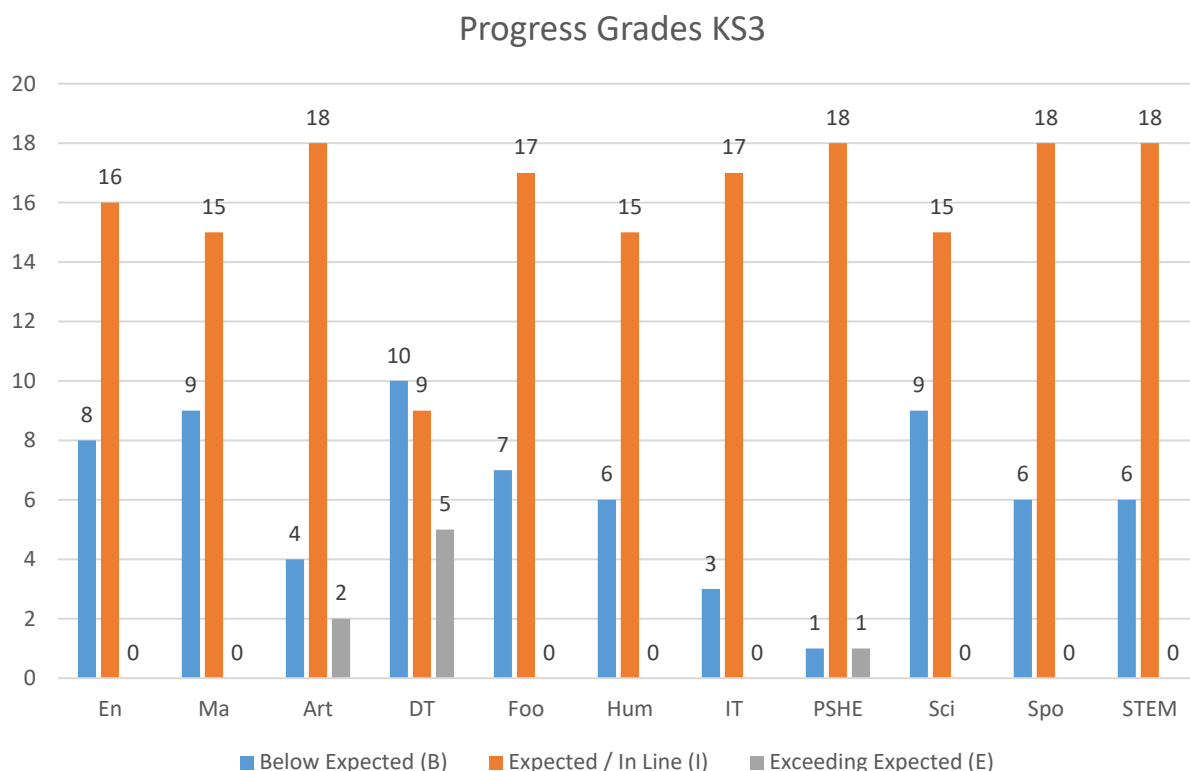


Progress Made in Science

	Below	In Line	Exceeding	In Line and Exceeding
Number	9	15	0	15
Percentage	38%	63%	0%	63%



Progress Grades in All Subjects



Analysis and explanation

For the most part, progress at KS3 has been very positive. Progress is determined by teachers on an individualised basis yet they are all robust and challenging.

In both English and maths, pupils achieved roughly the same results. With 67% of pupils in English making at least expected progress and 63% of pupils in maths making at least expected progress. This is the same for science with 63% of pupils either achieving or exceeding their end of year target. This data is favourable and shows that there is consistency across the board. It is the same pupils across the majority of the lessons who are making below expected progress and this is a result of their poor attendance to school.

All subjects show the majority of pupils have made progress, and there is a fairly even spread of success within the subjects. Specifically, there was a large percentage of pupils exceeding progress expectations in DT.

Reading Data

Reading Age Progress

Average reading age Term 1 – KS3	13 Years
Average reading age Term 3 – KS3	13 Years 6 Months
Average reading age Term 5 – KS3	13 Years 8 Months
Average months progress – KS3	8 Months
Average reading age Term 1 – KS4	15 Years 4 Months
Average reading age Term 2 – KS4	15 Years 9 Months
Average reading age Term 3 – KS4	16 Years 9 Months
Average months progress – KS4	16 Months
Progress of pupils who had reading intervention and were in receipt of pupil premium funding	10 Months

Progress of Pupils with Pupil Premium and Reading Intervention

Initials	Year Group	Reading Age at Start of School Year 2022-2023	Reading Age in May 2023	Progress During School Year 2022-2023
EH	Year 7	6 Years 10 Months	7 Years 11 Months	13 Months
DG	Year 8	11 Years 7 Months	12 Years	5 Months
KK	Year 8	15 Years 7 Months	15 Years 7 Months	0 Months
KL	Year 8	10 Years 6 Months	13 Years 11 Months	41 Months
FWa	Year 8	15 Years 5 Months	15 Years 5 Months	0 Months
KW	Year 8	14 Years 1 Month	14 Years 1 Month	0 Months
LA	Year 9	13 Years	13 Years 6 Months	6 Months
LB	Year 9	10 Years 2 Months	11 Years 7 Months	17 Months
BB	Year 9	9 Years 4 Months	12 Years	32 Months
MC	Year 9	17 Years 10 Months	21 Years 2 Months	40 Months
JC	Year 9	12 Years 9 Months	12 Years 9 Months	0 Months
DD	Year 9	11 Years 6 Months	11 Years 9 Months	3 Months
AG	Year 9	16 Years 5 Months	16 Years 5 Months	0 Months
HK	Year 9	10 Years	11 Years	12 Months
IZM	Year 9	16 Years 5 Months	16 Years 9 Months	4 Months
SM	Year 9	13 Years 1 Months	13 Years 6 Months	5 Months
LS	Year 9	10 Years 2 Months	10 Years 4 Months	2 Months
BS	Year 9	14 Years 5 Months	14 Years 5 Months	0 Months
EW	Year 9	11 Years 2 Months	14 Years	34 Months
GW	Year 9	13 Years 9 Months	13 Years 9 Months	0 Months
LA	Year 10	20 Years 3 Months	21 Years 2 Months	11 Months
GB	Year 10	12 Years	14 Years 11 Months	35 Months
RCO	Year 10	12 Years 6 Months	13 Years 3 Months	9 Months
CD	Year 10	15 Years 4 Months	15 Years 11 Months	7 Months
TM	Year 10	16 Years 5 Months	16 Years 5 Months	0 Months
AP	Year 10	13 Years 9 Months	13 Years 9 Months	0 Months
BR	Year 10	16 Years 5 Months	16 Years 5 Months	0 Months
RR	Year 10	14 Years 2 Months	15 Years 0 Months	10 Months
AW	Year 10	15 Years 7 Months	16 Years 4 Months	9 Months
AB	Year 11	13 Years 3 Months	13 Years 3 Months	0 Months
CP	Year 11	17 Years 0 Months	17 Years	0 Months
AR	Year 11	14 Years 5 Months	15 Years 7 Months	14 Months

Analysis and explanation

The Rowans recognise that reading provides pupils with the skills to access and understand academic learning, as well as helping to contribute more widely to character development. Reading is high priority at The Rowans. Pupils who start at The Rowans are, on average, in reading age, 2.5 years below their chronological age at baseline. Where there are gaps, pupils are given 1:1 reading intervention. For many this is the first time they have read out-loud to an adult since primary school. Pupils who access reading intervention make rapid progress and close the gap between reading age and chronological age. There were 11 pupils who had access to a reading intervention who made no progress in reading age in 2022/2023, all except 2 Year 11s already had a reading age in excess of their chronological age at the start of the academic year. The majority of pupils made significant progress in reading, closing the gap between reading age and chronological age, with two pupils making a huge 40 and 41 months progress respectively, in one academic year.

Interventions

Interventions continued to be a regular part of all pupils' timetables at The Rowans supporting them both academically and therapeutically, integral to the curriculum.

We introduced the new sensory space which has benefitted a great deal of pupils especially those who have been exposed to trauma and/or have specified sensory needs.

The sensory space has been able to provide a safe environment where pupils have been supported to calm and regulate.

We continued working with Rebecca Packer, Clinical Psychologist, on the VRU social skills project. We used her time with us to increase the effectiveness of our wellbeing interventions which focus on the underlying reasons behind exclusions and to provide staff supervision. This project has now concluded and our feedback has helped shaped future projects and support in PRUs/Aps

We reviewed our baseline testing and have introduced the IDL dyslexia screener. All pupils now complete the screener before starting so that we can identify any potential difficulties as soon as possible. Identified pupils then complete the dyscalculia screener.

During the baseline testing we noted a decline in reading and comprehension due to lack of engagement during lockdown and so all KS3, year 10 and identified year 11s had a reading intervention, this led to an average overall increase of 8 months for KS3 and 16 months in KS4.

The majority of pupils had access to Great Leaps where they completed a bushcraft carousel and then demonstrated their survival skills. We found the outdoor learning environment to be particularly beneficial to those pupils with a diagnosis of ADHD.

Two members of the interventions team attended the relaunch of the Medway Peer mentoring programme which we had helped to shape. We have relaunched this in school with the aim of pupils mentoring the primary pupils.

Over the academic year 2022/2023 92% of pupils accessed at least one intervention, with the majority accessing more. There were two full-time intervention staff, one part-time and a school counsellor. We also supported two student social workers on the 90-day placement.

The intervention sessions offered and accessed 2022/23 were:

- Reading
- Literacy
- Numeracy
- SPaG
- Gardening
- Cooking
- LEGO therapy
- Welfare Support
- Hygiene Intervention
- Life Skills
- Great Leaps
- Drawing and Talking
- Wellbeing
- Counselling
- Fit2learn
- Peer Mentoring
- DT

All interventions are tracked and a measure of progress used for each. This year we changed our systems so that all the interventions tracking was digital and accessible on one page. This made it more beneficial across the interventions as we could identify common issues and gaps in learning.

Pupil Premium 2022-2023

Secondary FSM, 'Ever 6' (any pupil who has been eligible for free school meals at any point in the last 6 years) attracted a premium of £985 per pupil in 2022-2023. Primary FSM, 'Ever 6' (any pupil who has been eligible for free school meals at any point in the last 6 years) attracted a premium of £1,385 per pupil in 2022-2023. CIC/LAC/PLAC pupils attracted a premium of £2,410.

National data Spring Census 2023 for pupil referral units/AP academies and alternative provisions

Number of secondary pupils on roll	Number eligible for pupil premium	% eligible for pupil premium
13,191 (single registration)	7,624	57.8%
25,100 (inc dual registration)	14,507	

Source: <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

Pupil premium; The Rowans compared to pupil referral units/AP academies and APs nationally

*This data includes LAC/PLAC pupils

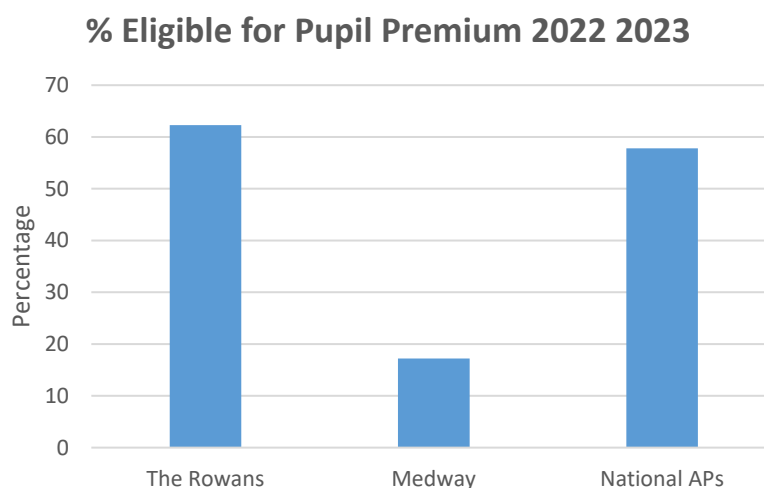
	The Rowans *	Nationally *
Number of pupils on roll (single registration)	65 35	25,100
Number eligible for pp (single registration pupils)	48 25	14,507
% eligible for pp	62.3%	57.8%
Pupil premium allocation	£47,280	Not known
Recovery Premium Funding Allocation	£20,424	Not known
Total Allocation	£67,704	

Source: <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>

Pupil premium; The Rowans compared to Medway and The South East (all secondary schools)

	The Rowans	Medway *
Number of pupils on roll	65	43,969
Number eligible for pp	48	12,124
% eligible for pp	62.3%	17.2%

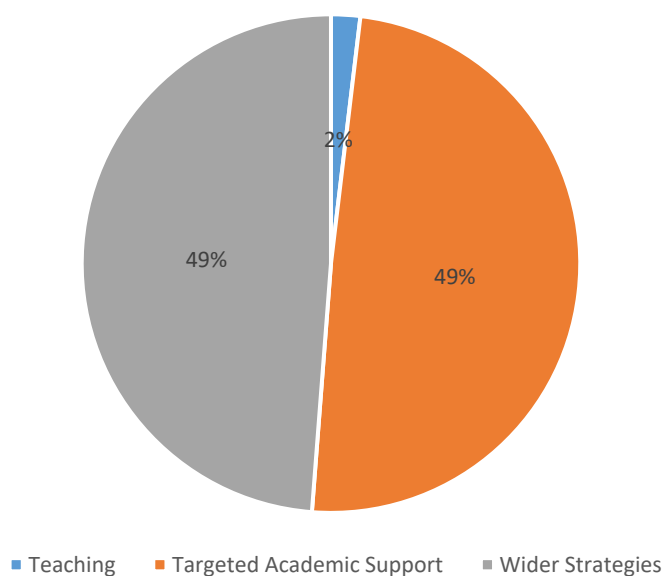
Source: <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2022-to-2023>



The Rowans had 48 pupils eligible for pupil premium (including LAC pupils). Total pupil premium allocation for 2022-2023 was **£46,597.50**

Teaching	
Educare and other courses available for all staff	£1073.76
Weekly CPD input	No cost
Tuition fees/Registration for ITT and ECT	£7,400
Twilight training sessions	£200
Targeted Academic Support	
1:1 targeted literacy and numeracy intervention	£8,120.77
Reading intervention	£18,948.47
Wider Strategies	
Whole school enrichment activities and trips	£1,500
Cultural capital trips, curriculum enrichment and enrichment week	£2,500
A school counsellor to work 1:1 with identified pupils	£14,000
All pupils having a free breakfast and lunch everyday	£1,500
Hygiene interventions	£300 + DfE sanitary products
Therapeutic interventions including; Lego therapy, art, gardening, Drawing and Talking, Great Leaps, Changing Lives Through Horses and 1:1 wellbeing/emotional regulation sessions	£4,797
A dedicated welfare and attendance lead, focusing on welfare issues, working closely with families and professionals involved in the pupil and/or family	£7,364.00
Reintegration to mainstream package	No Cost
TOTAL SPENDING	£ 67,704

Pupil Premium Spending 2022/2023



Link between pupil premium at The Rowans and the EEF toolkit:

Intervention at The Rowans	Toolkit intervention	Expected impact (months)	Cost
Educare and other courses available for all staff	Mastery learning	+5	£1,073.76
Weekly CPD input	Mastery learning	+5	No Cost
Tuition fees/Registration for ITT/ECT	Mastery learning	+5	£7,400
Twilight training sessions	Mastery learning	+5	£200
1:1 targeted literacy and numeracy intervention	One to one tuition	+5	£8,120.77
Reading intervention	Reading comprehension strategies	+6	£18,948.47
Whole school enrichment activities and trips	Social and emotional learning Outdoor adventure learning Arts participation	+4 0 +3	£1,500
Cultural capital trips, curriculum enrichment and enrichment week	Social and emotional learning Outdoor adventure learning Arts participation	+4 0 +3	£2,500
A school counsellor to work 1:1 with identified pupils	Social and emotional learning	+4	£14,000
All pupils having a free breakfast and lunch everyday	Behaviour intervention Social and emotional learning	+4 +4	£1,500
Hygiene interventions	School uniform Social and emotional learning	0 +4	£300
Therapeutic interventions including; Lego therapy, art, gardening, Drawing and Talking, Great Leaps, Changing Lives Through Horses and 1:1 wellbeing/emotional regulation sessions	Social and emotional learning Outdoor adventure learning Behaviour interventions Aspirations interventions	+4 0 +4 0	£4,797
A dedicated welfare and attendance lead, focusing on welfare issues, working closely with families and professionals involved in the pupil and/or family	Parental engagement Social and emotional learning Behaviour intervention.	+4 +4 +4	£7,364
Reintegration to mainstream package	Mentoring Behaviour interventions Aspirations interventions Feedback	+2 +4 0 +6	No Cost
TOTAL SPENDING			£67,704

Analysis and explanation – 2022/23

- Progress data is measured from baseline to term 5, 2022-2023

- KS4 attainment data is based on summer GCSE/BTEC results for Year 11

There is a significant impact on progress for pupil premium pupils who access additional support, funded by the pupil premium spend. From their starting points, pupils are making progress and closing gaps, however there is a gap now between pp and non pp.

2022/2023	Pupil Premium	Non-Pupil Premium
% Of pupils making expected or better progress in maths (KS3) at the end of Term 5	50%	80%
% Of pupils making expected or better progress in English (KS3) at the end of Term 5	57%	80%
% Of pupils making expected or better progress in maths (KS4) at the end of Term 5	62%	73%
% Of pupils making expected or better progress in English (KS4) at the end of Term 5	62%	82%
Average months reading age progress from first to last assessment for the academic year.	12 Months	11 Months
Average attainment 8 score for Year 11 based on Summer 2023 results	11.43	14.21
Average number 9-1 passes (Summer 2023 results) GCSE, BTEC and Vocational	3.9 (Average count of the number of passes for the 10 PP pupils)	4.67 (Average count of the number of passes for the 6 Non PP pupils)
% Improvement in Readiness profile	-8.34%	-11.59%

The Rowans has 60.94% of its students eligible for pupil premium funding. This is compared to 46.6% nationally for AP's and pupil referral units. At The Rowans, we firmly believe that this funding is a way to focus our attention on setting the achievement of our pupils from the most disadvantaged backgrounds as a priority.

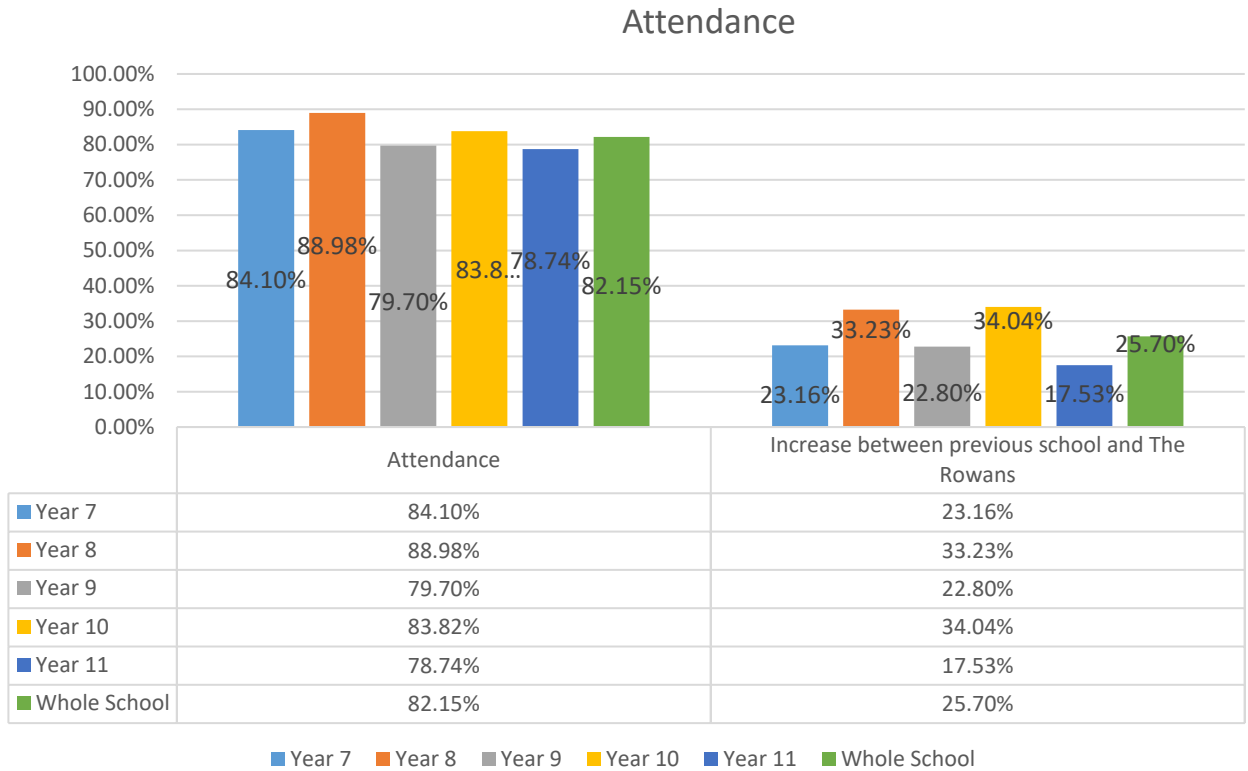
Pupil premium spending decisions are based on educational research combined with an in-depth knowledge and understanding of knowing what is needed for excluded pupils to enable them to; close attainment gaps, rebuild self-esteem and confidence and break the cycle of multiple disadvantage.

Through the research completed by the Education Endowment Foundation (EEF), we focus our spending to achieve maximum impact based upon the 5 key principles of:

1. Schools can make a difference
2. Evidence can help
3. Quality teaching helps every child
4. Implementation matters
5. Support middle and higher attainers too

These principles are embedded within the decision-making process when prioritising pupil premium spending along with analysing the EEF pupil premium toolkit. This is so that we have the biggest positive impact on our pupils' lives and their education, closing attainment gaps and providing them with the best possible chance post 16 and beyond.

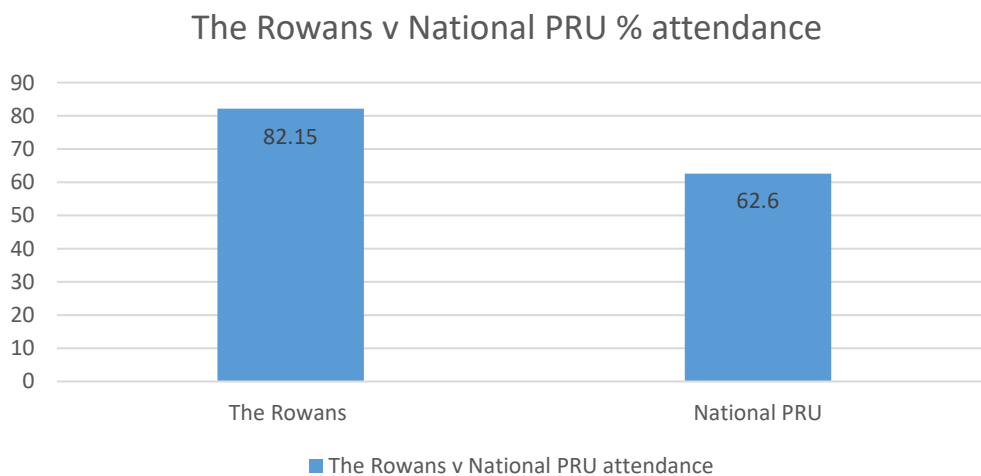
Attendance



National picture:

National average attendance for PRUs is 62.6%. At The Rowans we finished 2022/2023 with a school average of 82.15%. That is just over 19% above the national average for attendance.

Source: <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-autumn-2021-and-spring-2022>



Measuring Non-Academic Progress

The Rowans recognise that many pupils who join have complex needs and the barriers to learning that face pupils are complex and varied and include:

- Low levels of literacy and numeracy on entry
- Reading ages well below chronological age
- Lack of phonics for EAL pupils
- Complex social needs
- Unidentified mental health needs
- Diagnosed mental health needs
- Diagnosed medical needs
- Unidentified learning needs
- Adverse Childhood Experiences
- Risk of and exposure to child exploitation
- Low self-esteem and little self-confidence
- Criminal offending
- Illegal recreational drug and alcohol misuse
- Previously or currently LAC
- Lack of aspiration
- Lack of positive adult role-models
- Lack of parental guidance, boundaries and supervision
- Damaging experience of mainstream education
- Poor diet and associated health needs

What is evident is that one of the largest obstacles to pupils learning is the trauma they have experienced in their lives, affecting both educational attainment and social and emotional development. As The Rowans provides a holistic education, it is important that we recognise and celebrate all progress, both academic and non-academic. We have transitioned to using Boxall profiles from SDQs. This, combined with the Readiness Profiles, identify where additional therapeutic intervention or welfare support is needed, where pupils may benefit from counselling and also where external specialist referrals are needed, such as to Nelft, social care or specialist charities.

In 2018/2019 The Rowans also introduced a 'Vulnerability Index' which identifies more closely the issues that each pupil is facing and how support can be targeted. By defining and monitoring these vulnerabilities, supported by engagement with pupils, we can ensure that pupil voice is better heard, risks are better addressed and opportunities and aspirations built on.

Readiness Profiles

Readiness profiles are completed 6 times a year by the form tutors and the form teaching assistants. For KS3 this is an assessment regarding how ready for reintegration pupils are. For KS4 it assesses how ready for their next steps they are – whether this is sitting their GCSE's or transitioning to their Post-16 destination. Being an alternative provision, where challenging behaviour can be the most prominent forms of communication, it is important that we track behaviour and intervene where needed in a timely way. Restorative justice meetings are used to encourage positive changes to behaviour via reflection and reconnection. We have adjusted the profiles to include a wider range of categories rather than just behaviour; this is to reflect the fact that we focus on more than just behaviour but also on transforming lives and supporting pupils in all areas of their lives.

	Average Start (Higher is better)	Average End (Higher is better)
KS3	128	120
KS4	125	107
Whole School	127	115

In this academic year, Readiness Profiles were completed 6 times a year. For KS3, the data indicates that there was a decline slightly as the year went on whereas for KS4 this decline was greater. As is typical in previous years, behaviour fluctuates throughout the year and there are normally peaks in behaviour across this time period, but by the end of a full academic year, behaviour is generally improved upon from the beginning. It is not clear what impact COVID-19 and lockdown has had on education and pupils yet, so it is important to bear this in mind when looking at data. Additionally, due to the large influx of pupils in terms 5 and 6, especially in KS3, this will skew the data as pupils often have a positive few weeks and then we see some of the behaviours that have challenged in mainstream.

Suspensions and Exclusions

Suspensions have decreased by one from the previous year but it is important to note that the last academic year was the first full academic year following the disruption of the COVID-19 pandemic. Additionally, suspensions increasing is a similar trend across the country with there being an increase in the number of suspensions nationally in the last academic year.

	Number of fixed term suspensions
2016/2017	25
2017/2018	22
2018/2019	9
2019/2020	11
2020/2021	9
2021/2022	15
2022/2023	14

Vulnerability Index

The Vulnerability Index was designed based on a report by the Children’s Commissioner in 2017 titled, ‘On measuring the number of vulnerable children in England’. The Rowans Vulnerability Index seeks to put into figures the numerous vulnerabilities faced by pupils, therefore offering a different perspective for staff to acknowledge and seek to understand the reasons behind the challenging behaviours and the poor outcomes. This vulnerability index works alongside a trauma-informed approach where adverse childhood experiences are recognised.

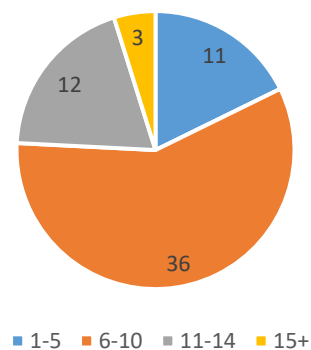
It is known that children who have suffered multiple ACEs will display significant social, emotional and mental health difficulties, because their cognitive functions have been damaged. It is also recognised that although ACEs and toxic stress can have a negative effect on a child’s development, if they have consistently positive experiences with emotionally available adults, their brain’s neuroplasticity can play a central role in the healing process. Therefore, The Rowans use the vulnerability index and accompanying ACEs tool to offer support for pupils beyond classroom learning such as therapeutic intervention, welfare support or access to external support. Information about each pupils’ total number of vulnerabilities is added to every teacher’s register as a reminder of the pupils’ wider issues and needs. This vulnerability index is individual for each pupil and is reviewed three times a year by the SENCO and the Interventions and Mental Health Lead and updates given to staff. Many of these vulnerabilities are outside of the control and influence of the school but through acknowledging them, addressing them, providing emotionally available adults and the wrap around care they need to progress up Maslow’s hierarchy of needs, alongside an appropriate curriculum, pupils can begin to heal and improve their life chances.

The current vulnerability list has 35 listed vulnerabilities, as shown below:

1. Looked after children (LAC)
2. Children who are subject to a Child Protection Plan (CPP)
3. Children in a secure estate or secure children’s homes
4. Children in need (CHiN)
5. Unaccompanied Asylum seeking children (UASC)
6. Children leaving care and returning home
7. Children who are subject to a Special Guardianship Order (SGO)
8. Adopted children
9. Children who has special educational needs and/or disability (SEND)
10. Children who have mental health difficulties
11. Children who have physical health issues
12. Children in workless families
13. Children in low-income families
14. Children who are homeless or in temporary accommodation
15. Children not meeting the threshold for social worker intervention
16. Teenage parents
17. Children in non-intact families (living with a lone parent)
18. Undocumented children and children without legal identity/regular immigration status
19. Young carers
20. Children in troubled families (TAF, Early Help)
21. Children whose parents use substances problematically
22. Children whose parents have limited parenting capacity
23. Children with a school attendance of less than 75%
24. Excluded children, fixed term or permanent exclusions
25. Children involved with the criminal justice system/young offenders
26. Children in gangs
27. Children in need who have experienced childhood trauma/abuse
28. Children who have been victims of modern slavery
29. Children involved in substance and/or alcohol misuse/abuse
30. Missing/absent children
31. Children with BME background
32. Sexual and gender minority children
33. Children exposed to domestic violence
34. Children victim to child sexual exploitation (CSE)
35. Children in families where there is inter-parental conflict

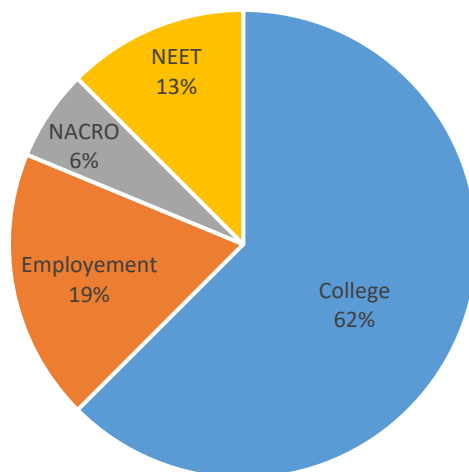
For 2022/2023, there was a variety of vulnerabilities in pupils, ranging from 1 to 15+. Pupils with the most vulnerabilities generally displayed the most challenging behaviour and yet had some of the best attendance. It is recognised that for the most vulnerable children is often a safe place, where their basic needs are met through compassion, consistency and structure.

Number of Vulnerabilities for 2022/2023



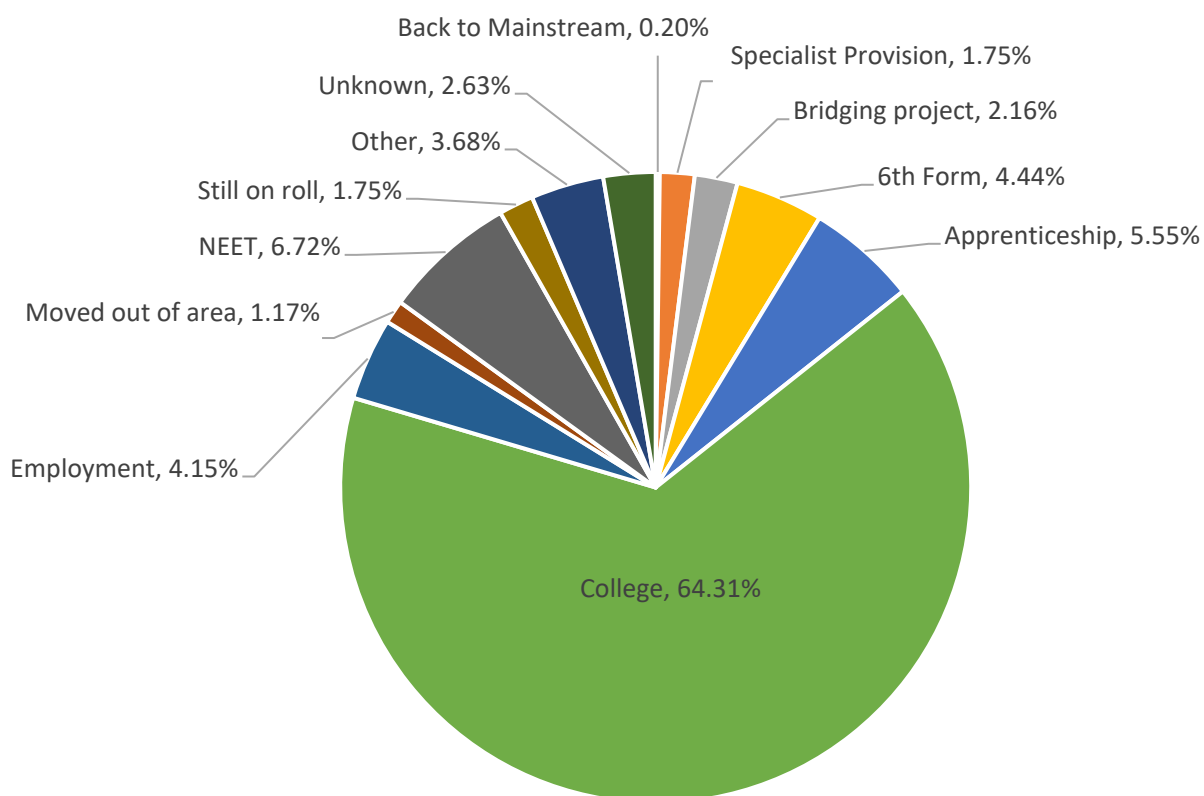
Destinations

The Rowans Leavers July 2023



Source: National Data is provided by Prisum (prisum.co.uk) who collates AP data from various schools around the country who take part in their data pioneer group. This currently represents approximately 60% of PRUs and APs.

Data Pioneers (Prisum) Group 2017-21



We strive to ensure that all pupils transitioning from The Rowans post 16 are on a pathway that is relevant, engaging, challenging, sustainable and gives the young person the best possible chance in life. This happens at The Rowans through a variety of ways. KS3 pupils have access to an independent L6 trained careers guidance and advise professional at The Rowans carers fair and also have a unit of their PSHE programme dedicated to careers learning. All KS4 students have 1:1 access to a level 6 trained careers adviser who gives impartial information advice and guidance once a week. This is coupled with a range of other tools to aid and support learners to make the most informed choices for their career progression and to ensure they are not NEET post 16. Some of the other mechanisms we use are listed below:

- Staff supporting pupils in year 11 to visit local colleges for tours.
- Extended work placements in year 10 and 11 with tailored work experience in year 11
- A specific Rowans careers fair once a year to provide bespoke careers options to young people
- Specifically developed Careers and aspirations task and finish group to drive careers and aspirations in the school with a personal mentoring scheme for year 11's
- Mentoring links to home mentors to continue support at home
- KS4 form tutors integral to support network
- National Citizenship Service assembly to KS4 each year
- Dedicated careers notice board in school
- Job shop for pupils pre-Christmas with Christmas temp job vacancies
- Dynamic careers library for students of all ages to access in school
- Continued support for 3 years post 16

Through using these mechanisms along with the relentless support of The Rowans team, we have 87% of leavers from 2022/23 on a relevant post 16 pathway striving to develop themselves socially and academically.