



**The Rowans**  
**Annual Performance Data Report**  
**2023-24**



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## 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.

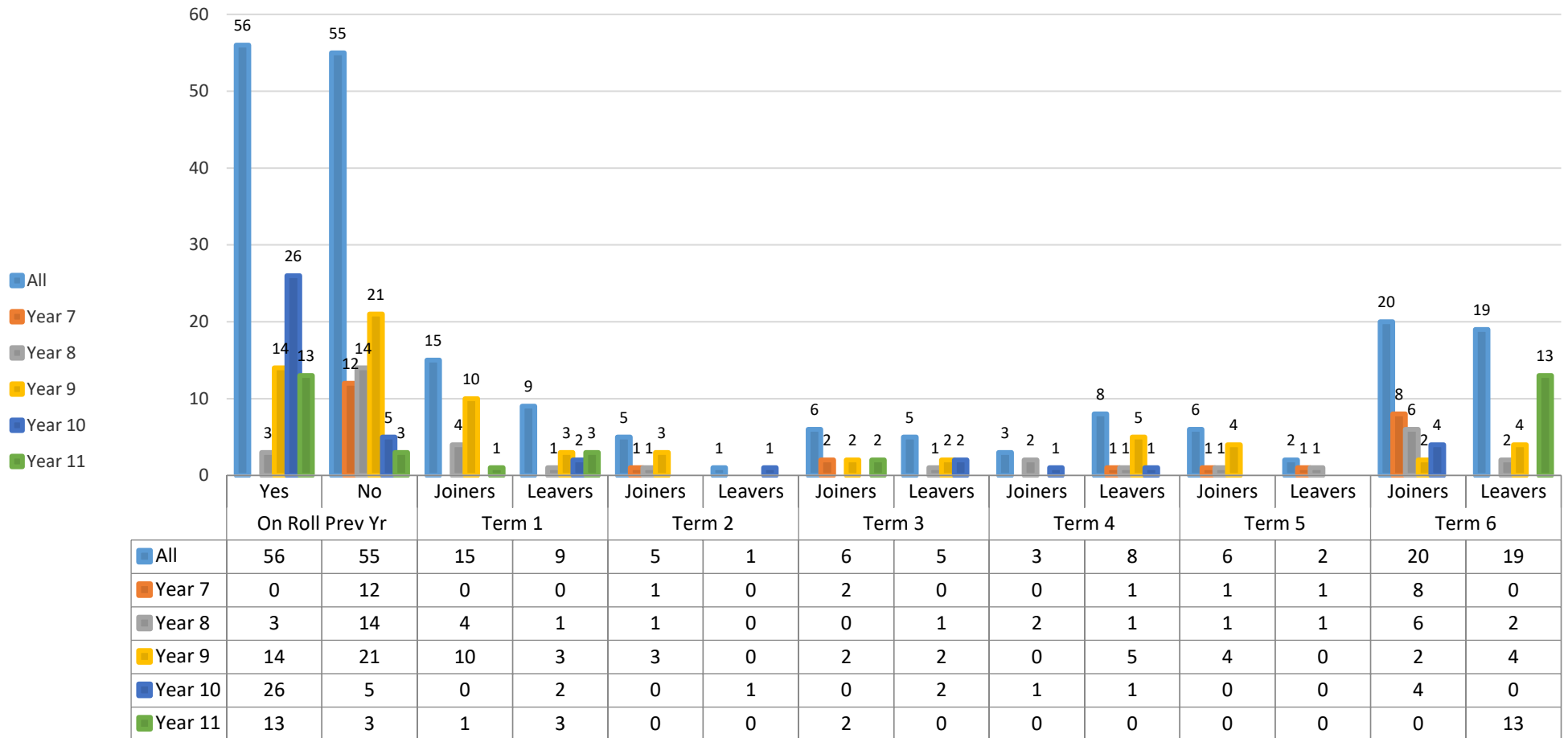
**“The work of an AP school, then, is much more complex than simply imparting knowledge. It involves rebuilding the emotional damage of exclusion; developing trusting relationships often with young people who have had few trusted adults in their lives; and attempting to catch up learners who are often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

For this academic year, there was an influx of pupils in term 1 to make up for the loss of year 11's from the previous term. We also had a steady stream of pupils arriving and moving on to more appropriate provisions throughout the year. Terms 1 and 6 had the highest number of pupils joining and similar to previous years, the greatest number of pupils who joined us were in year 9 – 21 in total.

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 12 year 7 pupils join in the academic year, this is a significant increase on previous years.

## KS4 Outcomes

### Year 11 Headline Figures

Year 11 Headline Figures	The Rowans 2023-24
Number of Year 11 pupils	13
% pupils eligible for FSM	77%
Attainment 8 Average	9.65 (Single and dual pupils) 10.61 (Single reg pupils only)
Attainment 8 Average Male	7.17 (Single and dual pupils) 6.90 (Single reg pupils only)
Attainment 8 Average Female	15.25 (Single and dual pupils) 15.25 (Single reg pupils only)
Progress 8 Score	-2.63 (Only the 9 single registration pupils)
Top Progress 8 Score for individual pupil	-0.98 (Only the 9 single registration pupils)
5 or more 9-4 including English and Maths	0.00%
5 or more 9-1 including English and Maths	69.23%
5 or more 9-4 or their equivalent	0.00%
5 or more 9-1 or their equivalent	69.23%
At least 1 GCSE 9-1 or equivalent	100.00%
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	6 (Includes their Year 10 entries)
Y11 exam entries - average entries per pupil - GCSE/IGCSE only	3.38 (Includes their Year 10 entries)
Breadth of qualifications available - Number of GCSEs/IGCSEs	9
Breadth of qualifications available - Number of BTECs/Vocationals	11
Breadth of qualifications available - Number of Functional Skills	0
Breadth of qualifications available - Number and type of others	3

The Rowans 2023-24	
Number of Y11 pupils:	13
Number of Passes GCSE:	40
Number of Passes Level 2 courses:	7
Number of Passes Level 1 courses:	22
Number of Passes Entry Level 3 courses:	0
Number of Passes Short courses:	4

Year 11 Headline Data	The Rowans 2023 - 2024	National AP Data 2022 - 2023
Attainment 8 Average	9.65	6
5 or more accredited qualifications	69.23%	26%
At least 1 GCSE or equivalent	100%	52.2%

	The Rowans 2023-24	The Rowans 2023-24
<b>Group Performance</b>	<b>5 (9 - 1)</b>	<b>5 (9 - 4)</b>
FSM	80.00%	0.00%
Pupil Premium	80.00%	0.00%
EHCP	None	None
LAC	0.00%	0.00%
EAL	0.00%	0.00%
Male	55.56%	0.00%
Female	100.00%	0.00%

### Year 11 Headline 4 Year Trends

Year 11 Headline Data	The Rowans 2023-2024	The Rowans 2022-2023	The Rowans 2021-2022	The Rowans 2020-2021
% 5 or more 9-4 including English and Maths	0.00%	0.00%	24.00%	35.29%
% 5 or more 1-9 including English and Maths	69.23%	56.25%	88.00%	70.59%
% 5 or more 9-4 or their equivalent	0.00%	6.25%	24.00%	35.29%
% 5 or more 9-1 or their equivalent	69.23%	62.50%	88%	70.59%
% achieving at least 1 GCSE 9-1 or equivalent	100.00%	93.75%	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 9.65. That is a difference of 3.65. 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. 69.23% 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 43.23% and is an increase from our own results the year before.

This is the second 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. There were multiple sustained attempts to engage this pupils but they continued to be disengaged and refused to even attend any exams.

As a provision, in the academic year 2023/2024, The Rowans offered 23 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 2023/2024 cohort: 13

Measure	Outcome 2023-2024
Percentage of pupils achieving a standard pass in English and mathematics	0%
Percentage of pupils achieving 5 or more qualifications, 1-9 grades	69.23%
Percentage of pupils staying in education or employment after key stage 4	92.31%
Average percentage improvement, per pupil, in behaviour using the Readiness Profile tool	-7.45%
<b>Percentage difference of attendance compared to previous school</b>	+ 9.81%
Average number of months progress in reading age	6 Months

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%
<b>Percentage difference of attendance compared to previous school</b>	+ 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

## 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 3 pupils left without these qualifications. Significant support was put in place, including 1:1 tuition in the home. It is important to note that all 3 of the pupils who did not achieve an English or maths qualification had incredibly low attendance. The remaining 10 pupils all achieved an English and maths qualification. No pupils achieved a standard pass in both English and mathematics, however 1 pupil did achieve a grade 4 in English GCSE.

The careers guidance and support at The Rowans is outstanding under the leadership of Mrs Martin. In 2023/2024, 93% 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 -7.45% decrease in how ready pupils were for their next steps; in this case, moving on to their post-16 pathways. This data is not surprising considering 3 of the pupils were completely disengaged with learning and school.

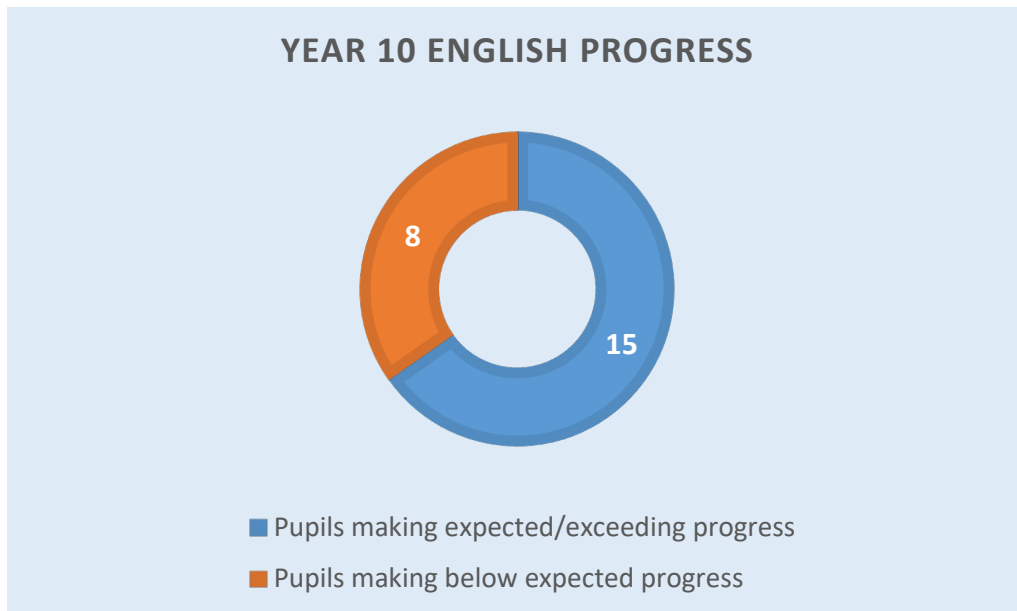
The attendance data shows a positive trend with an increase in attendance from previous schools of 9.81%.

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 6.

## Year 10 Outcomes

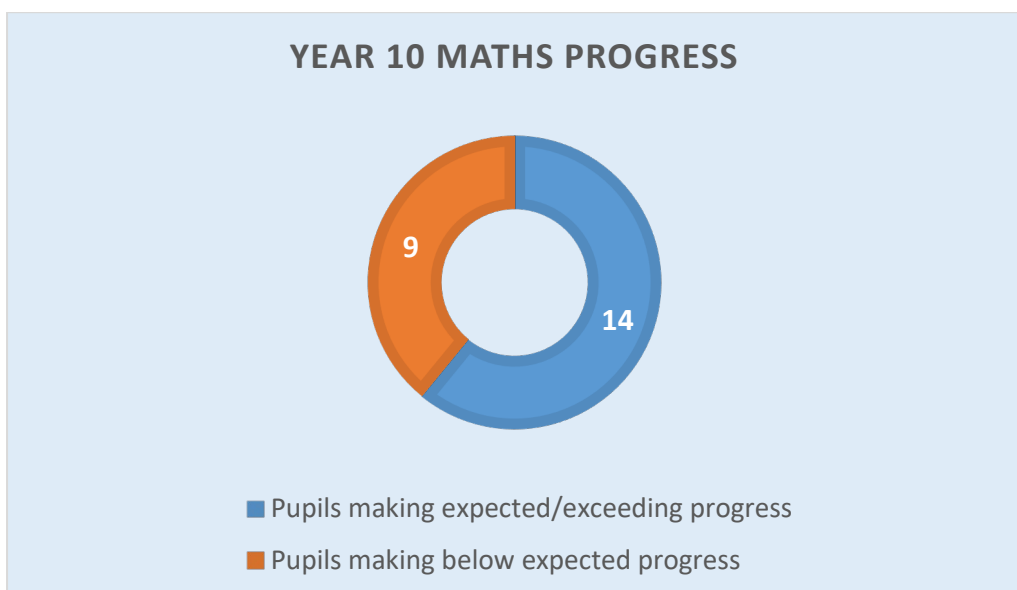
### Progress Made in English

	Below	In Line	Exceeding	In Line and Exceeding
Number	8	14	1	15
Percentage	35%	61%	4%	65%

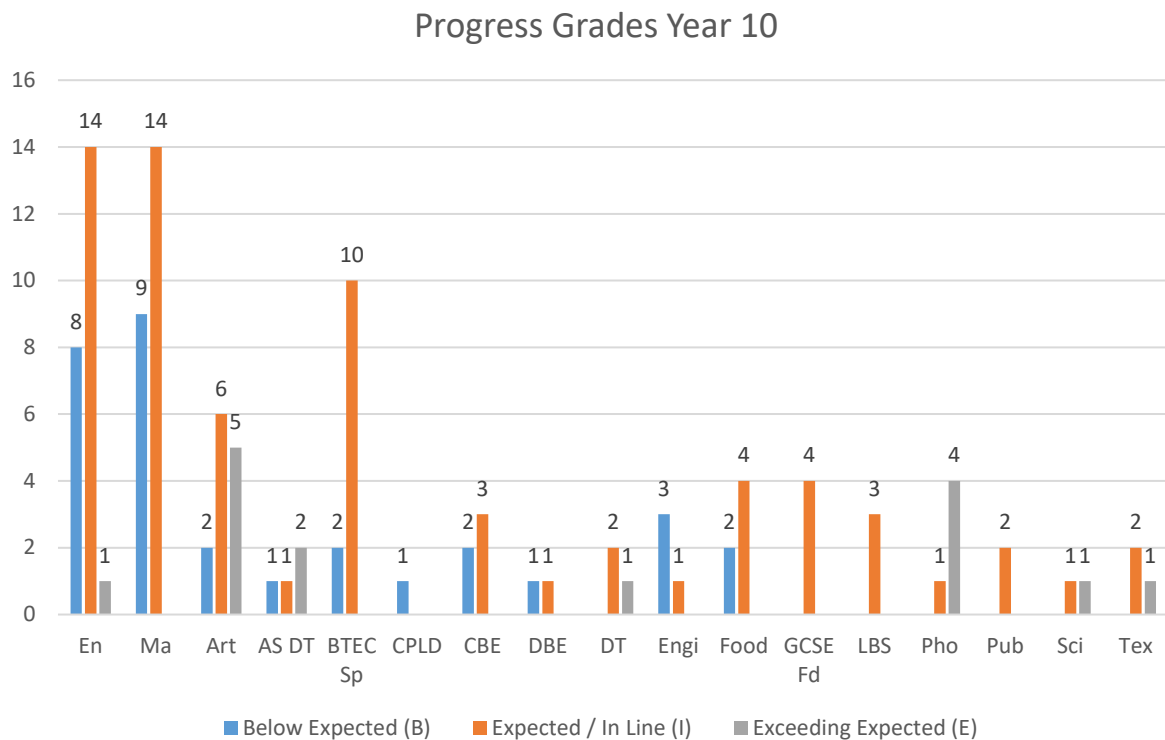


### Progress Made in Maths

	Below	In Line	Exceeding	In Line and Exceeding
Number	9	14	0	14
Percentage	39%	61%	0%	61%



## Progress Grades in All Subjects

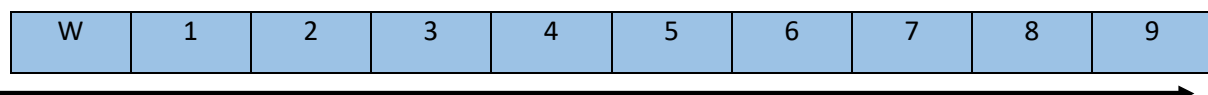


### Analysis and explanation

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 21 year 10 pupils on roll as of July 2024, however, 1 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, 100% of them went on to achieve at least one qualification this year, 85% of them achieved two qualifications and 45% of the cohort have already achieved 3 qualifications. That is incredibly positive and will support progression next year as they begin year 11. There were some notable achievements with one pupil achieving a grade 7 in GCSE textiles, a grade 7 in GCSE photography and a grade 6 in GCSE art. Another pupil achieved a Level 2 merit in BTEC science, a grade 4 in GCSE food and a grade 6 in GCSE DT.

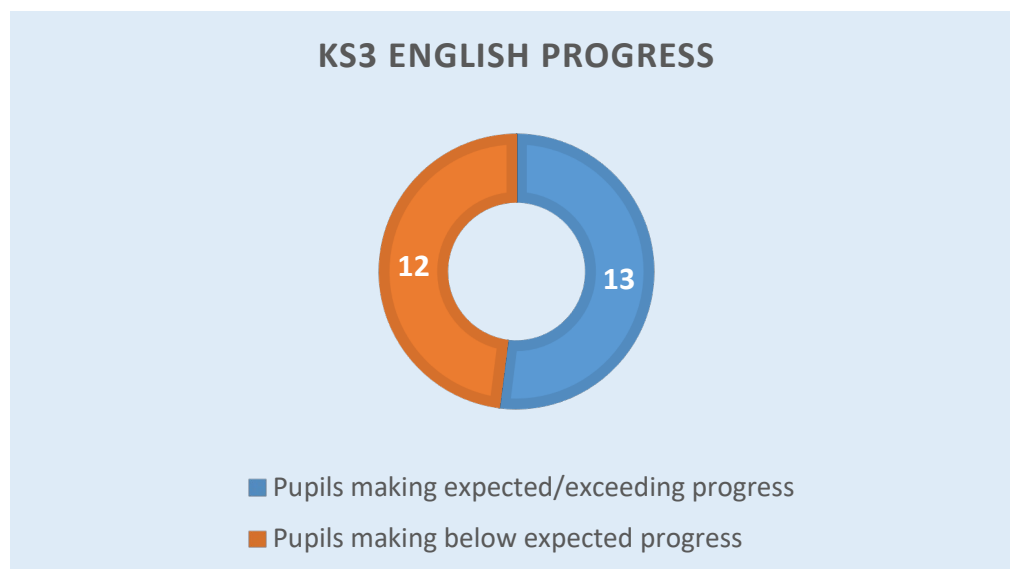
In maths, 61% of the year 10s made at least expected progress and this data was 65% for English. This data is to be expected due to the larger cohort of pupils and for the most part, it is the same pupils who are below in both English and maths. Teachers should use this data moving forward to help identify these pupils and provide support and interventions so they can close the gaps and make 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

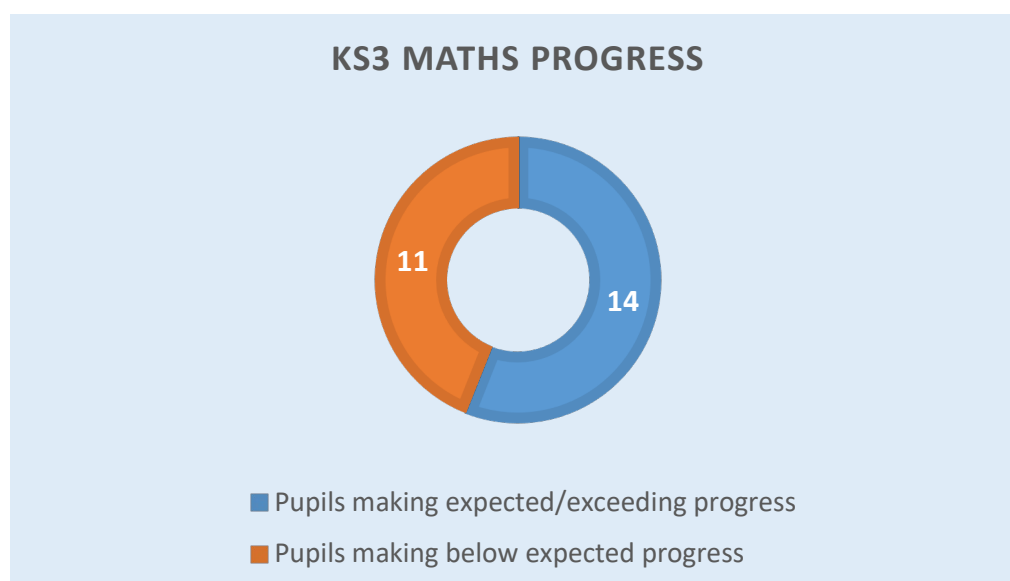
### Progress Made in English

	Below	In Line	Exceeding	In Line and Exceeding
Number	12	13	0	13
Percentage	48%	52%	0%	52%



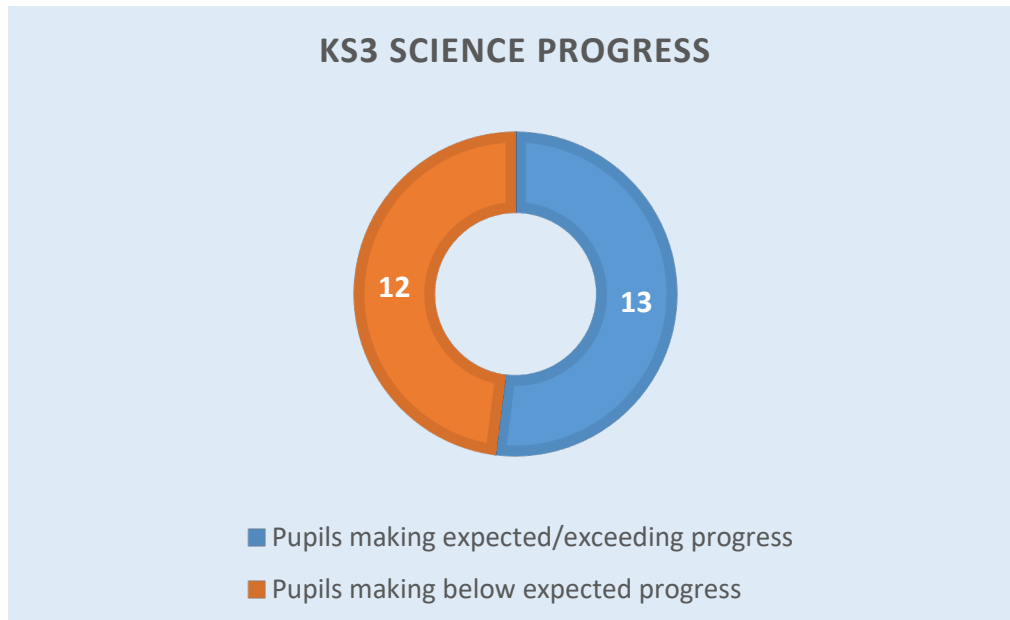
### Progress Made in Maths

	Below	In Line	Exceeding	In Line and Exceeding
Number	11	14	0	0
Percentage	44%	56%	0%	56%

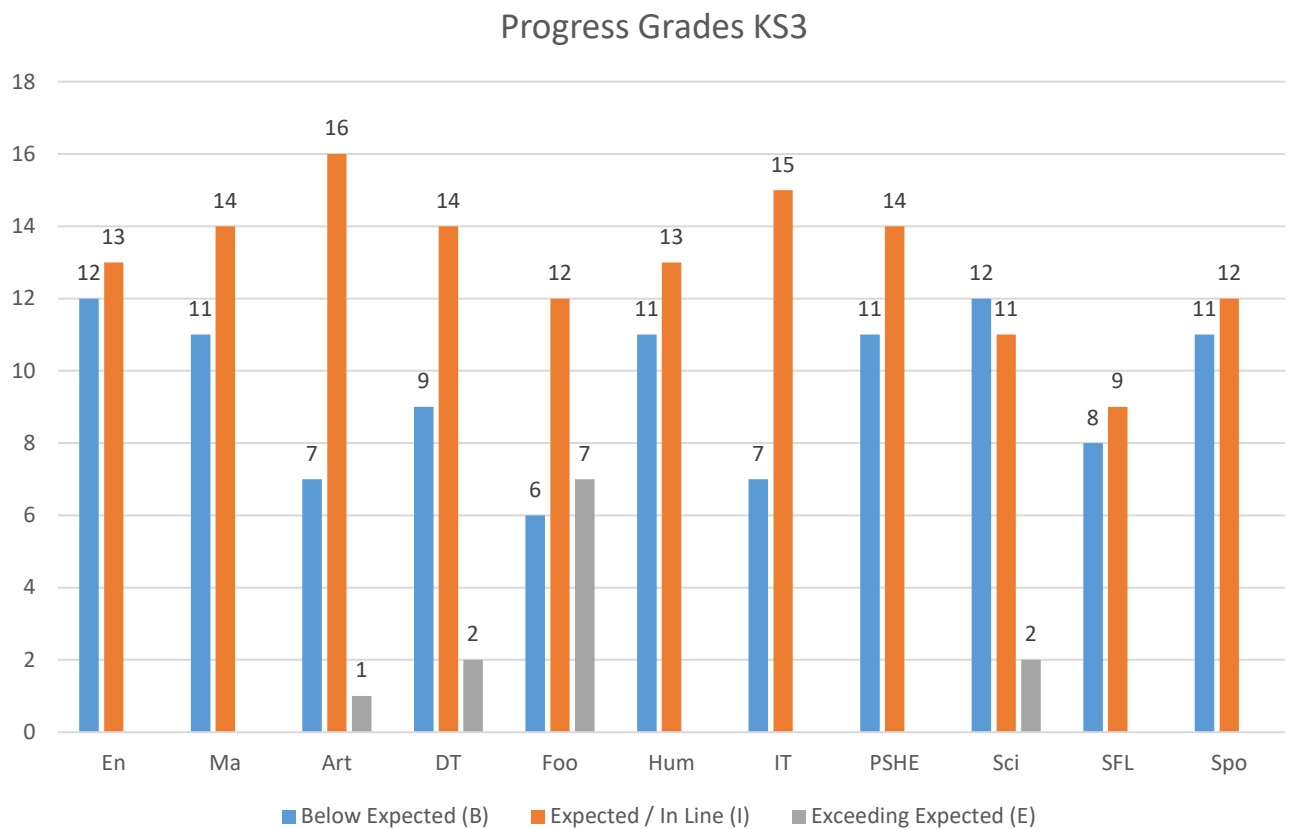


## Progress Made in Science

	Below	In Line	Exceeding	In Line and Exceeding
Number	12	11	2	13
Percentage	48%	44%	8%	52%



## 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.

Across the core subjects of English, maths and science, pupils achieved roughly the same results. With 52% of pupils in English making at least expected progress and 56% of pupils in maths making at least expected progress. This is the same for science with 52% 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 food.



## Reading Data

### Reading Age Progress

Average reading age Term 1 – KS3	12 Years 7 Months
Average reading age Term 3 – KS3	12 Years 11 Months
Average reading age Term 5 – KS3	14 Years 2 Months
Average months progress – KS3	19 Months
Average reading age Term 1 – KS4	15 Years 3 Months
Average reading age Term 2 – KS4	15 Years 6 Months
Average reading age Term 3 – KS4	16 Years 2 Months
Average months progress – KS4	11 Months
Progress of pupils who had reading intervention and were in receipt of pupil premium funding	24 Months

### Progress of Pupils with Pupil Premium and Reading Intervention

Initials	Year Group	Reading Age at Start of School Year 2023-2024	Reading Age in May 2024	Progress During School Year 2023-2024
JKi	7	12 Years 9 Months	12 Years 9 Months	0 Months
PB	8	10 Years 11 Months	12 Years	13 Months
JF	8	14 Years 5 Months	14 Years 9 Months	4 Months
EH	8	7 Years 11 Months	9 Years 1 Month	14 Months
IS	8	5 Years	9 Years 3 Months	51 Months
CA	9	11 Years 2 Months	13 Years 9 Months	31 Months
DC	9	12 Years 9 Months	14 Years 9 Months	24 Months
PC	9	7 Years 11 Months	12 Years 5 Months	54 Months
BE	9	13 Years	14 Years 9 Months	21 Months
JG	9	13 Years 9 Months	13 Years 9 Months	0 Months
SH	9	6 Years 9 Months	10 Years 10 Months	49 Months
JKa	9	10 Years 1 Month	12 Years 11 Months	34 Months
LL	9	13 Years 6 Months	16 Years	30 Months
TyMc	9	7 Years 6 Months	10 Years 3 Months	33 Months
LR	9	10 Years 6 Months	13 Years 9 Months	39 Months
YR	9	12 Years 3 Months	15 Years 7 Months	40 Months
FW	9	15 Years 5 Months	15 Years 5 Months	0 Months
LA	10	13 Years 6 Months	14 Years 2 Months	8 Months
LB	10	11 Years 7 Months	15 Years 7 Months	48 Months
BBR	10	12 Years 7 Months	13 Years 8 Months	13 Months
CF	10	10 Years 6 Months	14 Years 8 Months	50 Months
HK	10	11 Years 7 Months	12 Years 6 Months	11 Months
SM	10	13 Years 6 Months	14 Years	6 Months
EW	10	14 Years 6 Months	15 Years	6 Months

### Analysis and explanation

Reading continues to be a high priority at The Rowans. Pupils who start at the Rowans all complete a Hodder reading assessment which is then completed three times a year across the whole school to closely monitor progress.

Where there are gaps, or concerns are noted, pupils are given a 1:1 reading intervention. For the majority of pupils this is the first time they have read out- loud since primary school. Pupils can choose from a wide range of books in the well stocked library and are encouraged to read something that they enjoy in order to re-ignite a love of reading.

Pupils who access the reading interventions make rapid progress and close the gap between reading age and chronological age.

There were 24 pupils in receipt of Pupil Premium who had 1:1 reading interventions in 2023/24.

3 pupils made no progress, 2 refused to complete an updated assessment, so no progress could be noted and 1 had already made 38 months progress since starting at The Rowans and has a reading age that is 17 months in excess of his chronological age. 21 of the pupils made significant progress with 6 of them making at least 40 months or more progress.

## Interventions

Interventions continue to be an integral part of The Rowans curriculum, supporting pupils academically and therapeutically. With the introduction of more 12- week placements we created a bespoke and informative report to provide vital information to pupils' mainstream schools. We created an "all about me" profile, which is completed with the pupil during their baseline assessments. The information, including a photo, is emailed to all staff before the pupils access their lessons, so that all staff have information about the pupil from the pupils' point of view. This information is then added to the 12 -week reports.

We reassessed our baseline assessments and after researching decided to introduce the Boxall profile. Each pupil has a Boxall profile completed after 2 weeks and the whole school is reassessed in Term 5. The profile provides accurate information to add to pupils' 12- week reports and focus areas for wellbeing interventions. We planned and taught two of the four Skills For Learning sessions, each KS3 group has one lesson a week consisting of four sessions. The program aims to establish a solid foundation in numeracy and literacy while fostering critical thinking and articulate expression. We have focussed our sessions on speech and language, executive functioning, self-esteem and reading for pleasure.

We took our first ever group to take part in the National Indoor Climbing Award Scheme (NICAS) level one indoor climbing course at Lower Grange Farm Activity Centre. Took four groups to Great Leaps to try archery and also two groups to take part in bushcraft carousels. All pupils who accessed these sessions learnt new skills, had new experiences and had to demonstrate resilience in order to succeed. We found the outdoor learning environment to be particularly beneficial to those pupils with varied SEN needs.

Two members of the interventions team completed Medway' first Mediating Learning Support Assistant (MeLSA) training. The role of a MeLSA is to support pupils' learning. They completed six days of training by a team of educational psychologists and will get ongoing group supervision. MeLSAs are trained in how to help a pupil become an independent learner using mediating learning skills.

We supported a trainee counsellor with her level 6 Level 6 Diploma in Counselling Children and Young People by providing a supportive placement.

The intervention sessions offered and accessed 2023/24 were:

- Reading
- Literacy
- Numeracy
- SPaG
- Gardening
- Cooking
- LEGO therapy
- Welfare Support
- Hygiene Intervention
- Life Skills
- Great Leaps – Bushcraft

- Great Leaps - Archery
- Climbing
- Drawing and Talking
- Wellbeing
- Counselling
- Fit2learn
- Peer Mentoring

Over the academic year 2023/2024 91% 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/student counsellor.

All interventions are tracked and a measure of progress used for each. The interventions are then reassessed three times in an academic year

## Pupil premium review of 2023/2024 academic year

The Rowans works within the 5 key principles for pupil premium spending as outlined by the Education Endowment Foundation (EEF).

### 1. Schools can make a difference

Closing the gap between disadvantaged pupils and their peers is fundamental to curriculum Intent and Implementation. This happens within quality first teaching and through targeted interventions.

### 2. Evidence can help

An evidence informed approach is key to the decision-making process when planning and allocating pupil premium funding. The Rowans has used the EEF guide and toolkit as well as “An updated practical guide to the pupil premium” by Marc Rowland.

### 3. Quality teaching helps every child

The Rowans believe that quality teaching is the most important factor to improve outcomes for disadvantaged pupils.

### 4. Implementation matters

In order for the spending to be effective in closing attainment gaps, priorities are based on a range of data and linked to vulnerability indexes for each pupil. This ensures that the small number of priorities selected have the best chance of success.

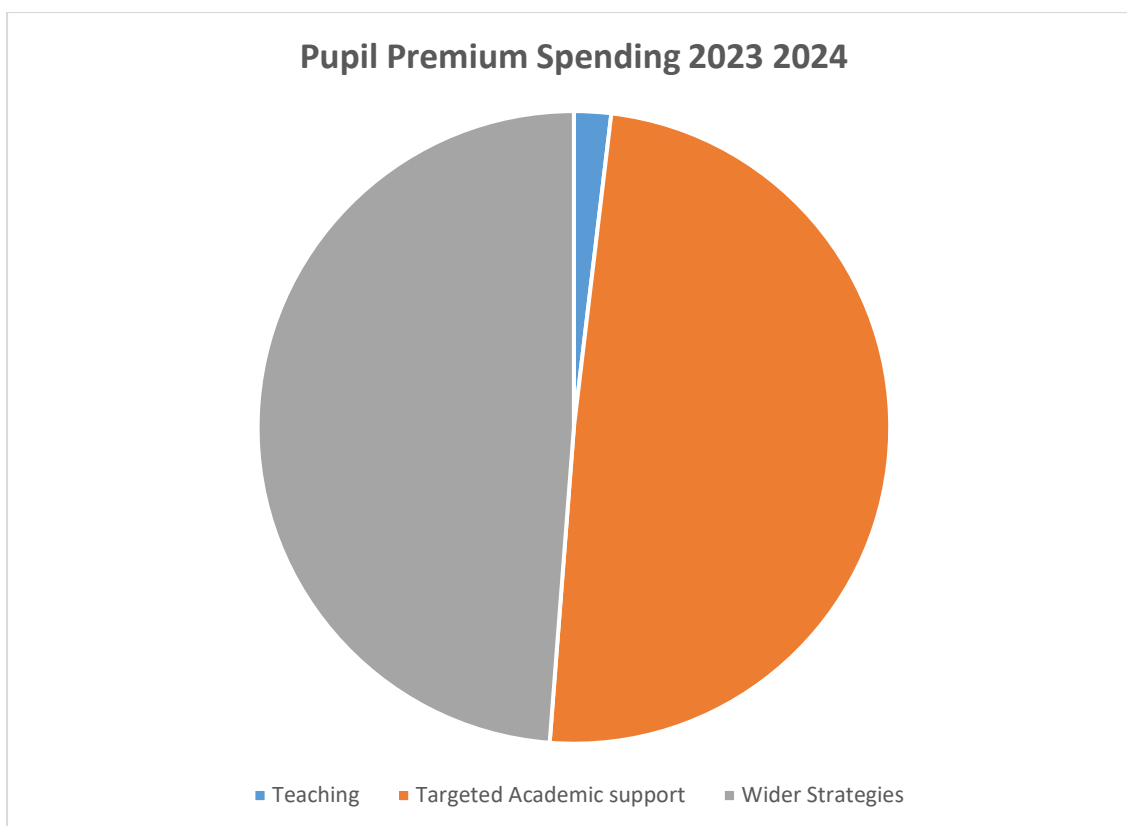
### 5. Support middle and high attainers too.

The Rowans recognise that best practice in supporting disadvantaged pupils is equally advantageous for all pupils. Pupil premium spending will have a wider impact than simply closing attainment gaps by supporting all pupils to make academic and personal progress.

The Rowans had 50 pupils eligible for pupil premium (including LAC pupils) in 2023/2024. Total pupil premium allocation for 2023/2024 was £54,315.

<b>Teaching</b>	
Educare and other courses available for all staff	£1074.00
Weekly CPD input	No cost
Programme of teacher collaboration	No cost
<b>Targeted Academic Support</b>	
1:1 targeted literacy and numeracy and reading intervention	£18,120.77
1:1 or small group support for targeted pupils	£9,892.23
<b>Wider Strategies</b>	
Whole school enrichment activities and trips	£2,500
SALUS mentoring and bespoke external workshops	No cost
Cultural capital trips, curriculum enrichment and enrichment week	£2,665
A school counsellor to work 1:1 with identified pupils	£15,400
All pupils having a free breakfast and lunch everyday	£2,200
Hygiene interventions	£200 + 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	£4,735

Reintegration to mainstream package	No Cost
<b>TOTAL SPENDING</b>	<b>£ 56, 787</b>



### **Pupil Premium Toolkit from Education Endowment Foundation (EEF)**

Source: <http://educationendowmentfoundation.org.uk/toolkit/>

The EEF **Teaching and Learning Toolkit** is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. The Toolkit is a live resource which is updated on a regular basis as findings from EEF-funded projects and other high-quality research become available.

### **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	£1,074.00
Weekly CPD input	Mastery learning	+5	No Cost
Programme of teacher collaboration	Mastery learning	+5	No Cost
1:1 targeted literacy, numeracy and reading intervention	One to one tuition	+5	£18,120.77

1:1 or small group support for identified pupils	One to one tuition	+6	£9,892.23
Whole school enrichment activities and trips	Social and emotional learning Outdoor adventure learning Arts participation	+4 0 +3	£2,500
SALUS mentoring and bespoke external workshops	Social and emotional learning	+4	No cost
Cultural capital trips, curriculum enrichment and enrichment week	Social and emotional learning Outdoor adventure learning Arts participation	+4 0 +3	£2,665
A school counsellor to work 1:1 with identified pupils	Social and emotional learning	+4	£15,400
All pupils having a free breakfast and lunch everyday	Behaviour intervention Social and emotional learning	+4 +4	£2,200
Hygiene interventions	School uniform Social and emotional learning	0 +4	£200
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	£4,735
Reintegration to mainstream package	Mentoring Behaviour interventions Aspirations interventions Feedback	+2 +4 0 +6	No Cost
<b>TOTAL SPENDING</b>			<b>£56,787</b>

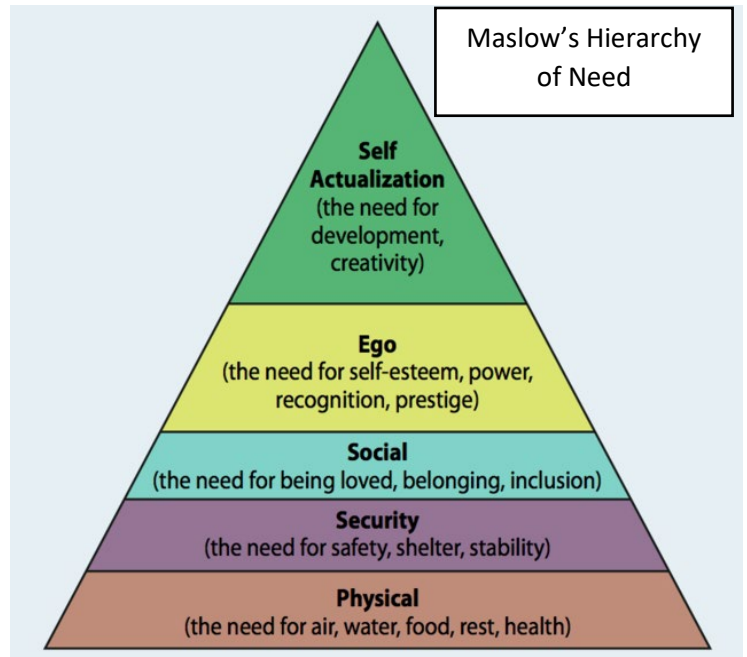
## Justification of spending

The 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.

*“The work of an AP school, then, is much more complex than simply imparting knowledge. It involves re-building 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.”*

K Gill, The Difference, October 2017

The barriers that pupils face are complex and varied. The focus is ambitious and aspirational for each pupil to; achieve their potential, make outstanding progress, close attainment gaps, achieve qualifications then lead them onto an appropriate post 16 pathway and for them to learn and model the Rowans' core values of kindness, commitment and resilience. Each pupil has a personalised pathway to support them in achieving this. Primarily, many pupils will need support with the basics of Maslow's Hierarchy of Need, including physical, security and social before learning and progress can be accelerated. This explains why a high percentage of the pupil premium is allocated to social and emotional learning alongside behaviour interventions. The barriers to achievement faced by pupils have been exacerbated due to the COVID pandemic, the extent of this is still unknown as it is an ongoing issue.



The funding is tailored to individual need and regularly reviewed using the 'Individual Pupil Vulnerability Indexes'. The quality of teaching and learning at The Rowans is outstanding. There is an engaging and relevant, progressive, enriching and ambitious curriculum leading to academic and vocational qualifications. The integrated interventions programme ensures that effective teaching and learning is a priority. The Rowans recruit, train and retain outstanding teachers and have an unrelenting focus and drive on improvement, holding staff to account for progress and outcomes.

The Rowans are thorough in their knowledge of every child and thorough in their monitoring of every child, this enables funding to be allocated effectively and the outcomes tracked, analysed and evaluated. The Rowans are successful in closing attainment gaps for pupil premium children and supporting them to achieve at least in line with their non-pupil premium peers. The Rowans demonstrate all the qualities of a successful school in raising expectations and outcomes for pupil premium children.

Marc Rowland in his book, *The Pupil Premium (2015)*, states that schools that are successful with raising expectations and outcomes for pupil premium children, share common characteristics:

- Successful schools build teams where their vision is understood and pursued by the whole school community with relentless energy
- Understanding attitudes to learning and family engagement on a pupil-by-pupil basis
- Quality of teaching and learning counts most – recruit, train and retain good teachers
- Hold themselves to account
- Open to sharing what they do, at the same time are constantly looking outwards
- Have high expectations and take risks to reach goals
- Use data to inform practice and interventions



## Analysis and Evaluation of Spending

The Rowans decides on the priorities for pupil premium spending a year in advance of the spending, based on the identified barriers to learning. This information is published on the website:

<https://www.therowans.org/page/?title=Pupil+Premium+Strategy&pid=144>

This is reviewed in January by the Leadership team and changes made, if necessary.

Analysis of the pupil premium spending is done three times a year using published data reports where progress and attainment is analysed for vulnerable groups, including pupil premium. Any areas of concern are discussed as a whole staff at a scheduled pupil progress meeting and actions minuted and followed up. In addition, the individual vulnerability index is updated throughout the year, identifying where pupils need additional support. This thorough approach ensures that pupil premium funding is correctly allocated, has impact and is evaluated in a timely manner.

## Impact on progress

- Progress data is measured from baseline to term 5, 2023-2024

- 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 make progress and close academic gaps. There is a gap between the progress of pp and non-pp pupils, greater at KS3 than KS4. We had a big intake of KS3 pupils in the later part of the school year and this will have impacted the progress of the cohort.

### Progress in KS3

Subject	Pupils who achieved expected or exceeded progress expectations
English	52%
Maths	56%
Science	52%

### Reading Progress

Average Reading Age Term 1 – KS3	12 years 7 months
Average Reading Age Term 3 – KS3	11 years 11 months
Average Reading Age Term 5 – KS3	14 years 2 months
Average Months Progress – KS3	19 months
Average Reading Age Term 1 – KS4	15 years 3 months
Average Reading Age Term 3 – KS4	15 years 6 months
Average Reading Age Term 5 – KS4	16 years 2 months
Average Months Progress – KS4	11 months
Progress of pupils who had reading intervention and were in receipt of pupil premium funding	24 months

### Year 11 Results Compared to National AP Data

Year 11 Headline Data	The Rowans 2023-2024	National AP Data 2022-2023
Attainment 8 Average	9.65	6
5 or more accredited qualifications	69.23%	26%
At least 1 GCSE or equivalent	100%	52.2%

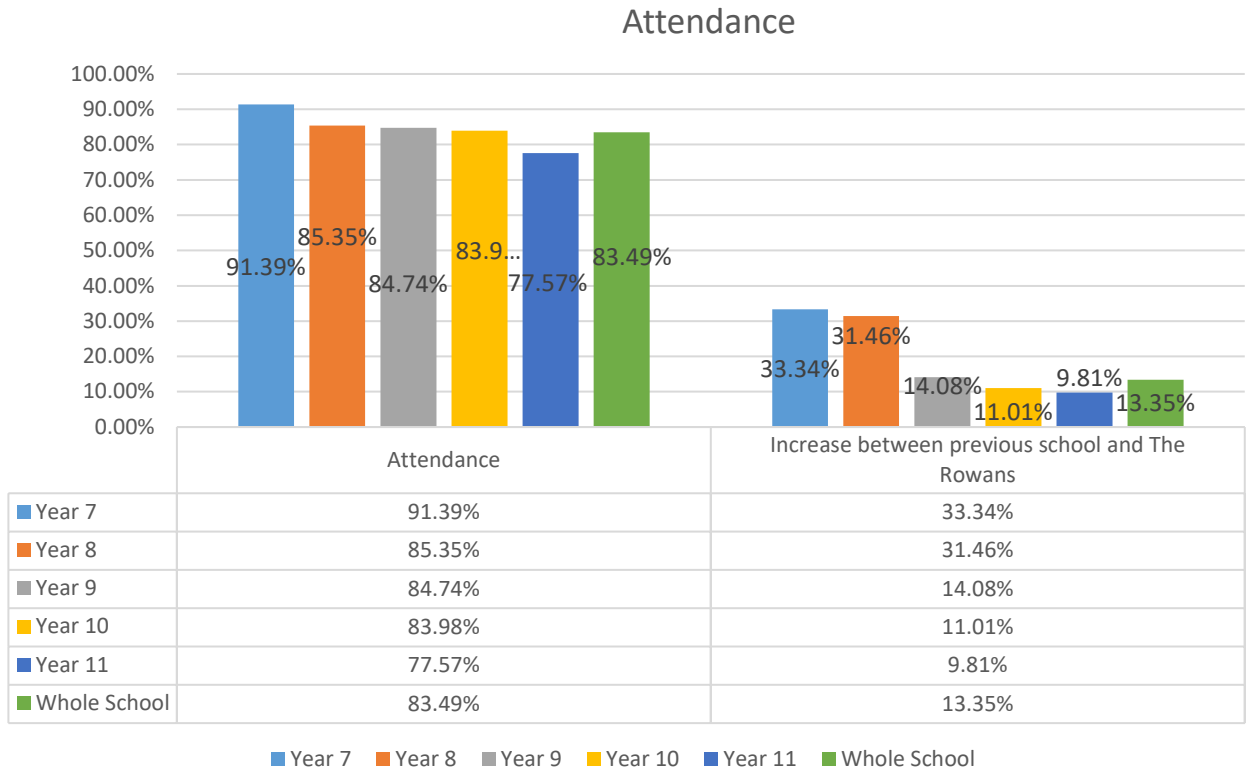
### Year 11 Results – 4 Year Trends

Year 11 Headline Data	The Rowans 2023-2024	The Rowans 2022-2023	The Rowans 2021-2022	The Rowans 2020-2021
% 5 or more 9-1 grades including English and maths	69.23%	56.25%	88%	70.59%
% 5 or more 9-1 grades or their equivalent	69.23%	65.50%	88%	70.59%
% achieving at least 1 9-1 grade or equivalent	100%	93.75%	100%	100%

### Progress breakdown for pupil premium and non-pupil premium

2023/2024	Pupil Premium	Non-Pupil Premium
% Of pupils making expected or better progress in maths (KS3) at the end of Term 5	50%	71%
% Of pupils making expected or better progress in English (KS3) at the end of Term 5	44%	71%
% Of pupils making expected or better progress in maths (KS4) at the end of Term 5	54%	64%
% Of pupils making expected or better progress in English (KS4) at the end of Term 5	58%	73%
Average months reading age progress from first to last assessment for the academic year.	18 Months	9 Months
Average attainment 8 score for Year 11 based on Summer 2023 results	11.6	3.17
Average number 9-1 passes for Year 11 (Summer 2024 results) GCSE, BTEC and Vocational	5.80 (Average count of the number of passes for the 10 Year 11 PP pupils)	3.67 (Average count of the number of passes for the 3 Year 11 Non PP pupils)
% Improvement in Readiness profile	-2.25%	-12.33%

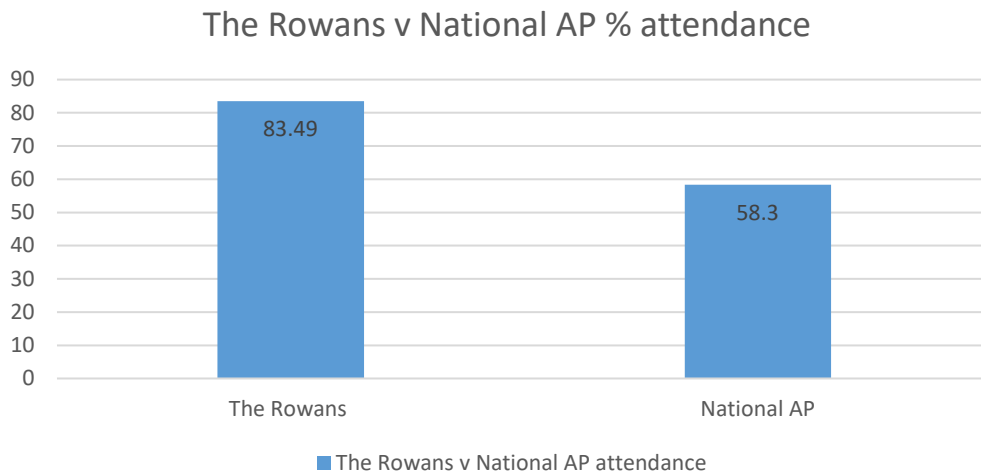
# Attendance



## National picture:

National average attendance for AP's is 58.3%. At The Rowans we finished 2023/2024 with a school average of 83.49%. That is just over 25% 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)
<b>KS3</b>	128	129
<b>KS4</b>	117	104
<b>Whole School</b>	121	114

In this academic year, Readiness Profiles were completed 6 times a year. For KS3, the data indicates a slight increase as the year went on whereas for KS4 there was a decline. 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. Moreover, there is a lot of anxiety around year 11 pupils specifically as they prepare for their next steps. Leaving school is a challenging step for many of our pupils and this is reflected in their behaviour towards the end as they struggle to cope with the prospect of leaving us.

## Suspensions and Exclusions

Suspensions have increased from the previous year but this is a similar trend across the country where suspensions have increased by 36% from the last academic year.

	Number of fixed term suspensions
<b>2016/2017</b>	25
<b>2017/2018</b>	22
<b>2018/2019</b>	9
<b>2019/2020</b>	11
<b>2020/2021</b>	9
<b>2021/2022</b>	15
<b>2022/2023</b>	14
<b>2023/2024</b>	21

## 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.

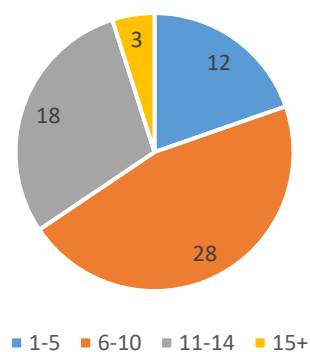
It is known that children who have suffered multiple ACEs will display significant social, emotional and mental health difficulties, because their cognitive functions have been damaged. It is also recognised that although ACEs and toxic stress can have a negative effect on a child’s development, if they 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

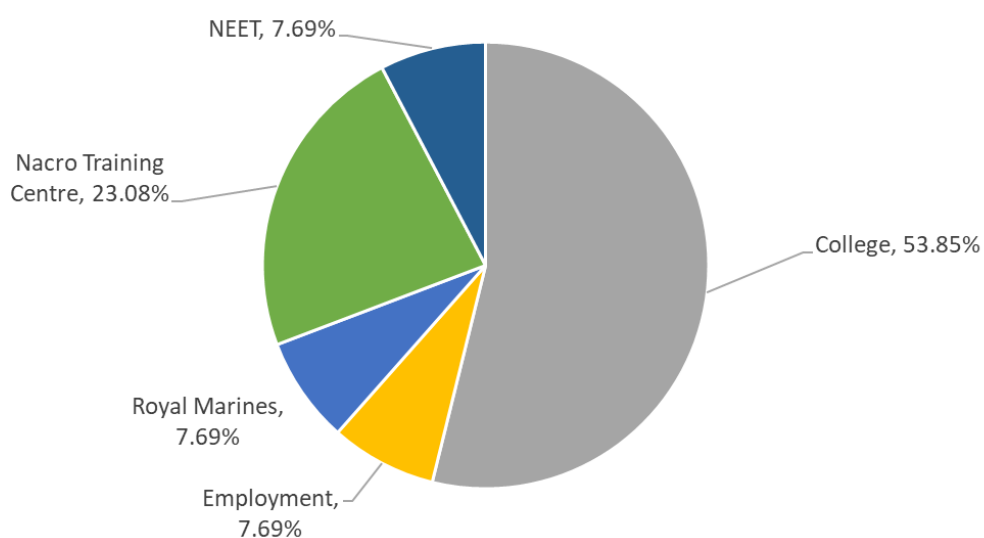
For 2023/2024, there was a variety of vulnerabilities in pupils, ranging from 1 to 15+. Pupils with the most vulnerabilities generally displayed the most challenging behaviour and yet had some of the best attendance. It is recognised that for the most vulnerable children is often a safe place, where their basic needs are met through compassion, consistency and structure.

Number of Vulnerabilities for 2023/2024

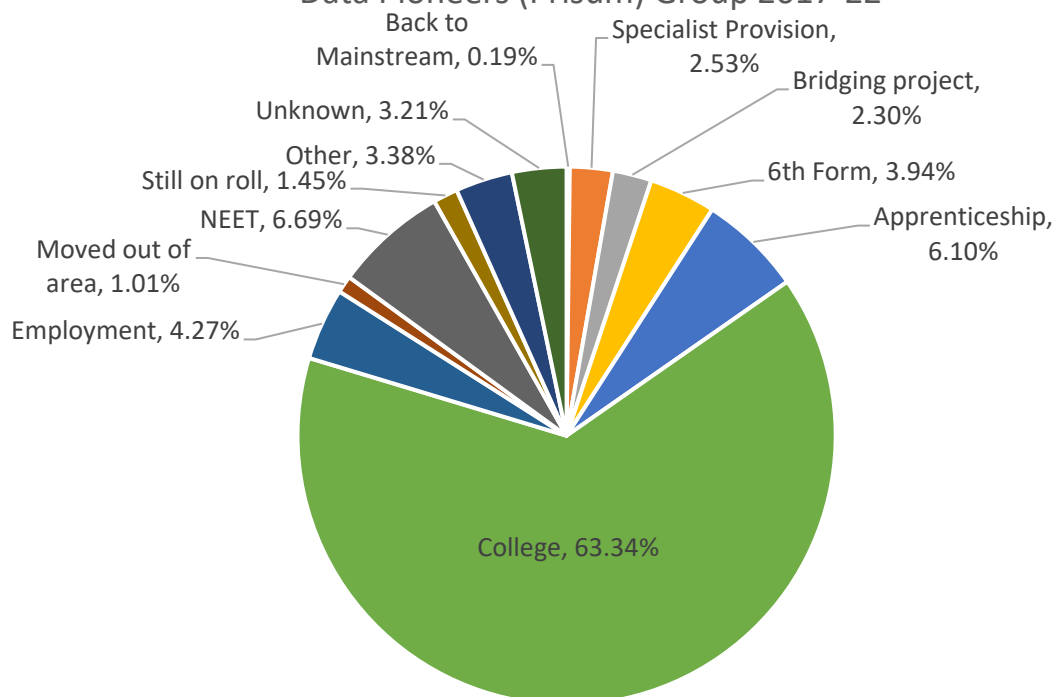


## Destinations

The Rowans Leavers July 2024



Data Pioneers (Prisum) Group 2017-22



Source: National Data is provided by Prisum ([prisum.co.uk](http://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.

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 93% of leavers from 2023/24 on a relevant post 16 pathway striving to develop themselves socially and academically.