



The Rowans
Annual Performance Data Report
2021-22



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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.

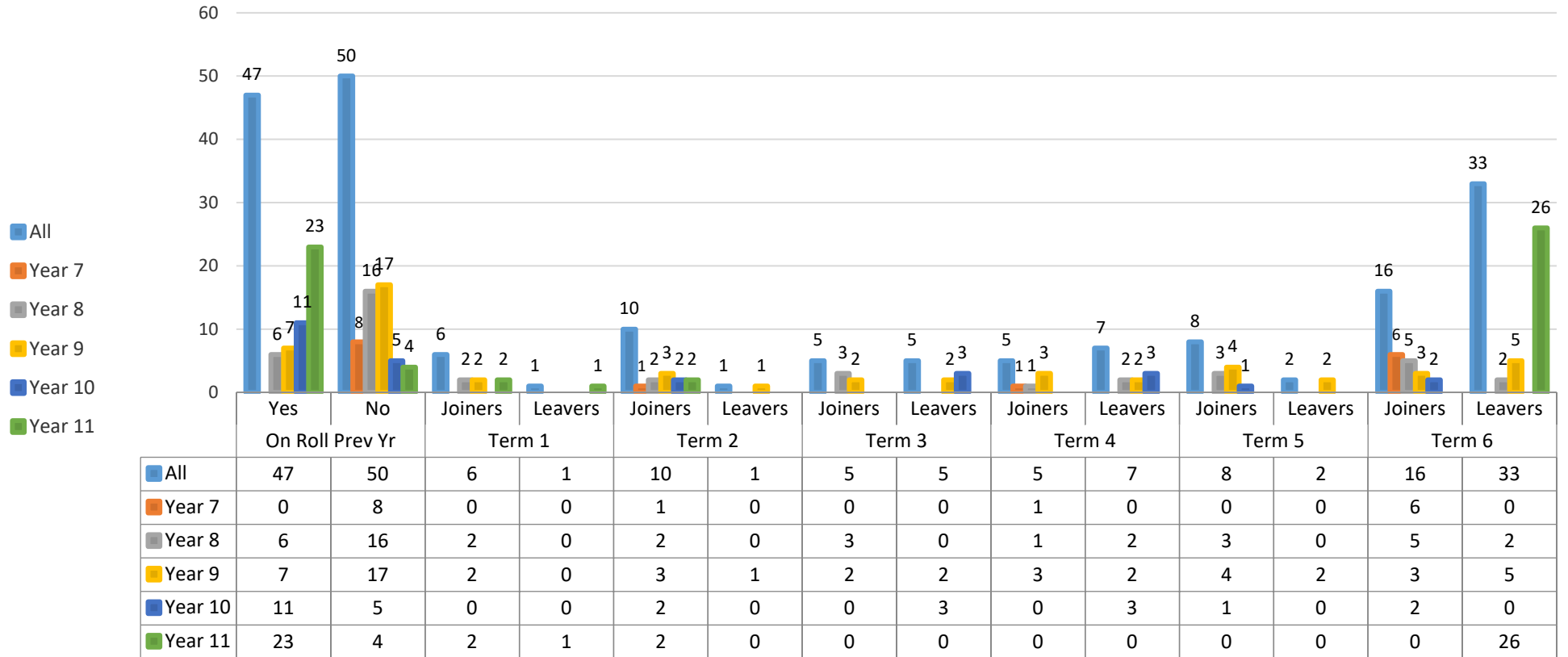
“The work of an AP school, then, is much more complex than simply imparting knowledge. It involves rebuilding the emotional damage of exclusion; developing trusting relationships often with young people who have had few trusted adults in their lives; and attempting to catch up learners who are often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

Similar to the previous academic year, 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. Aside from term 6 when the current year 11's left, term 4 was the busiest term in terms of pupils leaving and joining, with a turnover of 12 pupils. The greatest number of pupils joined in Year 9 – 17 in total. There were more Year 7s and Year 8s referred to The Rowans in 2021 2022 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 4 year 11 pupils join in the academic year 2021 2022 and all of them achieved 5 qualifications each prior to their leaving.

KS4 Outcomes

Year 11 Headline Figures

Year 11 Headline Figures	The Rowans 2021-22
Number of Year 11 pupils	25
% pupils eligible for FSM	52%
Attainment 8 Average	16.94
Attainment 8 Average Boys	15.13
Attainment 8 Average Girls	20.17
5 or more 9-4 including English and maths (% 5 A*- C inc English and maths)	24%
5 or more 9-1 including Maths and English	88%
5 or more 9-1 or their equivalent	88%
5 or more 9-4 or their equivalent (% 5 A*-C)	24%
At least 1 GCSE 9-1 or equivalent (%1 A*-G)	100%
9-4 in English and Maths GCSE (% A* - C in English & Maths GCSE)	28%
9-5 in English and Maths GCSE (% A* - B in English & Maths GCSE)	8%
Year 11 exam entries - average entries per pupil - all qualifications	7.04
Year 11 exam entries - average entries per pupil - GCSE only	4.84
Breadth of qualifications available - Number of GCSEs/IGCSEs	11
Breadth of qualifications available - Number of BTECs	7
Breadth of qualifications available - Number of Functional Skills	0
Breadth of qualifications available - Number and type of others	2

The Rowans 2021-22	
Number of Y11 pupils:	25
Number of Passes GCSE:	120
Number of Passes Level 2 courses:	22
Number of Passes Level 1 courses:	21
Number of Passes Entry Level 3 courses:	0
Number of Passes Short courses:	9

	The Rowans 2021-22	The Rowans 2021-22
Group Performance	5 (9 - 1)	5 (9 - 4)
FSM	92.31%	30.77%
Pupil Premium	88.24%	35.29%
EHCP	50.00%	0.00%
LAC	100.00%	33.33%
EAL	None	None
Boys	81.25%	18.75%
Girls	100.00%	33.33%

Year 11 Headline 4 Year Trends

Year 11 Headline Data	The Rowans 2021-2022	The Rowans 2020-2021	The Rowans 2019-2020	The Rowans 2018-2019
% 5 or more 9-4 including English and maths	24.00%	35.29%	14.28%	6.25%
% 5 or more 1-9 including English and maths	88.00%	70.59%	71.43%	87.50%
% 5 or more 9-4 or their equivalent	24.00%	35.29%	28.57%	12.50%
% 5 or more qualifications (1-9)	88%	70.59%	71.43%	87.50%
% achieving at least 1 GCSE 1-9 or equivalent	100%	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 12.4, whilst The Rowans attainment 8 average is 16.94. That is a difference of 4.54. 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. 88% of students at The Rowans achieved 5 or more accredited qualifications grade 1-9 whilst the national average for APs is 25%. That is a significant, positive difference in percentage of over 60%. This is an increase on the previous year also when exams were cancelled and grades based on teacher assessment, and is the most significant difference in the past 4 years.

No pupils left The Rowans without achieving some qualifications. 100% of pupils achieved at least 1 GCSE or equivalent graded 1-9. The national picture for APs is 61%. This is a positive difference of 39%.

As a provision, in the academic year 2021/2022, The Rowans offered 20 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)
- Average number of months progress in reading age

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

Number in 2018-2019 cohort: 16

Measure	Outcome 2018-2019
Percentage of pupils achieving a standard pass in English and mathematics	12.50%
Percentage of pupils achieving 5 or more qualifications, 1-9 grades	87.50%
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	23.1%
Score difference in start and end point SDQ measures - Pupil	2.06
Score difference in start and end point SDQ measures - Parent	0.63
Average number of months progress in reading age	22

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. Every pupil left with an English qualification and all but 1 pupil left with a maths GCSE qualification also. 28% of the cohort achieved a standard pass in both English and mathematics which is on par with The Rowans previous results, especially pre-pandemic.

The careers guidance and support at The Rowans is outstanding under the leadership of Mrs Martin. In 2021/2022, 92% 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 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.

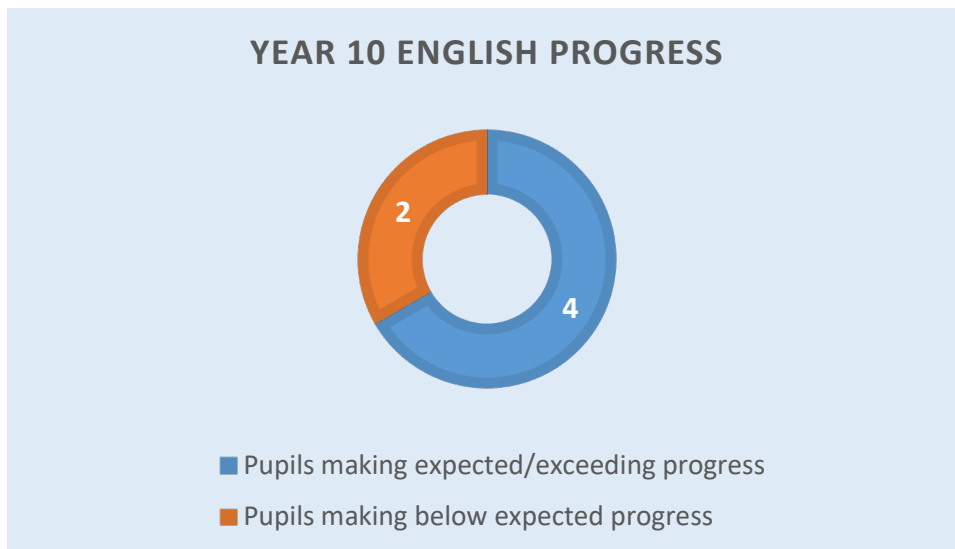
The data for the Readiness Profiles is positive and shows that from the beginning of the year, there was a 0.54% increase in how ready pupils were for their next steps; in this case, moving on to their post-16 pathways. It is only a slight increase but it is still positive considering pupils do often struggle with the concept of leaving The Rowans. The SDQ data is also favourable and shows that for pupils, from the start to end point there is an improvement of 0.71. This means that as the year went on, pupils felt better about themselves socially, emotionally and mentally. There was a slight decrease in how parents perceived their children to be with there being a difference of -0.13. This indicates that there is a slight decrease but it is quite negligible. Additionally, through discussions with parents/carers it is understood that they are not completely honest when they complete the SDQ at the pre-admission meeting because they are concerned that they will be judged and secondly, when they complete it at the end, they have raised anxiety about their children leaving The Rowans and the withdrawal of support.

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 16, which means that pupils made more than a year's worth of progress with their reading.

Year 10 Outcomes

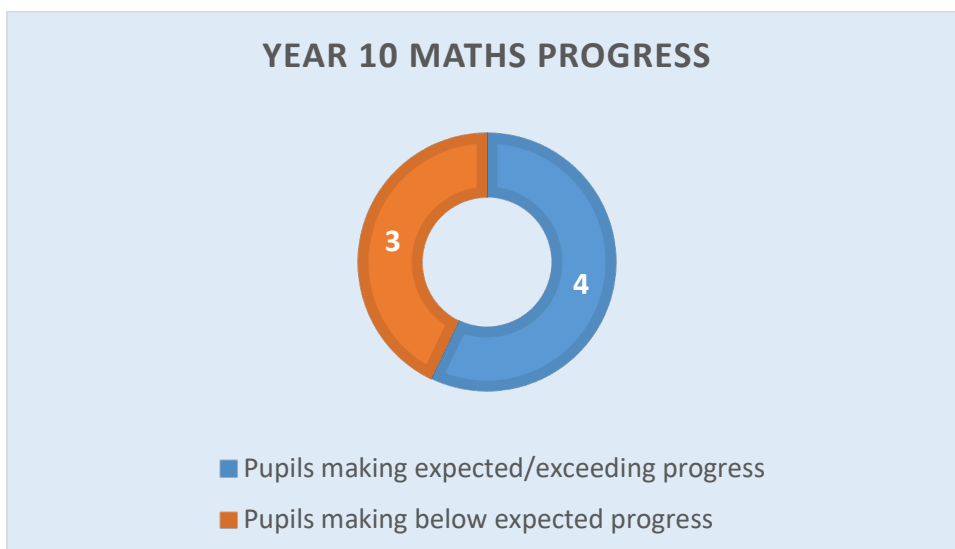
Progress Made in English

	Below	In Line	Exceeding	In Line and Exceeding
Number	2	3	1	4
Percentage	33%	50%	17%	67%

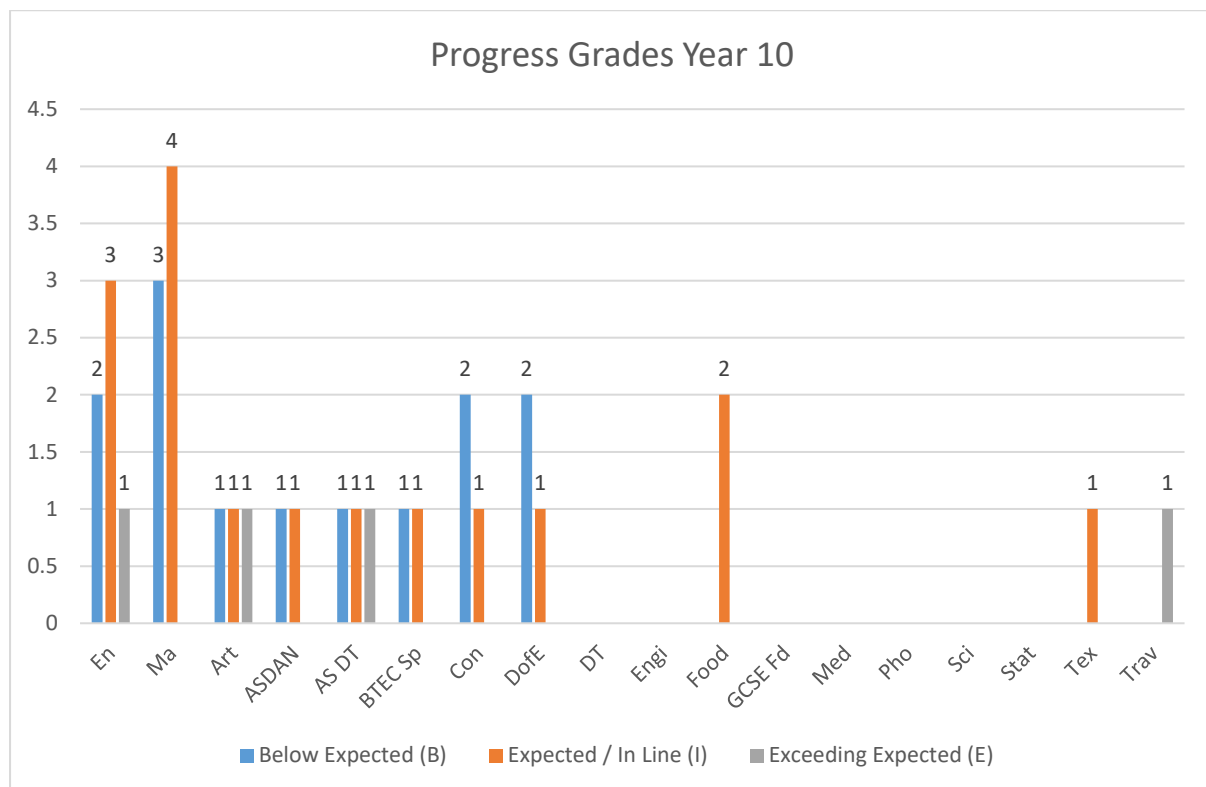


Progress Made in Maths

	Below	In Line	Exceeding	In Line and Exceeding
Number	3	4	0	4
Percentage	43%	57%	0%	57%



Progress Grades in All Subjects

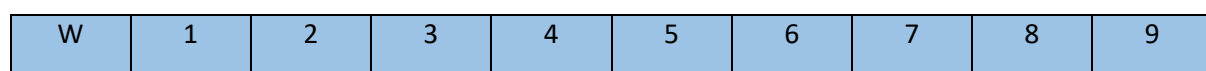


Analysis and explanation

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 10 year 10 pupils on roll as of July 2022, however, 3 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, 57% of them went on to achieve at least one qualification this year.

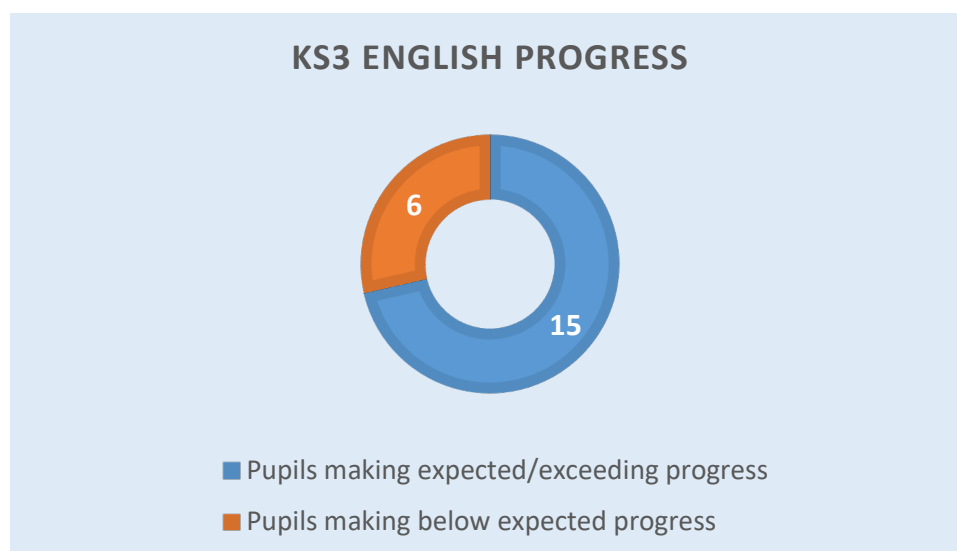
In maths, 57% of the year 10s made at least expected progress and this data was 67% for English. These numbers are considerably lower than last year however it is important to note that there were 25 pupils in the cohort the previous year and this time, there are only 7 who had English and maths data. Therefore, one pupil makes up a larger percentage difference.

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

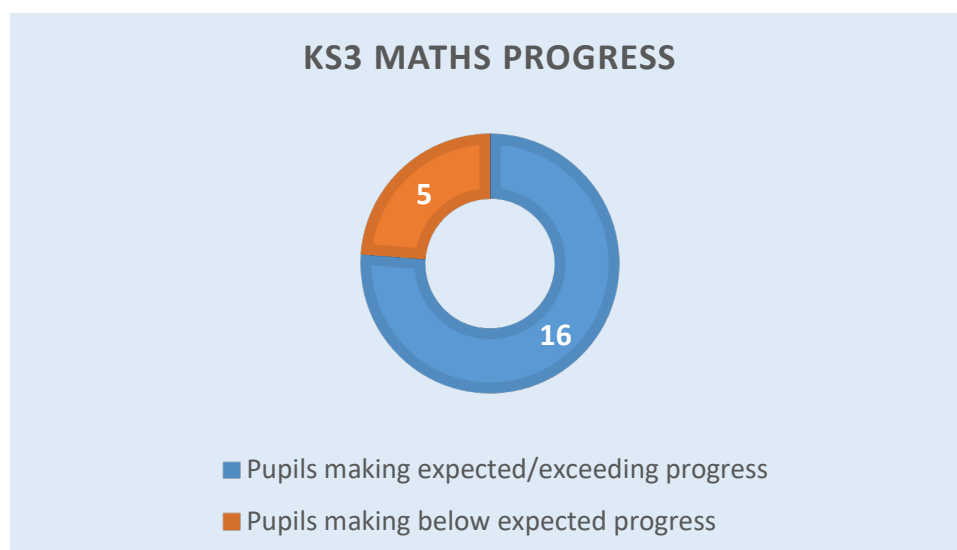
Progress Made in English

	Below	In Line	Exceeding	In Line and Exceeding
Number	6	15	0	15
Percentage	29%	71%	0%	71%

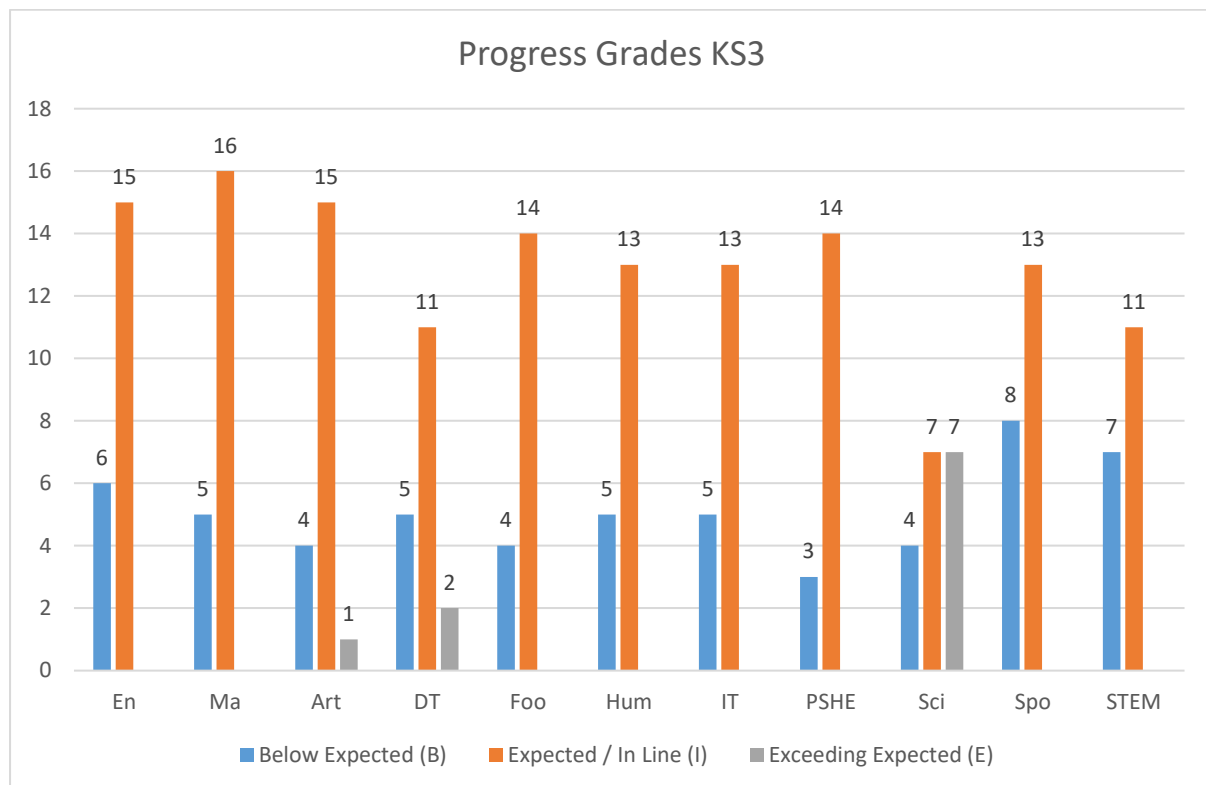


Progress Made in Maths

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



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 71% of pupils in English making at least expected progress and 76% of pupils in maths making at least expected progress. This is the same for science with 78% 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 science.

Reading Data

Reading Age Progress

Average reading age Term 1 – KS3	13 Years 6 Months
Average reading age Term 3 – KS3	14 Years 4 Months
Average reading age Term 5 – KS3	14 Years 7 Months
Average months progress – KS3	5 Months
Average reading age Term 1 – KS4	15 Years 9 Months
Average reading age Term 2 – KS4	16 Years 5 Months
Average reading age Term 3 – KS4	17 Years 1 Month
Average months progress – KS4	13 Months
Progress of pupils who had reading intervention and were in receipt of pupil premium funding	17 Months

Progress of Pupils with Pupil Premium and Reading Intervention

Initials	Year Group	Reading Age at Start of School Year 2021-2022	Reading Age in May 2022	Progress During School Year 2021-2022
JCo	Year 8	11 Years 2 Months	12 Years 9 Months	19 Months
DD	Year 8	10 Years 6 Months	11 Years 6 Months	12 Months
BS	Year 8	13 Years 9 Months	13 Years 9 Months	0 Months
FZ	Year 8	14 Years 8 Months	14 Years 8 Months	0 Months
GB	Year 9	10 Years 6 Months	12 Years 0 Months	18 Months
AB	Year 10	7 Years 2 Months	10 Years 6 Months	40 Months
AE	Year 11	13 Years 3 Months	15 Years 11 Months	32 Months
RH	Year 11	10 Years 6 Months	11 Years 6 Months	12 Months
BLP	Year 11	12 Years	13 Years 9 Months	21 Months
SS	Year 11	13 Years 6 Months	15 Years 1 Month	19 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 2 pupils who had access to a reading intervention who made no progress in reading age in 2021/2022, one was a school refuser and the other pupil hadn't been with us long enough to make significant progress. The majority of pupils made significant progress in reading, closing the gap between reading age and chronological age, with one pupil making a huge 40 months progress in one academic year.

Interventions

Interventions continued to be an integral part of the Rowans curriculum offer, supporting individual needs and closing attainment gaps. The interventions offer, once again, grew. We have worked with Rebecca Packer, a Clinical Psychologist, to improve the effectiveness of the Wellbeing interventions which focus on the reason behind exclusion. Jodie Miller from Medway Council did eight weeks of training with eight pupils in order for them to become Peer Mentors within the Rowans. We have a peer mentor room in place and will continue the programme over the next academic year. Our feedback has shaped the rollout of the programme to all Medway schools, this is due to take place in October. We introduced Fit2learn sessions, which have been very popular, pupils work with a member of staff on daily exercises to improve their primitive reflexes, fine and gross motor skills and core stability. All KS3 pupils have had the opportunity to attend Great Leaps and complete the Bushcraft Carousel and six pupils gained their Level 1 and 2 certificates at changing lives through horses. Another member of staff completed their ELSA training meaning that we now have two trained ELSAs within the school and another two members of staff completed their Drawing and Talking training. We worked with the EST Clinical Psychologist/ Senior Supervisor and Service Development Lead to provide weekly informative parents and carers coffee afternoons which were available to all families.

Over the academic year 2021/2022 87.3% of pupils accessed at least one intervention, with the majority accessing more. There were three full time interventions staff and a school counsellor. The interventions sessions offered and accessed this year are:

- Reading
- Literacy
- Numeracy
- Extended maths
- SPAG
- Handwriting
- Changing lives through horses
- Gardening
- Cooking
- Lego therapy
- Puzzles and games
- Welfare support
- Hygiene intervention
- Life skills
- Great Leaps
- Drawing and Talking
- Wellbeing (ELSA support)
- Counselling
- Fit2Learn
- Peer Mentoring
- DT

All interventions are thoroughly tracked and outcomes recorded. The academic interventions target a specific gap in knowledge or understanding, identified by termly data and subject-specific input. 91% of pupils who had academic interventions in 2021/2022 made progress. Those who did not make progress was a result of poor attendance and a reluctance to engage in the interventions. Therapeutic interventions are tracked using an adapted version of the Short Warwick-Edinburgh Mental and Well-being Scale.

All staff attended a training carousel on interventions which included LEGO therapy, baseline testing and assessment and tracking of interventions. The interventions offer was continually reviewed throughout the year and feedback shared with all staff.

Pupil Premium – 2021/22

Secondary FSM, ‘Ever 6’ (any pupil who has been eligible for free school meals at any point in the last 6 years) and CIC/LAC attracted a premium of £955 per pupil in 2021-2022

National data April 2022 for pupil referral units/AP academies and alternative provisions

Number of secondary pupils on roll	Number eligible for pupil premium	% eligible for pupil premium
11,684	6385	54.6

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 pupils

	The Rowans *	Nationally *
Number of pupils on roll	69	11,684
Number eligible for pp	38	6,385
% eligible for pp	55.00%	54.6%
Pupil premium allocation	32,060	Not known

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

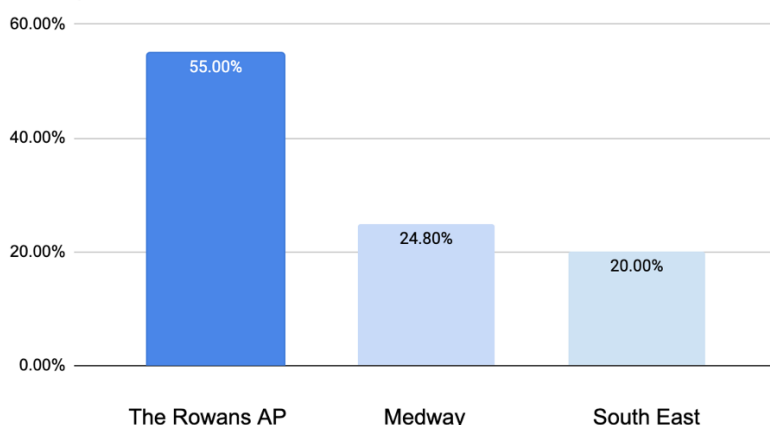
Pupil premium; The Rowans compared to Medway and The South East (all secondary schools)

*This data excludes LAC pupils

	The Rowans	Medway *	South East *
Number of pupils on roll	69	17824	494,900
Number eligible for pp	38	4,422	98,996
% eligible for pp	55.00%	24.8%	20.00%

Source: <https://explore-education-statistics.service.gov.uk/data-tables/school-pupils-and-their-characteristics#subjectTabs-createTable>

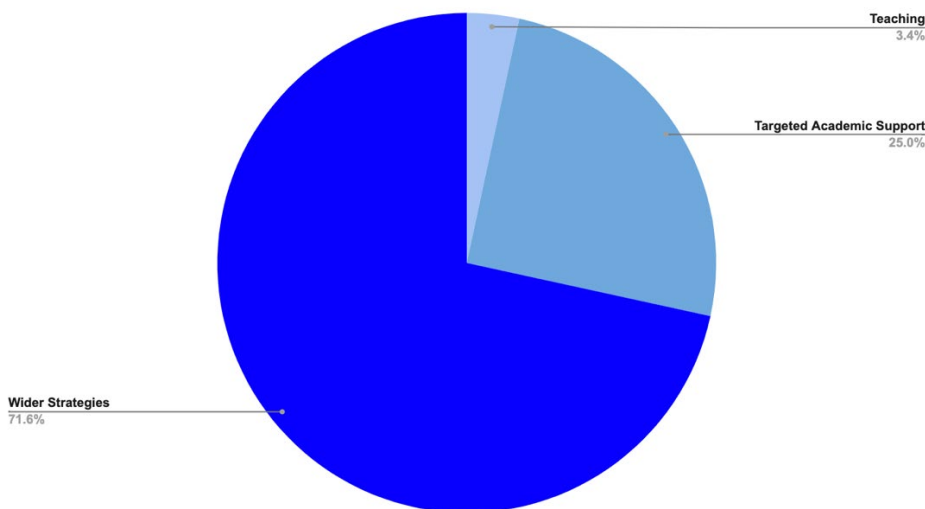
% Eligible for Pupil Premium



The Rowans had 38 pupils eligible for pupil premium (including LAC pupils). Total pupil premium allocation for 2021-2022 was £46,597.50

Educare and other courses available for all staff	£1149.41
Weekly CPD input	No cost
Twilight training sessions	£425.74
Year 10 and Year 11 revision residential trips	N/A – due to COVID restrictions still in place
1:1 targeted literacy and numeracy intervention	£5286.92
Reading intervention	£6379.26
Whole school enrichment activities and trips	£3,632.45
SALUS mentoring	Funded by VRU
Specialist independent, Level 6 careers advice and guidance	£1368.26
Parenting support group	£126
KS3 team building/cultural capital trips	£276.86
A school counsellor to work 1:1 with identified pupils	£8,240 plus VRU funding
All pupils having a free breakfast and lunch everyday	£1145.08
Hygiene interventions	£252.83
Therapeutic interventions including; Lego therapy, art, gardening, Drawing and Talking, Great Leaps, Changing Lives Through Horses and 1:1 welfare sessions	£5,436.85
Work experience and extended work placement package	£583.85
A dedicated welfare and attendance lead, focusing on welfare issues, working closely with families and professionals involved in the pupil and/or family	£12,266.69
Reintegration to mainstream package	No Cost
TOTAL SPENDING	£ 46597.50

Pupil Premium Spending 2021/22



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	£1149.41
Weekly CPD input	Mastery learning	+5	No Cost
Twilight training sessions	Mastery learning	+5	£425.74
1:1 targeted literacy and numeracy intervention	One to one tuition	+5	£5286.92
Reading intervention	Reading comprehension strategies	+6	£6379.26
Whole school enrichment activities and trips	Social and emotional learning Outdoor adventure learning	+4 +4	£3632.45
SALUS mentoring	Behaviour intervention Social and emotional learning	+4 +4	Funded by VRU
Specialist independent, Level 6 careers advice and guidance	Individualised instruction Aspirations intervention	+3 0	£1368.26
Parenting support group	Parental engagement	+3	£126
KS3 team building/cultural capital trips	Social and emotional learning Outdoor adventure learning Sports participation	+4 +4 +2	£276.86
A school counsellor to work 1:1 with identified pupils	Social and emotional learning	+4	£8,240 plus VRU funding
All pupils having a free breakfast and lunch everyday	Behaviour intervention Social and emotional learning	+4 +4	£1145.08
Hygiene interventions	School uniform Social and emotional learning	0 +4	£252.83
Therapeutic interventions including; Lego therapy, art, gardening, Drawing and Talking, Great Leaps, Changing Lives Through Horses and 1:1 welfare sessions	Social and emotional learning Outdoor adventure learning Behaviour interventions Aspirations interventions	+4 +4 +3 0	£5,436.85
Work experience and extended work placement package	Mentoring Social and emotional learning	0 +4	£583.85
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.	+3 +3 +4	£12,266.69
Reintegration to mainstream package	Mentoring Behaviour interventions Aspirations interventions Feedback	0 +3 0 +8	No Cost
TOTAL SPENDING			£46,597.50

Analysis and explanation – 2021/22

- Progress data is measured from baseline to term 5, 2021-2022

- 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. They are continuing to close the gap and the Average number 9-1 passes (Summer 2022 results) for GCSE and BTEC is testament to this.

2021/22	Pupil Premium	Non-Pupil Premium
% Of pupils making expected or better progress in maths (KS3) at the end of Term 5	75%	80%
% Of pupils making expected or better progress in English (KS3) at the end of Term 5	63%	100%
% Of pupils making expected or better progress in maths (KS4) at the end of Term 5	44%	71%
% Of pupils making expected or better progress in English (KS4) at the end of Term 5	81%	50%
Average months reading age progress from first to last assessment for this academic year.	9 Months	10 Months
Average attainment 8 score for Year 11 based on Summer 2022 results	18.76	13.06
Average number 9-1 passes (Summer 2022 results) GCSE and BTEC	7.11 (Average count of the number of passes for the 17 PP pupils)	5.25 (Average count of the number of passes for the 8 non PP pupils)
% Improvement in Readiness profile	-2.99%	4.08%

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.

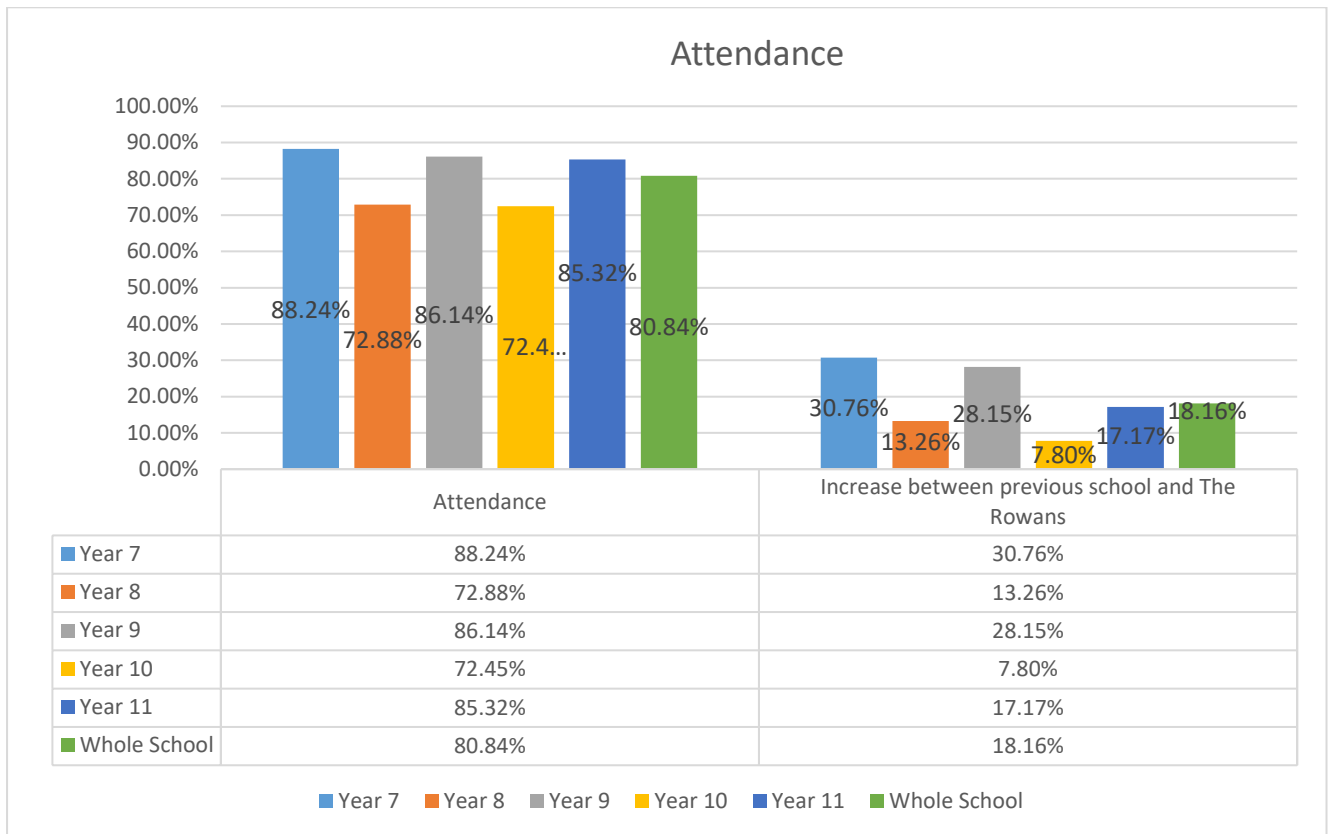
Pupil premium spending decisions are based on educational research combined with an in-depth knowledge and understanding of knowing what is needed for excluded pupils to enable them to; close attainment gaps, rebuild self-esteem and confidence and break the cycle of multiple disadvantage.

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.

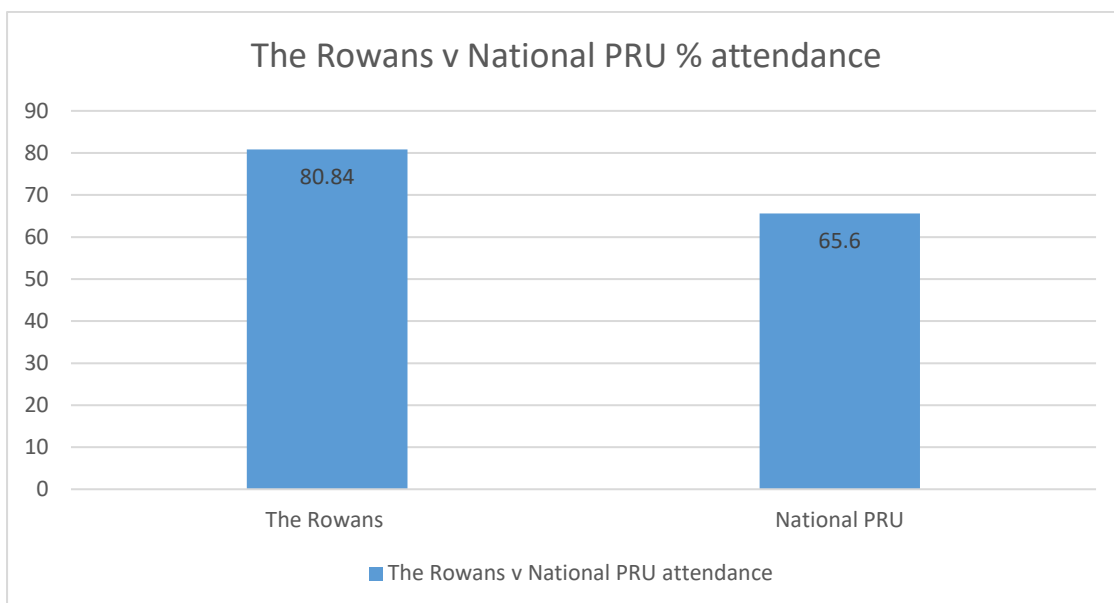
Attendance



National picture:

National average attendance for PRUs is 65.6%. At The Rowans we are at a whole school average of 80.84%. That is just over 15% above the national average for attendance.

Source: <https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-autumn-2018-and-spring-2019>



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 use SDQs and Readiness Profiles to 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.

SDQs

The Strengths and Difficulties Questionnaire (SDQ) is completed three times a year at The Rowans, initially on entry (and after that, every September), mid-year and at the end of the year or on exit. The SDQ is a brief emotional and behavioural screening for children and young people. It comprises of 25 questions, divided into 5 sections: emotional, conduct, hyperactivity, peer relationships and prosocial behaviour and an impact section at the end of the questionnaire. We use both the pupil and parent questionnaires as this provides a useful comparison to see how far they agree or disagree.

	Average Pupil Score Start (Lower score is better)	Average Parent Score Start (Lower score is better)	Average Pupil Score End (Lower score is better)	Average Parent Score End (Lower score is better)
KS3	17.10	16.86	14.76	19.00
KS4	17.29	17.10	16.45	17.19
Whole School	17.21	17.00	15.77	17.92

	Average Pupil Score Difference from Start to End (Higher score is better)	Average Parent Score Difference From Start to End (Higher score is better)
KS3	2.33	-2.14
KS4	0.84	-0.10
Whole School	1.44	-0.92

The 2021/2022 SDQ data is quite varied in results this year. The average pupil score shows that pupils, on average, feel as though they have made an improvement in their social and emotional development over the year, with a significant increase for KS3 especially. On the other side however, parents have not seen an improvement. It is important to note that, similarly to the year 11 data above, through discussions with parents/carers they admit to not always being honest initially out of fear of judgment.

The SDQ data is used on an individual basis so when looking at the closer analysis of pupils' data, we are able to look at trends and patterns for each pupil and then compare this to parental responses. This information combined, means that we are then in a stronger position to address adversity and difficulties and offer targeted support.

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	142	132
KS4	117	117
Whole School	126	122

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 stayed the same. Overall, the data went slightly lower. 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 tend to misbehave when they first join before they are settled into the routines and expectations of the school.

Suspensions and Exclusions

Suspensions have increased slightly from the previous couple of years 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 their being an increase in the number of suspensions nation-wide in the last academic year. The most common reason for suspensions in the nation was persistent disruptive behaviour.

	Number of fixed term exclusions
2016/2017	25
2017/2018	22
2018/2019	11
2019/2020	8
2020/2021	11
2021/2022	15

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.

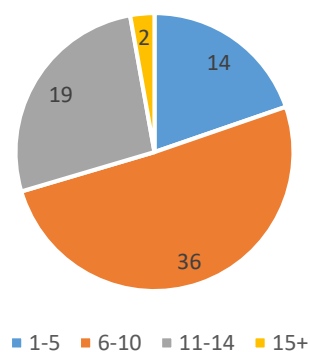
It is known that children who have suffered multiple ACEs will display significant social, emotional and mental health difficulties, because their cognitive functions have been damaged. It is also recognised that although ACEs and toxic stress can have a negative effect on a child’s development, if they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

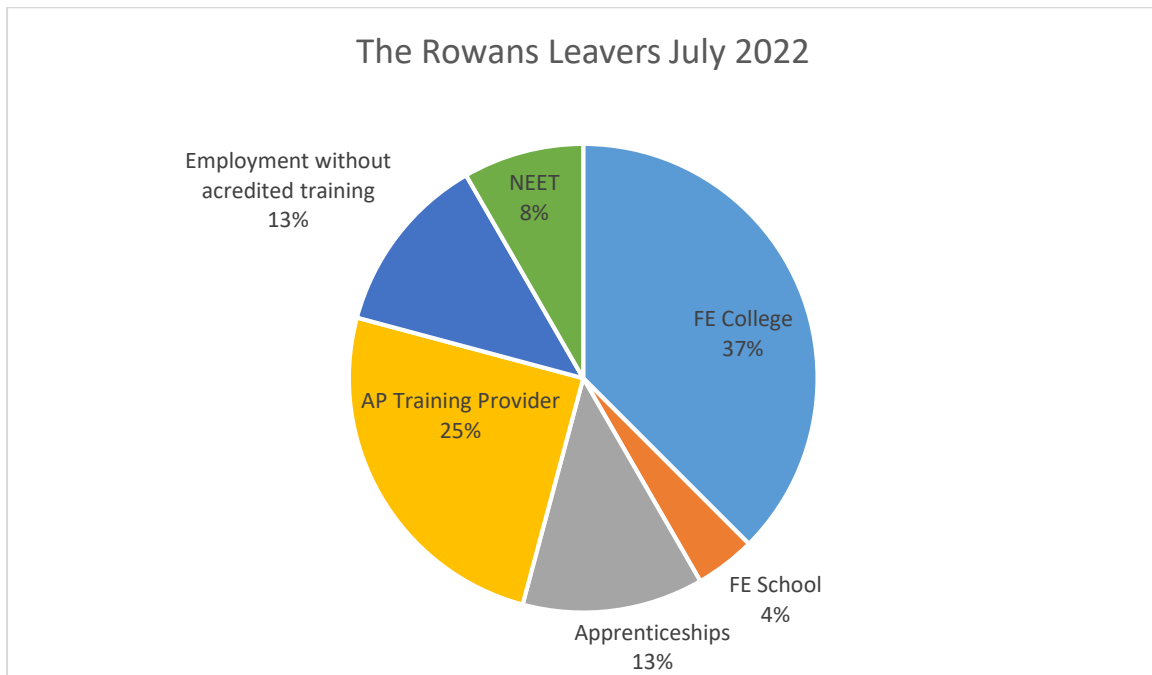
1. Looked after children (LAC)
2. Children who are subject to a Child Protection Plan (CPP)
3. Children in a secure estate or secure children’s homes
4. Children in need (CHiN)
5. Unaccompanied Asylum seeking children (UASC)
6. Children leaving care and returning home
7. Children who are subject to a 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 2021/2022, 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 2021/2022

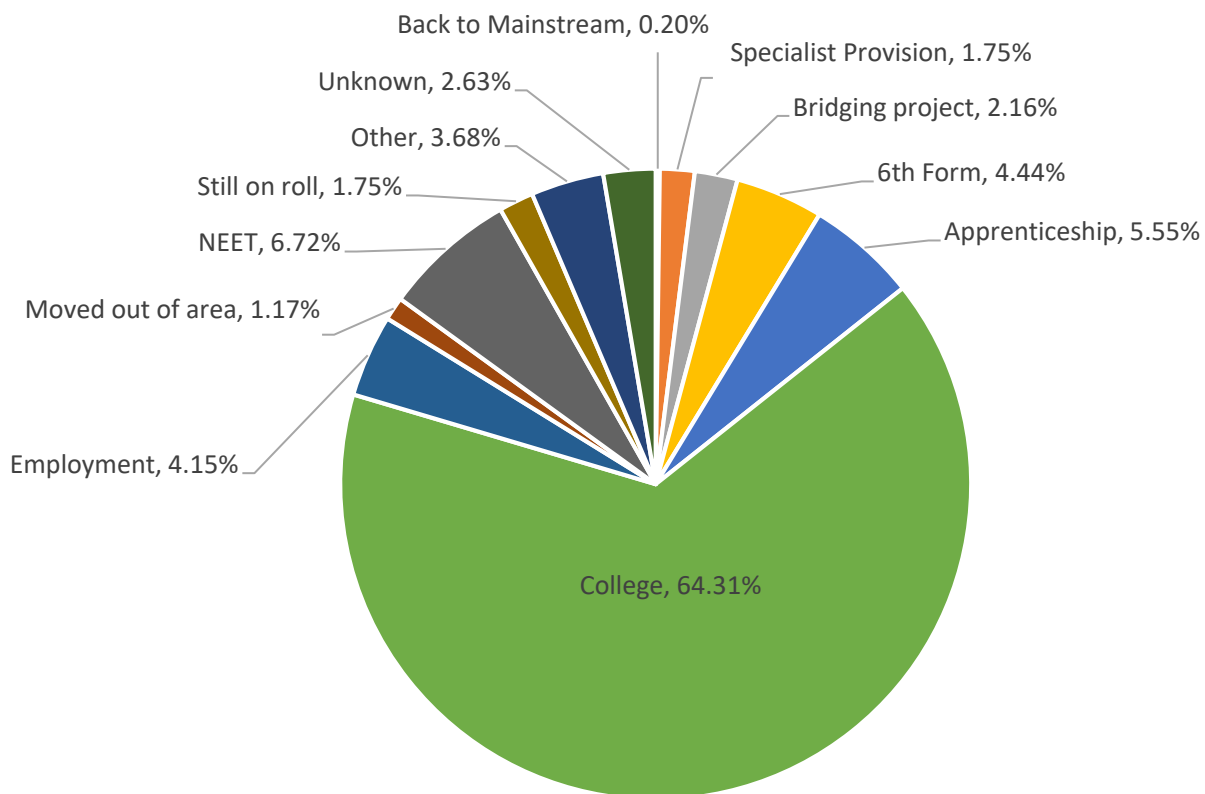


Destinations



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 2 years post 16

Through using these mechanisms along with the relentless support of The Rowans team, we have 92% of leavers from 2021/22 on a relevant post 16 pathway striving to develop themselves socially and academically.