

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rowan Tree Primary School
Number of pupils in school	142 (2026)
Proportion (%) of pupil premium eligible pupils	52.11%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	September 24 – updated with pupil figures annually.
Date on which it will be reviewed	September 27
Statement authorised by	Luisa Preston
Pupil premium lead	Louise Curran
Governor / Trustee lead	Luisa Preston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 26/27	£77,680
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,680

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils and narrow and close the gap between the achievement of these pupils and their peers.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and opportunities within our wellbeing curriculum, along with training and support for families. Implicit in the intended outcomes detailed below is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person and their family, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills, experience and opportunities they require to reach their full potential both academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and conversations with families indicate that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
2	Our assessment, observations and conversations with families indicate that disadvantage pupils have fewer opportunities to access activities which would benefit their wellbeing needs and self-esteem.
3	Pupils have limited verbal and non-verbal communication skills
4	Pupils have high sensory, and regulation needs due to autism and other diagnosed conditions
5	Parent aspiration and/or lack of awareness and often guidance and training to know how best to support their child

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For pupils to have the opportunity to celebrate, embrace and experience the diverse backgrounds, heritage, language and traditions of all the children living in this country.	Through visitors to school, educational trips and visits and a well-planned and sequenced RSHE curriculum all pupils will experience cultural capital opportunities which will in turn develop skills and knowledge to support pupils to be effective and productive members of their community.
For pupils to access a rich personal development offer consisting of activities and opportunities which they would not ordinarily be exposed to outside of school.	Through a well-planned wellbeing curriculum, pupils will experience a variety of activities and opportunities which will enhance the national curriculum but also have a positive impact on pupil's self-esteem, confidence, happiness, and resilience. Promoting communication and independence will be drivers throughout wellbeing opportunities.
For pupils to be immersed in a total communication environment for them to express their needs, wants and views and to enable them to demonstrate their understanding of the curriculum and key skills.	Through continuous review, support from specialists and responsive staff training, pupils will be increasingly successful at making their needs known through strategies and resources available to them within the total communication environment. Pupils will be better equipped to demonstrate their understanding and therefore make outstanding progress in numeracy and literacy.
For pupils with high sensory and regulation needs to be supported to self-regulate to be 'ready to learn'	Specialist OT and ASC lead support and input will equip both staff and pupils to implement strategies and resources across school to enable pupils to manage their sensory and behaviour needs quickly, positively, and therefore 'ready to learn' opportunities will be more frequent and engagement in learning prolonged.
To raise parent's aspirations of the child's ability and potential. To provide families with relevant training, giving pupils a consistent and holistic approach	For parents to be well-informed of their child's progress, provide, relevant & regular training and support which will have a positive impact on families and pupil's wellbeing. To have increased family engagement in regular family learning days, training, and school events.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>3 days per week of specialist Communication & ASC Consultant</i>	The ASC lead successfully supports staff and pupils to implement a range of strategies to support pupils with ASC and Complex learning needs leading to better outcomes for pupils. Input from ASC lead ensures expectations and standards remain extremely high throughout school. Case studies on outcomes from family support / training show transformational impact for both the pupil and the family	3,4,5
<i>3 days per week of specialist Communication & ASC consultant</i>	ASC lead to support staff and families to implement the total communication environment and provide ongoing training in Sleep, continence and ARFID Input from ASC lead ensures collaborative, consistent working between home and school resulting success for pupils and ambitious long-term outcomes being met	3,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Delivery of highly personalised Maths and English Interventions for identified pupils by the 'Access and Success' team</i>	Previous interventions have had a positive impact on identified pupil's attainment and progress. Data and case studies show that pupils who weren't making expected progress make consistently good progress	3 & 5

<i>Delivery of personalised Maths and English training for parents (Maths & English Leads)</i>	following a 12-week intervention on numeracy and/or literacy	
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Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly Music in Mind Sessions</i>	Pupils respond well to Music and movement sessions and live music assemblies, Music in mind combines both. Pupils are exposed to varied genres of music.	1 & 2
<i>Weekly Music in Mind Sessions, class delivery</i>	Following the positive impact of whole school access to Music in Mind, during the academic year 23/24 Music in Mind will deliver sessions to smaller groups to enhance learning and engagement and sessions will be more focused and linked to the curriculum	1 & 2
<i>Wider opportunities Weekly guitar lessons in KS2 for all pupils</i>	In music lessons pupils demonstrate increased focus, engagement, and enjoyment. Pupils are exposed to varied genres of music.	1 & 2
<i>Visits from Little Barn Farm petting zoo every 3 weeks, horse riding Visit from Curious Critter every 4 weeks</i>	Pupils demonstrate calmness and empathy when caring for the animals, pupils appear happier and more ready to learn after a session with the animals. Pupils are proud of their achievements after handling and caring for unfamiliar animals and visibly grow in confidence in other areas of school	1 & 2

<i>Annual animal hatching / growing projects</i> <i>Regular horse-riding opportunities in school</i>	life and are more positive and self-assured when approaching new tasks. Pupils are motivated to communicate during their sessions.	
<i>Regular visits from Little Barn Farm to offer sheep walking for all pupils</i>	Following on from last year's success of introducing animal care into our wellbeing curriculum, it has been developed to offer sheep walking and curious critters. From Evisense and RLP data it is clear these experiences are adding to cultural capital and progress in pupils' personal holistic outcomes. Parents report that their children are much more confident around animals and accessing activities at the weekend that wouldn't have been able to without this exposure and learning. Through working with the animals' pupils are showing care and empathy and are motivated to communicate their experiences	1 & 2
<i>Regular visits to the Space centre & A Team Hub for pupils at the lowest levels of learning</i>	Following the positive impact from visits last year on pupils' engagement in their RLP targets whilst at the centre, feedback from parents when they have joined in the visits, we have increased pupil's access.	1 & 2
<i>Further development of play facilities and Sensory regulation rooms</i>	From staff feedback, data and work portfolios entries, it is evident pupils practise the vital skills of sharing, turn taking and appropriate social interaction when accessing the playroom, therefore we have invested in new equipment to stretch and challenge pupils further	2 & 3
<i>Further development of the Messy Playroom / offer</i>	All pupils from across school have access to messy play at least twice a week, observations show that pupils are tolerating a wider variety of materials and textures, engaging for longer periods of time, sharing play experiences, and are motivated to communicate, therefore meeting their ongoing, ambitious RLP targets.	1, 2 & 4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Case studies, staff, and family questionnaires, data, work scrutiny, school council feedback and external verification reports / awards all show continuous outstanding progress for our pupils at both school and home because of the creative and appropriate use of the pupil premium budget

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information

Our pupil premium strategy will be supplemented by additional activities that we are not funding using pupil premium or recovery premium.

Rowan Tree Primary school is committed to the positive academic and wellbeing outcomes for all pupils. By bringing to life our school mission statement 'Learning every moment by making every moment matter' we recognise the importance of having our pupils having a 'Ready to Learn' positive attitude, to support and facilitate pupils in being in the Green Zone then we continuously invest in new initiatives, training, and resources, the latest being;

- *Responsive rebound therapy training for 15 members of staff using large, robust trampettes in class*
- *School therapy dog*
- *Half termly family learning events*
- *Instillation of outdoor, sunken trampolines (wheelchair friendly)*
- *Yoga, Gymnastics and Zumba opportunities for all pupils*
- *Increased use of school FAB (focused activity base) for pupils to experience the reading lounge, quiet learning zones and therapeutic play on a carousel.*
- *Review of the current 'food facts' curriculum to ensure it is refined, accessible and supports the pupil to explore new foods and be less restrictive with their eating.*
- *Initiating and leading on hosting multi sports tournaments for northwest special schools, development of Para ATSA (Atherton & Tyldesley Sports Association – Access & Success)*
- *Initiating and facilitating links with pupils from a local mainstream school.*
- *Initiating and facilitating links with the local church, Care home & Golf Club*
- *Reviewing and refining our pupils RLPs (responsive learning plans) to ensure progress is facilitated, monitored, and recorded effectively and celebrates the achievements of the 'whole child' and is driven by pupils' EHCP long term outcomes.*
- *Staff trained in and implementation of 'Maths Mastery' across school to raise the profile of Maths*
- *Development of our 'Mi Curriculum' (Meaningful & Impactful)*
- *Implementation of a new ambitious, 6-pronged approach to curriculum to ensure 'Learning every moment by making every moment matter'*
- *Implementation of bespoke Colourful Semantics training and whole school approach*
- *Further developed Total Communication approach – training and resources for agency staff*
- *Development of a sing and sign choir*
- *Wider opportunities in extended services – lunch time clubs, after school clubs, holiday clubs, talent time clubs*
- *Whole school weekly PSHE clubs*

- *Increased parent training offer – English, maths, sign a long, continence, ARFID, behaviour, communication, sleep.*