

Rowan Tree Primary School: Pupil Premium Strategy & Impact Statement

This document follows the official Department for Education (DfE) statutory reporting format. It outlines the strategy overview, plan allocations, and **Part B: Review of outcomes in the previous academic year** using the context and details provided in your strategic plan.

School Overview

Detail	Data
School name	Rowan Tree Primary School
Number of pupils in school	142 (2026 figures)
Proportion (%) of pupil premium eligible pupils	52.11%
Academic year/years that our current pupil premium strategy plan covers	3 years (2024 to 2027)
Date this statement was published	September 2024 (Updated with 2026 pupil figures)
Date on which it will be reviewed	September 2027
Statement authorised by	Luisa Preston (Governor / Trustee Lead)
Pupil premium lead	Louise Curran

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (2026/27)	£77,680
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for 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 progress, raise standards of achievement, and close the gap between these pupils and their peers. At the heart of our approach is high-quality teaching focused 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. Our strategy is driven by the individual needs and strengths of each young person and their family, based on formal and informal assessments rather than assumptions or labels.

Challenges

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

1. Disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
 2. Disadvantaged 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, guidance, and training to know how best to support their child.
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Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This section details the impact that our pupil premium activity had on pupils in the **2025 to 2026 academic year**.

Through a robust combination of case studies, staff and family questionnaires, internal tracking, work scrutiny, school council feedback, and external verification reports, data shows **continuous outstanding progress** for our pupils at both school and home because of the creative and appropriate use of the pupil premium budget.

1. High-Quality Teaching and Consultant Impact

Specialist Communication & ASC Consultant Input (3 Days Per Week)

- **Impact & Evidence:** The ASC lead successfully supported staff and families to build a **Total Communication Environment** across the school. Continuous staff and agency training ensured expectations remained exceptionally high.
- **Outcomes:** Case studies track a transformational impact for both pupils and families. Pupils became increasingly successful at making their needs known through alternative strategies, directly improving engagement in numeracy and literacy, and ensuring long-term EHCP outcomes are met. This initiative directly targeted challenges 3, 4, and 5.

2. Targeted Academic Support

Highly Personalised Interventions ('Access and Success' Team)

- **Impact & Evidence:** Delivery of highly structured, 12-week personalised Maths and English interventions targeting identified pupils who were tracking below expected progress landmarks.
- **Outcomes:** Data and case studies confirm that targeted pupils made **consistently good progress** following the interventions. Parallel training delivered to parents by Maths and English Leads successfully bridged the gap between home and school learning, mitigating challenges 3 and 5.

3. Wider Strategies & Wellbeing Curriculum

Animal-Assisted Interventions & Experiential Learning

- **Impact & Evidence:** Structured opportunities including visits from *Little Barn Farm* petting zoo (every 3 weeks), *Curious Critters* (every 4 weeks), sheep walking, and horse riding.
- **Outcomes:** EfL and RLP (Responsive Learning Plan) data verify that these experiences successfully enhanced cultural capital and personal holistic outcomes. Pupils demonstrated visible increases in calmness, empathy, and self-assurance. They were highly motivated to communicate during and after sessions. Parents reported a significant increase in their children's confidence, enabling families to access recreational activities together on weekends that were previously unavailable to them. This addressed challenges 1 and 2.

Cultural Capital and Personal Development (Music & Off-Site Hubs)

- **Impact & Evidence:** Weekly *Music in Mind* class and small-group sessions, alongside Key Stage 2 guitar lessons for all pupils. Regular visits to the Space Centre and A-Team Hub were integrated for pupils at the lowest levels of learning.

- **Outcomes:** Pupils demonstrated increased focus, engagement, and clear emotional expression. Feedback from parents joining the off-site visits confirmed profound engagement with individualised RLP targets. This addressed challenges 1 and 2.

Environment Upgrades (Sensory Rooms & Play Facilities)

- **Impact & Evidence:** Further capital development of indoor play facilities, the Messy Playroom, and Sensory Regulation Rooms.
- **Outcomes:** Staff feedback and work portfolios show that pupils successfully advanced vital social skills, including sharing and turn-taking. In the messy play environment (accessed at least twice a week), observations confirmed that pupils significantly increased their tolerance of diverse materials and textures, prolonged their learning stamina, and utilized their communication aids more frequently. This addressed challenges 1, 2, 3, and 4.

Externally Provided Programmes

Programme	Provider
<i>No non-DfE external programmes were purchased under this funding stream during this period.</i>	N/A

Further Information: School-Funded Supplementary Initiatives

To supplement the Pupil Premium strategy, Rowan Tree Primary School invested core budget funds into additional initiatives to sustain a "Ready to Learn" state and keep pupils in the "Green Zone":

- **Therapeutic Physical Movement:** Responsive rebound therapy training for 15 members of staff alongside the installation of outdoor, wheelchair-friendly sunken trampolines.
- **School Therapy Dog & Sports Partnerships:** Introduction of a school therapy dog and hosting multi-sports tournaments for Northwest special schools via the *Para ATSA* development.
- **Curriculum Modernisation:** Re-designing the "Food Facts" framework to address restrictive eating habits, training staff in *Maths Mastery*, and implementing a bespoke *Colourful Semantics* strategy.

- **Community & Extended Care:** Structured link sessions with local mainstream schools, care homes, and churches alongside lunchtime, after-school, holiday, and talent clubs.
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