

# Pupil premium strategy/self-evaluation

**Commented [CB1]:** Refer to PDF entitled recommendations when completing this strategy

1. Summary Information					
School	Stowmarket High School				
Academic Year	20/21	Total PP Budget	£207,605	Date of most recent PP review	Sept 2020
Total number of pupils	831	Number of pupils eligible for PP	207	Date for next internal review for this strategy	Feb 2020

**Commented [CB2]:** Karl red  
Steve green  
Andy Blue  
Katy Orange  
Mixed suggests more than one input

2. Current Attainment								
	19/20 SHS PP	19/20 National Non PP	18/19 SHS PP	18/19 National Non PP	17/18 SHS PP	17/18 National Non PP	3 Year average SHS PP	3 Year average National Non PP
Progress 8 score average	-0.41	-	-0.59	-0.03	-0.41	-0.02	-0.47	-0.03
Attainment 8 score average	31.81	-	31.76	44.86	35.49	45.35	33.02	45.20
Number of PP pupils in year 11	49	-	46	-	50	-	48	-
3. Barriers to future attainment (for pupils eligible for PP)								
Academic barriers (issues to be addressed in school, such as poor literacy skills)								
A	There is an attainment gap between PP and non PP students at the end of Key Stage 4.							
B	Progress in English and Maths for PP students							
C	Behaviour issues for a small group Pupils (28) (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.							
D	Literacy levels upon entry are low (KRO – Data here?)							
E	Low attaining pupils who are eligible for PP are making less progress in Year 9 (DATA) than other low attaining pupils (data), affecting aspiration and engagement.							
F	Low attaining pupils who are eligible for PP are making less progress (DATA) than other low attaining pupils (DATA) across KS4, preventing high achievement at the end of KS4.							
Additional barriers (including issues which also require action outside school, such as low attendance rates)								
G	Access to cultural capital support outside school, including participation in extra-curricular activities and trips affecting aspiration and motivation; including engagement in post 16 learning.							

H	Social and Emotional well-being resulting in low confidence and self-esteem	
I	Low parental engagement and unsupported learning habits and resources at home	
J	Attendance rates for pupils eligible for PP are approximately 6% below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average	
<b>4. Intended Outcomes (specific outcomes and how they will be measured)</b>		<b>Success Criteria</b>
A	Progress 8 Gap (disadvantages to non- disadvantaged) reduced. Measured by rigorous and timely assessments and data drops	Progress 8 gap reduced to zero year on year.
B	Improvement in English and Maths grade <b>AIP: Pupil premium gaps close to 0 between target grades and actual grades achieved:  4+ En and Ma (-10% 2020).</b>  <b>AIP: Pupil premium gap increases to +5% between target and actual grade achieved:  5+ En and Ma (+2% 2020).</b>  Measured by rigorous and timely assessments and data drops.	Pupils eligible for PP make more progress by the end of the year than previously so that at least <b>30% exceed progress targets and 70%</b> meet expected targets and other pupils still make at least the expected progress.
C	Behaviour and attitudes to learning in small group is addressed  Measured by (Andy.....)	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or expectations). Improved engagement in lessons.
D	Improved Literacy development strategies across the school to assist with improving literacy skills for incoming year 7 and other year groups.  Measured by engagement in activities, improved skills in literacy tasks across the school, Lexia data and use of data from Bedrock.	Literacy Co-ordinator appointed  Improved English attainment by achieving and some exceeding expected targets in year 7. Students in other years achieve expected targets. Improved engagement in literacy activities in subjects. Use of wider vocabulary and improved use of vocabulary in lessons.
E	Improved rates of progress in Year 9 for low attaining pupils eligible for PP, leading to greater aspiration and engagement throughout KS4	Pupils eligible for PP identified as low attaining from KS2 levels make as much progress as 'other' pupils identified as low attaining, across Key Stage 4, so that <b>85%</b> or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are

**Commented [CB3]:** Need to look at these as realistic targets to set – due to pandemic

	Measured by Faculty Data drops and analysis of progress across key groups at both a faculty and a senior leadership level. Rapid intervention then put in place and further assessments made to measure impact.	putting in place interventions, monitored by directors of faculty (DOF) and senior leadership team (SLT)
<b>F</b>	Improved rates of progress across KS4 for low attaining pupils eligible for PP, leading to greater achievement at the end of KS4.  Measured by Faculty Data drops and analysis of progress across key groups at both a faculty and a senior leadership level. Rapid intervention then put in place and further assessments made to measure impact.	Pupils eligible for PP identified as low attaining from KS2 levels make as much progress as 'other' pupils identified as low attaining, across Key Stage 4, so that <b>85%</b> or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place interventions, monitored by directors of faculty (DOF) and senior leadership team (SLT)
<b>G</b>	Engagement of PP pupils is in line with peers and the Post-16 education and training is secured.	Increase participation in extra-curricular activities and trips Increased attendance at intervention and support sessions as measured against non-PP students NEET is 0%
<b>H</b>	Students with additional learning difficulties including social, emotional, mental health (SEMH) issues receive appropriate support and advice.  Measured by pupil profile data from Wellbeing TA's , HOY input and refer systems in place.	Recorded cases are signposted correctly ensuring all follow up referrals are carried out efficiently. Those in receipt of support are satisfied with level of support and accuracy of signposting. Staff can access information to inform their teaching.
<b>I</b>	Engagement of parents of children eligible for PP is in line with peers  Measured by Parental uptake to events, support identified by pupil profile and measures used recorded	Attendance at parent events to indicate no significant difference in numbers of attendees from disadvantaged backgrounds. PP engagement with trips, visits and experiences is in line with other students. Specific bespoke support identified by students and parents has been initiated.
<b>J</b>	Increased attendance rates for students eligible for PP  Measured by regular attendance figures, pupil profile tracking of interventions.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 89% to 95% in line with 'other' pupils

**Academic Year** | 2020/21

**The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.**

**i. Quality of teaching for all QTF**

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Progress 8 Gap (disadvantages to non-disadvantaged) reduced	Lead Professionals appointed in core subjects to focus on Pupil Premium progress throughout all year groups.	It is vital that core faculties are monitoring and tracking disadvantaged student progress from year 7 through to year 11, explicitly and interventions are put into place. Entire department staff will be aware of students in need of additional support, and can implement any interventions quickly and effectively using pupil profiles.	Regular Pupil Profile discussion at MLG meetings  Regular link and progress meetings with Directors of Faculty (DOFs) and Deputy Head teacher.  PP progress monitored at each data drop and feedback provided from DOF on intention strategies to progress those falling behind.	Deputy head (Standards)	Progress meetings and Link Meetings with DOF  Regular agenda item on DOF link meeting  Regular agenda item on MLG Regular agenda item at faculty meetings.
A. Progress 8 Gap (disadvantages to non-disadvantaged) reduced	Each faculty has a PP lead responsible for interventions	High quality teaching and learning is vital to closing the attainment gap for disadvantaged children. Evidence suggests that knowing students well enables teachers to tailor classroom practice to best suit PP progress.	Teachers with specific responsibility for PP learners within their faculties will enable this, alongside careful regular analysis of data. Regular MLG meeting agenda item to discuss interventions in place and impact of those. Quality Continued Professional Development (CPD) and dissemination amongst department staff and school colleagues.	Associate head teacher (TWE) and Assistant headteacher (Teaching and Learning)	Data Drops
A. Progress 8 Gap (disadvantages to non-disadvantaged) reduced	Walkthrus	A bespoke CPD package that allows staff to focus on solving the learning problems.	Structured into the fabric of whole school CPD including SEND support staff . A key indicator on every members of staffs PDR to ensure	Assistant Headteacher (Teaching and Learning)	Half term review cycles and Raising standards calendar

			consistency and effectiveness of implementation.		
A. Progress 8 Gap (disadvantages to non-disadvantaged) reduced	Faculty Reviews	Biannual review of whole faculty covering all aspects inc Teaching and Learning, Curriculum, Outcomes, SEND, PP	Part of the schools Raising Standards calendar inc SLT, MLG and School committee	Deputy and Assistant Headteacher	Rolling process
E. Improved rates of progress in Year 9 for low attaining pupils eligible for PP, leading to greater aspiration and engagement throughout KS4	Alternative curriculum for low attaining pupils in Year 9 including Employability for Life and additional literacy groups.	Bespoke pathways used to motivate and support individuals on a one to one basis.	Specific data tracking of the PP students in these subjects to show impact of the programme and progress.	Assistant headteacher (Teaching and Learning)	July 2021

**Total Budgeted Costs**

**It is critical that key staff meet regularly to look at the progress and wellbeing of their Pupil Premium students. This helps build up a detailed picture of the personal circumstances and barriers faced by each student. In turn, support and interventions can be appropriately matched to individual needs. For example, through peer mentoring, maths tutoring, anger management, resilience training etc. See targeted support for details.**

**ii. Targeted support**

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
H. <a href="#">Students with additional learning difficulties including social, emotional, mental health (SEMH) issues receive appropriate support and advice</a>	To provide students with the required level of support and guidance to improve their decision making, focusing on their mental health.	The national picture around mental health is worrying. With student's returning to school after lockdown a new layer of provision is required. We have purchased licenses for the GL PASS tests. This will allow us to assess, intervene and then monitor student's mental health and wellbeing.	Through regular review and consultation meeting across the pastoral and SEND teams. Assessment data from Skodel and the PASS data which will show trends in student progress	SENDCO & AMC	Half termly

		Added to this we will be using Skodel to monitor the health and well-being of students.			
D. Improved Literacy development strategies across the school to assist with improving literacy skills for incoming year 7 and other year groups	Small group provision targeted at improving literacy levels using additional pathway curriculum provision.	Some of the pupils need targeted literacy and numeracy support to catch up. These programmes have been independently evaluated and shown to be effective in other schools. Small group interventions with highly qualified staff are proven to be effective.	Data tracking of these students to show impact of the programme. Teaching Assistant CPD to support these students with the strategy and SENCO to liaise with parents. Track data to evaluate attainment.	SENDCo	Half Termly
D. Improved Literacy development strategies across the school to assist with improving literacy skills for incoming year 7 and other year groups	Literacy is a core element of whole school strategies such as T-P-S, Checkout as well as additional programmes such as BEDROCK literacy, Literacy lessons and	Targeted literacy intervention has a significant impact on pupils ability to access wider curriculum and supports better engagement, behaviour and mental health.	Overseen by SLT as well as Literacy Lead in the school-regular meetings each fortnight.	Assistant Headteacher (Teaching and Learning) and Literacy Lead	Half termly
F. Improved rates of progress across KS4 for low attaining pupils eligible for PP, leading to greater achievement at the end of KS4.	After school and lunchtime intervention sessions.  Homework Support club	All subjects provide Intervention sessions after school for Year 9-11 pupils.  Establishing a supportive and engaging space for students to complete homework or gain additional help and confidence where needed. Open to all year groups.	Data tracking of students to show impact of the intervention programmes and student progress. Attendance of PP students is monitored and tutors are meets with tutees to discuss attendance. Parental Engagement to support attendance	Assistant Headteacher (Curriculum)	Half termly

G. Engagement of PP pupils is in line with peers and the Post-16 education and training is secured.	Widening our Extra-Curricular Offer	Working with staff to improve the offer of extra-curricular provision. Engaging students more on the school community and wider life of the school. Building relationships with staff which will help within the classroom setting. Building students confidence and motivation.	Establish a clear timetable of activities on offer, ensure staff buy in to what we are trying to achieve.	Assistant Headteacher (Curriculum)	Termly
F. Improved rates of progress across KS4 for low attaining pupils eligible for PP, leading to greater achievement at the end of KS4.	Tutoring in small groups				
A-J	Pupil Profiles	Target, specific intervention centred around the specific barriers and needs of each student is deemed to be the most effective method to achieve progress. Viewing the barriers and the school through the lens of the pupils is key to getting the strategy right.	Establish a working team to develop profiles that are accurate, up to date and from the students, staff and parent's perspective. Ensure that these profiles are used to inform support, inform teaching and develop relationships with students across the school.	SLT	Half Termly focus
<b>Total Budgeted cost</b>					£
<b>iii. Other approaches</b>					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Progress 8 Gap (disadvantages to non-	Trip and event subsidies	Closing the social gap is vitally important. In conjunction with academic excellence, disadvantaged	Dedicated staff, and knowledge of our students and their families. Strong communication	Assistant Headteacher (Curriculum)	September 2021

disadvantaged) reduced		students should be fully enabled to access the entire learning experience. Subsidy of all trips and visits that incur a fee should ensure that no student is excluded from an experience due to cost.	and early notice of all trips, with payment plans in place.		
A. Progress 8 Gap (disadvantages to non-disadvantaged) reduced	Subsidised equipment/ revision guides etc.	It is vital that all students have equal access to the books and equipment that are necessary for learning, revising, and achieving the best possible grades. Providing all PP students with equipment for maths and revision guides in KS4 across all subjects enables this.	Equipment issue is managed by heads of department as they feel it is necessary for each group. Budget is centrally controlled.	DOFs, Heads of department	September 2021
A. Progress 8 Gap (disadvantages to non-disadvantaged) reduced	Late bus	Pupils remaining at school for intervention/extra curricular/homework club are provided with free transport to Onehouse, Needham Market and Wattisham. This helps disadvantaged pupils who would otherwise not be able to attend.	The finance department will keep a record of the bus usage.	Finance	July 2021
A. Progress 8 Gap (disadvantages to non-disadvantaged) reduced	Seating plan software	Teachers need to be knowledgeable about their pupils and the seating plan software means it's easier to create detailed seating plans and save time. Teachers must ensure pupils are sat appropriately due to need, behaviour and to maximise learning capacity. These need to be regularly reassessed where appropriate.	Directors of Faculty check seating plans at the beginning of the school year.  <a href="#">Learning reviews to ensure these are appropriate and have been reviewed</a>	DOFs	Half termly
C. Behaviour and attitudes to					



learning in small group is addressed					
J. Increased attendance rates for students eligible for PP	Attendance Officer employed to monitor pupils and follow up quickly on truancies. First day response provision.	We can't improve pupil attainment if they aren't attending school. The gap between PP and Non PP attendance rate is narrowing but has not yet closed.	Regular meetings with the Pastoral Support team will ensure appropriate provision and standard school processes are in place. Letters about attendance and Head of Year (HOY) to visit all Persistent Absentees (PAs) at home to discuss attendance with parents/guardians and explore barriers. The attendance blueprint had been written. Through careful monitoring of this document and through the support of EWO we will look at attendance trends and apply action as and when appropriate.	Assistant Head, Attendance Officer, HOY	Weekly
I. Engagement of parents of children eligible for PP is in line with peers	Proactive targeting of PP students' parents at information and parents evening.	Although parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive (EEF). This is particularly the case for disadvantaged families. However, Stowmarket High School believes that school, parents and pupils can form a strong tripod by working together and supporting each other.	Parents evening coordinator contacts all PP student parents to invite them to parents' evenings and give them first access to appointments. Attendance is tracked. Regular non-attendees will be contacted directly by the Head of Year (HOY) for a meeting if there is a concern.	Assistant Headteacher (Curriculum)	After each parents' evening.

G. Engagement of PP pupils is in line with peers and the Post-16 education and training is secured.	Engagement in the futures programme to ensure PP students are offered careers guidance, events and opportunities as a priority.	Raising aspiration and motivation to achieve is a key priority for SHS. The overall aim is to increase academic aspiration for all, and to increase applications to university for learners from disadvantaged backgrounds	Tracking careers guidance interviews, futures lessons within the curriculum, futures co-ordinator to monitor progress.	Assistant Headteacher (Curriculum)	Termly
J. Increased attendance rates for students eligible for PP	Transition support strategies	Students who make smoother transitions, settle faster into school life. Targeting students who have low attendance at primary school ensures that the correct strategies are in place from the start. Targeting SEND and vulnerable pupils ensures that the correct strategies are in place from the start.	Careful and close work with primary colleagues. Team of transition staff to ensure a smooth start.  All students are visited by the HOY during the transition programme. The HOY meets with Year 6 teachers to discuss students and find out information. Some students will attend Attic introductions to the school others have pastoral visits to the school.	Transition team	Termly
D. Improved Literacy development strategies across the school to assist with improving literacy skills for incoming year 7 and other year groups.	Transition support	Work with Primary schools to set up a working group to help support their PP students in year 5 and 6 in lieu of them joining us as helping to support their strategies.	Careful and close work with primary colleagues.	Assistant Headteacher (Curriculum)	Half termly



#### **7. Additional detail**

The school has a rigorous and personalised success programme to prepare all students for external exams. Where a particular programme is targeted towards students who attract Pupil Premium funding in order to raise attainment, a proportion of the costs incurred are paid for by Pupil Premium funding. Where a student in receipt of Pupil Premium requires the use of internet at home, needs additional e-learning resources, calculators and revision guides, this can also be funded from Pupil Premium