

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year – **Year 2** of a 3-year rolling plan) 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	Stowmarket High School
Number of pupils in school	878
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	October 2022
Date on which it will be reviewed	March 2023
Statement authorised by	C. Broxton
Pupil premium lead	C. Broxton
Governor / Trustee lead	Mr G Peck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,090
Recovery premium funding allocation this academic year	£ 53,544
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	n/a

Part A: Pupil premium strategy plan

Statement of intent

- *We are ambitious for all our pupils and we aspire for them to reach their full potential*
- *High quality teaching and effective feedback is at the heart of improving outcomes for all*
- *We have a whole school approach to supporting all children using our BRIEF model (Barriers, Relationships, Introspective, Expression and Feedback)*
- *We are focussed upon responding rapidly to COVID interruption on the progress of our pupils*
- *We carefully and regularly analyse data to identify well-being and learning needs and any other barriers to learning.*
- *We provide focussed support to ensure pupils move on from the individual starting points at a realistic pace.*
- *We have a strong communication ethos to ensure students needs are well known across the school staff.*
- *We strive to involve parents in their child's education, which includes the importance of good attendance through our tripod model*
- *We are developing a clear trauma responsive ethos across the school*
- *Developing high levels of literacy is a priority across the whole school*
- *We have based our approach around the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.*

Challenges

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

Challenge number	Detail of challenge
1	Significant gap between progress of disadvantaged students and no-disadvantaged students
2	Barriers to learning in terms of adverse childhood experiences
3	Barriers to learning in terms of Social and Emotional needs, including emotional resolution difficulties and conflict resolution difficulties
4	Significant barriers to learning in terms of literacy skills
5	Significant barriers in Mathematical acquisition

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
Barriers: To reduce the attainment gap between disadvantaged and non-disadvantaged. Measured by rigorous and timely assessments and data drops.	Attainment gap is reduced year on year.
Widen our understanding of students' barriers to learning and use this to inform teaching and pastoral support.	A clear picture of what may prevent students from accessing learning. Students ability to access learning is widened and progress improved.
Relationships: Increase uptake in the co-curricular offer	Larger number of PP students attending lunchtime of afterschool clubs or attending trips
Continue to improve attendance and punctuality and decrease persistent absence.	Attendance is raised towards national expectations – target met for 21-22 (92%) Decrease the % of PA children
Introspection: Embed trauma informed practice through a whole school approach and ensure team expertise is developed to support complex SEMH needs.	Decrease Fixed term exclusions. Trauma informed framework is fully embedded into day-to-day practice
A focussed approach to deliver a range of interventions and services for those who struggle with SEMH, for students and support for parents.	Students who have been identified as having an SEMH barrier will have attended workshops and have access to support programmes.
Expression: Further develop strategies in and around the curriculum to ensure pupils can improve their literacy skills	To develop reading comprehension, vocabulary acquisition and cultural awareness through progress with Bedrock Vocabulary and Dyslexia Gold
Feedback: High Quality Teaching and Learning, embedding the schools' strategies of Checkout, DIRT and Think. Pair, Share.	Students experience high quality learning in all subjects across the school.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £105,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introspection; Embed trauma informed practice whole school approach:</p> <ul style="list-style-type: none"> • Launch the Trauma Informed Schools UK framework • Training for all staff through TISUK • Develop policy to align with these practises • Regular support for leaders through TISUK 	<p>Trauma informed schools UK</p> <p>Increasing numbers of children are presenting with mental health difficulties and high Adverse Childhood Experiences (ACE) scores impacting on future life chances, mental and physical health and progress and attainment.</p> <p>Trauma halts the capacity to learn. Multiple adverse childhood experiences disrupt neural development and impair social, emotional and cognitive development.</p> <p>Neural pathways are needed for empathy, reflection and the ability to concentrate and learn</p> <p>EEF recommendation 6 – ‘Embed Trauma Perspective Practice (TPP) across school life’</p>	<p>1, 2 and 3.</p>
<p>Feedback: Continue to develop high quality first teaching focused on feedback and metacognition</p> <ul style="list-style-type: none"> • Continue to develop the Walk Thru strategy with all teaching staff <p>Continue supporting staff through learning walks and learning checks</p>	<p>Quality Teach First for all</p> <p>EEF toolkit feedback +6, mastery +5, metacognition +7</p> <p>Teaching WalkThrus Five-Step Guides to Instructional Coaching, Tom Sherrington and Oliver Caviglioli</p>	<p>1, 2 and 3</p>
<p>Expression: Launch and develop the literacy strategy across the school</p> <ul style="list-style-type: none"> • Training for middle leaders on the strategy and how to embed within the curriculum plan • Evidence of literacy development with FIP and seem in lessons • Use of the Dyslexia Gold programme and Bedrock • Tutor reading programme 	<p>EEF toolkit Reading comprehension strategies +6, Oral Language interventions +6</p>	<p>1 and 4</p>

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

Budgeted cost: £ 51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Barriers; To better understand students' barriers to learning</p> <ul style="list-style-type: none"> • Develop a more robust method to evaluate and communicate barriers to learning • Launch the conversation project to improve communication and teacher voice on impact of disadvantage • SLT subject link meetings to include regular check points on barriers and who faculties are focussed upon and strategies implemented to support. • Establishment of EHCP 1:1 devices • Student and teacher Voice on impact of disadvantage in relation to learning. 	<p>Marc Rowland, Addressing the Educational Disadvantage in schools and colleges</p> <p>Marc Rowland, An updated practical guide to the pupil premium</p> <p>EEF recommendation 3 – Identify the impact of disadvantage of learning in the classroom</p> <p>EEF recommendation 3 identify whether the deployment of support staff is supplementing rather than supplanting high quality teaching</p>	<p>1-5</p>
<p>Barriers: All interventions are evidence based, high quality and consistently delivered</p> <ul style="list-style-type: none"> • Whole school led interventions such as continuation of Breakfast offered for all (free for PP). • The Standard team Community school's tuition, Self Esteem team workshops. • Universal mental health provision for students across the school – using specialist support from Oasis and external provision • Faculty Success sessions based on need and at an identified level. Specific intervention provided for SEMH and behavioural need using Oasis consultation process 	<p>Staff training, coaching and quality assurance to deliver high quality evidence based intervention targeted at need based upon our 'conversations' model</p> <p>EEF toolkit language interventions +5, reading comprehension +6, small group tuition +4, behaviour +3 Aspiration intervention</p>	<p>1, 3,4 and 5</p>

<ul style="list-style-type: none"> High quality opportunities through the Co-curricular programme and trips 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expertise is developed to support complex SEMH needs:</p> <ul style="list-style-type: none"> Trauma Informed UK lead practitioner training Targeted training from TISUK Introduce and embed specialist interventions Professional supervision provided for identified staff Begin to influence whole school policy and practice based on TISUK Development of the Oasis suite of rooms to support dysregulated students and help reflection of behaviours. 	<p>High quality provision for children with complex SEMH needs</p> <p>EEF toolkit social and emotional learning +4</p> <p>EEF recommendation 6</p>	1, 2, and 3
<p>Improve attendance & punctuality & decrease persistent absence</p> <ul style="list-style-type: none"> Attendance office employed to monitor pupils and follow up quickly on truancies. First day response provision Regular meetings with the Pastoral Support Team will ensure appropriate provision and standard school process are in place Letters about attendance and Head of Year to visit all Persistent Absentees (PAs) at home to discuss attendance with parents/guardians and explore barriers The attendance blueprint will enable careful monitoring and through the support of the EWO will look at attendance trends and apply action when appropriate Additional support from Family Engagement Officer, to forge links with families and those students who are EBSA's. 	<p>Sharing good practice strategies that have a proven track record in other schools</p>	1, 2 and 3

Total budgeted cost: £ 176,675

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Aim	Target	Outcome
Progress 8 Gap (disadvantages to non-disadvantaged) reduced.	Progress 8 gap reduced to zero year on year.	Progress 8 figures show that our PP gap has maintained but this is to consider the impact of COVID and the ability of the students to engage in learning during this time. All students with no technology at home or who were sharing a device with multiple people were provided with a laptop to access home learning and support.
Behaviour and attitudes to learning in small group is addressed	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or expectations). Improved engagement in lessons.	Students who were struggling to engage during lockdowns were provided with a laptop to support this Students were phoned weekly by the head of year and bi-weekly by their tutor. SLT called those with particularly difficult needs – this increased engagement with the school.
Improved Literacy development strategies across the school to assist with improving literacy skills	Literacy Co-ordinator to be appointed Improved engagement in literacy activities in subjects. Use of wider vocabulary and improved use of vocabulary in lessons.	Literacy co-ordinator and new Head of English has been appointed New Literacy strategy written to be employed 2021/2022 Faculty leads and subject leads attended training to improve literacy across their subjects 10 Students participated in the letterbox strategy – each are sent a book home a month to read and the scheme is due to finish at Christmas 2021 for Impact Ed to ascertain engagement
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 NEET is 0%	PP students attended Prom, Bawdsey Manor and Soccer aid trip – not many offered this year due to COVID restrictions NEET figure is 0%
Students with additional learning difficulties including social, emotional, mental health (SEMH) issues receive appropriate support and advice.	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.	SEMH LSA's are in post and assess our young people using rigorous and robust systems. These students are regularly met with and supported when need. Referred to external agencies when appropriate and actions to help improve and support them are put in place Staff are more aware of student's issues and barriers; they adjust their behaviour and strategies accordingly.

	Staff can access information to inform their teaching.	Students have a bespoke programme to help support their needs such as Thrive and this is helping reduce behaviour incidences
Increased attendance rates for students eligible for PP	Reduce the number of persistent absentees (PA) among pupils eligible for PP	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.