

Pupil premium strategy statement including a review of 2022-23

This statement details our school's use of pupil premium 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	901
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	L. Hernandez
Pupil premium lead	A. McLellan
Governor / Trustee lead	K. Coates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,790
Recovery premium funding allocation this academic year	£53,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£67,959
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	£322,569

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 by developing positive relationships, high quality feedback and quality first teaching.*
- *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.*
- *We are embedding a clear trauma responsive ethos across the school.*
- *We are developing high levels of literacy 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 non-disadvantaged students. Internal assessment data and final GCSE data indicate that the progress gap of PP vs. non-PP students widens as the students enter KS4. Furthermore, the Progress 8 gap has widened between PP and non-PP 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. Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as

	anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect PP students.
4	Significant barriers to learning in terms of literacy skills. Assessments, observations and discussions with KS3 students indicate that PP students generally have lower levels of reading comprehension compared to non-PP students. This impacts their progress in all subjects. In the 2023 examination results the Year 11 cohort
5	Our attendance data indicates that attendance and persistent absence rates for PP students has been significantly worse than for non-PP students in the past, and this gap has widened following the COVID-19 pandemic. On December 1 2023 the whole school attendance was 92.5%. Pupil premium attendance at the same time was 88.4% and non-pupil premium attendance was 94%. This difference is a concern that needs to be addressed as a whole school priority

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
Improving educational outcomes for PP students so they are in line with the national figures	At the end of this academic year, KS4 outcomes should demonstrate PP students achieve a positive progress 8 score.
Embed PACE model to support adverse childhood experiences.	Sustained high levels of wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice • Student and parent surveys • Teacher observations and feedback • Quantitative data from an appropriate assessment tool and case studies of impact from Oasis, our SEMH provision
Introduce and embed disciplinary literacy across the curriculum for all Year groups.	Online literacy tests will demonstrate an improved reading age for all students This would indicate an improvement in comprehension skills among PP students. Teachers should recognise this improvement through book checks and reading comprehension work in the classroom.
To improve the attendance of disadvantaged groups so that they are equal or better than national attendance statistics	Sustained high attendance by the end of the school year (2023/24) in line with national attendance data

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>High-quality teaching. Recruit, retain and develop high-quality teachers through a timetabled programme of CPD, focussed on questioning and feedback.</p>	<p>EEF Toolkit: Feedback (+8 months) Feedback EEF (educationendowmentfoundation.org.uk) - Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies.</p> <p>EEF: High-quality teaching 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>EEF: Learning styles - Adaptive teaching approaches are unlikely to be valuable if teachers set lower expectations for particular students Learning styles EEF (educationendowmentfoundation.org.uk)</p> <p>Breaking down barriers to support learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 & 3</p>
<p>Staff CPD: Developing our culture through positive routines, relationships and communication</p>	<p>Effective Professional Development EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Improving literacy in a secondary school: EEF_KS3_KS4_LITERACY_GUIDANCE.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Improving attendance in a secondary school</p>	<p>1,2, 4 and 5</p>

	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	
Curriculum development. Department action plans to identify action, including curriculum adjustment, assessment and feedback to support PP students to improve progress.	EEF Toolkit: Feedback (+8 months) Feedback EEF (educationendowmentfoundation.org.uk)	1 and 4

Targeted academic support (for example, tutoring, 1-1 support, structured intervention)

Budgeted cost: £105,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Improve PP students' attendance through earlier formal intervention and advanced pastoral care (tutor, HOY and SLT)	Improving school attendance Pupil attendance in schools - GOV.UK (www.gov.uk)	5
Literacy Support	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Students can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. A wide range of strategies and approaches will be successful, but for many students they need to be taught explicitly and consistently.	1 & 4

	<p>As a school we will:</p> <ul style="list-style-type: none"> • Organise diagnostic testing of pupils to pinpoint reading difficulties. This will be completed through NGRG testing • Organise appropriate interventions including additional sessions for reading and tier 2 and 3 literacy development across the curriculum • Introduce high interest, low value reading books that students can access. This will be developed in the tutor reading programme as we as across the curriculum • Undertake an audit of oracy across the school and implement a project on developing vocabulary. This will be developed through high quality CPD. 	
<p>Revision guides and online resources provided to all PP students. This is linked to our work to improve students ability to recall and retain information and knowledge</p>	<p>Evidence shows that carefully designed work outside of school time leads to improvement in overall outcomes. The link below shows evidence to support this claim.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Wellbeing of PP students, struggling with mental health and wellbeing will be prioritised for formal support through the Oasis team or external agencies.</p>	<p>EEF Toolkit: Parental engagement (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that personalised messages linked to learning can promote positive interactions.</p>	<p>2 & 4</p>
<p>Wellbeing supportive space Oasis will be used and accessed by PP students who are finding aspects of mainstream school challenging (certain lessons, social time etc.).</p>	<p>Using social and emotional learning strategies to improve educational outcomes for students: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</p>	<p>4</p>
<p>Careers guidance CEIAG programme for PP students:</p> <ul style="list-style-type: none"> • Careers awareness workshops • Individual option interviews • Post-16 guidance meetings 	<p>Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p> <p>EEF Toolkit: Mentoring (+2 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1</p>
<p>External Agency Support School Family Workers to prioritise writing Early Help Assessments (EHAs) for PP families when support is requested.</p>	<p>Improving School attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>EEF Toolkit: Parental engagement (+4 months) Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that personalised messages linked to learning can promote positive interactions.</p>	<p>3 & 5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Work Experience Aspirational work experience placements to be used to engage and motivate LPA PP students.	As a school we are working to improve aspirations of students across the school. We will be working closely with families and develop structured CIAG to challenge students as they think towards their future. The evidence to this is shown below: Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1
Aspirational experiences High Prior Attainment PP students to be given priority for aspirational career/further education 'experiences'	Aspiration interventions EEF (educationendowmentfoundation.org.uk) As a school we are working to improve aspirations of students across the school. We will be working closely with families and develop structured CIAG to challenge students as they think towards their future. The evidence to this is shown below:	1

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 2022 to 2023 academic year.

Take the targets from page 4, 5 and 6 and apply to this section

Aim	Target	Outcome
Introspection; Embed trauma informed practice whole school approach:	<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 	<ul style="list-style-type: none"> • The Trauma informed approach was presented to staff in a number of CPD sessions. • Performance management reviews were written to support developments in trauma practice • Policies were re-written to incorporate trauma informed language and terminology • Leaders have been given access to support through the TISUK service and approach
Feedback: Continue to develop high quality first teaching focused on feedback and metacognition	<ul style="list-style-type: none"> • Continue to develop the Walk Thru strategy with all teaching staff • Continue supporting staff through learning walks and learning checks 	<ul style="list-style-type: none"> • Regular learning checks, book looks, and faculty observations were completed by leaders • The walkthru focus was maintained and developed into an instructional coaching model, with pleasing success and feedback from all staff
Expression: Launch and develop the literacy strategy across the school	<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 	<ul style="list-style-type: none"> • The tutor reading programme was developed to include a wide range of diverse texts supporting our personal development offer. • Faculty leads, led improvements and interventions in the curriculum providing students with opportunities to develop their reading, comprehension and understanding.

		<ul style="list-style-type: none"> The bedrock programme was used across Key Stage 3 and led to improved levels of reading confidence amongst students. This was observed in learning walks and during discussions with leaders.
<p>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. 	<ul style="list-style-type: none"> A consultation process was developed amongst leaders to assess, understand and develop strategies to improve communication amongst students and staff. All link meetings held between leaders focused on breaking down barriers in the classroom to support learning All EHCP students have access to their own personal online device. CPD sessions have been designed to break down barriers and provide staff with a forum to improve communication and outcomes for students.
<p>High quality and consistently delivered whole school led interventions such as:</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students have access to the breakfast club every day, Monday – Friday. The Oasis provision has been successfully developed, and we have offered students access to workshops to support low mood and self-esteem, anxiety and stress. All faculties have designed and led success sessions to support progress in the classroom. Mental health support has been designed and implemented to

	SEMH and behavioural need using Oasis consultation process	support the progress of young people in the classroom
High quality opportunities through the Co-curricular programme and trips	Maintain our broad offer of extra-curricular clubs and activities in all subject areas	<ul style="list-style-type: none"> • Excellent feedback from parents and the school community regarding our extra-curricular provision. • Student engagement remains high in extra-curricular clubs and activities.
Expertise is developed to support complex SEMH needs:	<ul style="list-style-type: none"> • Trauma Informed UK lead practitioner training • Targeted training from TISUK to 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 	<ul style="list-style-type: none"> • Trauma informed led training has been successfully delivered to staff in school with positive feedback offered. • The Oasis suite has been developed to accommodate students, supporting them in their SEMH needs and difficulties.
Improve attendance & punctuality & decrease persistent absence:	<ul style="list-style-type: none"> • Attendance officer 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 	<ul style="list-style-type: none"> • All attendance policies have been written and developed in line with DFE guidance. This includes new protocols connected to: • First day calling and our response to student absence • Daily meetings with pastoral members and the leadership team reviewing attendance in year groups • Regular home visits to check on the safety and well-being of students not attending school • Regular analysis of attendance trends, patterns and an

	<p>parents/guardians and explore barriers</p> <ul style="list-style-type: none">• 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	<p>identification of interventions put in place.</p>
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