

Pupil premium strategy statement including a review of 2024-25 – Stowmarket High School

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	908
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	L. Hernandez
Pupil premium lead	T. West
Governor / Trustee lead	K. Coates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,970
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	£219,970

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 - Outcomes	<p>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.</p> <p>2023/2024 GCSE P8 All: -0.05 PP: -0.63</p> <p>2023/2024 Basics</p>

	<p>4+</p> <p>All: 69%</p> <p>PP:55%</p> <p>5+:</p> <p>All: 50%</p> <p>PP: 27%</p>
2 - Literacy	<p>Significant barriers to learning in terms of literacy skills. Assessments indicate that PP students have lower levels of reading comprehension compared to non-PP Students. This impacts their progress in all subjects.</p> <p>Reading Data – NGRT Test A (September 2024)</p> <p>Year 7 SAS Non-PP 102.1 – PP 100.8</p> <p>Year 8 SAS Non-PP 104.3 –PP 101.6</p> <p>Year 9 SAS Non-PP 105.1 – PP 102.1</p> <p>Year 10 SAS Non-PP 104.3 – PP 99.2</p> <p>English 2023/24 GCSE Results</p> <p>All: -0.24</p> <p>PP: -0.73</p>
3 - Attendance	<p>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.</p> <p>Last year’s attendance figures 2024-25, the whole school attendance was 91.34%. Pupil premium attendance at the same time was 86.65% and non-pupil premium attendance was 93.14%. Although the gap has closed from the previous year (7.59% - 6.49%) the difference remains a concern that needs to be addressed as a whole school priority.</p>
4- Opportunities and Aspirations	<p>Willingness for sustained participation in extra-curricular opportunities, trip involvement and leadership roles due to low aspirations and transport and financial barriers.</p> <ul style="list-style-type: none"> - Clubs/Fixtures - Trips - Support and Intervention sessions - Student Leadership and Student Voice - Work experience (Futures) <p>Tracking systems will be in place to monitor attendance and participation. This has not been evident this year for clubs.</p>
5 -Wellbeing	<p>Barriers to learning due to the impact of individual social and emotional needs. Assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical</p>

professionals) and low self-esteem. These challenges particularly affect PP students.

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 (Outcomes)	At the end of this academic year, KS4 outcomes should demonstrate PP students narrowing the gap, in terms of progress, with their non-PP counterparts – this includes improved basics measures.
Introduce and embed literacy across the curriculum for all Year groups. (Literacy)	<p>Online literacy tests (NGRT/Reading Plus) will demonstrate an improved reading age for all students, based on both SAS and percentage of students at their correct reading age between NGRT Test A and Test C</p> <p>This would indicate an improvement in comprehension skills among PP students and a closing of the gap between PP and Non-PP from the previous year.</p> <p>2024 Reading Gap Year 7 SAS Non-PP 103.7. PP 95.6 Year 8 SAS Non-PP 108.3. PP 108.2 Year 9 SAS Non-PP 107.9. PP 107 Year 10 SAS Non-PP 102.9. PP 100.8</p> <p>Through the use of instructional coaching, QA process and reading age data staff will show an increased understanding of the importance of modelling and the use of tier 2/3 vocab.</p>
To improve the attendance of disadvantaged groups so that they are equal or better than national attendance statistics (Attendance)	<p>Sustained high attendance by the end of the school year (2023/24) in line with national attendance data</p> <p>2024 All 91.35%. Non-PP 93.14%. PP 86.65% (6.49)</p> <p>2023 All 90.45%. Non-PP 92.47%. PP 84.88% (7.59)</p> <p>Gap between PP and non-PP attendance reduces by 1.5% from previous academic year.</p>

<p>Increased opportunities both inside and outside of school, leading to higher aspirations. (Opportunities and Aspirations)</p>	<p>Attendance records for clubs, trips and support sessions show proportional representation for PP students to non-pp students.</p> <p>905 students attended trips in 2024. Of these 234 were PP students (25.8%)</p> <p>Student leadership posts show proportional representation for PP students.</p>
<p>Ensure there is a robust pastoral support system in place to cater for the social and emotional needs of all families (Wellbeing)</p>	<p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Increased importance around the role of the tutor • Student and parent surveys • Fewer referrals to outside support agencies, such as NSFT <p>Quantitative data from an appropriate assessment tool and case studies of impact from Oasis.</p>

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: £90,000

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>QA process and Culture and routine checks led by SSM.</p>	<p>Walkthrus https://walkthrus.co.uk/how-does-it-work</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 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 & 5</p>
<p>Staff CPD: Developing our culture through positive routines,</p>	<p>Walkthrus https://walkthrus.co.uk/how-does-it-work</p> <p>Effective Professional Development</p>	<p>1,2,3 and 5</p>

<p>relationships and communication</p> <p>QA process and Culture and Routine checks.</p> <ol style="list-style-type: none"> 1. I Do, We Do, You Do 2. Reading Fluency 3. Modelling 	<p><u>EEF-Effective-Professional-Development-Guidance-Report.pdf</u> (d2tic4wvo1iusb.cloudfront.net)</p> <p>Improving literacy in a secondary school: <u>EEF KS3 KS4 LITERACY GUIDANCE.pdf</u> (d2tic4wvo1iusb.cloudfront.net)</p> <p>Improving attendance in a secondary school <u>Attendance interventions rapid evidence assessment EEF</u> (educationendowmentfoundation.org.uk)</p>	
<p>Curriculum development. Department POAPs to identify action, including curriculum adjustment, assessment and feedback to support PP students to improve progress in line with whole school objectives</p>	<p>Walkthrus- <u>https://walkthrus.co.uk/how-does-it-work</u></p> <p>EEF Toolkit: Feedback (+8 months)-- <u>Feedback EEF</u> (educationendowmentfoundation.org.uk)</p>	<p>1 and 2</p>

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve PP students' attendance through earlier formal intervention and advanced pastoral care (tutor, HOY and SLT)</p>	<p>Improving school attendance Pupil attendance in schools - GOV.UK (www.gov.uk)</p>	<p>3</p>
<p>Afterschool Intervention and subject specific support will help to close the non-pp and PP attainment gap *</p> <p>See RSL Activity</p>	<p>EEF teaching and learning toolkit</p> <p>Extending school time “Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision”</p> <p>RSL will Activity:</p> <ul style="list-style-type: none"> - Discuss individual students' barriers to learning through Pupil Profiles - Identify gaps that need to be closed to enhance individual student outcomes through PP Core Conversations - Put in place subject specific interventions based on data analysis - Deploy resources including 1-to-1 or small group tutoring – Tutor Time intervention and community school - Set up PP HWK club - Provide additional equipment and resources where needed. 	<p>1 and 2</p>

<p>Literacy Support *</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p> <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 and Reading Plus • Arrange for SEND dept. to intervene with students who fall with stanine 1 of NGRT. • Organise appropriate interventions including additional sessions for reading through literacy groups. • Promote and developed understanding of 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. • Undertake an audit of oracy across the school and implement a project on developing vocabulary. 	<p>1 & 4</p>
<p>Revision guides and online resources provided to all PP students.</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: £39,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>3 & 5</p>
<p>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>5</p>
<p>Careers guidance CEIAG programme will be prioritised for PP students:</p> <ul style="list-style-type: none"> • Careers awareness workshops • Individual option interviews 	<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>

<ul style="list-style-type: none"> • Post-16 guidance meetings 		
<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
<p>Aspirational work experience placements and proportional representation on trips/visits to be used to engage and motivate LPA PP students.</p>	<p>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:</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	1 & 4
<p>High Prior Attainment PP students to be given priority for aspirational career/further education 'experiences' along with equal access to trips/visits and student leader roles</p>	<p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>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:</p>	1 & 4

Total budgeted cost: £ 219,970

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
<p>Improving educational outcomes for PP students so they are in line with the national figures (Outcomes)</p>	<p>At the end of this academic year, KS4 outcomes should demonstrate PP students achieve a positive progress 8 score.</p>	<ul style="list-style-type: none"> • 2023/2024 GCSE P8 <p>All: -0.05 PP: -0.63</p> <ul style="list-style-type: none"> • 4+ Basics <p>All: 69% PP: 55%</p> <ul style="list-style-type: none"> • 5+: Basics <p>All: 50% PP: 27%</p>
<p>Embed PACE model to support adverse childhood experiences (Wellbeing)</p>	<p>Sustained high levels of well-being by 2023/24 demonstrated by:</p> <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 	<ul style="list-style-type: none"> • The Oasis suite has been developed to accommodate students, supporting them in their SEMH needs and difficulties. • 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. • Referrals to NSFT for 6 week based intervention • Referrals for Trauma informed practice for 6-week intervention • Emotional Available Adult 1-1. Mrs Dolan Allan (Resilience Emotional

		<p>Support) has worked with 5 PP students 2024</p> <ul style="list-style-type: none"> • Mental Health Ambassadors
<p>Introduce and embed disciplinary literacy across the curriculum for all Year groups. (Literacy)</p>	<ul style="list-style-type: none"> • Online literacy tests (NGRT/Reading Plus) 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. 	<ul style="list-style-type: none"> • Improvement of SAS NGRT Test A-Test B <p>Year 7 SAS 103.3-103.7. 72%-72% @ Reading Age</p> <p>Year 8 SAS 104.2-108.3. 71%-77% @ Reading Age</p> <p>Year 9 SAS 104.6-107.9. 74%-80% @ Reading Age</p> <p>Year 10 SAS 102.1-102.9. 63%-73% @ Reading Age</p> <ul style="list-style-type: none"> • Improvement of PP SAS NGRT Test A-Test B <p>Year 7 PP SAS 98.6-95.6. Year 8 PP SAS 104.5-108.2 Year 9 PP SAS 103.4-107 Year 10 PP SAS 99.4-100.8</p> <ul style="list-style-type: none"> • Reading Gap <p>Year 7 SAS Non-PP 103.7. PP 95.6 Year 8 SAS Non-PP 108.3. PP 108.2 Year 9 SAS Non-PP 107.9. PP 107 Year 10 SAS Non-PP 102.9. PP 100.8</p> <ul style="list-style-type: none"> • Four whole school CPD sessions of Reading Fluency and comprehension leading to instructional coaching and QA in 2024/25 • Literacy Groups in Year 7-9 access Reading Plus

		<ul style="list-style-type: none"> • CLs worked on tier 2/3 vocab and barriers in classroom.
To improve the attendance of disadvantaged groups so that they are equal or better than national attendance statistics (Attendance)	<ul style="list-style-type: none"> • Sustained high attendance by the end of the school year (2023/24) in line with national attendance data • Gap between PP and non-PP attendance reduces from previous academic year. 	Attendance Figures 2024 All 91.35%. Non-PP 93.14%. PP 86.65% (6.49) 2023 All 90.45%. Non-PP 92.47%. PP 84.88% (7.59)
Increased opportunities both inside and outside of school, leading to higher aspirations. (Opportunities and Aspirations)	<ul style="list-style-type: none"> • Attendance records for clubs, trips and support sessions show increased uptake amongst PP to achieve parity with other students. • Student leadership posts show increased uptake amongst PP students. 	<ul style="list-style-type: none"> • No effective tracking system was in place for attendance at clubs. • 905 students attended trips last year. Of these 234 were PP students (25.8%) • 5 PP students took up positions within the student leadership team. An increase of 2 from the previous year.