

# Pupil premium strategy statement – Stowupland High School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1008
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mr D. Brewster
Pupil premium lead	Mr M. Nash
Governor / Trustee lead	Mr I. Crissell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,434.90
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£78,000
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£307,434.90

## Part A: Pupil premium strategy plan

### Statement of intent

*Our intention is that all pupils will make outstanding progress. That regardless of their background they will be afforded the opportunities to achieve across the curriculum. They will have experiences that enhance and enrich their lives enabling them to leave Stowupland High School as well-rounded young people. The focus of our strategy is on supporting our disadvantaged learners, regardless of current attainment level. We understand the challenges for some of our disadvantaged learners are greater than others and that there will be additional support needed for the most vulnerable.*

*However, the view of Stowupland High School, reflecting that of the Trust, is that all learners, irrespective of background, have the right to make outstanding progress. Many of the activities outlined below will benefit the student body as a whole. High Quality Teaching is an integral part of our strategy to enable outstanding progress for all. Our “PP FIRST” approach is specifically focused on this element of our support for learners and in particular those who are disadvantaged. We know this has the greatest impact on closing the attainment gap and enables students to leave school able to succeed. Implicit within the outcomes detailed below is the absolute expectation that non-disadvantaged students’ attainment will improve and progress alongside those of their disadvantaged peers.*

*Our strategy will both respond to individual needs as well as the wider challenges identified across cohorts: To ensure the strategies we engage with are effective we will:*

- Ensure disadvantaged students are seated in prominent positions within the classroom, have supported access to homework, and are always prioritised for trips and visits and other culturally enriching experiences.*
- Have a well-trained and highly skilled pastoral team to support students’ wellbeing, attendance, progress and behaviour.*
- Intervene at an early stage when additional support or concerns are identified.*
- Implement a whole school approach where all staff know our strategies and closing the gap between all learners is everyone’s responsibility*

### Challenges

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

Challenge number	Detail of challenge
1. Baseline ability of disadvantaged students on entry.	KS2 entry data indicates that disadvantaged students at Stowupland are behind their peers in Maths and English. In order to bring their outcomes inline with the rest of the school cohort disadvantaged students need to exceed the levels of progress of the main cohort.

2. Student aspirations and well being are generally lower than that of the rest of the cohort.	Through the use of assessments, discussions and observations it is clear that a significant proportion of our disadvantaged students have lower aspirations than their peers. They also suffer in greater numbers from SEMH issues such as anxiety, depression and low self esteem.
3. Attendance percentages of Pupil Premium students is lower than that of the main cohort.	In-school data shows that, while there has been an improvement over recent years, a gap still exists between the attendance of disadvantaged and that of the main cohort. During the school year 2022/23, that gap stood at 3.66%. The national average attendance percentage for all students in state-funded secondary schools was 95%. Disadvantaged student attendance at Stowupland High School was 86% - 9% lower than the whole national cohort.
4. The behaviour for learning of disadvantaged students has an impact on their progress.	Of 222 incidents involving suspensions of students during the 2022/23 calendar year, 116 incidents involved disadvantaged students (52%). This means that a greater percentage of these students are not in-school and consequently have a more difficult time meeting their outcomes.
5. Parental engagement.	Ensuring parents of disadvantaged students are engaged with the school and their child's education. Parent's evening attendance data shows that they are less likely to attend.
6. Student access to equipment and resources.	Disadvantaged pupils do not always have access to the same resources and experiences as their peers. Disadvantaged students are more likely to require financial support than their peers to have full access to resources, uniform, materials and trips.

## 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
Challenge 1 - To improve outcomes for disadvantaged students so that they are in line with the main school cohort.	Outcomes from the 2024 exams will be in-line with the main cohort and national averages for similar demographic schools. This will be primarily measured by Attainment 8 and Progress 8 scores.
Challenge 2 - Raising student aspirations and SEMH well-being.	Student voice returns positive feedback to interventions and support. Increased student engagement with wider culture of the school and enrichment activities.
Challenge 3 - Increasing the attendance of disadvantaged students.	The overall percentage of attendance for disadvantaged students will be similar to that of the main cohort and both will be closer to the national average.
Challenge 4 - Improving the behaviour of disadvantaged students so that the impact of	The overall number of incidents of suspensions of disadvantaged students will decrease so that

suspensions on the outcomes of disadvantaged students is minimised..	the number of days in school will increase. This will also have a positive impact on challenge 1 and 3.
Challenge 5 - Increase engagement between the parents of disadvantaged students and the school.	The number of parents attending parent's evenings for their child will increase. The level of dialogue between home and school will improve.
Challenge 6 - Student access to equipment and resources.	Internal audits will show that disadvantaged students have access to the same resources as their peers. e.g. revision books, materials, ingredients, uniform, reading books and trips

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of high quality classroom teachers, who deliver high-quality, engaging lessons to students, ensuring the highest possible outcomes for all.</p> <p>Professional development that focuses on establishing effective teaching and learning, that is underpinned by the latest research into how pupils learn</p>	<p>The curriculum, teaching and learning team in SLT will work in collaboration to deliver high quality CPD that enables students to make the best progress possible.</p> <p>“High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom” - EEF 2021</p>	1,2,3,4
<p>Learning support assistants to provide targeted support for disadvantaged students who have SEND.</p> <p>Currently 56 pupil premium students have</p>	<p>Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM).*** TAs also work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium - EEF</p>	

a learning plan on the provision map platform. LSAs will work with these students to help them access learning.		
MYON reading software to help support the literacy level of disadvantaged students.	With 6000 digital titles available which are matched to the student's reading age, this will foster disadvantaged students' engagement and reading development.	1

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>NGRT Reading tests that provide diagnostic support allowing more focused reading interventions for disadvantaged students who require help.</p> <p>Lexia Power Up will be a reading intervention that will support students identified in need of support from the NGRT reading tests.</p> <p>Additional reading interventions supported by Leap Box and Book Buzz delivered in school by staff</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. - EEF</p> <p>Lexia PowerUp Literacy accelerates literacy gains for students who are at risk of not meeting progress targets. Rooted in the science of reading and proven to be up to five times as effective as the average middle school reading intervention,</p>	1
<p>Alternative provision for students to access education in environments that are more conducive to their individual needs.</p>	<p>There is a long standing and robust evidence base that quality alternative education offers strong relationships, low adult-student ratios, a negotiated and relevant curriculum, and additional health/welfare support where needed - UK Government</p>	1,2,4

Use of NTP funding to provide catch-up support and 1:1 tutoring for disadvantaged students falling behind the expected progress in English and Maths.	The IPE found that the majority (74%) of surveyed school leads and school staff were 'very' or 'somewhat' satisfied with the programme overall, and by the end of the programme, the majority of school leads surveyed felt that the programme had 'helped pupils catch up with their peers' (81%) and 'improved pupils' confidence' (80%).	1,2
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school attendance officer works with disadvantaged students and their families to support them in improving their attendance.	EEF - We know that school absenteeism (missed attendance as well as fixed and permanent exclusion) has the potential to impact on students' attainment, but also on the likelihood of them becoming involved in violence.	3,4,5
Providing students with access to the resources that they need to complete their school work to the best of their ability.	Students who are able to access the activities set in class effectively will be able to make the same progress as their non-disadvantaged peers.	6
Using pupil premium funding to allow disadvantaged students the ability to access enrichment activities such as sports clubs, music lessons and trips.	Extracurricular activities are an important part of education in their own right. EEF	2,4,6
Assistant Progress Leaders that will support Progress Leaders by working with disadvantaged students to improve their attitude to learning, behaviour and attendance.	"Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind." DFE	1
Attendance audit to review our systems and	Research has found that poor attendance at school is linked to poor academic attainment across all stages	1,2,3,4,5

strategies for maximising attendance.	(Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	
Support from the Benjamin Foundation to work with disadvantaged students to improve their well being	Disadvantaged students who have high self-esteem and the ability to manage their SEMH will be more likely to make good progress in their learning.	1,2,3,4
Providing disadvantaged students the ability to meet with a careers advisor to develop their future career aspirations,	Young people who have a good understanding of what they need to do in school to achieve their career ambitions, and who combine part-time work with full-time study, do a lot better economically later in life than their peers - EEF	1,2,3,4,5

**Total budgeted cost:**

**Staffing - £229,435 (including teachers, Progress Leaders and Assistant Progress Leader, Attendance Officer, Careers Advisor)**

**External/Online Support - £78,000 (including alternative provision, mental health interventions, online revision/homework/learning platforms).**

**Equipment and Enrichment funding - £20,000 (Music Lessons, uniform, equipment and trips support).**

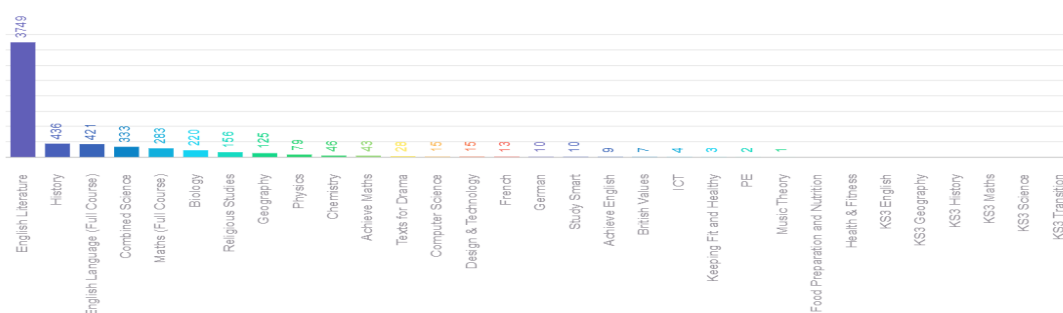
## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Intended outcome 1** - To improve the attainment of disadvantaged pupils across the curriculum and at the end of KS4 in particular English and Maths.

Y11 Achievement Overview				
Measure	National	2022/23	2021/22	2018/19
% Grade 4+ in English and Maths.	-	40.43	47.22	45.45
% Grade 5+ in English and Maths.	25%	12.77	33.33	18.18
Attainment 8	34.9	31.98	37.56	33.79
Progress 8	-0.57	-0.59	-0.27	-0.57
% Ebacc Entry	27.7	21.28	19.44	24.24

All performance indicators show a decline when compared to school performance over recent years and the national average for Pupil Premium student performance. Summer 2023 saw a return to pre-pandemic standards of examination and marking. Summer 2022 saw special consideration given to the examination and marking of subjects due to the pandemic.



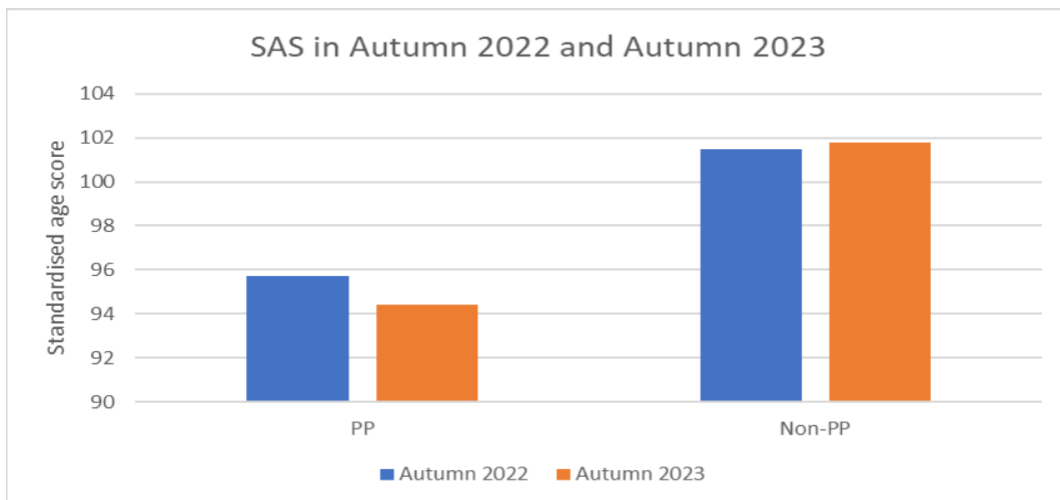
The above graph shows the amount of usage per subject for GCSE Pod which was purchased to support the outcomes of disadvantaged students at GCSE. It indicates that GCSEPod is being extensively used by the English department who account % of the revision Pods watched. Through discussions with the Head of English it is clear that the team feel that this is a useful resource to support PP students. However, we need to ensure that it is having a much greater impact. We will need to demonstrate to all students how the platform works and make students and parents aware of the resource on the school website. We



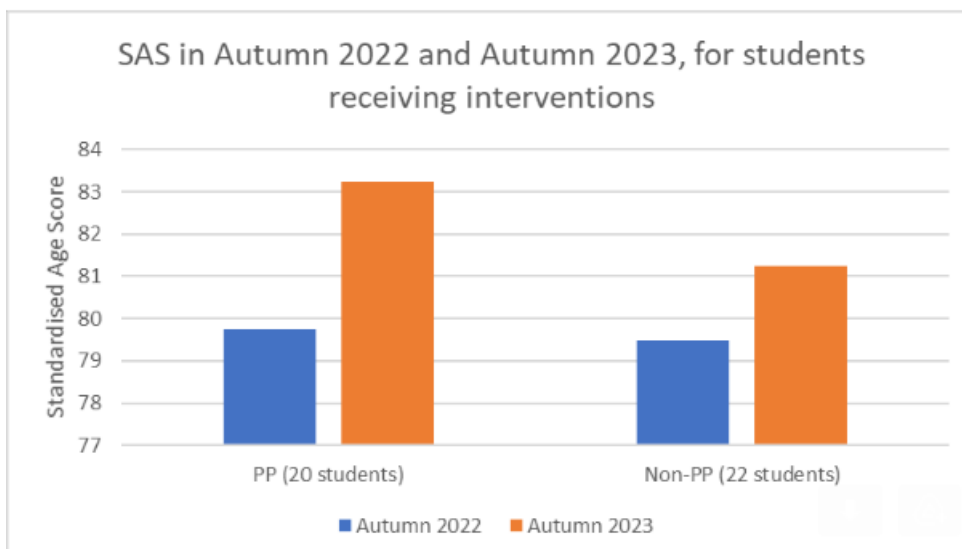
also need to promote the platform further with all subjects through CPD so that it is being used to its full potential.

**Intended Outcome 2** - To close the gap between reading and chronological ages by the end of Key Stage 3.

The data below uses Standardised Age Score (which is a normal distribution around 100). If a student's SAS stays constant over time, this means they are making progress exactly in line with their peer group



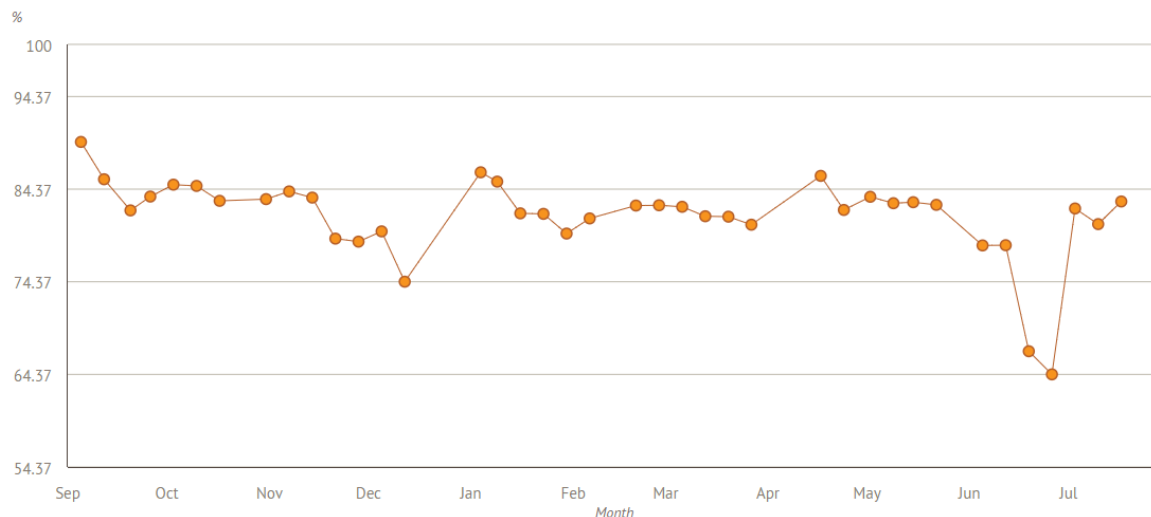
Across the school, PP continued to slip behind their peer group, falling from 95.7 to 94.2. Whilst their reading ages increased, it was not by a calendar year. Meanwhile, non-PP students did make expected progress.



However, when you look at the students who received intervention, the picture changes. Intervention did have an impact on all students, but it had a higher impact on PP students. We are continuing to

substantially expand our programme of interventions this year so hopefully this impact can be amplified.

**Intended Outcome 3** - Disadvantaged students will have attendance, broadly in line with their non-disadvantaged peers.



The graph above reflects the changing picture of Pupil Premium Students attendance across the year. While the pattern follows a similar path the main cohort of the school, it is clear that a lower percentage of students are attending school on a regular basis. The overall percentage of attendance for disadvantaged students for last year was 82% in 2022/23 while the percentage for non-PPG students was 91%. This reflects a difference of -9% in disadvantaged student attendance over their non-disadvantaged peers. In comparison to 21/22 there is a decline as disadvantaged students attended on average 85% of the school year while their non-disadvantaged peers attended again on average 91% of the school year.

More focus will need to be directed towards supporting the families of disadvantaged students with ensuring that their child attends school on a frequent basis.

**Intended outcome 4 - To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.**

PE clubs

PP Autumn term attendance - lunchtime and after school club attendance 26 PP participants out of 281 participants = approximately 10% PP attendance.

PP Spring term attendance - lunchtime and after school club attendance 30 PP participants out of 305 participants = approximately 10% PP attendance.

PP Summer term attendance - lunchtime club attendance 13 participants out of 52 participants = 25% attendance rate; Tuesday after school club attendance 9 participants out of 13 participants = 69% attendance rate.

**Other whole school club participation -**

PP Summer term attendance - lunchtime attendance across the 11 different clubs ranging from dance, art, friendship club, drama etc...

Approximately 36 PP students attending out of 189 = 19% attendance

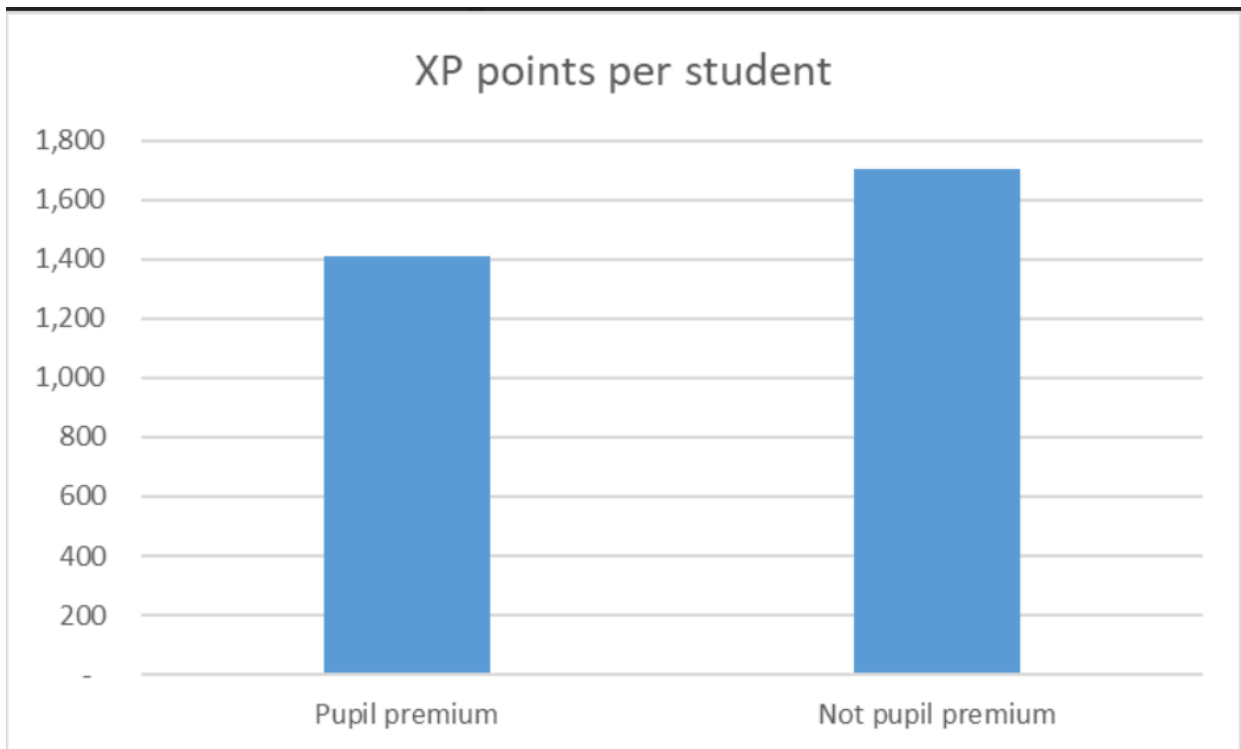
PE has shown some success in encouraging students to take part in sports clubs during the Summer term of last year. Most clubs have a participation rate of a lower percentage from disadvantaged students than the whole school demographic (22.6%). More methods of communication, for example parent surveys, will need to be carried out this year to promote the wider enrichment activities available to PPG students.

**Benjamin Foundation - Mental Health Support**

We currently have 18 students who are attending the BF sessions of which 12 of them are PP students. When asking for recommendations from the PL/APLs, the criteria is that they are on the SEN register or PP students. Students are asked to complete a Warwick Scale rating to assess their level of confidence in areas of mental well-being like healthy lifestyle, feeling/emotions and self-esteem. Data suggests that students feel their understanding in these areas improve over the course of their support.

**Intended Outcome 5 - To improve the numeracy skill among disadvantaged students.**

In the year 11 exams for last year (2022/23) the P8 score for non-disadvantaged students taking Maths was +0.11 while their disadvantaged peers received a score of -0.38 leading an overall P8 gap of -0.48. This suggests that disadvantaged students made 1 grade lower progress than their non-disadvantaged classmates. When compared to 2021/22 this gap has widened from -0.24, however, this data is not reliable due to the allowances made due to the prior Covid-19 pandemic during that exam window.



The graph above highlights the amount of interaction with the SPARX maths platform that was purchased in order to support disadvantaged students to improve their numeracy skills. The graph shows that pupil premium students are not-engaging with the platform at the same level as their non-disadvantaged peers. However, the number of pupil-premium students engaging with the platform is encouraging. This needs to be developed and promoted further this coming year to see that impact in the longer term.

Also PP students were able to take part in the PetXI programme which provided tutoring to disadvantaged students in Maths. Data shows that this had a positive impact with the students who took part with the majority of students gaining one grade above their minimum expected grades.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	
GCSE POD	Online revision support for GCSE students. Disadvantaged students will be able to access revision videos, assessments and quizzes on their devices at home. Pods can be downloaded at school and taken home to use on non-internet devices.
Satchel One	Website which supports disadvantaged students with accessing their homework in an organised way.
SPARX Maths	Online platform that allows quizzing to be tailored to a students needs, helping them achieve success,
Accelerated Reader	Guides students while engaging quizzes and activities help hone students' reading skills and encourage growth
Seneca Learning	Online quizzing platform to support disadvantaged students retention of long-term knowledge.

## Service pupil premium funding.

How our service pupil premium allocation will be spent this academic year
Benjamin Foundation.
The impact of that spending on service pupil premium eligible pupils
They work with service children to understand the demands placed on them by having a relative that is serving in the armed forces. They can also provide mental health support and mentoring to help them deal with these demands.