

Pupil premium strategy statement – Stowupland High School – 2025/26

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	848
Proportion (%) of pupil premium eligible pupils	30.7% (260)
Period of time that this Strategy covers	2025 - 26
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Lee Walker (Principal)
Pupil premium lead	Georgina Chittock - Nash
Governor / Trustee lead	Andrew Fell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232, 689
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <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>	£232, 689

Part A: Pupil premium strategy plan

Statement of intent

SHS Strategy for Student Progress

At SHS, our strategy is grounded in strong research evidence and our own professional experience and ambitions for learners. Our aim is for every student—regardless of background or challenges—to make meaningful progress. We are clear that eligibility for the Pupil Premium must never be equated with low ability. Our key objectives for students in receipt of Pupil Premium, are as follows:

- **High-quality teaching at the core**

Research consistently shows that quality-first teaching has the greatest impact on student outcomes. Our aspirational, varied, and robust curriculum is designed to raise standards for all pupils. We prioritise teaching that meets the needs of every learner, rather than relying solely on interventions. To achieve this, we invest heavily in professional development for all staff, including Early Career Teachers, through structured training on staff development days and tailored weekly professional learning sessions.

- **Assessment and targeted support**

On entry to Year 7, students complete CAT tests, followed by progress assessments in Years 8 and 9. These help us identify gaps in literacy and numeracy, enabling evidence-based interventions that improve life chances—particularly for disadvantaged pupils. After each assessment cycle, teachers identify further gaps across all subjects and deliver in-class interventions to ensure every child is able to achieve their full potential. .

- **Addressing wider barriers**

We recognise that barriers to achievement extend beyond academics. Our approach is diagnostic, not assumption-driven, and responds to both common challenges and individual needs. In light of current austerity pressures faced by many families, we have introduced targeted strategies such as our reading programme and initiatives to improve attendance, helping to remove or reduce obstacles to learning.

- **Whole-school responsibility** Supporting disadvantaged students is a collective responsibility. Every member of staff is committed to raising expectations and outcomes, ensuring that all students—whatever their circumstances—can achieve educational success.

Challenges

This section outlines the primary challenges that hinder the academic progress of our disadvantaged pupils. These challenges have been identified through comprehensive data analysis:

Challenge number	Detail of challenge
1	The achievement Gap between non-disadvantaged pupils and those who are disadvantaged, using nationally recognised achievement and attainment measures
2	Disparity between disadvantaged pupils' reading age and their chronological age
3	Our objective is to raise the aspiration levels of Pupil Premium students, ensuring that they are motivated to pursue further education or employment opportunities commensurate with those of their peers
4	Ensure the improvement of attendance rates for pupils in receipt of the Pupil Premium is a key priority
5	Consistently high quality teaching and learning that enables achievement for those pupils in receipt of the Pupil Premium

Intended outcomes

This section details the outcomes we aim to achieve by the conclusion of our strategy plan, along with the criteria for measuring success:

Intended outcome	Success criteria
1. The achievement Gap decreases between non-disadvantaged pupils and those who are disadvantaged, using nationally recognised achievement and attainment measures	<p>Success will be evaluated by confirming that the attainment of Pupil Premium students is in line with national benchmarks. The Key Stage 4 outcomes for 2025/26 will evidence that disadvantaged pupils have achieved:</p> <ul style="list-style-type: none"> • An average Attainment 8 score that meets or exceeds the national average for all students, based on the 2024/25 benchmark of 46.2. • An EBacc average point score, at or above the national average for all students, based

	<p>on the 2024/25 benchmark of 4.08.</p> <p>Monitoring document: Strategic Steps to 'bridge the attainment gap' between PP & Non-PP Pupils</p>
<p>2. Disparity between disadvantaged pupils' reading age and their chronological age</p>	<p>We will ensure that Pupil Premium students have:</p> <ul style="list-style-type: none"> ● Access to high quality literacy programmes ● A focused reduction in barriers to reading ● Regular assessment and feedback <p>Monitoring document: Strategic Steps to prioritise literacy for PP Pupils</p>
<p>3. Our objective is to raise the aspiration levels of Pupil Premium students, ensuring that they are motivated to pursue further education or employment opportunities commensurate with those of their peers.</p>	<p>Over the course of the year, we will collect data to measure the levels of aspiration in our Pupil Premium students.</p> <p>We have created an '<i>Aspiration Growth Framework</i>' for Disadvantaged Students that will measure:</p> <ul style="list-style-type: none"> ● Student voice and attitudes ● Engagement in enrichment ● Progression and destinations ● Academic commitment ● Behavioural & attitudinal shifts <p>Monitoring document: Aspiration Growth Framework</p>

<p>4. Ensure the improvement of attendance rates for pupils in receipt of the Pupil Premium is a key priority</p>	<p>We will strive for high attendance for all Pupil Premium students.</p> <p>We have committed to adopting a set of '<i>Strategic Steps to Prioritise Attendance for PP Pupils</i>'</p> <p>These include but are not limited to:</p> <ul style="list-style-type: none"> ● Leadership & Whole-School Commitment ● Data-Driven Monitoring ● Targeted Interventions ● Family & Community Engagement

	<ul style="list-style-type: none"> • Curriculum & Pastoral Support • Accountability & Reporting <p>Monitoring document: Strategic steps</p>
5. Consistently high quality teaching and learning that enables achievement for those pupils in receipt of the Pupil Premium	<p>Through consistently high-quality teaching and learning, with SLANT, STEPS, and SHAPE embedded across all lessons, we empower Pupil Premium students to fulfil their potential.</p> <p>SLT will use a set of Non - negotiables that will ensure adherence to the basic expectations of an excellent lesson.</p> <p>Monitoring document: Key strategies to ensure consistently high quality teaching & learning</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 208,727

- Contingency Fund £20,000
- Teaching + PP Lead £39,163
- APL + Senco Asst. + Intervention Co-ordinator £149,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High-Quality Teaching</p> <ul style="list-style-type: none"> • Approach: Prioritise consistently excellent teaching across all classrooms, ensuring disadvantaged pupils access the same ambitious curriculum. 	<p>The Education Endowment Foundation (EEF) highlights that <i>high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</i></p> <p>Their Teaching and Learning Toolkit shows that strategies like explicit instruction, scaffolding, and feedback have strong evidence of impact.</p> <p>Evidence will be drawn from CPD</p>	1,3,5

	plans across the year and data that shows demonstrable impact.	
<p>Literacy Focus</p> <ul style="list-style-type: none"> ● Approach: Embed literacy across subjects, recognising these as gateways to success. 	The DfE's pupil premium guidance stresses the importance of <i>high-quality teaching of English and maths</i> as a core strategy. EEF evidence shows that improving literacy across the curriculum can significantly narrow attainment gaps.	1,2

<p>Professional Development</p> <ul style="list-style-type: none"> ● Approach: Provide ongoing CPD on our evidence based Teaching and Learning Handbook 	The EEF Guide to the Pupil Premium emphasises that <i>investing in teacher development has a sustained impact on pupil outcomes</i> . Research schools also demonstrate that coaching and mentoring improve classroom practice.	1, 5
<p>Assessment and Feedback</p> <ul style="list-style-type: none"> ● Approach: Use formative assessment to identify gaps early and provide timely, actionable feedback. 	EEF Toolkit findings show that <i>effective feedback has high impact for low cost</i> , adding up to six months of progress. Regular assessment ensures disadvantaged pupils do not fall behind unnoticed.	1,5
<p>Culture of High Expectations</p> <ul style="list-style-type: none"> ● Approach: Maintain high expectations for all pupils, ensuring pupil premium students are fully included in enrichment and wider 	Research shows that <i>aspiration-raising alone has limited impact</i> , but when combined with high-quality teaching and inclusion, it supports progress. A culture of equity ensures disadvantaged pupils benefit from the same opportunities as their peers.	3

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

Budgeted cost: £ 18,660

- Sparx £2,000
- Seneca £5,000
- Twinkl £480
- Literacy Co-Ordinator £3,950
- Accelerated Reader £1,575
- Laptops for students (inc. in Contingency fund)
- Leap £495
- CAT4 Tests £3,500
- Lexia Literacy skills software £ 1,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Classroom Support</p> <ul style="list-style-type: none"> • Approach: Deploy teaching assistants strategically to reinforce learning, not replace teaching 	<p>EEF evidence suggests that <i>structured TA interventions</i> (e.g., small-group support with clear training) can be highly effective. Unstructured support, however, has limited impact, so training and planning are key.</p>	1,2,5
<p>Highly effective feedback & assessment</p> <ul style="list-style-type: none"> • Approach: Teachers will use online resources such as Sparx, Seneca and Twinkl and TT Rockstars to 	<p>The EEF toolkit identifies feedback as having an extremely high impact on the progress of learners.</p>	1,2,5

<p>allow students to receive swift and robust feedback.</p> <p>Access to IT resources</p> <ul style="list-style-type: none"> • Approach: Learners will be provided with individual IT devices where requested. <p>Literacy co-ordinator</p> <ul style="list-style-type: none"> • The LC has oversight of the School Literacy Programme. Bedrock and accelerated Reader - used to support the learner journey. <p>The learning journey</p> <ul style="list-style-type: none"> • Across all subjects, lessons will follow a structured learning journey that incorporates the 'I do, We do' phases - with a strong emphasis on directed questioning techniques. 	<p>The EEF toolkit identifies homework and independent work as having a high impact on progression.</p> <p>The EEF states that reading comprehension strategies are highly effective, offering on average an additional <i>seven months of progress</i> for pupils, at very low cost. These strategies are particularly effective for disadvantaged pupils, helping to reduce attainment gaps</p> <p>We will embed structured classroom routines such as 'Do it Now' tasks and the gradual release model ('I do, We do, You do') to ensure clarity, consistency, and high expectations in every lesson. Alongside this, we will prioritise live feedback techniques including cold calling, questioning, live marking, and modelling answers through visualisers. These approaches are recognised by the Education Endowment Foundation (EEF) as low-cost, high-impact strategies: effective feedback is shown to add up to six months of progress, while metacognitive and self-regulation approaches, such as guided practice and modelling, can add up to seven months. By combining these evidence-informed practices, we aim to maximise pupil engagement, close gaps</p>	<p>1</p> <p>1,2</p> <p>1,5</p>
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	in understanding quickly, and accelerate progress for disadvantaged pupils.	
<p>Provision of physical and human teaching resources</p> <ul style="list-style-type: none"> • Provision of revision Planners, events and revision resources to enable Pupil Premium students to develop independently. 	<p>Metacognition & self regulation EEF</p>	1,5

<ul style="list-style-type: none"> • Teaching pupils learning strategies through dedicated assemblies & focussed intervention/revision sessions for Year 11 	<p>Extending school time EEF</p> <p>Small group tuition EEF</p>	1.5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 63,022

- Attendance Officer £23,962
- Careers Officer £10,560
- Alternative Provision £15,000
- Benjamin Foundation £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investing in Metacognition and Collaborative Practice</p> <ul style="list-style-type: none"> • Continued investment in developing Thinking Skills, Peer coaching, Metacognition, Self regulation, and Collaborative learning. Where appropriate, complete a needs assessment for an EHCP to enable school to identify suitable provision for students who face regular suspensions. 	<p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress EEF. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>Metacognition & self regulation EEF</p> <p>EEF Homework EEF</p> <p>EHCP provision</p>	<p>1,5</p>

<p>Attendance Improvement Officer appointed</p> <ul style="list-style-type: none"> Staff member to oversee attendance and attend weekly meetings with the SLT and pastoral leaders to discuss students with attendance below 90%. 	<p>Addressing attendance to allow the opportunity to raise attainment.</p> <p>Working together to improve school attendance - GOV.UK</p>	<p>4</p>
<p>Access to extra curricular activities</p> <ul style="list-style-type: none"> Using Pupil Premium funding to allow disadvantaged learners to access the same opportunities as their peers. 	<p>Extra-curricular opportunities are an important part of education in their own right</p>	<p>3</p>
<p>Pastoral support for Pupil Premium students</p> <ul style="list-style-type: none"> APLs will support Progress Leaders by working with disadvantaged learners to improve their attitude to learning, behaviour and attendance. 	<p>Importance of robust attendance monitoring and intervention</p>	<p>3,4</p>
<ul style="list-style-type: none"> Support to be provided through the Benjamin Foundation to work with pp learners to improve their overall well-being & increase attendance. 	<p>Advantages of well-being programmes for disadvantaged learners</p>	<p>3,4</p>
<p>Aspirational destinations</p> <ul style="list-style-type: none"> Providing disadvantaged learners with access to bespoke careers advice to develop their career aspirations. 	<p>Career aspirations that do not match disadvantaged learners' educational goals</p>	<p>3</p>

Total spend £ 290,409

Total income £ 232,689

Difference £ - 57,720 - (use of GAG funding to bridge the gap)

Funding rationale

Integration of Core Funding

While the primary focus of this strategy is on the effective use of Pupil Premium funding, we recognise that some interventions are supported by additional resources from our General Annual Grant (GAG). For example, the careers advisor, literacy initiatives, and essential software licences are sustained through GAG funding but remain integral to our approach in improving outcomes for disadvantaged pupils. This complementary use of core funding ensures continuity of provision and strengthens the impact of Pupil Premium by embedding these services within our wider school improvement strategy. In recent years we have used the PP recovery funding which is not available this year.