



School Overview					
School	STOWUPLAND HIGH SCHOOL 2021/22				
Academic Years	2019-2022	Current PP Budget	£204,765.00	Date of Publication	30/10/21
Total Number of Pupils in school	1023	% of Pupils Eligible for PP	221 (22%)	Date of Review	30/9/22
School PP Lead	Assistant Headteacher for Learning and Teaching			PP Trustee	Mrs S Hayter



Stowupland
High School

Achievement Overview for last academic year (2020/21)	
Measure	PP at KS4 (2020)
% at 4+ in English and Maths	39%
% at 5+ in English and Maths	4%
Attainment 8	21.12
Progress 8	-0.65
% Ebacc Entry	21.43%
% Attendance	81.9%



Strategy aims for disadvantaged learners: to be achieved through Wave 1, 2 and 3 interventions

Trust Priority		Barriers to be addressed in 2021/22 (evidence-based)	Reported aims for PP Learners													
1.	To improve progress and attainment through quality first teaching	Year 11 PP learners are making less progress than their Non PP counterparts	AIMS for 2020-21 FFT 50 <table border="1"> <tr> <td>% at 4+ in English and Maths</td> <td>48%</td> </tr> <tr> <td>% at 5+ in English and Maths</td> <td>25%</td> </tr> <tr> <td>Attainment 8</td> <td>4.0</td> </tr> <tr> <td>Progress 8</td> <td></td> </tr> <tr> <td>% Ebacc Entry</td> <td>21%?</td> </tr> <tr> <td>% Attendance</td> <td>93.5%</td> </tr> </table>		% at 4+ in English and Maths	48%	% at 5+ in English and Maths	25%	Attainment 8	4.0	Progress 8		% Ebacc Entry	21%?	% Attendance	93.5%
		% at 4+ in English and Maths			48%											
		% at 5+ in English and Maths			25%											
		Attainment 8			4.0											
Progress 8																
% Ebacc Entry	21%?															
% Attendance	93.5%															
KS3 PP learners reading ages are below their chronological age																
Based on research, vocabulary is less well developed in PP learners than their non-PP counterparts																
PP learners require quality first direct instruction to make rapid progress in all subjects																
2.	To enrich students' lives through new opportunities and a creative curriculum which increases cultural capital whilst supporting literacy and numeracy	PP learners have lower aspirations through less cultural experiences than Non-PP students	AIMS for 2021-2022 FFT 20 <table border="1"> <tr> <td>% at 4+ in English and Maths</td> <td>62%</td> </tr> <tr> <td>% at 5+ in English and Maths</td> <td>35%</td> </tr> <tr> <td>Attainment 8</td> <td>4.5</td> </tr> <tr> <td>Progress 8</td> <td></td> </tr> </table>		% at 4+ in English and Maths	62%	% at 5+ in English and Maths	35%	Attainment 8	4.5	Progress 8					
		% at 4+ in English and Maths			62%											
		% at 5+ in English and Maths			35%											
Attainment 8	4.5															
Progress 8																
PP learners have less access to trips and visits due to financial constraints																
3.	To encourage excellence in positive learning behaviours and well-being	Attendance of PP learners Year 7-11 is not yet matching that of non-PP learners	AIMS for 2021-2022 FFT 20 <table border="1"> <tr> <td>% at 4+ in English and Maths</td> <td>62%</td> </tr> <tr> <td>% at 5+ in English and Maths</td> <td>35%</td> </tr> <tr> <td>Attainment 8</td> <td>4.5</td> </tr> <tr> <td>Progress 8</td> <td></td> </tr> </table>		% at 4+ in English and Maths	62%	% at 5+ in English and Maths	35%	Attainment 8	4.5	Progress 8					
		% at 4+ in English and Maths			62%											
		% at 5+ in English and Maths			35%											
		Attainment 8			4.5											
Progress 8																
All PP learners may face significant SEMH barriers to learning																
Year 11 PP learners are making less progress than their Non PP counterparts and require additional tuition																
PP learners exclusion and sanction rate are higher than that of Non-PP students																
4.	To reduce personal barriers to	PP learners need to be fully equipped in school to learn														



	learning	PP learners face significant barriers to attendance	% Ebacc Entry	21%?
			% Attendance	93.5%

Current Pupil Premium Action Plan 2021-22

A Quality First Teaching (Wave 1)				Total:	
Activity	Staff Resp	Resources (approx)	Rationale and barriers to learning being addressed	Implementation and monitoring	Mitigating action (as required)
1. Provide all teachers with regular training in effective pedagogy; including continued work on Rosenshine's Principles of Instruction as well as introduction of Walkthrus	AH T+L	Staffing costs (LP. AH T+L) CPD resources £113,000 (all)	Greater understanding of effective teaching & learning, particularly the use of metacognition	<ul style="list-style-type: none"> Regular CPD delivered by Lead Practitioners and AH T+L Regular QA of T&L through lesson visits & learning walks 	
2. Produce SPFs as part of QFT and adapt plans to reduce barriers to learning	PLs	£200 Staff meeting time Admin	SPFs allow individual barriers to be addressed	<ul style="list-style-type: none"> Data drops identify students in need of an SPF Progress teams discuss with tutors and students the targets set Actions monitored by tutors and progress teams through meetings 	



3. Maintain PP First initiative	AH T+L	£200	Active targeting of PP students in real-time during lessons to raise challenge and develop learning	<ul style="list-style-type: none"> Monitoring implementation through lesson visits and SL meetings 	
4. Implement a literacy action plan that improves reading ages and vocabulary for all learners	AH T+L Lit Coord	£3500	KS3 PP learners reading ages are below their chronological age	<ul style="list-style-type: none"> 3 X Termly assessments of reading ages to monitor improvements for all Students significantly behind are selected to undertake a bespoke improvement programme Small group tuition and evaluation of progress in tutor periods 3 x weekly Form reading activity that focuses on oral literacy modelling 	Evaluate and adapt where necessary
5. Continue Bedrock literacy programme	Lit coord	£2100	KS3 PP learners reading ages are below their chronological age Based on research, vocabulary is less well developed in PP learners than their non-PP counterparts	<ul style="list-style-type: none"> Literacy coordinator ensures Year 7 and 8 students are enrolled in the electronic learning platform Weekly monitoring of programme completion and half termly progress reports by Literacy coordinator Small group intervention to PP and SEND students for low engagers 	Continue Bedrock literacy programme
6. Provide students with regular and challenging home learning through Satchel:One	AH T+L	£5000		<ul style="list-style-type: none"> Embedded in school systems Termly monitoring reports generated 	
7. Identify key areas of improvement in teaching and learning	AH T+L	£21000	Senior staff and Lead Practitioners are needed to drive forward plans and	<ul style="list-style-type: none"> Performance management Support teachers via coaching to improve QFT 	



			ensure that initiatives have impact	<ul style="list-style-type: none"> Lead Practitioners produce and deliver a CPD programme to address needs 	
--	--	--	-------------------------------------	---	--

B. Targeted Support (Wave 2 intervention)				Total:	
Activity	Staff Resp	Resources (approx)	Rationale and barriers to learning being addressed	Implementation and monitoring	Mitigating action (as required)
1. Implement a literacy plan that improves reading ages and vocabulary for all learners	AH T+L Lit Coord	£3500	KS3 PP learners reading ages are below their chronological age	<ul style="list-style-type: none"> 3 X Termly assessments of reading ages to monitor improvements for all Students significantly behind are selected to undertake a bespoke improvement programme Small group tuition and evaluation of progress in tutor periods 3 x weekly Form reading activity that focuses on oral literacy modelling 	
2. Maintain Hegarty Maths Programme to support PP numeracy development	SL Maths	£1500	PP learners require quality first direct instruction to make rapid progress in all subjects	<ul style="list-style-type: none"> Maths team coordinate logins directly to all relevant classes Weekly monitoring of PP students making progress in numeracy 	
3. Evaluate the Hackney Literacy Project and adapt where necessary	SL Eng	£250 - Printing	Based on research, vocabulary is less well developed in PP learners than their non-PP counterparts	<ul style="list-style-type: none"> Already embedded in Year 7 lower sets to boost accessibility, literacy and comprehension 	



				<ul style="list-style-type: none"> Monitored through classroom assessment data and lesson visits by SL English 	
4. Provide students with specialist subject materials and learning resources	Subject Leaders	£5000	PP learners need to be fully equipped in school to learn PP learners require quality first direct instruction to make rapid progress in all subjects	<ul style="list-style-type: none"> Revision and supporting text books for KS4 and KS5 students purchased for PP students Subjects track and monitor students requiring additional resources to progress in the subject 	
6. Embed KS4 Literacy programme and review impact	Lit Coord	£600	Year 11 PP learners are making less progress than their Non PP counterparts		

C Wider Strategies (inc Wave 3 intervention and cultural capital)					Total:
Activity/Action	Staff Resp	Resources (approx)	Rationale and barriers to learning being addressed	Implementation and monitoring	Mitigating action (as required)
1. Embed 20% PP Plan for all departments (inc Suffolk Skills Show)		£5000	Cultural capital enhances pupil achievement	<ul style="list-style-type: none"> Yearly briefing to all staff Line management meetings with SLs to ensure at least 20% of all trips, resources and productions are composed of PP students 	



<p>2. Support pupil wellbeing and attendance through deployment of dedicated support staff</p>		<p>Attendance Officer: Asst Progress Leaders:</p>			
<p>3. Purchase essential uniform and equipment for students to access learning</p>	<p>Tutors Finance manager</p>	<p>£2400 - Uniform £1000 - Equip</p>	<p>Whilst in uniform, pupils feel they are members of the school community and attendance can be maximised</p>	<ul style="list-style-type: none"> • Transition and admin team coordinate with incoming PP families to identify uniform needs • Progress teams monitor student equipment provision and order essential items where necessary 	
<p>4. Provide POD support for PP SEMH students</p>	<p>AH SEND</p>	<p>Staffing costs - £2000</p>	<p>The POD provides a safe learning space for PP students with SEMH needs and strategies that support PP students with learning</p>	<ul style="list-style-type: none"> • POD provision explained to all relevant PP and SEMH students and incorporated into individual action plans • Progress teams monitor use of POD and direct specific students to utilize provision where identified 	
<p>5. Give all relevant students an awareness of and access to FSM</p>	<p>Finance Manager AH PP</p>	<p>Negligible</p>	<p>PP students provided with a healthy balanced meal will be able to focus on learning and behaviour will improve</p>	<ul style="list-style-type: none"> • Finance and Catering staff liaison to identify uptake of FSM lunches • Promoting eligibility through home school communication and direct contact with parents 	

Review of the reported aims and outcomes for 2020/21 (previous academic year)



Strategy Aims	Outcome
<p>1. To improve progress and attainment through quality first teaching</p>	<ul style="list-style-type: none">● Year 9 PP students had a positive change of +7 months (+1 month greater than non-PP counterparts) in their reading age in 2020● Year 8 PP students had a positive change of +5 months in their reading age in 2020● PP First initiative engaged all teaching staff to prioritise PP students in classroom interaction, seating, marking and assessment. Seating plans reflected priority seating and engagement.● Regular CPD sessions delivered by Lead Practitioners and AH -T+L maintain staff delivery of quality first teaching and evidence based approaches to raising attainment - confirmed through monitoring programme● Tutor Time literacy materials provided for all PP students to practise further learning and apply skills with support from lit/numeracy teams this was heavily focused and developed with two tutor times dedicated to literacy.● 62% of staff visited in term 3 lesson visits were considered to be 'frequently' or 'extremely' effective in their use of Rosenshine's principles (30% of visits assessment of RSol were N/A).
<p>2. To enrich students' lives through new opportunities and a creative curriculum which increases cultural capital whilst supporting literacy and numeracy</p>	<ul style="list-style-type: none">● Trips and visits were heavily disrupted due to COVID-19
<p>3. To encourage excellence in positive learning behaviours and well-being</p>	<ul style="list-style-type: none">● Despite the COVID-19 outbreak, students were heavily invested in to maximise their opportunities to learn and mitigate against the increased barriers resulting from home learning. For example:<ul style="list-style-type: none">○ SEMH support was in place throughout lockdown periods and continued in 'bubbles' following return to school○ Staff were rotated to be in school to support PP/vulnerable and critical worker pupils in their school provision○ Subject specific equipment was provided to ensure all students could engage with remote learning○ All essential resources were provided for students during home learning.
<p>4. To reduce personal barriers to learning</p>	<ul style="list-style-type: none">● All PP learners had access to Show My Homework during lockdown and beyond in order to enable access to learning, feedback and contact with staff to support learning.● Uniform vouchers continue to be provided.● All PP students had a focused SPF to identify and monitor their needs and target action where needed.

