



**JOHN MILTON
ACADEMY TRUST**
Ambition • Aspiration • Excellence



**Stowupland
High School**
OUTSTANDING PROGRESS FOR ALL

Pupil Premium and Recovery Premium Strategy Plan

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Stowupland High School
Number of pupils in school	1013
Proportion (%) of pupil premium eligible pupils	21.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	D Brewster, Head of School
Pupil premium lead	R Brown, AHT L&T
Local Board Member / Trustee lead	Ian Crissell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 206,280
Recovery premium funding allocation this academic year	£ 133,690
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	£339,970

Part A: Pupil Premium Strategy Plan

1. 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 and that they will have experiences that enhance and enrich their lives enabling them to leave here well rounded young people.

The focus of our strategy is focused on supporting our disadvantaged learners, regardless of current attainment, to progress well. 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 of these. However, the view of Stowupland High School is that all learners, irrespective of background, have the right to make outstanding progress and many of the activities outlined below will benefit the student body as a whole.

Quality First Teaching is an integral part of our intention to enable outstanding progress for all. Our PP FIRST strategy 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 enable 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.

There are also wider school plans for education recovery in which our aims and intentions coincide. Namely the use of the National Tutoring Programme which we will use to target students from a number of groups who have been affected by COVID by at the heart of these plans will be our disadvantaged students.

Our strategy will both respond to individual needs as well as to challenges that are identified as being widespread within the cohort. To ensure the strategies we engage with are effective we will:

- ensure disadvantaged students are: sat to promote learning, supported to access homework, always first for trips and visits and other culturally enriching experiences, supported to develop meaningful and respectful relationships with staff and peers, given targeted support, and, are given the resources they need to do so.
- act early to intervene where additional support/concerns are identified
- adopt a whole school approach wherein all staff know that the support of and progress to close gaps is the responsibility of all.

2. Challenges

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

Challenge number	Detail of challenge
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1	Evidence from baseline testing indicates that disadvantage students arrive in the school behind their peers in terms of attainment EBACC Subjects (particularly MFL and Maths as well as significantly lower reading ages).
2	Students are likely to have increased gaps in knowledge as a result of the school closure periods during the academic
3	Some disadvantaged students present as less motivated with low aspirations for their futures
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

3. 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	2022 KS4 outcomes demonstrate that disadvantaged pupils achieve at least Attainment 8 of 4.0 and by 2024 at least Attainment 8 of 4.4
The gap between reading and chronological ages have closed	AR (or equivalent) tests demonstrate improvements in reading ages and that progress of disadvantaged students are at least in line with their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	High levels of student wellbeing. This will be evidenced via: <ul style="list-style-type: none"> ● student and parent voice ● increased participation in enrichment activities
Improved numeracy among disadvantaged pupils	Gap between performance at the end of KS4 maths and KS4 English has closed. English/Maths crossover (4+) in 2022 meets FFT50 targets of 61% and by 2024 FFT20 targets of 74%

4. 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.

4.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £184,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention	EEF- 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school'	1,2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Elevate Education- memory techniques</i>	Intervention to support students with retention of knowledge and material- given impact of COVID and home learning https://uk.elevateeducation.com/programs/senior https://www.learningscientists.org/blog/2019/8/1-1	2,5
<i>Easter School</i>	The opportunity to have guided revision sessions as well as practice of written tasks in smaller groups will counteract lost opportunities that holiday time could create https://www.tes.com/news/revision-technique-about-quality-not-quantity	1,2, 4
<i>Homework club</i>	EEF Toolkit- +4 months for effective engagement with homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3 , 4
<i>Accelerated Reader, Bedrock learning</i>	EEF Toolkit- +6 months for reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://www.oup.com.cn/test/word-gap.pdf	1,2
<i>TT Rockstars, Hegarty Maths</i>	38% increase in speed of responding to times tables based questions following use of TT rockstars (meaning increased time in examination for answering questions)	1,2, 4

	https://shinetrust.org.uk/case-study/times-tables-rock-stars/ https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf (particularly recommendation 3 ad 4)	
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4.3 Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>IT Provision</i>	Supports use of commercially bought packages as well as access to Satchel:one to enable maximisation of QFT Will also support NTP engagement https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/791931/DfE-Education_Technology_Strategy.pdf	1,2
<i>Lunchtime activities</i>	A behaviour intervention to support improved conduct of students in social time and therefore increases time students are in lessons rather than IER due to behaviour concerns https://evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/all-approaches/sports-participation/ https://inclusiveschoolcommunities.org.au/resources/toolkit/lunchtime-clubs-schools-initiative-increase-social-inclusion	1,2, 5
<i>Summer camp</i>	EEF Toolkit +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3, 5
<i>Careers guidance</i>	Ofsted guidance on statutory recommendations- enhancement of this to enable aspiration and ambition of disadvantaged students https://www.educationdevelopmenttrust.com/our-research-and-insights/research/evidence-and-impact-careers-and-guidance-related-i	3, 5
<i>Social areas revitalisation</i>	Improvement in social areas will lead to improved behaviour during unstructured times and in turn increase in class learning due to a reduction in internal exclusion due to behaviour issues during these times.	1,2

	https://edexec.co.uk/badly-designed-school-buildings-can-cause-students-to-turn-off-from-learning-and-even-damage-mental-health/	
<i>Mental Health support</i>	<p>As a result of the COVID pandemic, many students have experienced increased trauma that is negatively impacting on learning, progress and aspirations and motivation.</p> <p>https://www.ucl.ac.uk/brain-sciences/news/2019/feb/study-links-poor-mental-health-educational-outcomes</p>	1,2 3,4,

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

1. Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Reading Ages (Accelerated Reader): <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 2020Year 8 PP students had a positive change of +5 months in their reading age in 2020
Teacher Assessed Grades Y11: <ul style="list-style-type: none">Attainment 8 21.12Progress 8 -0.65EBACC Attainment 8 8.63EBACC Progress 8 -0.5721.43% completed EBACC (14.29% achieving a 4+ in all subjects)39% 4+ in English and Maths4% 5+ in English and Maths

2. Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance Learning
Bedrock Vocabulary	

3. Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Revision guides for all subjects
What was the impact of that spending on service pupil premium eligible pupils?	All students had the materials to revise for assessments which would take place during TAG process as well as to support them during the year as they covered new topics.

4. Further information (optional)

