



**STOCKSBRIDGE
HIGH SCHOOL**
— This is Just the Start —

Pupil Premium Strategy Statement

2020-23

Date First Published	October 2020
Version	1
Responsible	Deputy Headteacher
Last Approved	
Review Cycle	Annually
Signed by Head Teacher	
Signed by Chair of Committee	

Contents

Quality impact audit and action plan.....	4
Stocksbridge High School Overview.....	5
Disadvantaged Pupil Performance Overview for Y11 Last Academic Year.....	6
Strategy Aims for Disadvantaged Pupils	6
Teaching Priorities for Current Academic Year.....	7
Targeted Academic Support for Current Academic Year.....	9
Wider Strategies for Current Academic Year.....	10
Monitoring and Implementation.....	11
Review: Last Year's Aims and Outcomes.....	14

Quality impact audit and action plan

- Put X in the PLUS column to indicate if you judge that the policy has a positive impact on a group.
- Put X in the neutral column to indicate if you judge that the policy has a neutral impact on a group.
- Put X in the MINUS column to indicate if you judge that the policy has a negative impact on a group.

In making a judgement due regard has been paid to the requirement to:

1. Eliminate unlawful discrimination, harassment and victimisation,
2. Advance equality of opportunity
3. Foster good relations

PROTECTED CHARACTERISTICS		PLUS	NEUTRAL	MINUS	ACTION
1	Age		X		
2	Disability		X		
3	Gender Reassignment		X		
4	Marriage and Civil Partnership		X		
5	Pregnancy and Maternity		X		
6	Race		X		
7	Religion or Belief		X		
8	Gender		X		
9	Sexual Orientation		X		
Other: Disadvantaged pupils		X			

Stocksbridge High School Overview

School name		Stocksbridge High School		
Pupils in school		799		
Proportion of disadvantaged pupils		28.9%		
Pupil premium provisional allocation this academic year		£215,830 (£199,595 allocated in budget Sept 20)		
Year	Total Year Group Cohort	Number of Disadvantaged	% Disadvantaged	Funding (Awaiting confirmation in Oct. 2020 census)
7	154	46	29.87%	£43,930
8	182	51	28.02%	£48,705
9	158	55	34.81%	£52,525
10	151	36	23.84%	£34,380
11	154	38	24.68%	£36,290
School	799	226	28.2%	£215,830
Academic year or years covered by statement		September 2020 – September 2023		
Publish date		September 2020		
Review date		September 2021		
Statement authorised by		Naomi Layland		
Pupil premium lead		Naomi Layland		
Governor lead		Dianne Fortescue		

What is Pupil Premium?

Pupil Premium funding equates to £955 per student per year in secondary school. Schools also receive £2,345 for every LAC and PLAC student and an additional £310 per student for children of families serving in the forces or returned from HM forces.

How can Pupil Premium be spent?

At Stocksbridge High school we have identified 3 key strands:

- Teaching and learning priorities
- Targeted Academic Support
- Wider extended strategies

Catch UP Premium

Catch up Premium equates to £80 per student. It is a one of payment allocated to schools for the academic year 2020-21. The school has identified strategies that best fit the needs of its learner community in order for students to catch up on missed learning and close the gap created by the enforced school closure from March 2020 to September 2020. At Stocksbridge high school it is also intended to mitigate against any further disadvantage for learners who are disrupted through isolation and further enforced Tier 2- Tier 4 lock down.

Please read the Pupil premium report in line with our *Catch-Up Premium Strategy*.

Disadvantaged Pupil Performance Overview for Y11 Last Academic Year

42 Disadvantaged Students (25.3%)	LPA – 5	MPA – 25	HPA - 12
Context of disadvantaged students:			
<ul style="list-style-type: none"> • 23.81% of disadvantaged students were also on the SEND register • Pupil premium students made up 38.46% of the SEND students in the year group • 55.6% of our LPA students were disadvantaged (9 students in total) • 29.41% of our MPA students were disadvantaged (85 students in total) • 16.67% of our HPA students were disadvantaged (72 students in total) 			
Progress 8	-0.20 (whole school 0.37)		
Ebacc entry	7% (whole school 13.6%)		
Attainment 8	3.92 (whole school 50.03)		
% Grade 5+ in English and maths	21.43% (whole school 50.9%)		

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Every Child Matters	All staff can identify vulnerable learners and the funding is allocated for effective and timely support targeting the needs of all pupil premium learners from year 7 to year 11.	Sept 20
Prioritise Mental Health and Wellbeing	The curriculum and extra-curricular offer enables all students to receive an education that prioritises their mental health and wellbeing.	Sept 21
Close the Literacy Gap	Literacy underpins the school curriculum helping students to express themselves clearly both orally and in writing and to enhance their	Jan2021

	ability and confidence to access high level literature.	
Increase Progress and Attainment	The upward trajectory for progress over the past 3 years continues and students are not adversely impacted upon as a result of pupil premium status or covid19.	Sept 23
% Grade 5+ in English and maths	Achieve and sustain average English and maths 5+ scores for similar schools.	Sept 23
Ebacc entry	Increase the % of EBacc Entry for disadvantaged pupils.	Sept 23
Raise Aspiration for Post 16 opportunities	Year 11 leavers in July 2021 have the skills, knowledge and examinations necessary to springboard them successfully on to their post 16 courses.	Sept 21
Attendance	Improve and sustain attendance to national average or better.	Sept 23

Teaching Priorities for Current Academic Year

Measure	Activity
Priority 1	Strategic drive to employ, retain and develop high quality teachers.
Priority 2	Remodel the leadership team to include Directors of English and Maths
Priority 3	School to school support from Minerva and TSAT for underperforming departments and leaders.
Priority 4	Ensure all departments have a clear pupil premium strategy in their Department Development Plan and that this is evident in classroom practice.
Priority 5	Ensure all teaching staff have explicit PMR target focusing on CtG.
Priority 6	Y10 and Y11 tutor programme embedded to add 1 hour per week teaching targeted at closing the gap in English, maths and science.
Priority 7	MINT purchased and embedded in all lessons to drive climate for learning, planning, assessment and differentiation.
Priority 8	Provide high quality training (internal & external) for staff in strategies to support specific students.
Priority 9	Whole school INSET and CPD focus on; science of learning and pedagogy that impacts long term memory.
Priority 10	Live marking to proactively prioritise feedback and intervention to target pupil premium students.
Priority 11	SLT 'Every Lesson Counts' process to drive quality of teaching and learning and ensure consistency of standards.
Priority 12	Ensure Year 7 – 11 Curriculum and Assessment mapping supports disadvantaged students in making progress at least in line with national.

Priority 13	Whole school literacy drive, including appointment of HLTA, with pupil premium students a priority.
Priority 14	Full review of 5-year curriculum to ensure greater opportunities to enhance and embed cultural capital and provide greater access to a range of skills and experiences.
Priority 15	Increase leadership capacity with introduction of 2 Pupil premium Champions on leadership.
Priority 16	Over staffing in Maths to reduce class size
Priority 17	Over staffing in English to provide additional in class support
Priority 18	New KS3 English texts to stretch vocabulary and increase literacy
Barriers to learning these priorities address	Improve Senior and Middle Leadership Expertise.
	More effective identification of target cohorts.
	Better targeted intervention.
	Increased taught hours with form intervention and P6
	Closing of literacy and communication gap.
	Improved staff retention and consistency for learners.
	Teachers more skilled and confident at employing strategies to remove barriers to learning such as oracy, reading and writing at length.
Projected spending	£80,000

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1	Realigned leadership to add strategic capacity for leadership of Pupil Premium. Including AHT for Inclusion and Support & 2 Directors of English and Maths assigned as Pupil Premium Champions
Priority 2	Develop and embed a data-rich intervention programme for Y11.
Priority 3	Ensure students who are disadvantaged due to multiple needs (e.g SEND & PP or LAS & PP) receive the necessary support through SENDCO, Literacy Coordinator or HLTA
Priority 4	Use weekly English / maths RAG meetings to focus on underperformance of students and establish interventions.
Priority 5	Recruit, retain and develop a full-time attendance officer.
Priority 6	Literacy and numeracy interventions (ALP) and pathways across KS3 for low attaining disadvantaged pupils.
Priority 7	Embed Entry Level Programme (ELP) to support most vulnerable learners in KS4.
Priority 8	Establish personalised timetables to re-engage learning through targeted external support and alternative provision (E.g Vulnerable learner reviews).
Priority 9	Peer Mentors from KS4 to support KS3 targeted students.
Priority 10	Establish and embed a Reading Leaders scheme.
Priority 11	'Texting Parents' strategy to improve parental engagement with attendance and parent meetings.
Priority 12	Targeted LEXIA support programme.
Priority 13	Additional taught hours to CtG through P6 programme from October half term – Spring Bank.
Priority 14	Strive for 5 days (Targeting Y11 students below grade 5 in English / Maths).
Priority 15	Data-lead Super Learning Days; emersion in subjects for Y11 students to CtG.
Priority 16	Review of parents' evenings and meetings to encourage ensure greater access for families in line with COVID19 restrictions.
Priority 17	Targeted deployment of attendance officer and EWO
Priority 18	Explore working with Sheffield Hallam on GROW – University Sheffield Hallam mentoring programme (Raising aspiration CEAIG)
Priority 19	Provide learning resources, revision guides, podcasts and text books for students to springboard learning
Priority 20	Provide opportunities for departments to bid for money to support additional academic interventions
Barriers to learning these	Literacy Barriers
	Parental Engagement
	Attendance

priorities address	Student disengagement
	Access to learning resources
	Increase in number of taught hours
Projected spending	£85,000

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1	Audit students access to ICT to ensure no pupil premium student is adversely impacted by COVID19 as a result to lack of access to technology at home.
Priority 2	Remove barriers to learning and curricular activities through targeted resourcing and support (e.g. Computers, calculators, wider equipment).
Priority 3	Identify calendar of cultural enrichment activities for (but not limited to) PP students.
Priority 4	Identify target caseloads for Pastoral Managers to provide targeted and intensive attendance support.
Priority 5	Identify target caseloads for Pastoral Managers to provide targeted and intensive behaviour and engagement in learning support.
Priority 6	Work in partnership with Unravel targeting students for mental health and wellbeing sessions.
Priority 7	Utilise Kooth to help remove barriers and improve wellbeing.
Priority 8	PIXL conferences, training and resources for all core subjects and humanities.
Priority 9	Access to SEND support from David Bartram including a Trust wide summary report and twilight CPD session in response to common findings.
Priority 10	Improve leadership and management at middle and senior leadership level through robust coach and leadership training courses. Utilising Minerva and Ambition Leadership programmes.
Priority 11	Half term and Easter revision sessions for Y11.
Priority 12	Remodelled behaviour system to reduce exclusions and drive attendance.
Priority 13	Early careers interviewed in Y8, Y9 & Y11 students to target identified students with a focus on PP students.
Priority 14	Vulnerable learner reviews established and embedded to reduce fixed term exclusions and implement reasonable adjustments.
Priority 15	CPOMs to record and monitor pastoral and safeguarding concerns and effectively deploy pastoral support.
Priority 16	Remodel the Pastoral system and staffing to develop expertise and knowledge of cohorts.
Priority 17	External providers delivering on mental health and well-being (Door 43)
Priority 18	Thinking for the future – Resilience workshops (1 day per week for 3 terms starting Jan 2021)

Measure	Activity
Priority 17	Explicit budget available to ensure students and families have access to funding for uniform, trips & visits and learning resources and guides when necessary.
Priority 19	Increase the number of extra-curricular activities in PE to build on life expectancy and healthy lifestyle choices.
Barriers to learning these priorities address	Social, Physical and Emotional Well Being
	Personal Development
	Attendance of key pupils at breakfast club to provide food, nutrition and to ensure students are prepared for learning
	Increase pastoral support through one to one mentoring
	Raising of Aspiration
	Post 16 opportunities
Projected spending	£45,000

Monitoring and Implementation

Area	Challenge	Mitigating action
	The impact of Covid19 on lost learning hours due to lock down between March 2020-September 2020	<p>Enhanced training for all staff on accelerated learning strategies including Metacognition, science of learning, AFL</p> <p>Targeted intervention and support to increase attendance.</p> <p>Baseline testing and assessments to identify and close gaps at classroom and cohort level</p> <p>Utilisation of catch up Funding to target students.</p>
	Impact on social and emotional wellbeing of students post lock down.	<p>1-day training for all students on mental health and well being</p> <p>Enhanced transition for year 7 in September 2020</p> <p>Increased pastoral support for vulnerable students including early identification</p> <p>1-day training for staff on mental health and well being</p>

	Significant risk for students due to ongoing Covid19 pandemic of further Tier 2, 3 or 4 closure	Well planned and implemented home learning strategy by all department that ensures students can access scaffolded and differentiated resources that align with new learning and medium-term plans. Review of Y11 course components in line with OFQAL
Teaching	Ensuring enough time is given over to allow for staff professional development	Effective deployment of INSET days and CPD SEND specific training programme facilitated by external leaders and experts.
	Ensuring effective Quality Assurance of T&L	SLT to be held to account for monitoring and reviewing through line management and robust appraisal process.
	The curriculum review results in course changes and curriculum redesign	Curriculum working party established. Time and external support provided from within Minerva trust and TSAT to drive effective curriculum planning.
	Redesign of Long- and medium-term plans	Protected L&M time to drive changes needed to the curriculum. Department time allocated for redesign and implementation of medium-term plans.
	Highest proportion of disadvantaged students are LPA or SEND	Ensure staff effectively differentiate, scaffold and use SEND non-negotiables consistently. Provide high quality CPD with a designated focus on literacy and SEND.
Targeted support	Ensuring enough time for preparation of super learning days, Strive for 5, P6,	Additional capacity to be made available to ensure sessions are well planned.
	Paired planning within and across departments	Agreed time to be allocated through line management.
	Ensuring effective Quality Assurance of provisions	SLT to be held to account for monitoring and reviewing through line management and governance.
	Student attendance at P6 and other extra-curricular provisions	Texts to parents and enhanced communication through SLs and pastoral teams.
	Limited number of TAs provide wave 3 intervention	Ensure QFT meets the needs of learners within the classroom. Provide clear timeframes for interventions to effectively identify cohorts and monitor impact.
	Reduction in the number of Pastoral Staff	Employ Attendance & Inclusion officer. Review staffing in consequence room to provide additional capacity through cover supervisors.

		Roles and responsibilities of Form tutors and SLT year group links are better defined and provide graduated response.
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO, external agencies and the LA.
	Disengagement by small cohort of hard to reach learners	Vulnerable Learner Reviews and Early Help Gateway effectively used for early intervention.
	Under capacity in key year groups leading to complex mid-term admissions	Work with LA, CME and external agencies
	Ensuring effective Quality Assurance of provisions	SLT to be held to account for monitoring and reviewing through line management. Appraisal process and governance.
	SHS Remoteness limits some students access to extracurricular provision	Ensure transport arrangements align with P6 and extracurricular clubs. Increase activities at lunchtime. Remove accessibility barriers as they are identified.
	Financial challenges facing parents leading to attendance issues, lack of engagement or inability to access resources and provision	Fund available for Phase Leaders and Pastoral Managers to allocate on a needs basis to remove barriers.

Review: Last Year's Aims and Outcomes

Aim	Target	Target date	Outcome:																				
Progress 8	Achieve and sustain top quartile for progress made by disadvantaged pupils amongst similar schools.	Sept 22	All data used to evidence this section of the report is predicated on centre assessed grades (CAG). Progress 8 2019-20 for PP students was -0.20 compared to -0.36 in 2018-19. Whilst there is evidence of an improved P8 score this is against a whole school overall improvement in Progress 8. More work is needed to further reduce the gap and as such the progress of disadvantaged learners remains a whole school development priority.																				
Attainment 8	Achieve and sustain national average for attainment for all pupils.	Sept 22	It is difficult to accurately compare P8 and A8 this year compared to last due to examination outcomes being founded on CAG this year due to the Covid19 pandemic.																				
% Grade 5+ in English and maths	Achieve and sustain average English and maths 5+ scores for similar schools.	Sept 22	<p>Overall Y11 GCSE data:</p> <p>English and Maths</p> <table border="1" data-bbox="887 958 1206 1167"> <tr> <td>9-5 En and Maths</td> <td>52%</td> </tr> <tr> <td>9-5 En</td> <td>65%</td> </tr> <tr> <td>9-5 Maths</td> <td>60%</td> </tr> <tr> <td>9-4 En and Maths</td> <td>77%</td> </tr> <tr> <td>9-4 En</td> <td>84%</td> </tr> <tr> <td>9-4 Maths</td> <td>81%</td> </tr> </table>	9-5 En and Maths	52%	9-5 En	65%	9-5 Maths	60%	9-4 En and Maths	77%	9-4 En	84%	9-4 Maths	81%								
9-5 En and Maths	52%																						
9-5 En	65%																						
9-5 Maths	60%																						
9-4 En and Maths	77%																						
9-4 En	84%																						
9-4 Maths	81%																						
Other	Improve and sustain attendance to national average.	Sept 22	<p>Disadvantaged</p> <table border="1" data-bbox="887 1272 1509 1507"> <thead> <tr> <th></th> <th>Disad</th> <th>Non Disad</th> <th>% PP</th> </tr> </thead> <tbody> <tr> <td>Best English</td> <td>-0.54</td> <td>0.25</td> <td>25%</td> </tr> <tr> <td>English Language</td> <td>-0.56</td> <td>0.11</td> <td>25%</td> </tr> <tr> <td>English Literature</td> <td>-0.91</td> <td>-0.08</td> <td>25%</td> </tr> <tr> <td>Mathematics</td> <td>0.03</td> <td>0.54</td> <td>25%</td> </tr> </tbody> </table> <p>As can be seen from the table above there remains almost ¾ of a grade difference in English Language and over ½ a grade difference in both maths and English Lit for disadvantaged learners.</p> <p>This year the school will be working in partnership with Marc Rowland and the Education Endowment Foundation to further improve outcomes for disadvantaged students. Many of the targeted strategies to support pupil premium students are reinforced through the Catch-Up premium policy. The pupil Premium policy and Catch Up Premium Policy</p>		Disad	Non Disad	% PP	Best English	-0.54	0.25	25%	English Language	-0.56	0.11	25%	English Literature	-0.91	-0.08	25%	Mathematics	0.03	0.54	25%
	Disad	Non Disad	% PP																				
Best English	-0.54	0.25	25%																				
English Language	-0.56	0.11	25%																				
English Literature	-0.91	-0.08	25%																				
Mathematics	0.03	0.54	25%																				

			work together to support our most vulnerable learners, many of whom are also the most impacted due to covid19 pandemic and lost learning.
Ebacc entry	Increase the % of EBacc Entry by disadvantaged pupils to that of similar schools.	Sept 22	The school continues to work on addressing Ebacc. This has resulted in remodelling the curriculum from a two-year KS3 model to a three-year KS3 along with the additional appointment of a Spanish teacher. Over time, the students have more options at GCSE from which they can fill the Ebacc bucket. This is also essential in driving aspiration and post 16 opportunities. The school has a target of achieving 40% uptake by the end of 2020-21.