



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

Catch Up Premium Strategy Statement 2020-21

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Responsible	Naomi Layland Deputy Headteacher
Last Approved	November 2021
Review Cycle	Annually
Signed by Head Teacher	Andy Ireland
Signed by Chair of Committee	Sarah Cavanagh

Date	Reference	Detail of Change
20.10.20	Page 9	Cost of HLTA
21.10.20	Page 9	Hegarty Maths
22.10.20	Page 9	Reading Pens
22.10.20	Page 11	Pastoral leaflets
13/11/20	Pages 9-11	Successful funding bids from departments
Version 2 Updates		
2.12.20	Page 9	Removal of HLTA appointment. Replaced by Appointment of 7 in school tutors to deliver 1-1 and small group tuition.
Version 3-5 Updates		
12.1.21	Pages 5- 13	Amendments made to reflect enforced school closure January 2021-
		Removal of appointments of 7 in school tutors
		Additional and amended spending due to lock down
Version 6 Updates		
13.5.21	Pages 5- 14	Amendments reflect updated spending and total expenditure to date
Version 7 Updates		
18.5.21	Page 5	Final premium allowance awarded to school £2,000 more than initial allocation.
11.11.21	Full Review	Expenditure Audited

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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 Context	
School Name	Stocksbridge High School Sept 2020
Pupils in school	800
Catch- Up funding 2020-2021	£64,000

What is Catch UP Premium?

Catch up funding 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 Covid19 and the enforced school closures.

How can it be spent?

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances. The leaders of the school must be able to account for how this money is being used to enable students to get back on track and deliver a normal curriculum as quickly as possible. At Stocksbridge High school we have identified 4 key strands:

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

Preface:

Whilst we are in the midst of the Covid19 pandemic we cannot fully understand the extent of the impact on our young people, their families, our staff, their families and our wider community.

If the pandemic has taught us anything it is the need for immediacy, the need to listen, learn, respond and adapt at pace. As leaders, teachers, parents and students we have changed our routines, habits, practices, and lifestyles. These changes aren't a result of informed decisions brought about to improve life chances. For many they are incomprehensive, enforced, challenging and at times debilitating.

In understanding how to best utilise Catch Up Premium we must truly understand the impact Covid19 has had on our unique learner community. The money acts as a catalyst to close the attainment gap and to support our community to make gains be that; academically, emotionally, psychologically or socially.

The decision on how Stocksbridge High school spends the Catch-Up Premium is based on scrutinising the needs of our learner community enhanced by the findings of wider research from EEF and DFE. It must be noted that whilst this document is a blueprint for how we utilise the spend, whilst Covid19 and its long-term impact is still unfolding we need to, once again, be prepared to listen, learn, respond and adapt at pace.

Naomi Layland, Deputy Head Teacher

Strategy Aims for Catch Up Funding

Aim	Target	Target date
Every Child Matters	All staff can identify vulnerable learners and work collaboratively to ensure that the catch-up funding is used effectively and timely to support and targeted the needs of all young people 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 ability and confidence to access high level literature.	Jan2021
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 covid19.	Sept 21
Support transition from Y6 – Y7	Students successfully transition from primary school as a result of a highly effective and bespoke in school transition programme.	Nov 20
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
Wider Opportunities	Students have access to a rich and diverse range of enrichment activities.	Sept 21

Data below shows % of students who did not access home learning resources during lock down March -July 2020.

Year Group	Total No. of students	No. of students with no home learning submitted	<50% of work	<75%+ of work	zero English work*	zero Maths work*
11	154	17	100	23	25	40
10	150	25	109	16	21	34
9	155	30	120	15	47	36
8	182	33	139	22	33	36

Vulnerable learners

Some of the Catch Up funding allocation will be directly used to target students who had little or no engagement with home learning during lock down and to also ensure through; one to one sessions, academic tutoring, providing resources and parental engagement that there is a significant increase in students accessing home learning should isolation or tier 2- 4 lock down be enforced.

Safeguarding vulnerable learners during lockdown March -September 2020:

As well as ensuring that our school remained fully open to vulnerable learners and students of key workers, the DSL and Pastoral staff worked tirelessly in partnership with external services to ensure that our most vulnerabe learners and families who faced significant challenges or were in crisis received regular and timely support. This included:

- Making 599 phone calls covering 156 students
- Ensuring 43 families received regular weekly phone calls

This level of support continues and has been enhanced since returning to school with the addition of a 'safe space' for students who display increased anxiety. We are supporting an additional 6 families who have become entitled to free school meals (FSM) since March 2020. We are acutely aware that as Covid19 continues to take hold and more families find themselves in financial hardship we will see increasing demand for social, emotional, mental health and financial advice and guidance. Through regular and updated training on Keeping Children Safe in Education all our staff are competent at looking out for the well-being of our students and signpost them appropriately. We are also proud of the extensive work that our pastoral team do with external services, Sheffield Safeguarding and Social care to ensure that we provide the right level of support for all our young people and families.

Teaching Priorities

Measure	Activity	
Priority 1	Ensure all teaching staff have explicit PMR target focusing on CtG.	NLA
Priority 2	September 2020: All departments remodel their curriculum to mitigate against lost learning including any amendments from OFQUAL to the 2021 exam series and building in explicit literacy strands. February 2021: SLT working with SLs on wave 2 of the recovery curriculum to mitigate against short and long-term impact of lost learning for Y7- 11 students in second lock down.	FF/AE
Priority 3	Ensure all departments have a clear contingency plan for students isolating and for further Tier 2-4 lock downs	NLA/ FF
Priority 4	All staff have access to high level ICT digital literacy training	FF / LLO/DJO
Priority 5	Deploy staff on rarely cover for targeted in class support	NLA
Priority 6	Over staffing in Maths to reduce class size	NLA/JMA
Priority 7	Over staffing in English to provide additional in class support	NLA/ZS
Priority 8 £2,019.07	New KS3 English texts to stretch vocabulary and increase literacy; <i>Boys Don't Cry & Martyn Pig.</i>	ZS
Priority 9	In school INSET / CPD focuses on science of learning, metacognition and self-regulation to ensure all teachers are competent at delivering accelerated learning strategies	FF
Priority 10	Increased opportunities for professional development from Minerva Trust	FF
Priority 11	Provide support for targeted KS3 students with numeracy / literacy during form time	FF/ KTE
Priority 12 £225.00	<i>Additional T&L resources for MFL; The Language Gym</i>	NLA
Priority 13 £198.00	<i>Additional T&L resources for Health and Social Care & Child Development</i>	CJA
Priority 14 £176.00	<i>Additional T&L resources Child Development</i>	CJA
£145.00	<i>Additional T&L resources for ICT – Teach ICT</i>	
Priority 16 £265.36	Art resources so students can access art lessons during lockdown targeting most vulnerable PP / SEND students.	DSU
Priority 17 £831.81	Support a reading culture by purchasing a transition book Cardboard Cowboys by Brian Conaghan for all Y6- Y7 students for summer term.	FFI
Priority 18 £150.00	Enhanced training for senior leaders to focus on long term strategic impact of covid19 and building a secure 5-year recovery curriculum <ul style="list-style-type: none"> • Leading on Creating a culture of positive wellbeing – NLA • Leading on Resilience, Agility and Resourcefulness – NLA/FF • Leading on Enabling Learners' Digital Skills – FF/LL • Bridging the Word Gap at Transition – KTA/FF 	SLT
Priority 19 £277.60	In preparation for post lockdown reopening (March 2021) Wipe board pens for all students to ensure staff can provide high quality AFL whilst teaching behind the line.	FFI
Barriers to learning	Improve quality first teaching.	
	More effective identification of target cohorts.	

these priorities address	Closing of literacy & reading gap	
	Teachers more skilled and confident at employing strategies to remove barriers to learning such as Oracy, reading and writing at length.	
Projected spending	£4,500	
Current Spend	£4,287.84	

Targeted Academic Support

Measure	Activity	
Priority 1 £8,964.38	Leadership and Management of Catch UP Premium (NLA-3hr for 33 wks.)	NLA
Priority 2 £3,944.05	Recruitment of temporary e-Learning TLR holders (DJO-TLR2A)	NLA
Priority 3 £1,927.41	Recruitment of temporary e-Learning TLR holders (LLO- TLR 3B)	NLA
Priority 4 £4,564.03	Appointment of an assistant SENDCO to support the increasing cohort of SEND students and the impact of covid19 on their learning gap. (LCH- 1hr for 19 wks)	NLA
Priority 5 £1,068.96	SENDCO (GFE - 1hr for 33 wks)	GFE
Priority 6 £746.38	SENDCO (KTE- 1hr for 19 wks)	KTE
Priority 7 £4,084.08	Additional capacity for Phase Leaders KS3 (MST- 2hr for 52 wks)	ST
Priority 8 £3,959.16	Additional capacity for Phase Leader KS4 (AMA- 2hr for 52 wks)	ST
Priority 9	Embed a data-rich intervention programme for Y7-Y9 based on ATL	ST / MS
Priority 10	Embed a data-rich intervention programme for Y10-11 based on ATL & progress tracking data	ST/AMA
Priority 11	Targeted LEXIA support programme – for bottom 30% of learners in Y7	FF/GF
Priority 12	Increase the capacity for Half term and Easter revision sessions for Y11	AE
Priority 13	Explore working with Sheffield Hallam on GROW – University Sheffield Hallam mentoring programme (Raising aspiration CEAIG)	ST/ AMA/MS
Priority 14	Provide learning resources, revision guides, podcasts and text books for students to springboard learning	NLA / ST
Priority 15 £90.00	<i>£189.00 ICT resources and Knowitall Ninja</i>	NLA
Priority 16 £150.00	<i>MFL Textivate subscription (MDL Soft Taskmagi)</i>	CSM
Priority 17 £393.85	<i>Humanities Pearson's Revision Resources</i>	RHE
Priority 18 £895.00	<i>MFL Language Nut subscription</i>	CSM
Priority 19 £1,200.00	Purchase of Hegarty Maths	JMA
Priority 20 £1,345.00	Purchase of 7 Reading pens	FF/ GF
Priority 21 £445.50	2 X NTP tutors to work with targeted vulnerable Y11 students	NLA

(Work completed 2021 supplier didn't invoice until 2022)		
Barriers to learning these priorities address	Closing of literacy & reading gap	
	Increase in number of taught hours	
	Increase in availability of resources for students	
	Reduces class size	
Projected spending	£35,000	
Current spend	£33,332.31	

Home Support Strategies

Measure	Activity	
Priority 1	Audit students access to ICT – SMHW / mobile phone / tablets - to ensure no student is adversely impacted by COVID19 as a result to lack of access to technology at home.	ST/ AMA/MS
Priority 2	DFE laptop scheme to target most vulnerable learners	ST/ AMA/MS
Priority 3	'Texting Parents' strategy to improve parental engagement with attendance and parent meetings	ST / PB
Priority 4	Pastoral Managers to provide targeted and intensive attendance support	ST/ AMA/MS
Priority 5	Targeted deployment of attendance officer and EWO to increase attendance and engagement	ST/ PB
Priority 6	Digital literacy lessons for <i>students</i> struggling to access ICT during enforced closure	FF/ LLO
Priority 7	Digital literacy skills classes for <i>parents</i> to enable them to better support home learning	FF/ LLO
Priority 8	On line parental tutorial teaching Y11 parents how to support revision	FF
Priority 9	Thinking for the Future - Parenting support as part of Contracted offer	ST
Priority 10	Increase home visits for disengaged students and families	ST/PB
Priority 11	Homework club for Y7,8,9 students	FF / GF
Priority 12	Breakfast club for vulnerable students – in canteen	GF
Priority 13 £2,316.60	School Cloud – on line Parents' Evening	NLA
Barriers to learning these priorities address	Parental engagement	
	Attendance and Pastoral support	
	SEMH	
	Raising of Aspiration	
Projected spending	£2,500	

Measure	Activity	
Current spend	£2,316.60	

Wider Strategies

Measure	Activity	
Priority 1 Total allocation £8,250.00	September- January: Work in partnership with Unravel to support identified students for mental health and wellbeing sessions.	ST/AMA/MS
Priority 2 £5,296.00	Think for the Future. Establish an in-school mentor for 2 days per week for the full academic year 2021-2022. 2 mentors will be assigned to work with each of KS3 & KS4. Students will be identified by the pastoral teams for the mentoring sessions. Impact of intervention will be measured and tracked.	ST/AMA/MS
Priority 3	Flowers 125 small group intervention	ST/AMA/MS
Priority 4	Kooth to improve mental health & wellbeing	ST/AMA/MS
Priority 5	Partnership with SaltEd and Endeavour to support disaffected and disengaged students	ST
Priority 6	Additional support and mentoring for new cohort of PP students	ZS/JM
Priority 7	Access SEND support from David Bartram including twilight CPD session	FF/GF
Priority 8	Work in partnership with Door 43 wellbeing service	ST/AMA/MS
Priority 9	Utilising Minerva and Ambition Leadership Improve leadership and management at middle and senior leadership level programmes	NLA/FF
Priority 10	Year 7 – Year 11 mental Health and well-being day (September 2020)	ST
Priority 11	Early careers interviews in Y8-Y11 to target vulnerable students	AMA/MS
Priority 12 £900.00	Transition workshop delivered by Talk the Talk for Year 6/ 7 focusing on friendship, confidence building and self-esteem.	NLA
Priority 13 £150.00	Unravel -INSET Training for staff on Mental Health and Well-being	
Priority 14 £385.00	Motional –Identifying, assessing, and improving the emotional health and wellbeing of children and young people.	FF/GF
Priority 15 £4,972.00	Purchase of 3-year subscription to UNIFROG . Careers and destination platform for school. Aimed at supporting students from Y7-Y11. Creating a careers strategy for KS3 &KS4	AE
Priority 16	Provide a rich and diverse extended curriculum Inc. Music and the Arts	CJA
Priority 17	Further develop and utilise the allotment as therapeutic facility in conjunction with safe space	GF
Priority 18 £73.40	Wellbeing and safeguarding information and advice leaflets promoted through the DSL and Pastoral teams in school.	SDR
£1,003.47	Targeted sports tuition for students inc. This Girl Can (PBA / HSI)	NLA
Priority 19	Prison Me No Way; To highlight the potential pathway poor decisions can lead to. To promote and support behaviour in school (and the wider community). There are some students who will be at risk of NEET in a few years' time, so this is an early intervention to guard against this.	MST
Priority 20 £1,990.00 <i>(Work completed 2021 supplier</i>	Bright Future Experience / Study Skills Zone; 25 June & 1 July 2021 <ul style="list-style-type: none"> Strategies to reengage students in Y8 and Y9 with learning post lockdown. 2 x 1 day workshops for Y8 & Y9 students to develop effective learner behaviours and prepare for options. 	MST

Measure	Activity	
<i>didn't invoice until 2022)</i>		
Barriers to learning these priorities address	Social, Physical and Emotional Well Being	
	Personal Development	
	Attendance of key pupils	
	Increase pastoral support	
	Raising of Aspiration	
	Post 16 opportunities	
Projected spending	£22,000	
Current Spend	£21,029.87	

Funding	£64,000
Expenditure	£64,000
Carry Forward	£3,033.38

Monitoring and Implementation

Challenge	Mitigating action
The impact of Covid19 on lost learning hours due to lock down between March 2020- September 2020	<ul style="list-style-type: none"> • Enhanced training for all staff on accelerated learning strategies Including Metacognition, science of learning, AFL • Targeted intervention and support to increase attendance • Low stake testing and assessments to identify and close gaps at classroom and cohort level • Implementation of bespoke academic and SEMH support • Increase teaching and pastoral staffing capacity
Impact on social and emotional wellbeing of students from covid19	<ul style="list-style-type: none"> • Training for all staff on mental health and well being • Enhanced transition project for year 7 in September • Increased pastoral support for vulnerable students including early identification • Increase partnership work with external providers with expertise to support and target SEMH
Risk for students of future Tier 2-4 closure	<ul style="list-style-type: none"> • 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 curriculum in line with OFQAL amendments • Audit access to ICT for all staff and students and provide necessary training, support and resources
Ensure staff have sufficient time to strategically plan and rework the curriculum	<ul style="list-style-type: none"> • Effective deployment of INSET days and CPD • Increase time available for staff to work in departments • Ensure CPD sessions are accessible remotely and at a time that best meets the needs of teaching staff
Ensuring enough time is provided for staff to effectively plan lessons	<ul style="list-style-type: none"> • Staff not required to be in school until 8.40am • Lessons starting at 8.50am
Increase in the number of students accessing FSM	<ul style="list-style-type: none"> • Provide early identification and support to students and families
Student attendance in lessons and participation in extracurricular provision	<ul style="list-style-type: none"> • Texts to parents and enhanced communication • Lessons available on line • Robust systems to challenge non-attendance • Hard copies of resources for students with limited access to ICT
Financial challenges facing parents leading to attendance issues, lack of engagement or inability to access resources and provision	<ul style="list-style-type: none"> • Funds available for Phase Leaders and Pastoral Managers to allocate on a needs basis to remove barriers