

Completed Stocksbridge High School Pupil Premium Strategy statement 2024-25

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stocksbridge High School
Number of pupils in school	796
Proportion (%) of pupil premium eligible pupils	33% (263 PP students)
Academic year/years that our current pupil premium strategy plan covers	September 2023 September 2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ben Gilder
Pupil premium lead	Claire Jackson
Governor / Trustee lead	Mike Cassidy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243,598
Recovery premium funding allocation this academic year	0 (ended 23-24)
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	£243,598

Part A: Pupil premium strategy plan

Statement of intent

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| <ol style="list-style-type: none"> 1. Improve the quality of education and outcomes with an ambitious curriculum and unrelenting focus on quality first teaching and feedback 2. Improve attendance and engagement of all students 3. Develop cultural capital within and beyond the curriculum to further raise ambition and aspiration. 4. Improve the quality of leadership and management across staff and stakeholders. 5. Prioritise early targeted attendance intervention |
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Challenges

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

Challenge number	Detail of challenge
1	Closing the reading and literacy gap to eradicate the impact on students who are language impoverished.
2	Persistent and severe absenteeism impacting on progress and attainment.
2	Pastoral factors limiting engagement in learning and self-regulation.
3	Low levels of aspiration impacting on post 16 destinations and social mobility.
4	Limited cultural capital and breath of experiences in order to level the playing field.
5	Early help and intervention for students in need of self-regulation, mental health and wellbeing mentoring along with other pastoral factors that negate reaching full potential.

Intended outcomes.

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Literacy underpins the school curriculum intent helping students to express themselves clearly both orally and in writing enabling them to expediate progress and attainment.</p> <p>2024 – we are establishing a new initiative to push reading both in lessons and in form time. The form timetable includes a reading session once per week</p>	<p>Progress and attainment gap reduce still further.</p> <p>Books evidence improvements in extended writing and students enhance skills in articulating views and opinions.</p> <p>Student survey evidence impact.</p> <p>Students can articulate the benefits of establishing reading as a routine activity both in and out of school.</p>
<p>The needs of our most vulnerable and deserving students are better understood and supported ensuring that the curriculum matches the needs of even the most disaffected learners.</p> <p>CPD programme includes training for all staff on SEMH needs, curriculum planning and knowing the students better for interventions.</p> <p>The Pastoral team has been enhanced so that planned proactive interventions can be made to meet the needs of the individuals</p> <p>We have an additional UPS middle leader who works with targeted Y11 students to intervene early meeting needs.</p> <p>The Bridge Alternative Provision will meet the exceptional SEMH needs of the students by offering a bespoke curriculum that includes a high proportion of personalised interventions.</p>	<p>The Bridge is created as an onsite provision and provides a bespoke curriculum for targeted students.</p> <p>Improved engagement and attendance of students who are persistent (below 90%) and severely absent (below 50%).</p> <p>Reintegration into mainstream learning increases.</p> <p>First wave is focussing on high SEMH needs that will then be gradually reintegrated back into the main school curriculum.</p> <p>Students not needing to attend the Bridge full-time as they build confidence and are not so highly affected by their SEMH issues in the school</p> <p>Social times are managed effectively.</p> <p>Attendance improves</p> <p>Positive relationships are built with each other</p> <p>Suspensions of this cohort are reduced.</p>
<p>Raise aspiration through enhanced CEIAG.</p> <p>Ensure post-16 destinations align with the real potential and profile of our community and eradicate NEETS for all young people.</p> <p>Form time is used to support the career choices of Y11 students</p> <p>Events/enrichment/careers club/ambassadors are utilised to build aspirational choices</p>	<p>Increased collaboration and networking with local business, community organisation and training providers.</p> <p>There is little or no deviation from NEETS data in September and March census.</p> <p>Our NEETS figure remains low and below national average.</p> <p>Increased collaboration with local businesses and charities to raise the profile of students in the community.</p> <p>Regular visits to/from local employers</p>

	<p>Students get volunteering opportunities through the year to develop their employability skills.</p>
<p>The curriculum and extra-curricular offer enable students to receive an education that prioritises a diverse range of experiences and opportunities alongside mental health and wellbeing.</p> <p>An enrichment coordinator has been appointed to coordinate and develop the range of opportunities on offer.</p> <p>Student activities are tracked and monitored on SIMS activities in order to map provision across all groups of students including vulnerable students.</p> <p>Enrichment passport introduced for KS3 students (phase 1 Y7) to encourage and promote the development of skills.</p>	<p>Students in Y9 are guided to elect aspirational route paths increasing post 16 opportunities.</p> <p>Student option choices match the academic profile of the cohort</p> <p>Increase in the number of students from disadvantaged backgrounds accessing P6 because P6 is now compulsory for all Y11 students</p> <p>Student ambassadors and council are positive role models for the remainder of the school community and are used to create a positive environment for all who wish to engage in extracurricular provision.</p> <p>PP students accessing enrichment opportunities matches the profile of the school cohort (~33%)</p>
<p>Quality first teaching and targeted academic intervention drives progress of all vulnerable students and staff confidentially and actively scaffold and differentiate learning to maximise individual students' potential.</p> <p>The RAP process will identify students who need further interventions and support</p> <p>Form time intervention ensures all Y10 students get additional time to improve outcomes in vocational subjects</p> <p>Non-negotiables and Stocksbridge Switch embedded to promote high standards and attitude to learning.</p> <p>Identification of students with higher level of need on MINT seating plans</p> <p>CPD programme in place 24-25</p> <p>New behaviour system embedded and supports a reduction in behaviour incidents</p>	<p>Teaching and learning priorities are effectively and consistently embedded.</p> <p>Climate for learning in all classrooms is purposeful and challenging meeting the needs of all students.</p> <p>High engagement and success rates from targeted academic intervention enabling students to catch up and keep up.</p> <p>Reduction in the amount of truancy from lessons</p> <p>Low level disruption and the number of learners removed from learning is limited</p> <p>P6 is effective and there is a high level of engagement</p> <p>Y10/11 drop-down days support higher level of engagement and completion of coursework to improve outcomes in those subjects.</p> <p>Active monitoring and profiling of behaviour incidents to reduce the number of exclusions</p>

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research based CPD founded on science of learning: <ol style="list-style-type: none"> 1. <i>Disciplinary reading</i> 2. Oracy to literacy 3. <i>Adaptive teaching</i> 4. <i>Strategies to reduce cognitive load</i> 	EEF guidance indicates effective implementation has an impact of +7 months.	All students
Learn Sheffield Strategic Leadership Training: <ol style="list-style-type: none"> 1. Strategic leadership of English 2. Strategic Leadership of Attendance 3. Strategic Leadership of Senior Leaders 	The 7 th building block evidenced by NFER in raising disadvantaged attainment is clear responsive leadership.	Supporting: SL for English, AHTs Attendance officer and AHT for inclusion.
ALL SLT provided with a leadership coach to develop L&M skills Maggie Dunne		All SLT
Driving standards and impact of senior and middle leaders through focused MLT route paths, School based aspirant senior leader training and professional collaboration		Approx. 18 middle and senior leaders
Review of Curriculum intent, implementation and impact at Senior and middle leadership level.	Robust leadership of curriculum to raise standards. Curriculum Intent statements designed Curriculum plans renewed and implemented to effectively review the knowledge and recall spiralling of curriculum to raise standards of all students.	All students

Increased Pastoral staffing to respond to complex SEMH needs of learners	The EEF and NFER (building block 2) evidence the importance of addressing behaviour and attendance.	All Students
Utilize Professional Development Review Cycle and enable bespoke staff training	Staff voice used to support the new performance development review cycle evidence that decoupling pay from professional development is highly motivational and encourages staff to become more autonomous about their professional development needs.	All staff
Prioritisation of Feedback and AFL at whole class and individual student level.	EEF guidance indicates effective feedback improves progress by +8 months. Do now tasks embedded into T&L routines CPD programme for all staff to include T& L priorities	All students
Ensuring all teachers actively deliver a literacy rich curriculum. Purchase of books for 'Books Buzz' initiative driving KS3 reading Purchase of Reading Rulers and introduction of coloured workbooks for SEND learners. Reading Strategy – all KS3 students to read 18 books by the end of their school life	EEF guidance indicates reading strategies and oral language interventions improves progress by between +6 months and +3 months. QA of form time reading shows embedded practice Disciplinary reading, writing and literacy strategies significantly enhance progress of all learners impacting on the number of students achieving at and above grade 4 and subsequently improving post 16 opportunities and life chances	All students
Recruit, Retain and develop highly skilled teaching staff. We want to retain high quality, experienced staff. Wellbeing group set up Reduce long-term illness and staff absence. Supply staff monitored for effective T&L.	The 3rd building block evidenced by NFER in raising disadvantaged attainment is: High quality teaching for all. Events within CPD to develop positive wellbeing and regard. Improvement in staff wellbeing supports staff retention resulting in consistency of staffing for our most vulnerable learners.	All students
Developing resilience and self-regulation of learners.	EEF guidance indicates metacognition and self-regulation improves progress by +7 months.	All students

TFTF student mentoring groups		
Appointment of an Ed. Psych – 1 day a month	Enhanced identification via the pastoral team of learner need resulting in more effective support and intervention	Identified students

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership and Management of SEND & Pupil Premium increased to meet the increasing demands of the learner profile.</p> <p>Appointment of ASENDCo</p>	<p>Robust leadership of pupil premium and SEND.</p> <p>Temp Appointment of PP champion.</p>	<p>Students on SEND register or who are monitored.</p> <p>All PP students.</p>
<p>Strategic development of 'The Bridge' An onsite engagement and attendance provision for vulnerable learners. Including infrastructure, curriculum development, recruitment and deployment of staff and resourcing</p>	<p>Enhanced identification of learner need resulting in more effective support and intervention</p> <p>10 students identified using profiling system</p> <p>Approx. 10 students on a targeted and bespoke rolling program of support</p>	
<p>Early intervention strategies adopted through partnership working for Y6/Y7 students (SIP/Gateway)</p> <p>Summer School to support the transition process</p>	<p>SHS and the family of schools have been working together to draw up a robust transition package to mitigate against lost learning that may occurs between Y6 & Y7 and to ensure that through collaboration secondary leaders in core subjects are aware of starting points to accelerate learning.</p>	<p>All students</p>
<p>One to one and small group focused academic mentoring. This includes appointment of TLR3b for a PP champion focusing on Peer mentoring (Sept 24- August 25).</p>	<p>EEF guidance indicates one to one and small group tuition improves progress by +5 months</p>	<p>Approx. 30+ students to be identified and developed</p>
<p>Shining Stars project to raise aspiration of Y8 students and widen access to university</p>	<p>EEF guidance indicates sports, arts and aspirational intervention improves progress by between +4 and +2 months.</p>	<p>Approx. 15 Year 8 students</p>
<p>Discover Us to raise aspiration of Y10 students and widen access to university</p>		<p>Approx. 15 Year 10 students</p>

RAP meetings to drill into data and influence effective intervention	The 6th building block evidenced by NFER in raising disadvantaged attainment is being data driven and responding to evidence.	Targeted students from across year groups with a strong focus on Y11 in weekly RAP meetings and all other year groups at data collection points.
Literacy interventions including Voice 21, Lexia & Book Buzz (Y7&Y8)	EEF guidance indicates oracy and literacy interventions improves progress by between +5	Targeted students for Lexia who fall below age-related expectation
Resource and enter students for home language GCSE for targeted students	EEF guidance indicates aspirational intervention improves progress by between +4 and +2 months.	Small number of identified students in 2023
Spotlight- Brightside mentoring: to support mentees to make confident and informed decisions about their next steps	EEF guidance indicates aspirational intervention improves progress by between +4 and +2 months.	Approx. 100 targeted students

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued appointment of Pupil Premium Champion TLR 3a	Huntington Research School EEF Quality assurance review completed as part of the making the difference project.	All PP students
Appointment of MST for targeted intervention groups in KS4	The EEF and NFER (building block 2) evidence the importance of addressing behaviour to support progress and engagement.	All students
Appointment of Think for The Future mentor for 2 days per week for KS3 & KS4. Building attitudes, skills and behaviours that supports children's learning and personal development	The EEF and NFER (building block 2) evidence the importance of addressing behaviour to support progress and engagement.	Approx. 30 targeted students
Increased capacity to pastoral team through appointment of a senior Inclusion lead and a behaviour support worker		All students
Purchase of licences and Training cost implications for Pastoral Managers, TA's and Engagement mentors in ELSA (Emotional literacy). Targeting most vulnerable students and those at risk of NEET		Training for identified key staff supporting identified students
Work Experience reintroduced into the curriculum to raise aspiration in KS4. H&S cost implication	Opportunities for students from disadvantaged backgrounds to experience world of work and consider career and education progression routes. Reduction in NEETS	All students
Re-design and staffing of the library inc. purchase of new books and allocate staffing to		All students

facilitate running of the library at lunchtime	EEF guidance indicates oracy and literacy interventions improves progress by between +5	
This Girl Can – Life Skills and Improving student engagement.		Approx. 10-15 targeted students
Enhanced Enrichment offer to raise aspiration and develop cultural capital Including Magdalen sessions.		All students
Ongoing lease of minibus to increase opportunity for cultural capital through external trips and visits. Monitor and evaluate the use and frequency of use to look at cost effectiveness.		All students
Resourcing students with school equipment, exercise books, calculators, revision guides, uniform, etc	Mitigate against the impact of poverty and bolster inclusivity.	Identified Students
Carefully monitored and targeted financial support provided to families where cost is a barrier to accessing extra-curricular provision ensuring all students can access extra-curricular activities broadening cultural capital		
Redesign of attendance office and officer deployed to support vulnerable students. Additional focus on the engagement of parents and students with PA & SA Continual development of the attendance offer role to enable proactive work with families and support to re-engage offered.	School attendance data is high and amongst best in the city and above national.	All students
Positive Regard Training disseminated through CPD and whole staff	EEF guidance states that 'SEL approaches have been found to be	Identified students

briefings to support students' mental health and well-being in	effective in primary and secondary schools.	
Redesigned CEAIG and LIFE+ offer Curriculum	Increase in students opting for EBAC. Meeting Gatsby Benchmark Zero NEETS	All students
Establish Parent forum	Establish effective home school liaison and links	All students
National On-line Safety Certified membership	EUROPOL & NSPCC evidence an increase in risk to young people from online activity.	
Unifrog Careers and destination platform for school	Supporting students from Y7-Y11 with CEIAG.	All students
Summer School Recovery Program £10K	EEF guidance indicates sports, arts and aspirational intervention improves progress by between +4 and +2 months.	Year 6
Resourcing students with stationary and Y11 with revision packs & students with How to revise guides	Mitigate against the impact of poverty, bolster inclusivity and target the attainment gap.	Years Y7- Y11
SISRA – Data analysis system, pupil progress	Improve analysis of internal and external data to help identify strategies to close the gap	All Students
Subsidised Music Lessons- Sheffield Hub	EEF guidance indicates sports, arts and aspirational intervention improves progress by between +4 and +2 months.	Approx. 20 targeted students

Total Projected budgeted cost: £250,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Due to the additional recovery and pupil premium funding, we have been able to provide many of our most vulnerable students with bespoke pastoral interventions. Our enhanced pastoral team have provided much needed care and guidance along with 1 to 1 and small groupwork sessions lead by Think for The Future. We also invested in upskilling staff around trauma informed practice helping to mitigate against some of the SEMH challenges students face post pandemic.

The extended year 6 transition and summer school has also been a successful way of ensuring that year 6 to year 7 students have a smooth transition. This has already impacted positively evident by improved rates of attendance in the first half term compared to last academic year.

Over a third of our learners are pupil premium so we focused on removing barrier to extracurricular provision by providing additional funding. All trips and activities were actively promoted to our hardest to reach learners and this was well received resulting in enhanced rates of engagement.

Our TLR PP Champion ran the Brilliant Club along with other careers related excursions helping raise aspiration and focusing on post 16 destinations.

We identified SEMH need as a significant issue and a barrier to learning, as such, we were able to establish a provision to help target SEMH need. Last academic year we have re-purposed an onsite building which we are able to use to help mitigate against A2L with a view to re-engage learners with education from Year 8 and Year 9. This is now up and running from 23 Sept 2024.

The Bridge provides a nurturing and academic environment aimed at reconnecting students missing education with learning - whilst slowly reintegrating them back into full time education. Early evidence shows that this is already helping reduce the attendance and progress gap of learner with our attendance data currently above Sheffield and national average.

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
Resilience and Learning to learn	Think for the Future
Mental Health and Well-being sessions	Unravel
Learning skills workshops Y7 & Y11	Talk the Talk
Community cohesion and social behaviours	Prison Me No Way
Oracy to Literacy skills	Voice 21
Study Skills Y8&Y9	Bright Futures Experience
Art Therapy	LA
Brightside Mentoring	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	