

Completed Stocksbridge High School Pupil Premium Strategy statement 2025-26

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	259 (33%)
Academic year/years that our current pupil premium strategy plan covers	2023 to 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 (annual)
Statement authorised by	Dave Williams
Pupil premium lead	Claire Johnson
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,925
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	£256,925 N/A

Part A: Pupil premium strategy plan

Statement of intent

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.

At Stocksbridge High School, we are committed to raising the attainment, aspiration and prospects of all our students, but particularly those who experience disadvantage. This is particularly important for students who experience multiple intersecting forms of disadvantage, such as being both Pupil Premium and SEND. Our first wave of intervention will always be quality first teaching, built upon a strong foundation of an ambitious curriculum that prioritises feedback. However, we also offer a range of bespoke pastoral, academic and attendance interventions targeting specific students.

Pupil Premium students are particularly affected by an attendance gap, minimising their time in school and meaning that they miss out on vital learning. Further, there is lower engagement within the curriculum, and a widening attainment gap between those students who are disadvantaged. This attendance gap is also, in part, compounded by higher rates of suspension for PP students, and so a significant part of our strategy involves identifying and supporting students who are at higher risk of suspension.

As part of this strategy, we are invested in improving the quality of leadership and management across staff and stakeholders. Our hiring and retainment of skilled, dedicated teaching practitioners and support staff, including Pastoral roles, is therefore vital to the strategy of supporting disadvantaged students. Over the last year, we have expanded our Pastoral staff, including hiring dedicated, non-teaching safeguarding staff, and making safeguarding a visible and central part of school life through the launch of the safeguarding hub.

We are also invested in developing the cultural capital of our students, both within our curriculum and beyond it. The curriculum offers a broad range of opportunities for our students to expand their knowledge and viewpoints- for example, in English, where students read a challenging selection of important texts from throughout the history of the language, and a range of texts which confront important social issues, challenging our students by exposing them to new perspectives. Our expanded LIFE offering also aims to allow students to examine life in modern Britain, and around the world. In addition to academic time, we also offer a range of enrichment experiences across our student's time in school, including theatre trips, museum visits, residential trips and more- PP students are automatically given a discount for every trip, and some trips can have access to further funding to minimise costs.

Further to this, we aim to prioritise targeted intervention of our disadvantaged students. This could be linked to their attendance, academic prospects, or their social and emotional needs. We aim to offer a holistic intervention policy that supports all students, whatever their particular need.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading and Literacy Gap:</p> <p>There is a significant and widening literacy gap. This impacts heavily on outcomes as there is clear evidence that a reading age of 15 years and 7 months is required in order to fully access GCSE examinations- this means just being able to read and fully understand the questions being asked, before factoring in the higher order skills of retaining this information within the working memory and applying it to the examination and assessment framework.</p> <p>This literacy gap is evident in the attainment gap between those students who experience disadvantage and those who do not, as reflected in examination results from the 24-25 academic year:</p> <p><i>Girls' attainment 8: 4.40</i> <i>Pupil Premium girls' attainment 8: 3.31</i> <i>Boys' attainment 8: 3.47</i> <i>Pupil Premium Boys' attainment 8: 2.21</i></p> <p>This highlights how essential tackling the reading and literacy gap is. We aim to foster a whole-school approach that encourages an appreciation and enjoyment of reading, embedding reading lessons across the whole of KS3, building in reading twice weekly during form time, and showing the importance of regularly accessing the library. Students are regularly tested throughout KS3, allowing us to target reading interventions.</p>
2	<p>Persistent and severe absenteeism impacting on progress and attainment:</p> <p>There is also a significant gap in attendance between disadvantaged and non-disadvantaged students. This impacts on their time in the classroom, widening the attainment gap and preventing students from being able to access learning due to gaps in their knowledge. This is evident if we examine one year group as a key cohort. For the academic year 24-25, the Year 7 cohort are an illustrative example. For those students whose attendance was below the national target of 95%, 62.6% were Pupil Premium, highlighting the impact of persistent absenteeism amongst this cohort. Tackling persistent absenteeism is therefore essential, both in supporting students pastorally, as well as their academic needs.</p>
3	<p>Pastoral factors limiting engagement in learning and self-regulation:</p> <p>Research clearly demonstrates that meta-cognitive strategies are essential in allowing students to access learning. Observations throughout school have highlighted that many disadvantaged students lack the metacognitive and self-regulatory strategies required to be more</p>

	<p>independent. Disadvantaged students also tend to have less strategies to call upon when faced with challenging tasks. We have also found that students are struggling to know how to improve in their learning and to demonstrate what the school's desired behaviours look like. This is particularly prevalent amongst disadvantaged students and is evident in the gaps in progress, attendance, and behaviour. EEF research suggests that developing metacognition/self-regulation and using feedback are two of the strongest methods for closing the attainment gap for disadvantaged students.</p>
4	<p>Low levels of aspiration impacting on post 16 destinations and social mobility:</p> <p>Despite policy changes meaning that students are now expected to be in educational or employment training up until the age of 18, amongst our 2024 cohort there were still a small number of students identified who did not progress to their next steps in education. Further, there is an identified gap between disadvantaged and non-disadvantaged students in terms of accessing an A-Level provision, with disadvantaged students being more likely to enter into an accredited employment scheme, or a practical course. This could potentially impact on future earnings due to the identified economic gap between those who attend University and those who do not. This gap can be up to 20% for a person in their twenties, only widening as they age and progress throughout their career. Improving aspirations is therefore key in supporting students in their lifelong career prospects.</p>
5	<p>Limited cultural capital and breadth of experiences to level the playing field:</p> <p>Research again demonstrates that a lack of access to culturally enriching activities, and a breadth of experiences, has an impact on students both socially and academically, disadvantaging key cohorts throughout their lives. We aim to increase our offering of enriching activities by offering a variety of academic excursions and providing opportunities for students to access non-academic, but equally enriching visits. Funding is allocated to support disadvantaged students in accessing these trips, and we are increasingly examining opportunities for enrichment visits to the school from external organisations to support our students in developing their cultural capital, such as visits from theatre companies to put on performances, or talks aiming to raise aspiration by allowing students to consider options for their future.</p>
6	<p>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:</p> <p>Early intervention is key, and so our strategy focuses on identifying students who require help in terms of self-regulation, mental health and wellbeing, and employing mentoring schemes to support these students. This is important when considering the number of suspensions received by students, and strategies to minimise this. There is a significant gap between rates of suspension for PP and non-PP students. For the</p>

	<p>academic year 2024-25 there were a total of 493 suspensions, effecting 122 students. Of this number, 72% were Pupil Premium. This trend has continued into the current academic year, in which 78% of the suspended students were PP up to the date of this report. This highlights the importance of early intervention and support to minimise the time that students are out of school. We have a range of interventions on offer, including researched strategies by CHIMP management focused on a neuro-scientific model, and counselling offered by a school employed counsellor. This helps to support our disadvantaged students throughout their time with us. An expansion of the pastoral team means that we have far more capacity to identify pastoral issues that may impact on students, with each year group having a pastoral lead to support them, and further support offered by dedicated, non-teaching safeguarding staff.</p>
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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, as well as become confident readers, with a love of reading, enabling them to expediate progress and attainment.</p> <p>An initiative to promote reading both in lessons and in form time has been in place since last academic year. The form timetable includes a reading session twice per week, with reading lessons also built into the English curriculum.</p> <p>The library has been made a more visible and central part of school life- we would like to see even more students accessing the library and taking books out.</p>	<p>Progress and attainment gap reduces.</p> <p>Books evidence improvements in extended writing and students' skills are enhanced in articulating views and opinions.</p> <p>Student voice is used to collect feedback about reading.</p> <p>Students can articulate the benefits of establishing reading as a routine activity both in and out of school.</p> <p>The library is accessed and engaged with by a broad range of students across the key stages, demonstrated through data highlighting the checking out of books on a regular basis.</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 ARC - Alternative Reflective Curriculum 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 ARC is created as an onsite internal 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%). As well as those close to permanent exclusion.</p> <p>The ARC consists of two provisions:</p> <p>Aspire: Full time provision with specialist teachers and additional staff support. The focus is to maximise qualifications achieved in Summer 2026.</p> <p>Connect: Part time provision for students who are currently school refusers. Students are placed on an RTT. The focus of this provision is to reengage students and build confidence as well as leave school with Maths and English GCSE as a minimum.</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. 1x form time per week is used exclusively for post-16 work including post-16 speakers and assemblies and working towards applications on the Sheffield Progress online system. There has been increased collaboration with the 6th form provision across the trust.</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. For 2025 leavers, we are currently looking at 4 NEET students as per 1 Nov 2025. This year we have also had an increase of young people who are NEET Not Active (unable to work) (3)</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 an Excel spreadsheet in order to map provision across all groups of students including vulnerable students.</p> <p>An enrichment tracker, in the form of a centrally shared Excel spreadsheet, is used to monitor students engagement with clubs and activities, which identifies the percentage of PP students.</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 reminder 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</p>	<p>Teaching and learning priorities are effectively and consistently embedded.</p>

<p>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>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>
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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: £121,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research based CPD founded on science of learning: 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.	1,3,4,6
ALL SLT provided with a leadership coach to develop L&M skills Maggie Dunn		1, 2, 3, 4, 5, 6
Driving standards and impact of senior and middle leaders through focused MLT route paths, School based aspirant senior leader training and professional collaboration		1, 2, 4, 6
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.	1, 3, 4, 5, 6

Increased Pastoral staffing to respond to complex SEMH needs of learners. This includes the appointment of dedicated, non-teaching safeguarding staff and a wellbeing officer.	The EEF and NFER (building block 2) evidence the importance of addressing behaviour and attendance. <u>Improving Behaviour in Schools EEF</u>	2, 3, 4 and 6
Utilise 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.	1, 3, 4, 6
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	1, 3, 4, 5, 6
Ensuring all teachers actively deliver a literacy rich curriculum. Purchase of Reading Rulers 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	1,3, 4, 5, 6
Recruit, Retain and develop highly skilled teaching staff. We want to retain high quality, experienced staff.	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	1, 2, 3, 4, 5, 6

Wellbeing group set up Reduce long-term illness and staff absence. Supply staff monitored for effective T&L.	consistency of staffing for our most vulnerable learners.	
Developing resilience and self-regulation of learners. TFTF student mentoring groups	EEF guidance indicates metacognition and self-regulation improves progress by +7 months.	1, 2, 3, 4, 5, 6
Appointment of an Education Psychologist service.	Enhanced identification via the pastoral team of learner need resulting in more effective support and intervention	2, 3, 6
Buying in of ARK and White Rose curriculum within the Maths and Science department.	Builds in recall which supports students with poor attendance through spiral curriculum, banks of knowledge organisers for students with lower attendance, supporting students' vocabulary with Frayer model, interleaves content within the curriculum throughout KS3 which allows equal opportunity for access to triple science and higher tiers	4 and 5

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

Budgeted cost: £51,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership and Management of SEND & Pupil Premium increased to meet the increasing demands of the learner profile.	Robust leadership of pupil premium and SEND. Temp Appointment of PP champion.	5, 6
Strategic development of 'The ARC' An onsite engagement and attendance provision for vulnerable learners. Including infrastructure, curriculum development, recruitment and deployment of staff and resourcing	Enhanced identification of learner need resulting in more effective support and intervention 18 students identified using profiling system Approx. 10 students on a targeted and bespoke rolling program of support in Aspire and 8 students in a bespoke provision in Connect	1, 2, 3, 4, 5, 6
Early intervention strategies adopted through partnership working for Y6/Y7 students (SIP/Gateway) Close relationship with feeder schools ensuring that information is as accurate as possible. Visits made to schools as part of transition process starting in Year 4/5, helping to identify barriers for students	HSI has a TLR for leading transition arrangements. SHS and the family of schools have been working together to draw up a robust transition package to mitigate against lost learning that may occur between Y6 & Y7 and to ensure that through collaboration secondary leaders in core subjects are aware of starting points to accelerate learning.	1, 2, 3, 6

One to one and small group focused academic mentoring. This includes appointment of TLR3b for a PP champion encompassing intervention sessions.	EEF guidance indicates one to one and small group tuition improves progress by +5 months	1, 4, 6
Discover Us to raise aspiration of Y10 students and widen access to university	EEF guidance indicates sports, arts and aspirational intervention improves progress by between +4 and +2 months.	4, 5
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.	1, 3, 6
Literacy interventions including Lexia and use of Star Reading tests to establish and target intervention groups. Targeted students for Lexia who fall below age-related expectation	EEF guidance indicates oracy and literacy interventions improves progress by between +5	1
Resource and enter students for home language GCSE for targeted students		4, 5

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

Budgeted cost: £77,077.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued appointment of Pupil Premium Champion TLR 3b	Huntington Research School EEF Quality assurance review completed as part of the making the difference project.	1, 3, 4, 5, 6
CHIMP Management sessions focusing on self-regulatory strategies and helping students navigate emotional turmoil. Training sessions also provided to staff.	Part funded by Sheffield City Council EEF evidence supporting importance of self-regulatory strategies in closing attainment gap for disadvantaged students.	2, 3, 6
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.	2, 3, 4, 6
Appointment of Commando Joe mentor for 1 day per week for KS3 & KS4 (one term). 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.	2, 3, 4, 6
Increased capacity to pastoral team through appointment of a Wellbeing Officer and a Safeguarding Manager who is a non-teaching member of staff. SHS structure also includes extra capacity of a senior Inclusion lead.		2, 3, 4, 6

SALT implemented to support individual student needs.		2, 3, 4, 6
Work Experience completed to raise aspiration in KS4.	Opportunities for students from disadvantaged backgrounds to experience world of work and consider career and education progression routes. Reduction in NEETS	4, 5
Re-design and staffing of the library inc. purchase of new books and allocate staffing to facilitate running of the library at lunchtime	EEF guidance indicates oracy and literacy interventions improves progress by between +5	1, 4, 5
This Girl Can – Life Skills and Improving student engagement.		4, 5
Enhanced Enrichment offer to raise aspiration and develop cultural capital Including Magdalen sessions.		4, 5
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.		4, 5
Resourcing students with school equipment, exercise books, calculators, revision guides, uniform, etc	Mitigate against the impact of poverty and bolster inclusivity.	1,2, 3, 4, 5, 6
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		2, 3, 5, 6

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.	2, 3, 4, 6
Positive Regard Training disseminated through CPD and whole staff briefings to support students' mental health and well-being in	EEF guidance states that 'SEL approaches have been found to be effective in primary and secondary schools.	3, 4, 6
Redesigned CEAG and LIFE+ offer Curriculum	Increase in students opting for EBAC. Meeting Gatsby Benchmark Zero NEETS	1, 3, 4, 5, 6
Establish Parent forum	Establish effective home school liaison and links	2, 4
National On-line Safety Certified membership	EUROPOL & NSPCC evidence an increase in risk to young people from online activity.	3, 6
Unifrog Careers and destination platform for school	Supporting students from Y7-Y11 with CEIAG.	4
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.	3, 4
SISRA – Data analysis system, pupil progress	Improve analysis of internal and external data to help identify strategies to close the gap	1, 4 and 6
Plan subsidised Music Lessons- Sheffield Hub	EEF guidance indicates sports, arts and aspirational intervention improves progress by between +4 and +2 months.	4, 5
Appointment of an Online Safety Co-Ordinator	Increasing evidence highlighting dangers of online content,	2 and 3

	including grooming and conspiracy theories, the necessity of filtering and monitoring systems and internal data demonstrating online safety breaches.	
Appointment of a Wellbeing and Safeguarding Officer		2, 3, 4 and 6

Total Projected budgeted cost: £256,925.00

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 2024-25 academic year.

The pupil premium funding has allowed us 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, Golddiggers and Commando Joe.

The extended year 6 primary transition has also been a successful way of ensuring that year 6 to year 7 students have a smooth process. This has already impacted positively evident by positive attendance and low behaviour issues 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.

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 re-purposed an onsite building which we used to help mitigate against attitude to learning with a view to re-engage learners with education from Year 8 and Year 9. This provision was called **The Bridge** providing a nurturing and academic environment aimed at reconnecting students missing education with learning - whilst slowly reintegrating them back into full time education. This has been reviewed for academic year 25-26.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments. For 2025, the Attainment 8 score (which is a measure of overall attainment pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was **2.76 (vs 4.54 non-disadvantaged)**. See DfE guidance for more information about KS4 performance measures.

	2023	2024	2025
A8	3.26 (vs 4.89)	3.13 (vs 4.53)	2.76 (vs 4.54)

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for disadvantaged pupils in 2023/24 was 34.6 (Stocksbridge High School 31.32) and for non-disadvantaged pupils it was 50.0 (Stocksbridge High School 45.29).

Attendance:

24/25 Attendance PP	82.4%
24/25 Attendance Non-PP	92.6%
24/25 Persistent Absence PP	46.4%
24/25 Persistent Absence Non-PP	18.9%

SUMMARY:

Key stage 4 data and our internal assessments suggest that we are not at present on course to achieve the outcomes that we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Commando Joe	Commando Joe
TFTF	Think for the Future
Spotlight	Spotlight
Knife Crime Speaker	
Let's Verbalise	Let's Verbalise
ELSA	ELSA
GCSEPod	Access Group
Sparx Maths	Sparx Maths
Linguascope	Linguascope

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?	