



STOCKSBRIDGE HIGH SCHOOL

— This is Just the Start —

Catch Up Premium Strategy Statement 2020-21

Date First Published	September 2020
Version	Updated December 2020 v. 2
Responsible	Deputy Headteacher
Last Approved	
Review Cycle	Annually
Signed by Head Teacher	
Signed by Chair of Committee	



Changes to this Edition

Date	Reference	Detail of Change
20.10.20	Page 9	Cost of HLTA £21,605 inc. on costs
21.10.20	Page 9	Hegarty Maths £1440 including VAT
22.10.20	Page 9	Reading Pens £1,330
22.10.20	Page 11	Pastoral leaflets £65.60
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.

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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		799		
Proportion of FSM students		19.65%		
Catch-Up funding 2020-21 (£80 per student)		£63,920		
Year	Total Cohort	FSM	% Disadvantaged	Funding (Sept. 2020 SIMS)
7	154	34	22%	£12,320
8	182	31	17%	£14,560
9	158	40	25%	£12,640
10	151	26	17%	£12,080
11	154	26	16%	£12,320
School	799	157	19.6%	£63,920
Academic year or years covered by statement		September 2020 – September 2021		
Publish date		September 2020		
Review date		September 2021		
Statement authorised by		Naomi Layland		
Pupil premium lead		Naomi Layland		
Governor lead		Dianne Fortescue		

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 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.

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.	Nov20
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.	December 20

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 first line workers, the DSL and Pastoral staff worked tirelessly in partnership with external services to ensure that our most vulnerable 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	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	FF/AE
Priority 3	Ensure all departments have a clear contingency plan for students isolating and for Tier 2-4 lock down scenarios –	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	In school INSET / CPD focuses on science of learning to ensure all teachers are competent at delivering accelerated learning strategies	FF
Priority 9	Increased opportunities for professional development from Minerva Trust	FF
Priority 10	Establish a whole school extended reading support program – Read, Write Inc	FF/GF
Priority 11	Provide support for targeted KS3 students with numeracy / literacy during form time	ZS/ JMA
Priority 12 £2,000	Provide opportunities for departments to bid for money to support teaching priorities: £176.00 Health and Social Care £180.00 MFL Language Gym £440 PE Btec	NLA
Priority 13 £1,800	New KS3 English texts to stretch vocabulary and increase literacy	ZS
Priority 14	Embed Meta – cognition / self-regulation CPD and drive this through curriculum planning	FF
Barriers to learning these priorities address	Improve quality first teaching.	
	More effective identification of target cohorts.	
	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	

Targeted Academic Support

Measure	Activity																					
Priority 1 £5,000	Leadership and Management of Catch UP Premium	NLA																				
Priority 2 £13, 908	<p>SHS Tutors. 7 Teachers / support staff to work with students in KS3 & 4 who need additional academic or well-being support. The provision offers an additional 14 hours of learning and support per week for 24 weeks during term 2 & 3 before and after school.</p> <table border="1"> <thead> <tr> <th colspan="2">Hourly Cost Inc On Costs</th> </tr> </thead> <tbody> <tr> <td>1 hr</td> <td>£41.39</td> </tr> <tr> <td>2 hr</td> <td>£82.79</td> </tr> <tr> <td>3 hr</td> <td>£124.18</td> </tr> <tr> <td>4 hr</td> <td>£165.58</td> </tr> <tr> <td>5 hr</td> <td>£206.97</td> </tr> <tr> <td>6 hr</td> <td>£248.36</td> </tr> </tbody> </table>	Hourly Cost Inc On Costs		1 hr	£41.39	2 hr	£82.79	3 hr	£124.18	4 hr	£165.58	5 hr	£206.97	6 hr	£248.36	NLA/ZS						
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Priority 3 £14, 496	<p>NTP Tutors Term 2 & 3 in English, Maths & Science Based on 2 tutors 2 days a week for term 2 & 3</p> <table border="1"> <thead> <tr> <th colspan="4">How much do sessions cost?</th> </tr> <tr> <th>Mode</th> <th>Pre-subsidy cost for 15-hour block of tuition</th> <th>Cost to school of 15-hour block with subsidy applied</th> <th>Cost to school per pupil for 15-hour block with subsidy applied</th> </tr> </thead> <tbody> <tr> <td>1-1 in person</td> <td>£495</td> <td>£123.75</td> <td>£123.75</td> </tr> <tr> <td>1-3 in person</td> <td>£525</td> <td>£131.25</td> <td>£43.75</td> </tr> <tr> <td>1-1 online</td> <td>£495</td> <td>£123.75</td> <td>£123.75</td> </tr> </tbody> </table> <p><small>All prices are shown excluding VAT</small></p>	How much do sessions cost?				Mode	Pre-subsidy cost for 15-hour block of tuition	Cost to school of 15-hour block with subsidy applied	Cost to school per pupil for 15-hour block with subsidy applied	1-1 in person	£495	£123.75	£123.75	1-3 in person	£525	£131.25	£43.75	1-1 online	£495	£123.75	£123.75	NLA/ZS
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Priority 4 £3,000	Recruitment of 2 temporary e-Learning TLR holders (TLR3b) Appointed October 2020	NLA																				
Priority 5	Additional time & capacity for Phase Leaders to support across KS3 & KS4	ST																				
Priority 6	Embed a data-rich intervention programme for Y7-Y9 based on ATL	ST / MS																				
Priority 7	Embed a data-rich intervention programme for Y10-11 based on ATL & progress tracking data	ST/AMA																				
Priority 8	Targeted LEXIA support programme – for bottom 30% of learners in Y7	FF/GF																				
Priority 9	Increase the capacity for Half term and Easter revision sessions for Y11	AE																				
Priority 10	Explore working with Sheffield Hallam on GROW – University Sheffield Hallam mentoring programme (Raising aspiration CEAIG)	ST/ AMA/MS																				
Priority 11	Provide learning resources, revision guides, podcasts and text books for students to springboard learning	NLA / ST																				
Priority 12 £2,000	<p>Provide opportunities for departments to bid for money to support additional academic interventions</p> <p>£189.00 ICT resources and on line platform</p> <p>£200 Humanities Revision Resources</p> <p>£895 MFL Language Nut subscription</p>	NLA																				
Priority 12 £180.00	6-hour Science Saturday club / Holiday club	PSC																				
Priority 13 £1,440	Purchase of Hegarty Maths Purchased October 2020 (JMA) 6.11.20	JMA																				
Priority 14 £1,500	Purchase of 7 Reading pens	FF/ GF																				
	Closing of literacy & reading gap																					

Barriers to learning these priorities address	Increase in number of taught hours
	Increase in availability of resources for students
	Reduces class size
Projected spending	£43,500

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
Barriers to learning these priorities address	Parental engagement	
	Attendance and Pastoral support	
	SEMH	
	Raising of Aspiration	
Projected spending	£900	

Wider Strategies

Measure	Activity	
Priority 1 £3,750	Work in partnership with Unravel targeting students for mental health and wellbeing sessions.	ST/AMA/MS
Priority 2 £8,904	Thinking For The Future – Resilience workshops (1 day per week for 3 terms starting Jan 2021)	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	Year 7: 1-day workshop delivered by Talk the Talk focusing on friendship, confidence building and self-esteem (September 2020)	ST
Priority 13	Year 10 & Y11: Talk the Talk day for students prior to mock exams	ST/AMA
Priority 14 £930.00	INSET Day October 9 th - Training for all staff on Mental Health and Well-being	NLA
Priority 15 £400	Motional – online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people.	FF/GF
Priority 16	Create a gym for the use of students and staff to support mental health and well-being and increase engagement with school	AE
Priority 17	Provide a rich and diverse extended curriculum Inc. Music and the Arts	CJA
Priority 18	Further develop and utilise the allotment as therapeutic facility in conjunction with safe space	GF
Priority 19 £65.00	Wellbeing and safeguarding information and advice leaflets promoted through the DSL and Pastoral teams in school.	SDR
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	£15,000	

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