

# Stocksbridge High School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	<b>Stocksbridge High School</b>
Number of pupils in school	800
Proportion (%) of pupil premium eligible pupils	215 (26.9%)
Academic year/years that our current pupil premium strategy plan covers	September 2021 September 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andy Ireland
Pupil premium lead	Naomi Layland
Governor / Trustee lead	Dianne Fortescue

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,325
Recovery premium funding allocation this academic year	£31,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,033.38
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£239,533.38

# Part A: Pupil premium strategy plan

## Statement of intent

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| <ol style="list-style-type: none"><li>1. Improve the quality of education and outcomes for all with a renewed curriculum, unrelenting focus on quality first teaching and effective feedback with a specific focus on vulnerable groups.</li><li>2. Improve engagement with and attitude to learning of all students</li><li>3. Develop cultural capital within and beyond the curriculum to further raise ambition and aspiration.</li><li>4. Improve the quality of leadership and management across staff and stakeholders.</li><li>5. Prioritise early targeted academic intervention</li></ol> |
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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 literacy gap and eradicating the impact on students who are language impoverished.
2	Mitigating against pastoral factors limiting engagement in learning and self-regulation.
3	Raising aspiration and positively impacting on post 16 destinations and social mobility.
4	Accessing extended curriculum opportunities, 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**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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>Progress and attainment gap reduce still further.</p> <p>Arti data evidences progress of students in KS3.</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>Raise aspiration through enhanced CAIEG. Ensure post 16 destinations align with the real potential and profile of our community and eradicate NEETS for all young people.</p>	<p>Increased collaboration and networking with local business, community organisation and training providers. There is little or no deviation from NEETS data in September and March census</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>Students in Y9 are guided to elect aspirational route paths increasing post 16 opportunities. The number of students selecting EBAC subjects continues to increase. Increase in the number of students from disadvantaged backgrounds accessing P6 and engaging in extracurricular provision.</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>Teaching and learning priorities are effectively and consistently embedded. Climate for learning in all classroom is purposeful and challenging meeting the needs of all students. High engagement and success rates from targeted academic intervention enabling students to catch up and keep up. Low level disruption and the number of learners removed from learning is limited</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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaffing in Design Technology department	EEF guidance indicates reduced class sizes and higher teacher student ratio improves progress by +3 months.	All students
Research based CPD founded on Science of learning, Self-regulation and literacy	EEF guidance indicates effective implementation has an impact of +7 months.	All students
Cross Trust Professional Collaboration	Sharing best practice within and across trust reduces staff workload and improves quality first teaching	All staff
Driving standards and impact of senior and middle leaders through focused MLT route paths, School based aspirant senior leader training and professional collaboration	The 7 <sup>th</sup> building block evidenced by NFER in raising disadvantaged attainment is: clear responsive leadership.	Approx. 18 middle and senior leaders
Robust understanding of year group, cohort and teaching groupings to improve the quality of teaching and most effective teacher deployment	The 4 <sup>th</sup> building block evidenced by NFER in raising disadvantaged attainment is: Meeting individual learner needs.	All students
Explicit Teaching of 'behaviours for learning' in partnership with the introduction, development and implementation of new attitude to learning matrix	The EEF and NFER (building block 2) evidence the importance of addressing behaviour and attendance.	All students
Middle leaders further embed curriculum intent, implementation and impact is evident	The Making the Difference programme in conjunction with Huntington research school signals the need for robust leadership of curriculum to raise standards.	All students
Address and mitigate against the adverse	The 3rd building block evidenced by NFER in raising disadvantaged	All students

impact on structural and organisational aspects of school caused by Covid19 restrictions and their impact on, timetabling, rooming and staffing deployment	attainment is: High quality teaching for all.	
Launch, train and embed new Professional Development Review Cycle	Staff voice used to support the new performance development review cycle evidences 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 using EEF research and guidance	EEF guidance indicates effective feedback improves progress by +8 months.	All students
Ensuring all teachers actively deliver a literacy rich curriculum.	EEF guidance indicates reading strategies and oral language interventions improves progress by between +6 months and +3 months.	All students
Supporting staffing capacity in English and Design Technology.	EEF guidance indicates reduced class sizes and higher teacher student ratio improves progress by +3 months.	All students in KS3 and students that opt for DT in KS4
Retain and develop highly skilled teaching staff.	The 3rd building block evidenced by NFER in raising disadvantaged attainment is: High quality teaching for all.	All students
Developing resilience and self-regulation of learners.	EEF guidance indicates metacognition and self-regulation improves progress by +7 months.	All students

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

Budgeted cost: £ 80,000

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	The Making the Difference programme in conjunction with Huntington research school signals the need for robust leadership of pupil premium and SEND.	Students on SEND register or who are monitored. All PP students
Early intervention strategies adopted through partnership	SHS and the family of schools have been working together to draw up a robust transition package to mitigate	All students

working for Y6/Y7 students (SIP/Gateway)	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.	
One to one and small group focused academic mentoring	EEF guidance indicates one to one and small group tuition improves progress by +5 months	Approx 30+ students to be identified and developed
Brilliant Club to raise aspiration of Y8 students and widen access to university	EEF guidance indicates sports, arts and aspirational intervention improves progress by between +4 and +2 months.	Approx. 15 Year 8 students
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	Approx. 15 Year 10 students
Grade Watchers to drill in to 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

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the Making the difference 18-month vulnerable learner programme and cascade through middle leaders.	Huntington Research School EEF Quality assurance review completed as part of the making the difference project	All PP 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	The EEF and NFER (building block 2) evidence the importance of addressing behaviour to support progress and engagement.	Approx. 30 targeted students

learning and personal development.		
Additional Recruitment to Pastoral staffing (0.6) enabling more targeted interventions and parental engagement.	The EEF and NFER (building block 2) evidence the importance of addressing behaviour to support progress and engagement.	All students
This Girl Can – Life Skills and Improving student engagement.	EEF guidance indicates sports, arts and aspirational intervention improves progress by between +4 and +2 months.	Approx. 10-15 targeted students
Enhanced Enrichment offer to raise aspiration and develop cultural capital (Inc. purchase of minibus to increase no. of trips and visits)	EEF guidance indicates sports, arts and aspirational intervention improves progress by between +4 and +2 months.	All students
Attendance officer deployed to support vulnerable students. Additional focus on the engagement of parents and students where shielding and isolation has impacted.	School attendance data is high and amongst best in the city and above national.	All students
Trauma informed Approach to Inclusion- Increase capacity to support students mental health and well-being in partnership with Mind Apart and Healthy Minds	EEF guidance states that 'SEL approaches have been found to be effective in primary and secondary schools' TFTF impact data report indicates: 65% of students reduced negative behaviour points	Approx. 30 targeted students
Introduction of Staff Well-being Policy and Charter	Reduction of half and full days needed by visiting teachers. This is essential in maintaining the high standards of quality first teaching.	All staff
Redesigned CEAIG and LIFE+ offer Curriculum	Increase in students opting for EBAC Meeting Gatsby Benchmark Zero NEETS	All students

**Total Projected budgeted cost: £ 238,500**

## 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 2020 to 2021 academic year.

#### Three-year improvement for pupil Premium students:

	2018	2019	2020	2021
<b>P8</b>	-0.91	-0.36	-0.20	-0.20
<b>A8</b>	30.34	3.78	3.92	4.36
<b>Attendance</b>	89.96	88.93%	90.43%	91.53%

Progress and attainment of our pupil premium students has continued to improve year on year for the last 4 years. This has been driven by the improvement in leadership and management, the stringent and unrelenting focus on quality first teaching and the dedication of support staff. The school has been working in partnership with Huntington research school and utilising EEF guidance to prioritise the needs of vulnerable learners for the past 3 years. In addition, we embarked on the 18 month long **Making the Difference** initiative which will culminate in September 2022.

Attendance was a key focus and we prioritised working with the hardest to reach families in order to reduce the number of persistent absentees. Overall attendance was 92% thanks to all the additional support that was provided to our pupil premium families from our safeguarding and pastoral teams. This was above the citywide average.

During lock down our students received the full curriculum offer and subject leaders worked throughout the pandemic to review and amend medium- and long-term plans to ensure that the curriculum remained effective and challenging. Our outcomes reflected the hard work carried out in departments.

Last year saw a dramatic increase in the number of students electing to choose a language at GCSE which reflects the improvement in the curriculum offer and the raising of aspiration. Our Ebac now sits at 45% of learners in Y10 which is a significant increase for all students including pupil premium.

The impact data report from Think for the Future resulted in participants' reduction of negative behaviour points on average by 32%. 40% of students involved improved attendance by 6% and reduced exclusions by 40%.

## 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

## 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?	SHS has 4 service pupils who receive targeted support and intervention as necessary. This has included: <ul style="list-style-type: none"> <li>• Provision of uniform</li> <li>• ALP pathway</li> <li>• Pastoral support</li> <li>• Attendance monitoring</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	All students have a high level of engagement with learning with students' attendance being exemplary. The alternative learning pathway provision for one student and SEND support ensured that the curriculum was bespoke to learner needs.