



## Our Approach to Closing the Gap – The use of the Pupil Premium in 2017-18

**Strategic Summary:** The Pupil Premium is additional funding used exclusively to provide and implement a range of activities and strategies that ensure disadvantaged students receive direct support in order that they make and exceed expected levels of progress. We use the Pupil Premium to fund three whole school activity types: **Support, Intervention and Enrichment.**

### Todmorden High School Pupil Premium Improvement Plan:

Are all teachers familiar with students in receipt of the Pupil Premium and do they plan effectively to meet their learning needs and maximise progress?

Are Pupil Premium initiatives led by senior and middle leaders impacting upon outcomes and 'closing the gap'?

Has the Pupil Premium ensured equality of access to enrichment activities and how is this impacting on personal development and academic progress?

How effectively are we engaging our hard to reach parents and carers?

What are we doing to support their own education and development and to build powerful relationships with them as partners in learning?

### Whole-school Targets:

**GCSE E&M 4+ =75% P8 =+0.3 PP P8 +0.2 HAPP P8=+0.4**

**KS3 attendance - 97%**

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PUPIL PREMIUM INITIATIVE 2016-17	KEY STAGE	SUMMARY OF INTERVENTION	INTENDED OUTCOMES	MONITORING / EVIDENCE	Impact
Homework club run by LTA's in the Ewood Centre	KS3 & 4	To boost literacy and numeracy skills and help PP students complete homework effectively.	Students make and exceed expected progress towards the achievement of their target grade.	STAR testing each term. Monitor HW club attendance.	
Numeracy intervention Maths catch-up sessions	KS3 & 4	This scheme is designed to improve numeracy. Led by the Maths faculty and run in the learning resource centre.	Narrow the gap and support weaker PP students in English.	STAR testing each term GCSE exam performance.	
Exam Preparation Packs ( English, Maths & Science ) Literature books (A Christmas Carol)	KS4	To support PP students in exam preparation. Materials will include specific guidance on exam rubric by subject and the principles of highly effective strategies.	Students make and exceed expected progress towards the achievement of their target grade.	GCSE exam performance. Performance measures.	
Literacy resources  Accelerated Reader Programme (Year 3)  Library support package	KS3	Books to be purchased for the library to link in with programmes below.  This scheme is designed to improve reading and comprehension as measured by an increase in students' reading ages. Led by the English faculty & LRC staff.  To facilitate Accelerated Reader for PP students in the learning resource centre	Develop a reading culture amongst PP students. Increased reading levels at KS3 of PP students, particularly those with lower than average prior attainment. Access to a wide range of reading material	STAR testing each term Monitoring & analysis of engagement time with the program weekly Monitoring and analysis of progress with quiz scores weekly	
Uniform and Equipment Fund	KS3 & 4	Money available to support students with purchasing uniform, equipment, textbooks and other essentials and thus allow them to fully engage within the life and work of the school.	Remove barriers to learning. Family support.	Analysis of spending at the end of the year.	
SLPT (led by SENCO)	KS3, 4 & 5	This group will lead on group coaching, individual coaching, nurture provision, SEAL, SLC programmes, counselling, anger management, in class support, work with parents, early intervention plans, Health issues & Drug/alcohol misuse. Significant adults will be assigned to support our vulnerable PP students.	Narrow the gap and support weaker PP students in English & Maths. Remove barriers to learning. PSHE provided to critical students.	STAR testing each term. Attendance & behavior data. FTE figures. Social & emotional wellbeing.	



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<b>Ewood Centre/Nurture Group Staffing (100%)</b>	<b>KS3 &amp; 4</b>	On entry to the school, in conjunction with our primary partners, we identify students that require additional support in our Nurture Group. The Nurture Group provides holistic support for our most vulnerable learners, applying principles of nurture to support students' development of confident, resilient and emotionally intelligent young people. Whilst this is predominantly developed to support learners throughout year 7 and 8, many students in the upper school can access support through this provision.	Students make and exceed expected progress towards the achievement of their target grade.	Nurture staff to monitor progress throughout the year. Impact needs to be measured by Director of Pupil premium and the SENCO on a regular basis.	
<b>Attendance &amp; Community engagement officer</b>	<b>KS3 &amp; 4</b>	To engage with 'hard to reach' PP families and coordinate multi-agency work where appropriate, to ensure high levels of attendance and continuity of learning. To address any CP matters relating to PP students as they arise. Attendance panel meetings will be set up to support vulnerable PP students with their attendance and pastoral care.	Support students who experience difficulties at home to attend school and achieve success.	Improved attendance in line with whole-school targets. Accurate recording of CP reports. A clear mapping and understanding of PP intervention.	
<b>Director of Pupil Premium (TLR)</b>	<b>KS3/4/5</b>	To support specific groups of children who are vulnerable to possible underachievement. These are identified as those entitled to free school meals; those looked after by the local authority and children of armed service personnel.	Paul Duerden given extra time to direct the spending of pupil premium monies and identify strategies to narrow the gap.	GCSE exam performance. Performance measures. Line managed by the Headteacher.	
<b>Creation of English and mathematics Tutor groups in Year 11.</b>	<b>KS4 YEAR 11</b>	To provide intervention for English and maths during form periods.	Students make and exceed expected progress towards the achievement of their target grade.	GCSE exam performance. Performance measures.	
<b>Peer mentoring (PM)</b>	<b>KS3</b>	Training and use of sixth form mentors to support KS3 students with their literacy and numeracy.	Narrow the gap and support weaker PP students in English & Maths.	STAR testing each term Monitoring & analysis of engagement time with the program weekly	
<b>Student Tracking – Assistant Headteacher in charge of Data.</b>	<b>KS3 &amp; 4</b>	The school operates a "STARS" tracking system. The progress of each student is monitored, recorded and reported upon to parents on 2/3 occasions in each academic year. Parents' receive STARS reports that detail the progress their child is making, as well as written details as to his/her key strengths and areas for improvement in each subject via the student journal. This regular tracking and reporting means that the school can rapidly respond to any barriers to progress. This strategy is linked to other core activities such as the intervention, nurture, literacy and numeracy programmes.	Monitoring PP progress and to focus required interventions.	HOD/HOF to monitor and discuss at meetings and agree intervention.	
<b>1:1/Small Group Literacy Strategies</b>	<b>KS3/4</b>	The school is utilising an Accelerated Reader Programme which supports the raising of literacy standards. Pupil Premium students are closely monitored and supporting interventions can take place which include the allocation of a Reading Mentor, specific 1:1 reading provision with an LSA or a literacy teacher. All Teaching Assistants could be trained in the Turnabout Programme, a specialist provision designed to accelerate literacy development amongst adults – proving highly successful in providing a fresh approach to Literacy development in schools.	Identified students receive 1-1 tuition.	Make or exceed expected progress towards their targets. Validated data.	
<b>1:1/Small Group mathematics tutoring</b> <b>LAC focus</b>	<b>KS4</b>	1-2-1 support and intervention in maths.	Identified students receive 1-1 tuition.	PASS data reports. Make or exceed expected progress towards their targets. Validated data.	
<b>Supporting Achievement Fund (for attendance &amp; behaviour)</b>	<b>KS3 &amp; 4</b>	To allow PP students to fully access curriculum and enrichment activities that will support their learning and broaden their horizons and increase aspiration. Purchasing of essential equipment for our disadvantaged students.	Ensure that students have access to the resources needed to access the curriculum in school and beyond.	Analysis of impact via termly data. Attendance monitoring by pastoral teams.	



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<b>Exam Focus Days</b>	<b>KS4</b>	Holiday revision and catch-up sessions delivered to ensure curriculum areas achieve KS4 targets set for them.	Targeted students to attend sessions tailored to their specific needs and requirements in a range of subjects.	Externally validated data. Achievement of PP students in summer exams.	
<b>Coaching and Mentoring (Significant adult October - May 2018)</b>	<b>KS4</b>	The school has developed a team of teacher coaches who volunteer to work with identified students entitled to Pupil Premium funding. In conjunction with the school's tracking and intervention programmes, the significant adults meet students on a regular basis to review, support and target set for the next stage of learning.	Monitor PP pupil attendance and progress. Staff support pupils in build up to their exams and help provide revision tips/ideas.	Meeting minutes kept and distributed to relevant staff.	
<b>Year 6 Transition for Pupil Premium students</b>	<b>KS2-3</b>	Ensure that within the transition process there is a clear PP strand which aims to ensure: <ul style="list-style-type: none"> <li>Relationships with parents are established and maintained</li> <li>There is a clear understanding of PP students' needs (this includes going beyond the data)</li> <li>The academic needs of PP students are clearly understood.</li> <li>Behavioural and pastoral requirements are clearly understood and catered for.</li> <li>Work in collaboration with primary schools to ensure PP students are identified and provided a statement early.</li> </ul>	Students make and exceed expected progress towards the achievement of their target grade. Increase students' confidence and self-esteem through giving potentially vulnerable students an opportunity to feel more confident in their new school.	Student attendance. Student outcomes. Successful transition to THS. Student self-esteem and confidence in Y7.	
<b>Subject-based Pupil Premium Initiatives (Bidding process)</b>	<b>KS3 &amp; 4</b>	Additional financial resource to facilitate PP interventions by curriculum areas with the aim of maximising attainment and progress.	This will take the form of personalised approaches by individual departments dependent on their own strategic priorities. This might include access to: <ul style="list-style-type: none"> <li>The curriculum</li> <li>Opportunities for personal development</li> <li>Parental engagement initiatives.</li> </ul>	Achievement of progress and attainment in KS3 & 4.	
<b>Duke of Edinburgh Award Scheme</b>	<b>KS4</b>	Course for targeted students, which looks at raising self-esteem and aspirations with the ultimate aim of improving final outcomes.	Students in Y10 achieve at least their target a level in their GCSE's and have a more positive outlook on education.	Course completion data.	
<b>Widening educational experiences</b>	<b>KS3 &amp; 4</b>	Students are offered a wide range of different, extra-curricular experiences. The School has subsidised such activities to ensure that all students have access to activities, including as diverse activities as Forensic Sciences to Music, Drama, Archery, mountain biking to more traditional sports and the arts.	Increased engagement and academic performance with school measured by PP attendance.	Number of opportunities provided for students. Feedback from parents, students and staff. Increased confidence and self-esteem within curriculum.	
<b>University Trip to Manchester/Leeds</b>	<b>KS3</b>	To promote Higher Education to groups of students who might not consider education beyond school & college. To foster a love of learning and stimulate ambition.	Increased engagement and academic performance with school measured by PP attainment & attendance.		