



## Our Approach to Closing the Gap – Pupil Premium Strategy 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 2017-18	KEY STAGE	SUMMARY OF INTERVENTION	INTENDED OUTCOMES	MONITORING / EVIDENCE	Impact
<b>Numeracy intervention Maths catch-up sessions</b>	<b>KS3 &amp; 4</b>	This scheme is designed to improve numeracy. Led by the Maths department and run in the learning resource centre. Students arriving in Year 7 with Maths scores less than 90 will receive extra Maths lessons/intervention.	Narrow the gap and support weaker PP students in Maths.	STAR testing each term GCSE exam performance.	
<b>Exam Preparation Packs (Maths, English &amp; Science)</b>	<b>KS4</b>	To support PP students in exam preparation. Materials will include specific guidance on exam rubric by subject and the principles of highly effective revision strategies.	Students make and exceed expected progress towards the achievement of their target grade.	GCSE exam performance. Performance measures.	
<b>Methodmaths – Purchase of online software</b>	<b>KS3 &amp; 4</b>	Methodmaths is a computer program specifically written to support the linear GCSE Exam. It contains many past papers and GCSE exam style questions for every topic at both Higher and Foundation Tier. It has been designed to help improve independent learning skills and to encourage exam preparation away from the classroom. This will be made available to all PP students to support them with homework tasks and exam preparation.	Students make and exceed expected progress towards the achievement of their target grade.	STAR testing each term GCSE exam performance. Student voice. Usage data.	
<b>Extra Maths lessons in Year 11 (using core PE for critical PP students)</b>	<b>KS4</b>	To support PP students in exam preparation. PP students highlighted as underperforming in their STARS data will be selected to attend extra Maths lessons instead of PE (after the Christmas holidays) in preparation for their summer examinations.	Narrow the gap and support weaker PP students in Maths.	GCSE exam performance. Performance measures. STARS data. Student voice.	
<b>Creation of Maths &amp; English Tutor groups in Year 11.</b>	<b>Y 11</b>	To provide extra 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. STARS data. Student voice.	



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Extra QA by Director of PP in Maths	KS3& 4	Specific focus on PP in Maths in all years for all pupils by Director of Pupil Premium.	SLT/Director of Pupil Premium acutely aware of progress and attainment.	PP exam results in Maths. KS3 & KS4 STARS data.	
1:1/Small Group mathematics tutoring LAC focus	KS4	1-1 support and intervention in maths.	Identified students receive 1-1 tuition.	STARS data reports. Make or exceed expected progress towards their targets. Validated data.	
Literacy resources & Library support package Accelerated Reader Programme (Year 3)	KS3	Books to be purchased for the library to link in with programmes below. To facilitate Accelerated Reader for PP students in the learning resource centre  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.	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	
1:1/Small Group Literacy Strategies	KS3/4	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.	Identified students receive 1-1 tuition.	Make or exceed expected progress towards their targets. Validated data.	
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.	
Ewood Centre/Nurture Group Staffing	KS3 & 4	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.	
Attendance & Community engagement officer	KS3 & 4	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.	
Director of Pupil Premium	KS3/4/5	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.	



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<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. 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. All staff now have an appraisal target to improve the progress/experience of a group of disadvantaged students.	Monitoring PP progress and to focus required interventions.	HOD/HOF to monitor and discuss at meetings and agree intervention.	
<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.	
<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>	Implementation of the Flying Start programme.  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. Student voice	
<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 a wide ranging extra-curricular programme.	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.	



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University Trip to Manchester/Leeds	KS3	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.	Student voice Attendance data	
Respect, Care and Honesty programme	KS3 & 4	Identification of PP students who need support with their behaviour. 1:1 work with students and parents to remove barriers to learning and develop effective relationships with teachers. Emily Bedder has been appointed to focus on student behaviour and oversee the Respect, Care and Honesty programme. Vicky Smith has been appointed as our new Behaviour Manager.	Improve behaviour of pupils in KS3 & KS4 with a focus on low level disruption and a reduction in the fixed term exclusions of PP pupils.	Attendance figures. FTE rates. Seclusion rates. Student progress & Attainment. Student voice.	
Mental Health and Resilience workshops	KS3 & 4	Identification of PP students who need support with their Mental Health and Wellbeing. This will involve 1:1 work with students and parents to remove barriers to learning and develop effective relationships with teachers. Philippa Thompson has been appointed to the position of Student Support Manager.	Improve behaviour of pupils in KS3 & KS4 with a focus on low level disruption and a reduction in the fixed term exclusions of PP pupils.	Attendance figures. FTE rates. Seclusion rates. Student progress & Attainment. Student/Parent voice.	
VIY – Volunteer it Yourself	KS3 & 4	PP students to be involved in community projects supported by external providers and Wickes.	Improve behaviour of pupils in KS3 & KS4 with a focus on low level disruption and a reduction in the fixed term exclusions of PP pupils. Improved motivation and co-operation.	Attendance figures. FTE rates. Seclusion rates. Student progress & Attainment.	
Passport to Prom	KS4	Passport to Prom is a Year 11 rewards scheme aimed at improving attendance at revision clubs. Students receive signatures in their journals which can win the students prizes for the school prom.	Improved attendance. Improved progress and attainment. Improved student motivation.	Student voice. Attendance data. Attainment & Progress data. Student journals.	
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.	
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. Seclusion figures. Student voice.	