



Our Approach to Closing the Gap – Pupil Premium Strategy and Impact 2016-17

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:

5 A*-C (inc. En & Ma) – 80% Pupil Premium 75%

KS3 & KS4 attendance – 97%

2016 – 2017 Results - 5 A*-C (9 -4) (inc. En & Ma) - 58.6% Pupil Premium 46%

Overall attendance for Pupil Premium -92.8%

P8 - -0.38

Attainment 8 – 39.17

PUPIL PREMIUM INITIATIVE 2016-17	KEY STAGE	SUMMARY OF INTERVENTION	INTENDED OUTCOMES	MONITORING / EVIDENCE	Impact
Homework club run by TA'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.	Homework clubs have continued to be successful this year with increasing numbers. The club has supported a large number of Pupil Premium students in completing their homework/revision tasks. Over 80 PP students attended homework club throughout the year on a regular basis. Student voice suggests that our students value the provision and it gives them the time to use resources, computers and printers as well as providing a quiet space to work. All PP students questioned strongly agreed that this was a useful/valuable resource. It has also reduced the number of PP students receiving sanctions for incomplete homework activities. We still need to encourage/invite more PP students to use the club more often.
Engage programme	KS3	Two week course of alternative provision. To work with critical PP students at risk of permanent exclusion.	To improve communication, leadership and confidence	STAR testing each term. Attendance & behavior data. FTE figures.	N/A – We were unable to run this programme this academic year due to a lack of capacity. We are looking to run this in 2017- 2018 with our most vulnerable PP students.
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 Maths.	STAR testing each term GCSE exam performance.	(See Numeracy impact data in SEND and Medical). Most PP students receiving extra intervention sessions have made progress towards their target grades. On average there was only one sub level difference/gap between PP and NPP students in KS3 Maths Stars data throughout the year. PP students underperformed compared to non-pupil premium students in Maths and this will continue to be a major focus for the school.



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Exam Preparation Packs (English, Maths & Science)	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.	All our Year 11 PP students received a number of revision guides and workbooks for their core subjects well in advance of their exams. Student voice responses strongly agreed that this provision was very worthwhile. All students questioned said that it was very helpful receiving Maths, English and Science revision guides and workbooks. This helped to improve student confidence, organisation skills in readiness for their exams. Students have asked for revision guides in all subjects to be provided in future. We will be looking to introduce this in the new academic year. Parental feedback was also very positive about this intervention and support.
Literacy resources Accelerated Reader Programme (Year 2) 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 programme weekly. Monitoring and analysis of progress with quiz scores weekly.	All Year 11 PP students received free copies of Romeo & Juliet, A Christmas Carol and An Inspector Calls to help support them with their English Literature exams. Students strongly agreed that this helped them with homework tasks, classwork and revision. The average English Attainment 8 score for PP students was 9.57. The average English Progress 8 score for our PP students was +0.115. The English department have now taken over the responsibility of running the Accelerated Reader Programme and all KS3 students have been enrolled on the project. All KS3 students are encouraged to have a reading book with them at school. We have received a number of new books through various bids on line to improve our library resources. PP students now have a wider range of reading material to choose from and this has increased the student's love of reading.
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.	We continue to support our most vulnerable students/families with uniform issues. Only 8 PP students were secluded due to uniform/equipment related issues this year. During 2015-2016 35 students were secluded for uniform and equipment related issues. During our most recent B11 report it was commented that all our students adhered to the school uniform code and were very smart in appearance. We now also offer a second hand uniform shop offering low cost affordable uniform.
TAC team (led by GEC)	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.	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.	The TAC/SLPT team has worked tirelessly to support our most vulnerable students and has continued to remove as many barriers as possible to their learning. Our most vulnerable students all have Pupil Passports providing staff with vital information and intervention strategies to support our students and help to remove barriers to their learning. We have continued to work with a number of outside agencies to provide bespoke support for our most vulnerable PP/SEN students.



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					<p>PP FTE exclusion rate has dropped from 20.5% to 17.7% this year. FTE exclusions for PP students are still too high therefore this area still remains a major focus for future interventions.</p> <p>PP attendance was 92.8% this year 1.3% above the National average for PP students.</p>												
Nurture Group Staffing (100%)	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 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.	The Nurture Group/Ewood Centre team have worked tirelessly to support our most vulnerable students and have continued to remove as many barriers as possible to their learning. We have continued to work with a number of outside agencies to provide bespoke support for our most vulnerable PP/SEN students. Student voice suggests that the Ewood Centre provides a safe, comfortable and happy place to study and to meet with friends. Looking into 2017-2018 we need to make sure more PP students have access to this facility.												
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.	Support students who experience difficulties at home to attend school and achieve success.	Improved attendance in line with whole-academy targets. Accurate recording of CP reports. A clear mapping and understanding of PP intervention.	<p>Attendance for our PP students 2016-2017 was 92.8% this is above the National Average for PP students at 91.5%. Attendance for other students Nationally was 95.4% so we still have a gap of 2.6%. This will remain a clear focus into next academic year due to the clear links between Attendance and Attainment.</p> <p>The overall school PA figure inclusive of PP students was 11.8%. This was below the NA figure of 13.1%.</p>												
Director of pupil premium (TLR)	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 Assistant Head teacher.	<p>The Director of Pupil Premium has implemented the Pupil Premium strategy, including monitoring/tracking PP pupil progress. More work still needs to be done to close the gap further.</p> <table border="1"> <thead> <tr> <th colspan="2">Gap between THS PP & NA other 5 A* - C (including Eng & Maths)</th> </tr> <tr> <th>Academic Year</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>17.50%</td> </tr> <tr> <td>2016</td> <td>16.80%</td> </tr> <tr> <td>2015</td> <td>22%</td> </tr> <tr> <td>2014</td> <td>26.90%</td> </tr> </tbody> </table>	Gap between THS PP & NA other 5 A* - C (including Eng & Maths)		Academic Year	Gap	2017	17.50%	2016	16.80%	2015	22%	2014	26.90%
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<p>Creation of English and mathematics Tutor groups in Year 11.</p>	<p>KS4 YEAR 11</p>	<p>To provide intervention for English and Maths during form periods.</p>	<p>Students make and exceed expected progress towards the achievement of their target grade.</p>	<p>GCSE exam performance. Performance measures.</p>	<p>All year 11 students were placed with specialist English and Math teachers in Year 11 as their form tutors to offer study/revision support throughout their final year. This provided an extra hour per week of essential study time.</p> <p>Student voice agreed that this was a good use of their form time and had benefitted from the extra support and tuition from specialist Maths and English teachers.</p> <p>Year 11 PP Attendance was 93.4% in 2016-2017.</p>														
<p>Student Tracking – Assistant Head teacher in charge of Data.</p>	<p>KS3 & 4</p>	<p>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. 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.</p>	<p>Monitoring PP progress and to focus required interventions.</p>	<p>HOD to monitor and discuss at meetings and agree intervention.</p>	<p>Student data/tracking has been completed 2/3 times a Year for all students. This data has been effectively used to identify where and when we need to support our most vulnerable PP students. Intervention, support and enrichments have been matched to student needs accordingly.</p> <p>Progress, Attainment & Attendance data has been rigorously monitored and tracked by Subject leaders, Learning Managers and SLT to ensure our most vulnerable students are fully supported.</p> <p>In 2016-2017 a number of subjects managed to close the in school gap between PP & NPP students for example Art, Sports Studies, Computer Science, French and Physics. There is still a sizeable gap in Maths which will continue to be an area of focus into the next academic year.</p>														
<p>1:1/Small Group Literacy Strategies</p>	<p>KS3/4</p>	<p>The school is developing 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.</p>	<p>Identified students receive 1-1 tuition.</p>	<p>Make or exceed expected progress towards their targets. Validated data.</p>	<p>(See Literacy impact data in SEND and Medical). Most students receiving extra intervention sessions have made progress towards their target grades. Schonell reading, Schonell writing and Accelerated Reader tests showed most students making good progress throughout the year.</p> <p>Student voice strongly agreed that they benefitted from the extra reading sessions. Reading ages improved throughout the year for the majority of students involved in the extra group sessions. Student confidence and literacy skills have continued to improve through 1:1 sessions.</p>														



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<p>1:1/Small Group mathematics tutoring</p> <p>LAC focus</p>	<p>KS4</p>	<p>1-2-1 support and intervention in maths.</p>	<p>Identified students receive 1-1 tuition.</p>	<p>STARS data reports. Make or exceed expected progress towards their targets. Validated data.</p>	<p>(See Numeracy impact data in SEND and Medical). Most students receiving extra intervention sessions have made progress towards their target grades.</p>
<p>Supporting Achievement Fund (for attendance & behaviour)</p>	<p>KS3 & 4</p>	<p>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.</p>	<p>Ensure that students have access to the resources needed to access the curriculum in school and beyond.</p>	<p>Analysis of impact via termly data. Attendance monitoring by pastoral teams.</p>	<p>108 of our Pupil Premium students have taken part in educational visits this year including rewards trips, subject field trips, drama, sports and music trips. This has provided some of our most vulnerable students with opportunities they may otherwise never have had.</p> <p>Student voice strongly agreed that this support had provided fantastic opportunities for them. They had enjoyed taking part in a wide range of activities which had taken them out of their comfort zone. These opportunities had boosted their confidence and raised their aspirations.</p>
<p>Exam Focus Days</p>	<p>KS4</p>	<p>Holiday revision and catch-up sessions delivered to ensure curriculum areas achieve KS4 targets set for them.</p>	<p>Targeted students to attend sessions tailored to their specific needs and requirements in a range of subjects.</p>	<p>Externally validated data. Achievement of PP students in summer exams.</p>	<p>A number of subject areas ran extra Exam focus days in school and during school holidays. PP students received invites to these exam focus days.</p> <p>In 2016-2017 a number of subjects managed to close the in school gap between PP & NPP students for example Art, Sports Studies, Computer Science, French and Physics. There is still a sizeable gap in Maths which will continue to be an area of focus into the next academic year.</p> <p>A focus for next academic year is to increase the number of PP students attending the focus days and holiday revision clubs.</p>
<p>Coaching and Mentoring (March-May 2017)</p>	<p>KS4</p>	<p>The school has developed a team of teacher mentors who volunteer to work with identified students entitled to Pupil Premium funding. In conjunction with the school's tracking and intervention programmes, the Mentors meet students on a regular basis to review, support and target set for the next stage of learning.</p>	<p>Monitor PP pupil attendance and progress. Staff support pupils in build up to their exams and help provide revision tips/ideas.</p>	<p>Meeting minutes kept and distributed to relevant staff.</p>	<p>45 of our key PP/SEN year 11 students received the support of a staff mentor in the run up to their exams. This improved student confidence and preparation for their summer examinations.</p> <p>Attendance has been positive with the Mentor sessions. The majority of students questioned confirmed that it was beneficial to meet with a member of staff 1:1 to discuss their progress, attainment, strengths and weaknesses.</p> <p>We have decided that all Year 11 pupils will have a Mentor in the next academic year. Students will be able to pick a member of staff to work with as their Mentor.</p>



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Year 6 Transition for Pupil Premium students	KS2-3	Ensure that within the transition process there is a clear PP strand which aims to ensure: <ul style="list-style-type: none"> Relationships with parents are established and maintained There is a clear understanding of PP students' needs (this includes going beyond the data) The academic needs of PP students are clearly understood. Behavioral and pastoral needs are clearly understood and catered for. Work in collaboration with primary schools to ensure PP students are identified and provided a statement early. 	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.	Our Transition team has worked hard to implement the Transition plan. Our SENCO and Year 7 Learning Manager visited all feeder primaries and have provided some very detailed behaviour, progress and attainment information about our new year 7s. This has helped the transition between Year 6 -7 to be extremely smooth this year. A large number of Year 6 PP students attended transition workshops at THS to help them with their transition to secondary school. Student/parent voice strongly agreed that this really helped the students to settle into school and reduced any worries/concerns that may have as they start a new journey at high school. As a consequence the number of students on roll has risen (180+) and we had a waiting list for the first time in a number of years.
Subject-based Pupil Premium Initiatives (Bidding process)	KS3 & 4	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"> The curriculum Opportunities for personal development Parental engagement initiatives. 	Achievement of progress and attainment in KS3 & 4.	A number of departments have applied for small sums of money from the PP budget to support PP student progress in their areas, for example Music lessons, Gardening club, Archery etc. A number of our students have been financially supported to allow access to our rewards trips, subject field trips, drama, sports and music trips. This has provided some of our most vulnerable students with opportunities they may otherwise never have had. Student voice agreed strongly that they have been provided with excellent opportunities they may otherwise not have had. This has provided a wide range of PP students with increased cultural capital.
Widening educational experiences	KS3 & 4	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.	A number of departments have applied for small sums of money from the PP budget to support PP student progress in their areas, for example Music lessons, Gardening club, Boxing club etc. During our most recent B11 report it was commented that our extra- curricular programme was positive and that there were a large number of students involved in sports, shows and clubs.
Summer school 1 week program.	KS2	To provide enrichment activities to raise the aspirations of our new students. Build students confidence and self- esteem. Improve attendance at high school when they arrive. More focus on numeracy and literacy for pupil premium and other focus groups.	Increased engagement and academic performance with school measured by PP attendance. Targeted group of students involved in a worthwhile summer school experience.	Student enjoyment and attendance. Staff & pupil questionnaires Parents views.	Summer school funding has nationally been cut. We are looking into providing an alternative in summer 2018 as part of our transition program.