

Pupil premium review framework (Todmorden High School)

| 1. Summary information | | | | | |
|------------------------|-----------------------|----------------------------------|---------|--|----------|
| School | Todmorden High School | | | | |
| Academic Year | 2017/18 | Total PP budget | £205895 | Date of most recent PP Review | Jan 2018 |
| Total number of pupils | 734 | Number of pupils eligible for PP | 254 | Date for next internal review of this strategy | Jan 2019 |

| 2. Current attainment | | |
|---------------------------------------|------------------------|----------------------------|
| | Pupils eligible for PP | Pupils not eligible for PP |
| Standard Pass Grade 4 English & Maths | 46.4% | 64.4% |
| Progress 8 score average | -0.38 | -0.036 |
| Attainment 8 score average | 39.17 | 46.63 |

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

| | |
|----|---|
| A. | Literacy and numeracy skills entering Year 7 are lower compared to non PP students which prevents them from making good progress in Year 7. |
| B. | High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across KS3 & KS4. |
| C. | Behavioural issues for a small group of PP students is having a detrimental impact on their academic progress and that of their peers. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

| | |
|----|--|
| D. | Attendance rates for PP students is 2-3% lower (annually) than non PP. This reduces their school hours and can cause these students to fall behind academically. |
|----|--|

| 4. Desired outcomes <i>(desired outcomes and how they will be measured)</i> | | Success criteria |
|---|--|------------------|
|---|--|------------------|

| | | |
|----|--|---|
| A. | Higher levels of progress in literacy & numeracy levels in Year 7. | Stars data to show that pupils eligible for PP funding make more progress by the end of the year than non PP students. This will be evidenced by using accelerated reader assessments and internal testing throughout the year. |
|----|--|---|

| | | |
|-----------|--|--|
| B. | High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across KS3 & KS4. | Pupils eligible for PP identified as high attaining from KS2 levels make as much progress as other high attaining across both KS3 & KS4 |
| C. | Behavioural issues for a small group of PP students is having a detrimental impact on their academic progress and that of their peers. | FTE figures annually decreasing. Fewer behaviour incidents recorded for these pupils on the school system. Less PP students in seclusion/internal exclusion. |
| D. | Improve attendance levels of PP students | Attendance figures (weekly and yearly) to show a reduction in the number of persistent absentees (PA) among PP students to 10% and below. Overall attendance among PP students to improve from 93% to 96% in line with other students. |

| 5. Planned expenditure | | | | | |
|--|--|---|--|------------|--------------------------------------|
| Academic year | | 2017 - 2018 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve marking and feedback for PP students. | CPD to ensure marking impacts on student progress. Lesson observations Student tracking days. Staff CPD training (PP strategies). | Feedback for PP students is key to supporting their progression and will aid their independent learning. | SLT to lead on departmental book scrutiny. Highlighting any issues with critical PP students. CPD and line management meetings to ensure that marking and feedback has impact. | EMR | January 2018 |
| Increase staff awareness of PP students and T & L strategies. | Make PP high profile within school. Pupil passports, Seating plans and PP briefings. | EEF research and reports. Over the past two years this has been a big focus for the school and the results back it up. | Lesson observations. KS3 & KS4 pupil tracking days. Monitor pupil passports. | PJD | November 2017 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Increase numeracy and literacy levels at KS3 | KS3 Maths & English catch-up programme. Ewood centre provision. Staff training on high quality marking and feedback to be delivered by Assistant head for Teaching & Learning. | We want to invest some of the PP in longer term change which will help all pupils. The EEF suggest that high quality feedback is an effective way to improve attainment and it is a suitable approach that can be embedded across the school. A large number of PP students arrive at THS in Year 7 with low levels in English and Maths. | Use inset days to deliver training. All PP students with level 4b and below (or equivalent) will be given extra support in Maths and English with TA in extra classes. Staff will be provided with bespoke CPD on literacy and SPAG. Organise timetable to ensure staff delivering provision have sufficient | GEC, EMR | Ongoing |
| Decrease the gap at YR 11 for 5 A* -C (9 – 4) in English and Maths. | Targeted Maths, English, Science form groups. (Revision guides, extra lessons etc). Mentors to be provided in Year 11. | The GAP has been decreasing over the last two years and this intervention strategy is an effective strategy. Critical PP students need extra support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. | Drop ins. Regular meetings with HOD. Stars data review points. Work with pastoral team. Forensic analysis of data tracking. PJD to QA using QA measures. | PM, RW, BR | August 2018 |

| | | | | | |
|--|--|--|---|------------|-------------------|
| Improve support for PP students in run up to exams | Mentoring in Year 11 (Significant adult) | Student support in the run up to their exams is crucial to focus our PP students and make sure they are organised and prepared. | Data tracking of these students to show the impact of the programme. Pupil and staff questionnaires. Regular reports from mentors. PJD to speak to key PP students. | PJD | March- April 2018 |
| Improved progress for high attaining pupils. | Weekly small group sessions in Maths, English and Science in Year 11 with SLT/HOD, replacing tutor time. | We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. | Extra teaching time and preparation time to be paid out of PP budget. Engage with parents and pupils before interventions begin to address any concerns. Track STARS data to monitor progress and provide feedback/support. | PM, RE, BR | Feb 2018 |

iii. Other approaches

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|------------------------------------|---|--|--|---------------|--------------------------------------|
| Data tracking to identify the gaps | Use of SISRA, SIMS, Stars data. | Rigorous data tracking is needed to identify all underachieving pupils. | Stars data process. ANJ and PJD to work with HOD in Maths, English and Science to monitor PP progress | ANJ | Ongoing |
| Reduce FTE for PP students. | Identify a targeted behaviour intervention for identified students such as the Respect, Care & Honesty programme. | The EEF toolkit suggests that targeted interventions matched to specific students needs or behavioural issues can be effective, especially for older students. | Ensure identification of students is fair, transparent and properly recorded. Use pastoral team to engage with parents before intervention begins. Monitor behaviour and attendance data. Monitor FTE rates throughout the year. | EMR, MRW, GEC | Jun 2018 |

