



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%

KS4 attendance – 97%

2017 – 2018 Results: = GCSE E&M 4+ = 59.4% P8 =-0.267 PP P8 -0.432 HAPP P8=-0.682

KS3 attendance - 95.8%

KS4 attendance – 95.7%

PUPIL PREMIUM INITIATIVE 2017-18	KEY STAGE	SUMMARY OF INTERVENTION	INTENDED OUTCOMES	MONITORING / EVIDENCE	Impact
Numeracy intervention Maths catch-up sessions	KS3 & 4	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.	<p>Year 7 Impact:</p> <p>There has been some good progress for PP students.</p> <p>Maths – 61.7% of PP came with 100+, 72% percentage are still working at or above the expected progress point.</p> <p>Year 8 Impact:</p> <p>There has been good progress for PP students.</p> <p>Maths – 48.5% of PP came with 100+, 76 % are now working at or above the expected progress point.</p> <p>Year 9 Impact:</p> <p>There has been less progress for PP students, however, this year groups results are less aligned with the new data flight plan having had a legacy KS3 curriculum and assessment process.</p> <p>Maths – 64.3% of PP came with 4b+, 55% are now working at or above the expected progress point.</p> <p>Year 10 Impact:</p> <p>At Stars 3 only 19% of our PP students are working at or</p>

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					<p>above the expected progress point.</p> <p>Year 11 Impact:</p> <p>Only 1 PP student achieved a grade at their target level or above in their GCSE Maths exam this summer.</p>
Exam Preparation Packs (Maths, English & 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 revision strategies.	Students make and exceed expected progress towards the achievement of their target grade.	GCSE exam performance. Performance measures.	All Year 11 students received Maths, English & Science revision guides and workbooks. A number of other subject areas also distributed revision guides to their PP students.
Methodmaths – Purchase of online software	KS3 & 4	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.	60% of Year 11 PP students used Methodmaths on a regular basis. This was monitored by the Maths department throughout the year.
Extra Maths lessons in Year 11 (using core PE for critical PP students)	KS4	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.	Attendance has been excellent to the extra sessions. Year 11 Impact: There has been progress for PP students but there is still some work to do. They are closer to their estimated grades than they were in year 10.
Creation of Maths & English Tutor groups in Year 11.	Y 11	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.	Year 11 PP attendance was the best Year group in the school at 96.8%. Year 11 PP attendance was even higher at 97.7%. Student voice suggests that this is a good use of time in a morning working with their specialist core teachers.
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.	One of our PP LAC students has received extra 1:1 tuition and has improved by nearly two full grades since Stars 3 in Year 10. This PP LAC student achieved a grade 3 in her GCSE Maths exam in the summer.



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Literacy resources & Library support package Accelerated Reader Programme (Year 3)	KS3	<p>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</p> <p>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.</p>	<p>Develop a reading culture amongst PP students.</p> <p>Increased reading levels at KS3 of PP students, particularly those with lower than average prior attainment. Access to a wide range of reading material</p>	<p>STAR testing each term</p> <p>Monitoring & analysis of engagement time with the program weekly</p> <p>Monitoring and analysis of progress with quiz scores weekly</p>	<p>Tests completed in Easter showed the impact of the Accelerated Reader Programme in more detail.</p> <p>Year 7 Impact:</p> <p>There has been good progress for PP students.</p> <p>English –</p> <p>68.9% of PP came with 100+, 92% are now working at or above the expected progress point.</p> <p>Year 8 Impact:</p> <p>There has been good progress for PP students.</p> <p>English –</p> <p>55.9% of PP came with 100+, 65% are now working at or above the expected progress point.</p> <p>Year 9 Impact:</p> <p>There has been less progress for PP students, however, this year groups results are less aligned with the new data flight plan having had a legacy KS3 curriculum and assessment process.</p> <p>English –</p> <p>66.7% of PP came with 4b+, 52% are now working at or above the expected progress point.</p>
1:1/Small Group Literacy Strategies	KS3/4	<p>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.</p>	<p>Identified students receive 1-1 tuition.</p>	<p>Make or exceed expected progress towards their targets.</p> <p>Validated data.</p>	<p>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>
SLPT (led by SENCO)	KS3, 4 & 5	<p>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.</p>	<p>Narrow the gap and support weaker PP students in English & Maths.</p> <p>Remove barriers to learning.</p> <p>PSHE provided to critical students.</p>	<p>STAR testing each term.</p> <p>Attendance & behavior data.</p> <p>FTE figures.</p> <p>Social & emotional wellbeing.</p>	<p>PP Attendance was strong at 94.1%.</p> <p>We still have too many PP students receiving FTE's.</p> <p>The majority of PP students receiving extra Maths and English sessions made progress towards their target grades.</p>



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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.	The Nurture Group/Ewood Centre supported our most vulnerable students and worked hard 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.
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.	PP attendance was strong at 94.1%. Attendance panel meetings have been held regularly for our most critical PP students. EWO support has also been brought into again this year to support our Attendance officer.
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.	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.
Student Tracking – Assistant Headteacher in charge of Data.	KS3 & 4	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.	Monitoring PP progress and to focus required interventions.	HOD/HOF to monitor and discuss at meetings and agree intervention.	Student data/tracking has been completed twice so far this 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. 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.
Supporting Achievement Fund (for attendance & behaviour)	KS3 & 4	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.	Only a small number of PP students were secluded during the year for uniform/equipment related issues.
Exam Focus Days	KS4	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.	Exam focus days will be taken place during the Easter Holidays and PP students were invited. Parents were contacted but more work needs to be done to improve the attendance of PP students at these holiday revision sessions.
Coaching and Mentoring (Significant adult October - May 2018)	KS4	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.	All Year 11 students were paired up with a mentor starting in December 2017. Regular meetings have taken place to discuss STARS data and revision plans.
Year 6 Transition for Pupil Premium students	KS2-3	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"> 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. Behavioural and pastoral requirements are clearly 	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	Flying Start programme was successfully implemented. Year 7 made an excellent start to school life at THS. As a consequence the number of students on roll has risen (180+) again this year and we once again have a waiting list.



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		<p>understood and catered for.</p> <ul style="list-style-type: none"> Work in collaboration with primary schools to ensure PP students are identified and provided a statement early. 			
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.	<p>This will take the form of personalised approaches by individual departments dependent on their own strategic priorities. This might include access to:</p> <ul style="list-style-type: none"> The curriculum Opportunities for personal development Parental engagement initiatives. 	Achievement of progress and attainment in KS3 & 4.	<p>A number of departments 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, Bikeability, Archery etc. A number of our students were financially supported to allow access to our rewards trips, subject field trips, drama, sports and music trips. This provided some of our most vulnerable students with opportunities they may otherwise never have had.</p>
Duke of Edinburgh Award Scheme	KS4	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.	
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 a wide ranging extra-curricular programme.	Increased engagement and academic performance with school measured by PP attendance.	<p>Number of opportunities provided for students.</p> <p>Feedback from parents, students and staff.</p> <p>Increased confidence and self-esteem within curriculum.</p>	<p>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, Bikeability, 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.</p> <p>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.</p> <p>A recent B11 report complimented the school on its provision of sports, clubs and shows.</p>
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	To be organized in the summer term.
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.	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.	<p>Started in March 2018</p> <p>16% of Pupil Premium students were excluded on 1 or more than 1 occasion.</p> <p>8% of Pupil Premium students have been excluded on more than 1 occasion.</p>
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.	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.	<p>Started in March 2018</p> <p>16% of Pupil Premium students were excluded on 1 or more than 1 occasion.</p> <p>8% of Pupil Premium students have been excluded on more than 1 occasion.</p>
VIY – Volunteer it Yourself	KS3 & 4	PP students to be involved in community projects supported by external providers and Wickes.	<p>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.</p> <p>Improved motivation and co-operation.</p>	Attendance figures. FTE rates. Seclusion rates. Student progress & Attainment.	<p>Started in March 2018</p> <p>16% of Pupil Premium students were excluded on 1 or more than 1 occasion.</p>



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					8% of Pupil Premium students have been excluded on more than 1 occasion.
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.	Student journals showed that this rewards system is working and a good number of our PP students regularly attended revision clubs at lunch and after school.
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.	Homework club continued to be popular with 85 of our PP students. This club provided them with a quiet place to work and free access to ICT facilities.
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.	Only a small number of our PP students were secluded this academic year for uniform/equipment related issues.