

Pupil premium strategy statement (secondary)

1. Summary information					
School	Todmorden High School				
Academic Year	18/19	Total PP budget	£220,000	Date of most recent PP Review	NA
Total number of pupils	797	Number of pupils eligible for PP	276	Date for next internal review of this strategy	Nov 18
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2017)	
Progress 8 score average			-0.44	0.11	
Attainment 8 score average			39.73	49.8	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Achievement: particular focus on maths, EBacc element, 5+ basics and 7-9.				
B.	Tangible aspirations: some students lack an understanding of their post 16 and post 18 options.				
C.	Fixed mindset: Some students and staff see students' ability in a certain way and that this can not change.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Mental health: analysis of achievement data shows a number of PP students who are underachieving have mental health issues.				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)			Success criteria		
A.	<ul style="list-style-type: none"> Improved outcomes for PP students at KS4. In school tracking shows gaps to be diminishing. Interventions shows impact on PP students. Increase update of the EBacc at options. 		<ul style="list-style-type: none"> Y11 GCSE results Progress 8 of 0.3, Attainment 8 45.02, Basics 4+ 70%, Basics 5+ 50% The vast majority of PP KS3 students making expected progress. The vast majority of PP Y10 students are on track to meet target grades. In school data shows the gap to be diminishing PP and others nationally, while attainment of both remains high. Impact reports of intervention show success. Improved percentage of students opting for the EBacc subjects Y9. 95%+ attendance for PP 		
B.	<ul style="list-style-type: none"> Improved T and L 		<ul style="list-style-type: none"> 100% of staff working in line with professional stage. STARS report analysing PP. Lesson observations show improvements. Improved A2 shown by A2L grades and lesson observations 		

		<ul style="list-style-type: none"> • 95%+ attendance for PP • Improved percentage of students opting for the EBacc subjects Y9.
C.	<ul style="list-style-type: none"> • Students show a growth mind-set approach. 	<ul style="list-style-type: none"> • Improved A2 shown by A2L grades and lesson observations • Staff and student voice show improvement in mindset. • Uptake of leadership opportunities • Students will not have their target grades shared • Reduction in streaming/setting • 95%+ attendance for PP
D.	<ul style="list-style-type: none"> • Students have tangible aspirations for their next steps. 	<ul style="list-style-type: none"> • Y11 have clearer direction shown in SLT 1:1 and career guidance 1:1 meetings. • Student questionnaire. • Feedback from CEAIG events. • CEIAG provision rated against Gatsby Benchmarks • Reduction in projected NEET figures.

5. Planned expenditure

Academic year

2018/19

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?
<p><u>Y11 GCSE results</u> Progress 8 of 0.3 Attainment 8 45.02 Basics 4+ 70% Basics 5+ 50%</p> <p>The vast majority of PP KS3 students making expected progress.</p> <p>The vast majority of PP Y10 students are on track to meet target grades.</p>	<ul style="list-style-type: none"> Investment in teaching and learning. Teach like a champion (TLAC) strategies to be imbedded through staff and department training. 1:1 or small group coaching offered for staff. Appointment of PP champions to expand the work of the leadership team. Revision evenings for parents and students (metacognition). Marking and feedback reviewed to focus more on misconceptions. New SOW and online HW for maths and Science. Move away from setting (Y7) and review ability groupings where in place. Increased capacity of SLT (EMR) to focus on T and L. 	<ul style="list-style-type: none"> When teaching is not strong, this disproportionately effects those from disadvantaged backgrounds. Stockbridge High School case study listed in Rowland (2015). TLAC are a set of strategies that are shown to raise attainment of PP students. Lemov (2015) was developed by reviewing where disadvantaged learners achieved highest. Metacognition and parental engagement (EEF) Setting, streaming or grouping by ability has a negative impact on disadvantaged students (Rowland, 2015), therefore the school is moving towards this. Mixed ability increases student's access to great language and create a growth mind-set. Online HW provides instant feedback. Sutton Trust EEF highlights both homework and feedback to enhance student's achievement https://pearsonactivelearn.com/features.asp. Maths and science SOW will raise aspirations, increase resilience and problem solving. Follow link for theory behind SOW https://pearsonactivelearn.com/features.asp. 	<ul style="list-style-type: none"> 100% of staff working in line with professional stage. STARS report analysing PP. QA of line management minutes Lesson observations show improvements. A2L 	<p>ALC</p>	<ul style="list-style-type: none"> On-going review. Homework tracker, attendance at HW club and repeated FW for HW. STARS. Y11 results.

<p>Robust reliable data that is understood by parents, students and staff.</p>	<ul style="list-style-type: none"> • Investment in improved data tracking system to inform quality assurance and improvement planning. • Training for senior and middle leaders around quality improvement strategies, action planning and impact evaluation. • Simplified reporting from staff- new report template. • Simplified reporting for parents with focus on qualitative feedback. 	<ul style="list-style-type: none"> • Stocksbridge High School case study listed in Rowland (2015) highlighted the importance of reliable data, this stops PP students slipping through the gap. • Strong senior and middle leadership will help teaching focus of disadvantaged students. 	<ul style="list-style-type: none"> • Data externally validated • Improved correlation between Y11 STARS and GCSE results. • QA of line management minutes • 	<p>ALC</p>	<ul style="list-style-type: none"> • STARS and GCSE results • Whole school level • Line management with individual subjects. • Line managers will meet with class teachers either during faculty meetings or individually class teachers.
<p style="text-align: right;">Total budgeted cost</p>					<p>% of Snr Ass HT salaries £108,000; TLR holders £5000; Maths and Sci SOW; TA salary for HW club £1750; SISRA, £2,000 , % of Learning Manager salaries = £108,000</p>

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?
All students reading at least their chronological age.	<ul style="list-style-type: none"> Increase capacity of accelerated reader by increasing books, parental workshop and extended library opening hours. Expansion of the use of the library. Peer tutoring (Reading partners) Lexia trial Increased reading comprehension strategies in a range of subjects. Targeted reading groups. Accelerated reader session at parent's evenings. 	<ul style="list-style-type: none"> Students need to have a reading age of 15 by the start of Y10 to ensure they can access GCSE content. Peer tutoring EEF. QLA, staff and student voice identify reading comprehension to be a barrier to students' progress. Reading age of students excluded. 	<ul style="list-style-type: none"> Reading age report All interventions have an impact report. Reviewed using (page 83, Rowland 2015) Review of all literacy strategies. 	ALC/RW O/GCO	<ul style="list-style-type: none"> STARS check End of intervention cycle Reading age check
Ensure all PP students have unique barriers removed to enable them to achieve success.	<ul style="list-style-type: none"> Pearson maths and science HW. The use of PIXL to run high quality targeted interventions AM/PM Y11 session Honesty, care and respect programme. Learning manager team working to break down student's barriers to learning. Employment of a learning manager for attendance and community engagement, with a particular focus on PP. 	<ul style="list-style-type: none"> PIXL is linked to gaps identified in the classroom and this is identified in Rowland (2016) as a strong strategy. Mentoring (EEF) and previous school success with HCR programme. EEF recognises HW in secondary to have a strong effect size. FW suggest a number of PP students are not doing this, so homework club will support these students. Students who are PP at THS have a variety of barriers to achievement, therefore many need a personalised approach to support them. 	<ul style="list-style-type: none"> Homework club- target students with 2 or more missed HW in a week. Repeat offenders. Member of staff responsible for tracking. Head of departments to QA the completion of HW. QLA shows gaps to be closing. 	ALC/GC O/PAM/R WO/BRI	Intervention reports (STARS) FW for HW data
Total budgeted cost					<ul style="list-style-type: none"> Peer tutoring £100 (breakfast) Lexia £300 Y11 target breakfast clubs (£100 food) PIXL £3000 (£1000 for travel) % of Learning Manager salaries = £74,500

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?
<ul style="list-style-type: none"> Improved resilience and growth mindset. 	<ul style="list-style-type: none"> Promote the values of honest, care and respect through assemblies, whole school activities and form times. Improve T and L around developing resilience and growth mindset, driven by PP champions. Mental health lead to focus on improving our provision for mental health. Cover supervisor Extra-curricular clubs and activities 1:1 tutoring for identified PP/LAC students 	<ul style="list-style-type: none"> STARS data shows a large number of PP students who are underachieving have mental health and self-esteem issues. The best way to raise pupil self-esteem is success in the classroom Rowland (2015). Analysing behaviour data shows students (often PP) end up in trouble in cover lessons as they do not know the teacher. The appointment of a cover supervisor will allow students to form relationships with them and be less likely to end up receiving formal warnings. Enhance the curriculum and give students opportunity to experience challenging activities. Mental health has been identified as a barrier when looking at STARS data to a large number of PP students. The school will use the framework for Leeds Beckett University and work towards gaining the award for this. 	<ul style="list-style-type: none"> Improved readiness to learn (A2L) Seclusion data Exclusion data Steps towards mental health award 	ANJ/MWE/PTH	STARS A2L Mental Health review July Student/parent voice (cover lessons have previously been raised as an issue)
<ul style="list-style-type: none"> Students have tangible aspirations for their next steps. 	<ul style="list-style-type: none"> Raise profile of CEIAG within the school. Appointment of careers lead, new SLT careers lead and link governor for careers. Careers week introduced including a variety of speakers vents and lessons for students and families Careers fair for students and families 	<ul style="list-style-type: none"> Good CEIAG provision reduces student's chances of becoming NEET and broadens and increases aspirations. High quality CEIAG provision helps students to have tangible goals and know how they need to get there. Gatsby report in to Good career guidance http://www.gatsby.org.uk/education/focus-areas/good-career-guidance Teach First Careers policy report https://www.teachfirst.org.uk/sites/default/files/2017-10/Careers-policy-report.pdf 	<ul style="list-style-type: none"> The provision will be benchmarked against the Gatsby Benchmarks. This will be quality assured by ALC who is experienced on leading on careers, C and K careers who provide independent advice and the LEP (local enterprise provider). Review of NEET figures. 	ALC/LMC	October 2018 and July 2019 Careers review.
Y6/Y7 transition	<ul style="list-style-type: none"> Y5/6 core learning conference for HAP students, including mental health workshop for students and parents. Y7 dedicated area (common room and playground) Summer school (funded places for PP students) 	<ul style="list-style-type: none"> The importance of a successful transition into secondary school is recognised in a number of places: Chapter 13 on transition Rowland (2015). Key Stage 3: the wasted years? Ofsted (2015) Key Stage 3: good practice case studies (2015) Previous core learning conference showed 100% positive from primary school headteachers, students and parents. 	<ul style="list-style-type: none"> Continue to be oversubscribed Parent and student voice Primary head teacher feedback. 	CCO	December 2018 and July 2019

	<ul style="list-style-type: none"> Transition days for Y4-Y6. 				
<ul style="list-style-type: none"> No students to be limited from accessing the curriculum 	<ul style="list-style-type: none"> Funding to be available for individual needs: uniform, trips, equipment etc. 	<ul style="list-style-type: none"> These barriers are on an individual basis. Requests are made for students in need. 	<ul style="list-style-type: none"> PP uptake analysis to extra-curricular PP uptake to trips PP equipment FW (monitored by form tutors) 	ALC/ ANJ	On-going PE action plan review (STARS)
Total budgeted cost					<p>£20,000 staff leadership costs. £5000 cost of CEIAG events £5000 C and K careers (LA costs) uniform trips, equipment etc £7500=£37,500</p>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

