

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Todmorden High School
Pupils in school	897
Proportion of disadvantaged pupils	274 pupils (30.6%)
Pupil premium allocation this academic year	£230,000
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Alice Coates
Pupil premium lead	Andrew Nalborczyk
Governor lead	Jessica Giraud

## Disadvantaged pupil performance overview for last academic year – 2019 figures used due to COVID (2020 figures taken from SISRA in brackets for comparison)

Progress 8	-0.65	(-0.55)
EBacc entry	0	(0)
Attainment 8	37.59	(39.22)
Percentage of Grade 5+ in English and maths	20.7%	(28.1%)

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 2023 (an upward trajectory towards this target until this date)
Attainment 8	Achieve national average for attainment for all pupils.	Sept 2023 (an upward trajectory towards this target until this date)
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 2023 (an upward trajectory towards this target until this date)
Other	Increase engagement in wider school activities	July 2022

		(because of fewer activities due to COVID)
Ebacc entry	Improve uptake of EBacc to exceed national average.	Sept 2023 (an upward trajectory towards this target until this date)

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Consistent quality first teaching across school.
Priority 2	All departments to write a departmental development plan (DDP) linked to the school development plan (SDP) to ensure assessment development is prioritised across the curriculum.
Barriers to learning these priorities address	Inconsistent teaching and delivery of the curriculum. Departments lack strategic development to improve assessment.
Projected spending	£115,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Mentoring in Y11. Introduction of Individual Support Plans (ISPs), supported by leaders in school.
Priority 2	Staff awareness and prioritisation of these pupils. Close Watch Cohort (CWC) identified and evaluated by learning managers.
Barriers to learning these priorities address	Lack of engagement with specific academic targets. Lack of challenge and poor relationships with staff.
Projected spending	£57,500

## Wider strategies for current academic year

Measure	Activity
Priority 1	Improve participation in extra-curricular activities, including pupil voice.
Priority 2	Improve home-school relationships, to support learning both inside and outside of school.
Barriers to learning these priorities address	Low levels or participation in extra-curricular. Access to remote learning.
Projected spending	£57,500

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Teachers not following THS DNA.	All teachers to be implementing the developed ambitious curriculum using THS DNA.

	<p>New curriculum not followed.</p> <p>Pupils not engaging with curriculum.</p> <p>Teacher's subject knowledge and subject pedagogical knowledge needs development.</p> <p>New curriculum not consistently ready to be implemented across school.</p> <p>Modifications to the curriculum due to school closure.</p> <p>Teachers and leaders not making informed decisions based on assessment data to improve progress of these pupils.</p> <p>Colleagues not using teacher folders effectively.</p>	<p>Quality assurance planned to take place to monitor the implementation of the new curriculum – planned by AMA.</p> <p>Clear behaviour system based on values to be implemented if pupils do not engage – behaviour to be tracked using class charts</p> <p>Subject pedagogical development central to departmental CPD this year – monitored in UP meetings.</p> <p>Departmental Development Plan written to further improve the curriculum – monitored in timetabled UP meetings.</p> <p>Education Endowment Foundation (EEF) teaching and catch up strategies shared with MLs.</p> <p>Leaders in school to complete the Assessment Lead course offered by Evidenced Based Education, other colleagues to complete the short course. Outcomes will facilitate the improvement in assessment. Teacher folders to be an agenda item during departmental meetings to allow for quality assurance.</p>
Targeted support	<p>ISP meetings do not take place.</p> <p>Lack of positive role models.</p>	<p>Learning manager (Y11) to monitor, track and report on the ISP programme.</p> <p>Mentors on ISP programme strategically chosen.</p> <p>Smaller, specific and more frequent targets set, more likely</p>

	<p>Providing large targets may cause worry / decrease engagement.</p> <p>CWC groups not identified / shared effectively.</p> <p>Disadvantaged pupils are not promoted by staff, some perceived as 'naughty boys' – resulting in the Golem effect. Positive relationships need to be built and high expectations set.</p>	<p>to be achieved than open ended ones. For example, completing one maths paper by next week is potentially more achievable than suggesting 3 hours of maths revision. Training will be given to staff setting the targets.</p> <p>Learning managers to identify cohorts for Close Watch Cohort, then shared through identification on Class Charts, teachers to then identify them on seating plans</p> <p>Pupils prioritised within lessons; these pupils will have more frequent and focussed feedback to drive their progress. Staff will be given training on this.</p>
Wider strategies	<p>Uptake to pupil voice and pupil positions is low for this cohort.</p> <p>Fewer trips will be taking place this year limiting opportunity for all.</p> <p>Pupils can't afford trips therefore feel left out</p> <p>Lack of equipment at home to facilitate remote learning.</p> <p>Lack of knowledge at home to facilitate home learning.</p>	<p>Timetable a series of focus groups where these pupils are targeted and their opinions can be heard.</p> <p>Develop a tracking system that can be scaled up when necessary.</p> <p>Ensure quiet conversations are had around the voluntary payment aspect of trips.</p> <p>Ensure equipment and passwords are available, share ICT support email in all correspondence.</p> <p>All disadvantaged students to participate in an audit of access to technology at home to ensure this is not a barrier.</p>

		Provide parents/carers with clear instructions of what to do to help at home.
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### Review: last year's aims and outcomes

Aim	Outcome
Improve outcomes	Not achieved with respect to specific targets. However, as shown above all measures except EBacc show an increase for this cohort.
Raise and widen aspirations	Achieved Small drop in pupils taking L3+ courses (-6%, 4 pupils), but increase in apprenticeships (9%, 3 pupils) and a decrease in L1/L2 courses.
Improve pupils' oracy, reading and literacy	Achieved
Improve mental health	Achieved Steps have been taken towards achieving the award in mental health and a plan is in place to gain this in 2020/2021.

### Key to acronyms used

**Ebacc** – English Baccalaureate, GCSEs at grade 5+ in English, Maths, Sciences, Spanish and Geography or History.

**ISP** – individual support plan. Targeted support for year eleven.

**CWC** – close watch cohort. Students to be prioritised by classroom teachers in lessons.

**UP** meetings – Unique potential meetings. Data meetings that take place termly between senior leaders and heads of department.

**CPD** – continuing professional development. Usually in the form of whole school or department level training.

**EEF** – Education Endowment Foundation. The Education Endowment Foundation is an independent charity established in 2011 to improve the educational attainment of the poorest pupils in English schools.