# Pupil premium strategy statement – Todmorden High School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| Number of pupils in school | 876 |
| Proportion (%) of pupil premium eligible pupils | 27.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-24 to 2026-2027 |
| Date this statement was published |  |
| Date on which it will be reviewed |  |
| Statement authorised by | Gill Shirt, Headteacher |
| Pupil premium lead | Catherine Vose, Assistant Headteacher |
| Governor / Trustee lead | Jon Hairsine |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £271,170 |
| Recovery premium funding allocation this academic year | £67,896 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £34,520 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £373,586 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| This strategy has been written from a cross discipline approach. There will be a focus on the progress of PP students from an academic and a pastoral perspective with the aim of creating a joined up approach that will serve to increase the progress of narrowing the gap in a climate that shows this gap to widening nationally. This statement continues to be central to the school development plan where there is a significant focus on disadvantaged students and as such they are fully considered as part of each development area. With the publication of the most recent IDSR, it is more imperative than ever that these students are targeted first for questioning, marking, feedback and intervention.  The school values of ambition, respect, care and honesty are central to all that we do. Applying these values ensures that we will fully meet the needs of all our students, especially when these needs are more significant.  Students having consistent high-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap. All students benefit from the Todmorden High School teaching DNA, which focuses on quality first teaching. Our quality first teaching approach provides common techniques and strategies, these techniques will allow all our students to unlock their unique potential.  There is a tight focus for all students to develop core knowledge to enable them to access the curriculum at a greater level. This knowledge is provided in lessons, through a bespoke Essential Knowledge Book then supplemented and reinforced by high quality home learning that is set and monitored weekly. There is continual assessment of knowledge through silent retrieval activities at the beginning of every lesson and within spaced practice to ensure this knowledge has been fully learned and is in students’ long-term memory.  First line classroom intervention is part of this quality first teaching where diagnostic assessment is used to ensure all students are provided with the opportunity to succeed within lessons. Disadvantaged students are prioritised by their teachers who will ensure challenging, yet achievable work is set to allow this cohort to make more rapid progress.  Assessment data, attendance data and behavioural data will be analysed to monitor the engagement and progress that students have towards school. Where students are requiring additional support to succeed in school, targeted interventions, outlined in this strategy are implemented with a particular focus on our disadvantaged and most vulnerable students. Pastoral colleagues will work together to identify the barriers to learning that these students are facing and work closely with them to try to overcome these |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Attendance data shows that disadvantaged students have a lower attendance than non-disadvantaged students. This results in missed learning and makes a significant contribution to the attainment gap. |
| 2 | Lack of ambition is more likely to be a facet of a disadvantaged student at Todmorden High School. As a result of this, they do not always fully engage with school. Their perception of success is lower and as a result limits their outcomes. Post 16 opportunities are limited as these students will have to re-sit their core subjects of English and maths. This produces a fixed mindset with regard to their future prospects. |
| 3 | Lack of engagement with the values system. Behaviour data shows that disadvantaged students are more likely than non-disadvantaged students to have a negative ARCH ratio, receive suspensions and fall into a pattern of repeat suspensions. |
| 4 | Punctuality figures show that these students miss learning within school time, often impact on the time for them to revisit and consolidate prior learning. |
| 5 | Wider family engagement with school is generally lower than that of their peers. Parents of disadvantaged students are less likely to fully engage with school, for example, the weekly letter, parents' evenings and revision resources. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| Attendance of this group improves match national average of all. | Improving attendance over time and reduction of persistent absence.  The attendance gap between these students and their peers is closed and attendance is raised to match or be above the national average of all. |
| Raising progress of GCSE outcomes for PP cohort | The P8 figure for the disadvantaged cohort to increase.  Students in younger year groups make progress in line with the whole cohort, by ensuring the progress gap is maintained or narrowed. |
| Raising attainment of GCSE outcomes, especially in core subjects | Raise the percentage of disadvantaged students achieving grade 4 and grade 5 in core subjects to match attainment of students across the school. |
| Improved engagement in school. | Improving ARCH ratio for pupil premium cohort.  Decreasing numbers of students receiving sanctions and a decreasing number of students receiving repeated sanctions.  Increasing percentage of disadvantaged students accessing extra-curricular provision. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 186,793

|  |  |  |
| --- | --- | --- |
| Activity  and challenge number(s) addressed | Evidence that supports this approach | How will this be quality assured, by who and when. |
| Prioritise quality first teaching for PP students. | Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. PP students will be asked questions first and receive more regular feedback on their work.  Wider educational literature e.g. Lemov (2010) suggests that selected methodologies are most effective at improving student outcomes.  This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning potentially have +7 months Assessment for learning / feedback + 6 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | Ongoing strategy.  PP focus on work sampling as part of yearly plan. CLs/AMA. |
| CPD for consistent learning routines | The EEF Improving Behaviour in schools guidance report recommendation two is to ‘teach behaviours’. The routines, scripts and CPD where staff practice these routines are the process by which we teach the behaviours and expectations to the students.  CPD on the school behaviour policy is delivered each year and clarity is given over the consequences for specific issues as per recommendation 4 “School leaders should ensure the school behaviour policy is clear and consistently applied”. | AMA / EMR to review and implement changes. |
| Improved consistency in home learning | Research indicates that home learning activities that focus on recall and spaced retrieval add 5+ months to the progress of students. This is more pronounced for PP students when appropriate support is put in place. Home learning club is available in school to support these students with a positive working environment.  Home learning setting and submission will be monitored, and students will be rewarded for this. | JCO to monitor home learning submission and track consistency across departments every half term. |
| Reading programme / literacy | Alex Quigley  Fresh Start Phonics Programme is in place to support students who are working significantly below expected standards in reading. .Identification of these students is done through GL Assessment data and data received at transition. Resources are also being provided to allow these students to access the wider curriculum. For example, reading pens.  To stretch and challenge, 50% of the ESB cohort are PP. These students are being pushed to improve their use of articulation and increase their ambition with regard to literature choices as evidence suggests that this will best support them to access the higher levels of the curriculum across school.  Whole school, students will continue to be exposed to an ambitious range of texts, both fiction and non-fiction in order to consolidate and increase exposure to tier two vocabulary. | NKE monitor form time reading.  NKE to complete student voice after ESB. Results to be analysed in December/January.  SMR to report on impact of Phonics for each cohort. |
|  |  |  |

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 93,486.50

|  |  |  |
| --- | --- | --- |
| Activity  and challenge number(s) addressed | Evidence that supports this approach | How will this be quality assured, by who and when. |
| Targeted Academic Support (TAS) in KS4 | *“Small group tuition of this nature has an average impact of four months additional progress over the course of a year and is likely to be most effective if it is targeted at a student’s specific needs”* (Education Endowment Foundation Toolkit).  Targeted academic support is an evidence based approach where specific support is given for a half term (6 or 7 sessions). In these sessions students work with a teacher in a small group to specifically improve a skill or area, within that subject, that will make a big difference to their overall progress. The sessions will be tailored for each child’s next steps, these are designed to be different to generic ‘revision’ sessions for subjects.  We know that to enable students to achieve their potential the support we offer has greater impact if we do more than a few revision sessions at the end of year 11. Learning is a change in memory distant from the point that information is first taught and it takes time and retrieval of information to fully learn and be able to apply information. By spreading these sessions over the course of the year 10 and year 11 years we are using the science of learning and spacing out opportunities for practicing skills that are fundamental to the subjects and retrieving core knowledge to give the students the best chances to achieve in their final examinations. | AMA / ANC at the end of each cycle. |
| Phonics at KS3 | GL Assessment and transition data is used to identify students working significantly below expected levels in reading. Further diagnostic assessments identify students who need further support with phonics. These students take part in 1:1 phonics sessions following the Ruth Miskin Fresh Start Programme. To ensure impact this programme has to be delivered with fidelity therefore this can be a costly provision. This is lead by our primary trained member of staff.  Students requiring speech and language or comprehension support receive intervention with our literacy mentor through the Lingo programme. This is overseen and monitored by our primary trained intervention lead. | GEC / SMR at the end of each cycle. |
| Full time KS3 maths intervention lead | Students are identified for targeted maths intervention through the use of GL and internal assessment data. Students working significantly below Key Stage 2 expectations receive bespoke curriculum provision through White Rose Maths and Numbots and Plus One resources. This is lead by our primary trained intervention lead. | SMR at the end of each cycle. |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 93,486.50

|  |  |  |
| --- | --- | --- |
| Activity  and challenge number(s) addressed | Evidence that supports this approach | How will this be quality assured, by who and when. |
| LM in charge of attendance | Internal data provides evidence for the link between attendance and academic outcome. At THS the following differences in average GCSE grades based on average progress has been identified.  Attendance  96%+ will provide +0.5 grades in each GCSE subject.  90-95%  80-90%  Below 80% | ANA to provide weekly and termly updates on attendance to SLT, with a focus on attendance of disadvantaged students.  LM for attendance to work closely with this cohort and providing regular updates to ANA in line management. |
| Close Watch Cohort (mentoring scheme) | The close watch cohort has had a positive impact in both years 10 and 11 last year, with students in this cohort performing preferably to the rest of the cohort.  The strategy has been shared with the wider learning manager team to improve consistency.  Further information about mentoring is here: [Mentoring | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring) | ANA to provide CPD to learning managers to support with this.  ANA/GEC to have this as a standing item during line management meetings.  LM to share best practice of effective strategies with their cohorts. |
| ARCH inclusion / | Students at risk of repeat suspensions receive 1:1 or small group provision in ARCH inclusion. This provision uses PASS and Emotional Literacy Assessments to plan a personalised intervention curriculum for each student. Impact is tracked and measured. This is delivered by a highly skilled, experienced member of staff. | GWS / GEC |
| Parental engagement | Improving parental engagement with school will support parents in providing additional supportive challenge to their children. Where parental engagement in school and learning is high, children make more progress and attain better results.  [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental) | Responses to parent voice following school events.  Attendance at progress evening and other school events.  Case studies from CWC and LM team. |
| Extra-curricular participation | Build on the successes of last year and close the participation gap by aiming for 100% of students attending at least 1 extra-curricular activity this year.  Support is offered for extra-curricular visits e.g. skiing and Iceland and additionally where required for educational visits that are part of the curriculum.  “Children in low-income households are:  6.7 times more likely to have pretended to their friends that they did not want to do somethings that cost money  6.7 times more likely to feel embarrassed by a lack of money.  4.4 times more likely to miss out on social activities.”  Addressing Educational Disadvantage, Marc Rowland (2021) | MSM to manage the tracking of student participation half-termly. MSM to ensure a wide variety of extra-curricular opportunities are available to all and promote these with key students.  ANA/CVO to work with visit leaders to provide financial support to ensure all students can participate. |

**Total budgeted cost: £ 373,586**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **Intended outcome** | **Success criteria** | | Raising progress and attainment of PP students | Achieve top quartile for progress made by disadvantaged students amongst similar schools. | | Raising attainment of disadvantaged students in the core subjects of English and maths | Raise the percentage of disadvantaged students achieving grade 4 and grade 5 in core subjects to match attainment of these students across the school. | | Improved meta-cognitive and self-regulation strategies among disadvantaged students across all subjects | Pupil premium students have an increased ARCH ratio (positive points to negative sanctions) and attitude to learning grades.  Students are completing increased home learning. | | Increase the attendance of disadvantaged students. | Attendance of disadvantaged students increases to match that of national average of all. |   **Outcome 1**    Throughout the 3 years there is a positive trend of the PP gap closing and progress of the cohort is increasing. The current data from the 2023 cohort seems anomalous compared to the current data from the 2024 cohort.  **Outcome 2**    Action met: English / maths tutoring has been provided for students identified in the March report, impact will be seen on outcomes for students at GCSE.  **Outcome 3**  Significant increase in home learning seen over the past 2 years, both in what has been set and what has been completed by PP students. This has been a very positive outcome within the PP strategy.  **Outcome 4**  Disadvantaged student attendance continues to improve following Covid, this is at a slower rate than non-pp students, but it is increasing. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

|  |  |
| --- | --- |
| Programme | Provider |
|  |  |
|  |  |

## Service pupil premium funding (optional)

|  |
| --- |
| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
|  |
| **The impact of that spending on service pupil premium eligible pupils** |
|  |

# Further information (optional)

|  |
| --- |
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |