

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Todmorden High School
Number of pupils in school	895
Proportion (%) of pupil premium eligible pupils	32.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2021 to 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Gill Shirt, Headteacher
Pupil premium lead	Andrew Nalborczyk, Assistant Headteacher
Governor / Trustee lead	Jessica Giraud

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,000
Recovery premium funding allocation this academic year	£21,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£266,540

## Part A: Pupil premium strategy plan

### Statement of intent

There continues to be a relentless focus on narrowing the gap between disadvantaged and non-disadvantaged students at Todmorden High School. This statement is 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.

The school values of ambition, respect, care and honesty are central to all that we do. These values ensure 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 termly bespoke knowledge organiser and supplemented and reinforced by high quality home learning that is set weekly. There is continual assessment of this 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	<p>The cohort of disadvantaged students at Todmorden High School are more likely to lack ambition and as a result don't always fully engage with school. Seven out of the ten students with the lowest ratio of positive to negative ARCH points are pupil premium students.</p> <p>Many students accept less in terms of success e.g. they perceive expected behaviour to be a success. Student perceptions of success / ambition is limiting their outcomes and providing a fixed mindset.</p>
2	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers. Current examination data shows that disadvantaged students are significantly less likely to achieve a grade 4 and 5 in maths than they are in English. This gap is limiting attainment in other subjects and will limit opportunities at 16 as these students will have to resit this qualification.</p>
3	<p>Attendance data shows that disadvantaged students have a lower attendance than non-disadvantaged students.</p> <p>This results in students missing learning within school time and will contribute to the attainment gap.</p>
4	<p>Behaviour data shows that disadvantaged students are more likely than non-disadvantaged students to receive fixed-term exclusions and significantly more likely to receive multiple fixed-term exclusions.</p>
5	<p>Disadvantaged students are less likely to have access to a supportive home learning environment. This will have a negative impact on both home and remote learning.</p>
6	<p>Disadvantaged students are more likely to have been negatively impacted by the Covid-19 pandemic.</p>
7	<p>Parents of disadvantaged students are less likely to fully engage with school, for example attend parents' evenings or read the weekly letter.</p>

## 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
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 maths	Raise the percentage of disadvantaged students achieving grade 4 and grade 5 in maths 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.

## 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: £122,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching across school</i>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) suggests that selected methodologies are most effective at improving student outcomes.</p> <p>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</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4
<i>CPD used to develop consistent behavioural routines across the school</i>	<p>Practice has been used during CPD to improve consistent behavioural routines across school. This has been supported with teachers being provided with fewer duties to allow them to be in their classrooms ready for students to arrive. This practice model is being used as part of the coaching model too. Practice Perfect - Doug Lemov (2012)</p> <p>Behavioural interventions have a potentially high impact of +4 months (EEF – Teaching and Learning Toolkit)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2, 3, 4
<i>Improve the quality of learning and teaching within Maths</i>	<p>We have overstaffed the maths department to allow for additional time to develop the curriculum with a particular focus on direct instruction using Rosenshine's principles. This is coherent with the recent Ofsted feedback on effective maths teaching.</p> <p><a href="https://www.gov.uk/government/research-series/mathematics">Research and analysis overview: Research review series: mathematics - GOV.UK (www.gov.uk)</a></p> <p>The additional time has also been used to provide coaching for all the maths department as referenced below in addition extra leadership time has been provided to the leaders in maths.</p>	2, 3, 4
<i>Learning and Teaching TLRs for retention</i>	<p>We have created additional leadership responsibilities so that more staff to develop as leaders and to expand the impact of the Learning and Teaching team. Staff time and sustainability is often cited as a barrier to successful</p>	1, 5, 6, 7

	implementation, these roles help to remove these barriers.	
<i>Coaching timetabled for teachers in key areas</i>	Coaching is consistently identified to have a significant positive impact on improving learning and teaching. 34 teaching staff are involved in this coaching programme. This is based on research from the following locations: <a href="#">Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</a> Leverage Leadership 2.0, Bambrick Santoyo (2018) Teach Like a Champion 3.0 – Doug Lemov (2021)	1, 2, 3
<i>PP students prioritised in learning and teaching strategies at a classroom level</i>	All new staff provided with Teach Like a Champion, 3.0 Doug Lemov (2021), to support the THS DNA of teaching at THS. This book is research informed and improves the consistency of techniques being used at THS.	1, 5, 6
<i>All departments write a DDP linked to SDP</i>	Departments to look at development in sync with whole school developments as outlined within the school development plan. These department development plans have a focus on narrowing the gap for disadvantaged students as a central theme. The implementation of these development plans is quality assured and monitored in line management and within the unique potential meetings that take place at least twice a year. EEF implementation guidance <a href="#">Implementation   EEF (educationendowmentfoundation.org.uk)</a>	1, 5, 6
<i>Heads of department working with an educational consultant</i>	A selection of HoDs will be completing small research projects based on EEF research. These projects will focus on the outcomes of disadvantaged students who will form the control groups. This year projects are happening in Art, Science, Spanish as well as the SEND team and the inclusion manager. The following EEF strategies have been recommended. <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Peer tutoring   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1, 6
<i>Improved consistency in home learning</i>	There will be a focus on the development of home learning this year, investment has been made in two main platforms that will be used across the whole school, GCSE Pod in years 10 and 11 and Carousel Learning in years 7-9. Homework potentially can have a high impact of +5 months (EEF – Teaching and Learning Toolkit) <a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a>	1, 5, 6, 7

<p><i>Use of external assessments (GL) to standardise assessments and provide baseline data</i></p>	<p>With the lack of formal KS2 data and KS4 for the past two years we will use GL assessments diagnostically to look at impact of curriculum change at KS3.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</a></p> <p>Addressing Educational Disadvantage, Marc Rowland (2021)</p>	<p>1, 2, 3, 6</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 72,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentoring strategy – close watch cohort</i>	<p>Students have been identified in each year group based on pupil premium, progress, behaviour and attendance data. These students will be closely mentored by their learning manager who will be working to identify their barriers to learning. These barriers will be shared with teachers and quality first teaching will prioritise this cohort.</p> <p><a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6, 7
<i>National tutoring Programme</i>	<p>We will be running small group tuition with Y9 students from January to close gaps that have arisen due to Covid. These students will be identified by both external (GL) and internal assessments. We will use the strategies from the EEF and NTP outlined below.</p> <p><a href="#">National Tutoring Programme - NTP</a> <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 6, 7
<i>School based tutoring</i>	<p>We will be running small group tuition with Y11 students from November to January to close gaps that have arisen due to Covid. These students will be identified using data from the mock exams and students who have not achieved a grade 4 will be prioritised as per the school development plan. We will use the strategies from the EEF and NTP outlined below.</p> <p><a href="#">National Tutoring Programme - NTP</a> <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 6, 7
<i>Pastoral UP Meetings</i>	<p>Pastoral UP meetings have been introduced to look at the whole year group cohort and identify students that are making least progress in a number of subjects. This should enable challenge to take place and build belonging across the school – ‘we need to be clear to be kind’ The Culture Code, Daniel Coyle (2019)</p>	1, 2, 3, 4, 5, 6, 7
<i>Support for home-learning completion – additional duties at lunchtime</i>	<p>To support with the completion and raise the profile of the importance of home learning a session will be staffed daily to support students catching up. Homework potentially can have a high impact of +5 months (EEF – Teaching and Learning Toolkit)</p> <p><a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 5, 6, 7, 75, 6, 7

<i>Provide revision materials to disadvantaged students</i>	Disadvantaged students are '5.2 times more likely to have pretended to their family not to need something.' Addressing Educational Disadvantage, Marc Rowland (2021)	5, 7
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 72,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentoring Strategy of close watch cohort / ISP</i>	<p>Students in year 11 have been identified in each year group based on pupil premium, progress, behaviour and attendance data. These students will meet senior teachers who will set targets on a weekly basis to maximise progress from mock exams to final exams.</p> <p><a href="#">Mentoring   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6, 7
<i>ARCH Inclusion</i>	<p>These interventions are being developed in conjunction with the support from an external consultant. These interventions are targeted at students who are at risk of multiple FTEs, this cohort is disproportionately populated with disadvantaged students. Behavioural interventions have a potentially high impact of +4 months (EEF – Teaching and Learning Toolkit)</p> <p><a href="#">Behaviour interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Social and emotional learning   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	4
<i>Learning Manager in charge of attendance</i>	<p>Learning manager to support with persistent absenteeism, especially that of disadvantaged students. Learning manager to work with local authority to obtain additional 10 days support from the education welfare officer to further support with this, especially to reduce an “attitudinal/systemic” problem with attendance. Addressing Educational Disadvantage, Marc Rowland (2021)</p>	3
<i>Increase attendance at parents’ evening – learning managers to identify and SLT to call these parents.</i>	<p>Parents’ evening has been moved to an online application that removes the need to travel into school. In addition, bookings are released three days early so disadvantaged families can pick slots that they can attend as these are often families working shifts or with additional childcare concerns. Following the new pastoral UP (unique potential) meetings key parents will be identified and they will be spoken to in a supportive capacity by SLT to encourage attendance to parents evening. <a href="#">Parental engagement   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	5, 7
<i>Ensure that all students can access full taught and extra curriculum</i>	<p>“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</p>	1

	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)	
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**Total budgeted cost: £ 266,540**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Disadvantaged students have improved in attainment for the third consecutive year. Some great results and positive achievements across school within the TAG grades:

- 18 students entered for EBacc (11 achieving)
- increase in the number of PP students achieving En / Ma at 4+
- well above national averages for humanities at standard and strong pass.

Predicted to improve against all KPIs next year, the predicted figures for our current Y11 paint a very positive picture and whilst aspirational are definitely achievable. Strategic support for this year group will be crucial in realising this potential.

#### Learning and Teaching

- Much greater focus on PP students, teacher folders and identification on Class Charts and prioritisation of these students in questioning, assessment etc. These students are now known to staff.
- This has been shown in CPD with use of explicit practice and also the additional capacity in key subject areas to allow a coaching model to be implemented where high quality learning and teaching is prioritised.
- Department Development Plans are continuing this year, they have been shared with Curriculum Leaders and will be reported on in UP meetings. Tighter focus relating to SDP this year.
- Educational consultant to be used to support departmental focus on improving outcomes for PP – building on some of the excellent work that took place last year – oracy in PE, ICT support for PP.

#### Targeted Academic Support

- All LMs have reviewed students in their CWC from last year, lots of positive case studies. Impact limited for some students due to challenges of lockdown.
- Tighter guidance provided to Learning managers as to how to create the CWC. Pastoral Development Plan created that ties in attainment data to the pastoral

role. Learning managers will be identifying key students to have appointments with SLT at parents evening.

- School Improvement Partner to continue to provide CPD and coaching to Learning Managers to support their roles in this area.

#### Wider Strategies

- As of June 2021, we have 205 students regularly attending extra-curricular clubs (up from 184) in September. A sustained targeted invitation campaign has dramatically increased the numbers of particular cohorts attending (PP is up from 37 to 64 and SEND up from 5 to 39).
- An increased number of calls is taking place, utilising SLT to call key parents to maximise engagement at important events e.g. in the Options process and Y11 Exam preparation evening.
- Throughout Covid lockdown pastoral briefings were utilised to organise weekly phone calls to all vulnerable student and bi-weekly phone calls to the whole student body.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	PP services funding was amalgamated with wider PP funding.
What was the impact of that spending on service pupil premium eligible pupils?	SPI for these students in Y11 was on average 0.07.

## Further information (optional)

*Funding has been secured to enable 20 students to complete a fully paid for cultural visit to either Eswatini or Ecuador. This experience will provide a unique life-changing opportunity to our students, disadvantaged students have been encouraged to apply and their applications will be prioritised.*