



# Pupil Premium Review 2016

## CONTENTS

Our 2015/16 Pupil Premium Cohort & Funding.....	2
Allocation of Pupil Premium Funding .....	2
Financial Support .....	3
Learning Support.....	3
Events.....	5
Extra-Curricular .....	5
Spend of Pupil Premium Funding.....	6
Impact of Pupil Premium Funding .....	6
Key Stage 3.....	6
Key Stage 4.....	7
Continuing to ‘Close the Gap’ .....	9
Reporting and Monitoring .....	12
Our 2016/17 Pupil Premium Cohort & Funding.....	12
Allocation of 2016/17 Funding .....	12

## OUR 2015/16 PUPIL PREMIUM COHORT & FUNDING

Year Group	Pupil Premium Indicator for Year 2015/16	Received FSM during 2015/16
<b>7</b>	27	6
<b>8</b>	38	15
<b>9</b>	26	11
<b>10</b>	25	15
<b>11</b>	30	12
<b>6<sup>th</sup> Form</b>	7	2
<b>Total</b>	<b>153</b>	<b>61</b>

TABLE 1 - PUPIL PREMIUM COHORT FIGURES FROM 2015/16

Table 1 shows the details of our Pupil Premium (PP) cohort during the 2015/16 academic year.

In 2015/16, we received approximately £130,000 in PP and “Catch-Up Premium” funding in order to improve the outcomes for students

that have received Free School Meals (FSM) within the least 6 years, are looked after by the Local Authority (LA), or are children of those serving in the military.

The following is a report of our allocation, spend and impact of that funding.

## ALLOCATION OF PUPIL PREMIUM FUNDING

During the course of the 2015/16 academic year, PP funding was allocated within the following categories:

- Financial Support
- Learning Support
- Events
- Extra-Curricular

## FINANCIAL SUPPORT

Financial support offered through PP funding was aimed at ensuring that students of the PP cohort were able to access the same experiences, uniform and equipment, requiring the financial input of their parents/carers, as others.

Through this allocation, students and their parents/carers accessed:

- Support in the purchase of school uniform – where parents/carers are eligible to access support of up to £100 per year – increasing self-esteem and impacting upon attendance.
- Support with travel expenses to-and-from school – e.g. two PP students in Year 11 were supported through payment of bus fares, allowing them to access revision sessions after school more regularly.
- Support with educational trips or visits (including the Duke of Edinburgh Awards) – where PP students and their parents/carers are always offered support in paying for educational trips or visits – e.g. one PP student took the opportunity to gain support, allowing them to go on the Conway Art Residential trip, while others went on the joint MFL & History trip to Germany.
- Support in the purchase of equipment and materials for school and the support of learning – e.g. all PP students in Year 7 had a set of equipment purchased for them, by Tytherington School, at the start of the academic year.
- Support in the purchase of science revision guides – purchased for all Year 7 and Year 11 PP students, allowing them to access support in their learning while at home, including support in the completion of their homework and revision ahead of examinations.

## LEARNING SUPPORT

The category receiving our greatest investment, “Learning Support” offered through PP funding was aimed at ensuring that the learning needs of the PP cohort were addressed, improving progress that they made across the academic year.

Through this allocation, students and, at times, their parents/carers accessed:

- “LASS Testing” that provided insight into PP students’ learning that was then shared with teaching and learning support staff so that it could be used to increase the levels of progress that those students were making – the testing that all PP students received fulfilled the following functions:
  - Assessing attainments in reading and spelling
  - Measuring discrepancies between actual and expected literacy attainment
  - Identifying underlying problems in memory or phonological skills
  - Monitoring development in reading and spelling on a regular basis
  - Evaluating progress in memory, phonological and phonic skills
  - Estimating the student's intelligence
  - Providing support evidence when applying for special arrangements in examinations
  - Reasoning
- “Accelerated Reading Programme” (ARP) that provided students with a structured programme of addressing their reading age and, therefore, access to any text based resources for their learning – 41% of all KS3 PP students accessed this programme with the impact of improving the reading age of every one of them.
- “YIPIYAP Tutoring” provided underperforming PP students with additional support from a tutor based in their English and Maths lessons. This tutor supported them through learning

activities, enabling them to access them more easily, advancing their learning better – 43 PP students across KS3 & KS4 accessed this.

- “Homework Club” was a service provided by our Learning Support department that PP students regularly made use of in order to use the facilities within our Library or Learning Support Room in order to complete their homework.
- “Holiday Revision School” was set up during the Easter and May holidays, providing opportunity for our Year 11 and 6<sup>th</sup> Form students to access quality revision sessions during and in the build up to their summer examinations. Many have commended the quality of the revision session experience during this time, and also greatly appreciated being able to use the quiet space of the Library, supervised by a member of SLT, to do their own revision in a conducive environment – 26 of the 37 (70%) of all PP students in Years 11-13 accessed this provision.
- “Study Café” provided students with the opportunity to arrive early or stay late in school and use the environment of the Library to study and revise. This was combined with free breakfast and tea/coffee/hot chocolate being made available to them while accessing the Study Café – With 6<sup>th</sup> Form students already having access to their iCafé, all PP students in Year 11 accessed the Study Café between February to June 2016.
- “Booster Sessions” were arranged in the build-up to and throughout the summer examinations period. Complete adjustment of the Year 11 timetable in order to free subject specialists up at strategic times allowed students to access quality revision at a time that they needed it. – Combined with all study leave being withdrawn, all PP students accessed these booster sessions and feedback from them has shown how, without it, they would not have been able to revise in such a structured and conducive environment throughout the time that they needed to. As stated by one PP student, “it allowed for at least 5 hours of structured revision per day, throughout the exams. I couldn’t have done as well without it.”
- Over and above the ARP, YIPIYAP, Homework Club, Holiday Revision School, Study Café and Booster Sessions, “Extra Support” was provided to students where their progress in specific subject areas was found to either be below expectations or were not at expected levels when transitioning from KS2 to KS3 – through use of funding to provide extra support with teachers or members of the Learning Support department, PP students accessed this in the following numbers:
  - 24 PP students in KS3 accessed extra support in English & Maths, particularly in pursuit of ‘catching up’ following their outcomes at KS2 – this involved peer mentoring in Maths, as well as withdrawn/additional and classroom support in English and Maths.
  - All 30 PP students accessed extra support in their GCSE subjects, going beyond the core, in any subject where progress of learning needs were identified.
  - All 7 PP students in the 6<sup>th</sup> Form received one-to-one mentoring with the tutors on a regular basis, helping them to address needs and gain advice and support in progressing with their studies.
- “Advanced Learners Programme” (ALP) was initiated in KS3 in order to extend the learning experience of those students of High Prior Attainment (HPA) and some Mid Prior Attainment (MPA). Providing them with “Special Missions”, additional after-school lessons, and learning-based competitions, these students were able to extend and further enrich their learning experience, enabling to meet their potential – 24 PP students in KS3 accessed the ALP during the course of 2015/16.
- Our involvement in the establishing and related activities of the “Macclesfield Pledge” helped to support and develop the aspirations of all students in Years 8-13. As part of the pledge

activities, and our already established CEAIG provision, all Year 8-13 PP students accessed and enjoyed the privilege of some or all of the following opportunities:

- Careers fairs
  - Volunteering fairs
  - Readiness for employment programmes
  - Group and/or individual careers interviews
- Where students were found to require support with their self-esteem and other non-academic needs that impact upon their learning, they were provided with opportunity to be involved in a variety of projects and initiatives. Funding was used to engage with local youth and welfare services, the regional N-Gage service and internal counselling, Bridges provision and 'Garden Project' – 25 PP students, across all Key Stages have accessed these forms of support during 2015/16, improving their access to learning and developing a sense of achievement through many of the activities.

## EVENTS

The category of "Events" includes all special and non-everyday experiences that students could become involved in through the school. A commitment was made by the school to ensure the PP students were involved in these events, and experienced the responsibility of representing Tytherington School at such prestigious and pupil occasions. This provided them with a more enriched experience of life at school, with opportunity to be leaders of the school.

Examples of events that 90 PP students were involved in were:

- David Rutley MP Visit – where students met and questioned our local MP, Mr Rutley.
- HP5 Celebration Breakfasts – celebrating the achievements of students across the school.
- Years 7 & 8 Maths Challenge – representing Tytherington School in a nationally recognised Maths competition.
- Year 8 Able Maths Day – experiencing enrichment and extension of mathematical learning whilst being surrounded by many other students from other schools.
- 401 Challenge – supporting and increasing awareness of the 401 Challenge through providing a service to those involved and being celebrated in local news.
- Year 9 Transition Ambassador Training – being trained as a leader and then involved in the transition of Year 6 students in to the school.
- Year 8 Comedy Workshop – meeting a nationally known comedian and having a workshop with them based on the writing and production of comedy.
- LTA Tennis Leaders Course – being trained as a tennis leader and then, in turn, providing training and coaching to young children at the weekends.
- Transition Ambassadors (Year 5 Open Morning) – representing the school as a leader on a parent open morning for Year 5 students.
- Transition Ambassadors - Year 6 Taster Days – representing the school as a leader on Year 6 open days.
- Macclesfield Mayor Visit – where students met and discussed developments of the school with our local Mayor.

## EXTRA-CURRICULAR

The category of "Extra-Curricular" includes all extra-curricular activities that students could become involved in through the school. A commitment was made by the school to encourage PP students to become involved in, and be able to access these activities, enriching their school experience.

Examples of activities that 87 PP students were involved in were:

- Participation in School Sport
- Representation in School Sport
- Participation in School Performing Arts
- Participation in Music
- Participation in Other Club
- Participation in Macclesfield Pledge
- Participation in the Duke of Edinburgh
- Participation in the Christmas Concert
- Participation in Christmas Pantomime
- Participation in the Back to the 80's Drama Production
- Participation in Bollington Festival Players
- Participation in Conway Art Course

## SPEND OF PUPIL PREMIUM FUNDING

The PP funding received by Tytherington School in 2015/16 was spent in the following way:

Category	Spend
Additional staffing or additional responsibilities	£ 101,588
Additional or alternative courses and support/on costs	£ 18,500
Contributions to uniform	£ 1,200
Contributions to individual student resources or support	£ 5,250
Additional resources	£ 3,500
Easter/Saturday Schools for key stage 3/4/5	£ 8,000
<b>Total</b>	<b>£ 138,038</b>

TABLE 2 - SPEND OF PP FUNDING BY CATEGORY

## IMPACT OF PUPIL PREMIUM FUNDING

As stated within "Our 2015/16 Pupil Premium Cohort & Funding" above, our aim is to use our PP funding in order to improve the outcomes for students that have received Free School Meals (FSM) within the least 6 years, are looked after by the Local Authority (LA), or are children of those serving in the military. These outcomes are measured through the progress and outcomes that our PP students achieve and attain through their time with us, compared to non-PP students. The following sections provide data that has been reported to our Governing Body in relation to the outcomes of PP students following the 2015/16 academic year. The "Gap" is the percentage difference between PP and non-PP students in each measure shown.

### KEY STAGE 3

TABLE 3 - KS3 PP VS NON-PP DATA COMPARISON

Year Group	% Gap between PP & non-PP students meeting FFT targets
7	+1.2%
8	-3.3%
9	-0.3%

Tracking and monitoring data in 2015/16's KS3 shows that, across all subjects, the gap between PP and non-PP students is close. This therefore suggests that strategies used in addressing and closing the gap in outcomes between PP and non-PP students are working in KS3, e.g. the ARP, YIPIYAP Tutoring, etc.

This data is promising for the future and is a demonstration of how the ‘growth mind-set’ and ‘marginal gains’ approach that has been adopted by Tytherington School is beginning to have impact across the whole school.

### KEY STAGE 4

Within this section, KS4 ‘headline’ data is used to show the outcomes of PP students versus non-PP students.

Table 4 below shows the headline, core and overall subject outcomes of our Year 11 PP cohort in 2016, as reported to the school Governors. Figures highlighted in green show where the cohort exceeded expectations (i.e. FFT “High” targets), including the “Levels of Progress” (LoP) that they made.

Measure	Outcome	Subject	Disadvantaged (PP) Students				Number in Cohort 30		
			A*-C	3LoP	4LoP	5LoP	%≥ FFT "High"	%< FFT "High"	
Progress 8 <sup>#</sup>	0.11	English	76.7%	73.3%	36.7%	0.0%	70.0%	30.0%	
Attainment 8 <sup>#</sup>	47.13	Maths	86.7%	90.0%	20.0%	3.3%	83.3%	16.7%	
A*-C EM	70.0%	Biology	100.0%	100.0%	66.7%	33.3%	100.0%	0.0%	
EBacc - Achieved	16.7%	Chemistry	100.0%	100.0%	33.3%	0.0%	66.7%	33.3%	
EBacc - Entered	30.0%	Physics	100.0%	100.0%	33.3%	0.0%	100.0%	0.0%	
Average Grade	C	Science - Additional (Yr11)	92.3%	92.3%	53.8%	0.0%	92.3%	7.7%	
5A*-C EM	66.7%	Yr11 BTEC	100.0%	92.9%	50.0%	7.1%	92.9%	7.1%	
Capped8 +EM VA Score	1012.60	All Subjects	81.9%	77.5%	34.0%	6.5%	77.9%	21.8%	

TABLE 4 - HEADLINE OUTCOMES OF PP STUDENTS IN 2016

Particular highlights from their outcomes can be seen the 5A\*-C EM and VA Score measures, where the gaps in those measures were dramatically closed and, with respect to VA Score, PP students outperformed non-PP students (please see Figure 1 and Figure 2 below).

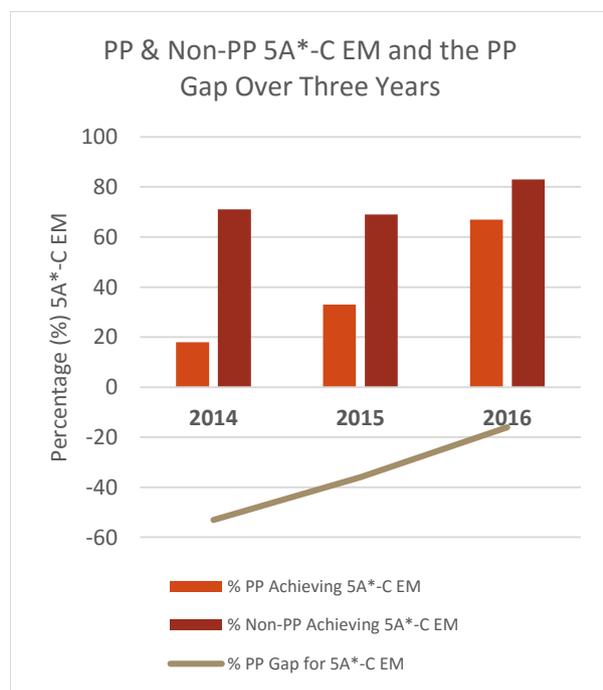


FIGURE 1 - PP & NON-PP 5A\*-C EM AND THE GAP OVER THREE YEARS

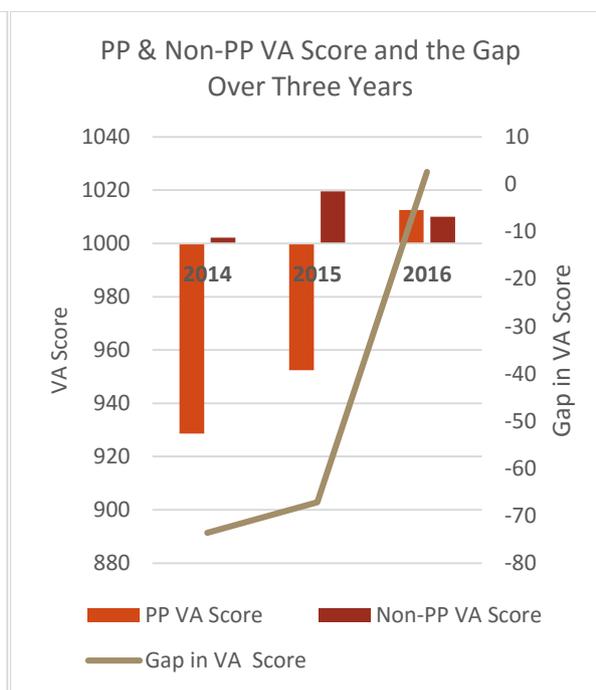


FIGURE 2 - PP & NON-PP VA SCORE AND THE GAP OVER THREE YEARS

Other highlights within the outcomes for PP students from the 2016 cohort was that a greater percentage met or exceeded their FFT “High” targets across all subjects (+3.9%) and a greater percentage of PP students made expected levels of progress (i.e. 3LoP) than non-PP students in Maths, Biology, Chemistry, Physics and Science – Additional.

These outcomes for Year 11 students in 2016 is a reflection of the strategies put in place and efforts made by teachers to support the achievement and attainment of all PP students. This is supported by an email from our Local Authority's Lead PP Consultant, saying, "Improvement from 2015 is exceptional in all three measures, especially the positive percentage points in maths and the improvement of disadvantaged pupils to 66.7%."

## CONTINUING TO ‘CLOSE THE GAP’

Continuing to use PP funding in order to improve the outcomes for students that have received Free School Meals (FSM) within the least 6 years, are looked after by the Local Authority (LA), or are children of those serving in the military, is a key priority at Tytherington School. This is reflected in the school’s strategic development plan that contains many elements regarding the closing of the gap, shared with you here:

Priority Areas	SLT Lead	Performance Indicators and Key Objectives	Key Actions for Impact	Monitoring & Evaluation	Governors’ Committees
1. Identification, Tracking and Accountability	PY (KS4) EH (KS3) MG (KS5) PW	<ul style="list-style-type: none"> <li>Ensure the progress of all target students is tracked and that all relevant leaders are held accountable for the progress of these students</li> <li>At least 70% of Closing the Gap Students to make expected levels of progress in English, Maths and Science at all key stages.</li> </ul>	<ul style="list-style-type: none"> <li>Whole-school tracking. Provision Map in place and regularly updated for PP students (RAP spreadsheet).</li> <li>Tracking of progress in all subjects through RAP/ABC meetings.</li> <li>Maintain a “Live” dashboard for each student (attendance, progress, removal data, extra-curricular...)</li> <li>Explicit mention in departmental SEFs and SLT LDPs</li> <li>Detailed exam analysis at teacher level using the departmental exams analysis proforma (KS4/KS5)</li> <li>Explicit focus in monitoring systems – e.g. learning walks</li> <li>Standard item at exam review meetings</li> <li>Tracking of PP and Catch-up Premium funding</li> <li>In Key Stage 4, TAs and additional teaching capacity used to provide booster intervention sessions focussed on raising achievement in core subjects.</li> <li>PY to quality assure all RAP meetings</li> <li>IAG at KS5 and KS4 options. Monitor EBacc uptake by PP students.</li> <li>Staff with UPS PP responsibilities create the conditions in which Pupil Premium students develop high aspirations and achieve success (please refer to PP UPS role description below)</li> <li>Academic and social questionnaire for all Mid-term admission students identifying academic strengths and areas for development.</li> <li>Thorough liaison with previous school to ensure that we have the latest assessment information.</li> <li>Internal literacy and numeracy test conducted by Learning Support to support assessment information from previous school.</li> </ul>	<ul style="list-style-type: none"> <li>KS4 and KS5 outcomes; data from KS3 interventions</li> <li>SLT Tracking of Yr 11 performance on termly basis</li> <li>Peer Review Days</li> <li>Review ongoing evidence of effectiveness of Diagnosis, Therapy, Testing (DTT) approach to intervention</li> </ul>	SP Curriculum Staffing

2. Literacy and Numeracy	EH (KS3) PY (KS4) FP (T&L)	<ul style="list-style-type: none"> <li>• <b>Lower prior attainment students</b> make rapid progress.</li> <li>• Students who are not secure in reading, writing and mathematics on entry to the school receive excellent and targeted support so they catch up with their peers quickly</li> <li>• <b>Literacy and Numeracy</b> are embedded with consistent application of core principles and reading, writing, communication and mathematics are taught effectively across the curriculum</li> <li>• TAs and other additional adults are used effectively to secure high rates of progress for students</li> </ul>	<ul style="list-style-type: none"> <li>• Use the above to identify if the student is AG&amp;T, SEN, entitled to Pupil Premium Funding or is a Young Carer.</li> <li>• Year 7 peer numeracy &amp; literacy programmes, and deployment of TAs to create secure and effective network of support.</li> <li>• KS3/KS4 RAP process used to identify students struggling with basic levels of literacy and numeracy</li> <li>• Interventions focussed on Catch-up Premium students using Maths/English TAs/Peer mentoring</li> <li>• LAC and NAC Co-ordinators QA provision; Literacy and Numeracy catch-up</li> <li>• Develop the use of 6<sup>th</sup> Formers and prefects via the peer mentoring scheme.</li> <li>• Incentive schemes</li> <li>• Regularly review staffing for lower sets</li> <li>• Improve accuracy of tracking</li> <li>• Parental support sessions from literacy and numeracy mentors.</li> </ul>	<ul style="list-style-type: none"> <li>• QA of RAPs, ABCs, Peer Review Days, TA provision and small group interventions via ongoing progress assessments.</li> <li>• KS4 outcomes; progress data from interventions</li> <li>• All evidenced via Work Scrutiny, Assessment Learning Walks, Student Interviews, Lesson Observations</li> </ul>	SP Curriculum Staffing
3. Teaching and Learning	FP	<ul style="list-style-type: none"> <li>• Ensure all lessons meet the needs of all students and engage target groups; raise expectations of staff and students</li> <li>• TAs and other additional adults are used effectively to secure high rates of progress for students</li> </ul>	<ul style="list-style-type: none"> <li>• BfL CPD</li> <li>• Literacy and Numeracy Strategy</li> <li>• Schemes of Work</li> <li>• All seating plans and lesson plans to be annotated with details of “closing the gap” students.</li> <li>• High CPD provided for additional adults working with closing the gaps students.</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes; student voice; literacy levels; monitoring data</li> <li>• All evidenced via Work Scrutiny, Peer Review Days, Assessment Learning Walks, Student Interviews, Lesson Observations</li> </ul>	SP Curriculum Staffing

4. Whole-school culture	DF PY EH MG	<ul style="list-style-type: none"> <li>All PP students play a full role in the wider school community and the school culture is supportive of all students</li> </ul>	<ul style="list-style-type: none"> <li>Tracking participation in trips, clubs, school council, extra-curricular activities etc.</li> <li>Create bespoke opportunities and actively recruit these students</li> <li>Use of positive role models</li> <li>More feedback to staff about individuals – e.g. tips for teaching; interesting facts about them...</li> <li>Breakfast and homework clubs</li> <li>Financial support for ICT equipment</li> <li>Motivation/rewards schemes.</li> </ul>	<ul style="list-style-type: none"> <li>Numbers taking part in extra-curricular activities; attendance figures; student voice</li> </ul>	SP Curriculum Staffing
5. Parental Engagement	PY EH	<ul style="list-style-type: none"> <li>Parents are on side and work with the school to help their children; they understand how to help their child make progress</li> </ul>	<ul style="list-style-type: none"> <li>“Structured conversations” for all “Closing the gap” students to focus on aspiration, progress and achievement. These will take place with a member of staff with good relations with the student.</li> <li>3 times per year</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at events; parent voice; student voice</li> </ul>	SP Curriculum Staffing
6. High quality Flexible Provision	PY EH	<ul style="list-style-type: none"> <li>Ensure curriculum meets the needs of vulnerable students who have become extremely disengaged with school.</li> <li>All students involved in flexible provision expected to make progress in English, Maths and Science.</li> </ul>	<ul style="list-style-type: none"> <li>High quality key stage 4 flex provision focussing on re-engagement, literacy and numeracy. Bespoke support for college and work experience applications.</li> <li>Small-group tuition</li> <li>Support for persistent absentees.</li> </ul>	<ul style="list-style-type: none"> <li>All evidenced via Work Scrutiny, Peer Review Days, Assessment Learning Walks, Student Interviews, Lesson Observations</li> </ul>	SP Curriculum Staffing

## REPORTING AND MONITORING

The reporting and monitoring of closing the gap is key in maintaining accountability and progress in that measure. Therefore, the following processes will support this:

- Reports on progress in each key area of the strategy collated by SLT member with overall responsibility for each area (2-3 times per year)
- Reports fed back to rest of SLT and governors HOYs/HODs
- HOYs to present reports on Whole School Culture and Parental Engagement for their year groups to SLT & Governors 2-3 times per year
- Progress of Closing the Gap students are standing item for all link meetings.
- PY/EH/EAB to present overview reports on the progress of PP students to SLT & Governors at least 3 times per year.

## OUR 2016/17 PUPIL PREMIUM COHORT & FUNDING

Year Group	Pupil Premium Indicator for Year 2016/17
7	8
8	25
9	37
10	25
11	25
6 <sup>th</sup> Form	8
<b>Total</b>	<b>128</b>

TABLE 5 - PUPIL PREMIUM COHORT FIGURES FROM 2015/16

Table 5 shows the details of our Pupil Premium (PP) cohort for the 2016/17 academic year.

For 2016/167, we estimate that we will receive around £120,000 in PP funding in order to improve the outcomes for students that have received Free School Meals (FSM) within the least 6 years, are looked after by the Local Authority (LA), or are children of those serving in the military.

## ALLOCATION OF 2016/17 FUNDING

Funding that is expected to be received by Tytherington School in 2016/17 will be allocated in the following way:

Category	Spend
Additional staffing or additional responsibilities	£ 100,000
Additional or alternative courses and support/on costs	£ 20,000
Contributions to uniform	£ 500
Contributions to individual student resources or support	£ 5,000
Additional resources	£ 2,000
Easter/Saturday Schools for key stage 3/4/5	£ 3,000
<b>Total</b>	<b>£ 130,000</b>

TABLE 6 - ALLOCATION OF PP FUNDING BY CATEGORY