



Pupil Premium Review 2019

Including the 2018-21 Strategic Plan

Tytherington School
Following the 2019/20 Academic Year

CONTENTS

Introduction	1
Our 2018/19 Disadvantaged Cohort & PP Funding	2
Allocation of Pupil Premium Funding	2
Financial Support	2
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
2018-21 Strategic Plan	9
Reporting and Monitoring	18
Our 2019/20 Disadvantaged Cohort & PP Funding.....	18
Allocation of 2019/20 Funding	18

INTRODUCTION

Progressing from the 2017/18 into 2018/19 academic year marked a transition for Tytherington School from the strategic planning that has led to great improvements in outcomes for disadvantaged students, to a strategic plan that looks to build on the success and take the provision at the school further.

This report reviews the impact of 2018/19’s activities and sets out the strategic plan for 2018-21.



OUR 2018/19 DISADVANTAGED COHORT & PP FUNDING

Year Group	Student Premium Indicator for Year 2018/19	Received FSM during 2018/19
7	33	29
8	33	14
9	26	12
10	27	13
11	34	19
6 th Form	15	-
Total	168	87

TABLE 1 - PUPIL PREMIUM COHORT FIGURES FROM 2018/19

Table 1 shows the details of our Pupil Premium (PP) cohort during the 2018/19 academic year.

In 2018/19, we received approximately £155,572 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 2018/19 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 10 & 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
 - Providing supporting evidence when applying for special arrangements in examinations
 - Reasoning
- “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 6th 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 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 – 46 of the 49 (94%) 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 6th Form students already having access to their iCafé, all PP students in Year 11 accessed the Study Café between February to June 2019.
- “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, 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:
 - 29 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.
 - With respect to Literacy Catch-Up, 51 students participated in one of three programmes:
 - Spelling Intervention – leading to an average improvement in spelling age of 1 Year and 2 Months.
 - Writing Intervention – students made, on average, an improvement of 12.6% through focussing on engaging the reader by varying sentence structure and variety with a standardised punctuation assessment at the start and end of the course.
 - Fresh Start – competing all 33 modules as part of the programme.
 - Extra English – A further 5 Year 8 PP students received additional English lessons throughout the year, in place of Computing lessons.
 - With respect to Numeracy Catch-Up, 16 students participated in the programme and made an average improvement of +1.30 on their ‘Number Age’ through being part of the programme, with the highest improvement being +3.98.
 - Three KS4 PP students benefitted from improving access to English and Maths qualifications through the Step-Up programme.
 - All 34 PP students in Year 11 accessed extra support in their GCSE subjects, going beyond the core, in any subject where progress of learning needs was identified.
 - All 15 PP students in the 6th 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 – 27 PP students in KS3 accessed the ALP during the course of 2018/19.
- 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 establish 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, Just-Drop-In and internal counselling, Bridges courses and provision – 32 PP students, across all Key Stages have accessed these forms of support during 2018/19, 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 student 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 97 PP students were involved in were:

- HP5 Celebration Breakfasts – celebrating the achievements of students across the school.
- Junior Maths Challenge – representing Tytherington School in a nationally recognised Maths competition.
- Intermediate Maths Challenge – representing Tytherington School in a nationally recognised Maths competition.
- Excitement of Science Lecture – held at Manchester University.
- Transition Ambassador Training – being trained as a leader and then involved in the transition of Year 6 students in to the school.
- Debating Training Day – being trained in the art of debating.
- Primary Debating Competition Adjudication – adjudication of the primary debating competition.
- LTA Tennis Leaders Course – being trained as a tennis leader and then, in turn, providing training and coaching to young children at the weekends.
- Meeting Michael Gove – where students met with and asked questions of the Secretary of State for the Environment.
- Macclesfield Mayor and Counsellor Visits – where students met and discussed developments of the school with our local Mayor and counsellors.
- Take-Over Days – taking on the role of staff at Tytherington School for the day.
- Sports Leadership – leading events for local schools, including the “Primary Sports Festivals”.

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.

2018/19 saw the introduction of our ‘Electives’ programme where all Year 7 & 8 PP students were involved in a range of enrichment activities during the year.

Examples of other activities that 137 PP students (out of 153 – 89.5%) were involved in were:

- Participation in School Sport
- Representation in School Sport
- Participation in School Performing Arts

- Participation in Music
- Participation in Other Clubs
- Participation in Inter-House Competitions
- Participation in Macclesfield Pledge
- Participation in the Duke of Edinburgh
- Participation in the Christmas Concert
- Participation in Christmas Pantomime
- Participation in the 'All Shook Up' Drama Production
- Participation in Bollington Festival Players
- Participation in Conway Art Course
- Participation in Cycling Proficiency Courses

SPEND OF PUPIL PREMIUM FUNDING

The PP funding received by Tytherington School in 2018/19 was spent in the following way:

Category	Spend
Additional staffing or additional responsibilities	£ 146,143
Additional or alternative courses and support/on costs	£ 3,032
Contributions to uniform	£ 5,695
Contributions to individual student resources or support	£ 482
Additional resources	£ -
Additional support for students (e.g. Easter School)	£ 220
Total	£ 155,572

TABLE 2 - SPEND OF PP FUNDING BY CATEGORY

IMPACT OF PUPIL PREMIUM FUNDING

As stated within "Our 2018/19 Disadvantaged Cohort & PP 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 2018/19 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 in Expected Progress (EP)	% Gap in Better than Expected Progress (BEP)
7	- 1.4 %	- 0.3 %
8	- 2.8 %	+ 0.4 %
9	- 7.0 %	- 3.0 %

Tracking and monitoring data in 2018/19's KS3 shows that, across all subjects, the gap between PP and non-PP students is quite 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, Catch-Up and Literacy & Numeracy Support, 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.

Error! Reference source not found. Error! Reference source not found. shows the headline, core and overall subject outcomes of our Year 11 PP cohort in 2019, as reported to the school Governors.

Disappointingly, 2019 has seen a great dip in performance of our Disadvantaged cohort of students, with many measures down on previous years.

Improvement can be seen in the 2EM 9-5, 9-5 Maths, 5EM 9-5, Ebacc 9-4 and Ebacc 9-5 measures, but decline in the other headline measures that have been consistently better since 2016.

Many of the measures have been affected by a dramatic dip in performance within English at the 9-4 and 9-5 levels, with performance in Maths 9-7 being poor as well.

Yr11 Disadvantaged	Measure	2015	2016	2017	2018	2019
Cohort Details						
	Cohort	30	29	25	25	34
	Avg KS2 PA	4.47	4.42	4.78	4.79	4.81
Progress						
	Progress 8 (P8)	-	-0.03	-0.41	-0.43	-1.00
	P8: English	-	-0.10	+0.16	-0.20	-1.18
	P8: Maths	-	+0.33	-0.28	-0.25	-0.59
	P8: Ebacc	-	-0.67	-0.74	-0.47	-1.03
	P8: Open	-	+0.40	-0.56	-0.66	-1.42
Attainment						
	Attainment 8 (A8)	41.1	47.8	42.1	43.2	36.0
	2EM 9-4	33%	72%	68%	72%	53%
	9-4 English	37%	79%	76%	72%	56%
	9-4 Maths	43%	86%	80%	80%	71%
	2EM 9-5	-	-	28%	32%	38%
	9-5 English	-	-	68%	60%	44%
	9-5 Maths	-	-	32%	44%	53%
	2EM 9-7	-	0%	8%	8%	0%
	9-7 English	-	3%	24%	20%	12%
	9-7 Maths	-	7%	12%	12%	0%
	5EM 9-4	33%	67%	60%	64%	44%
	5EM 9-5	-	-	28%	28%	29%
EBacc						
	Ebacc 9-4	20%	17%	20%	16%	21%
	Ebacc 9-5	-	-	16%	12%	6%
	Ebacc Entry	30%	31%	20%	16%	27%
	EBacc Conv.	67%	55%	100%	100%	78%
ALPS						
	ALPS QI Score	-	-	0.95	0.93	0.71
	ALPS QI Grade	-	-	5	5	8

TABLE 4 - HEADLINE OUTCOMES OF PP STUDENTS IN 2019 (PLEASE NOTE THAT THE P8 MEASURE IS PROVISIONAL)

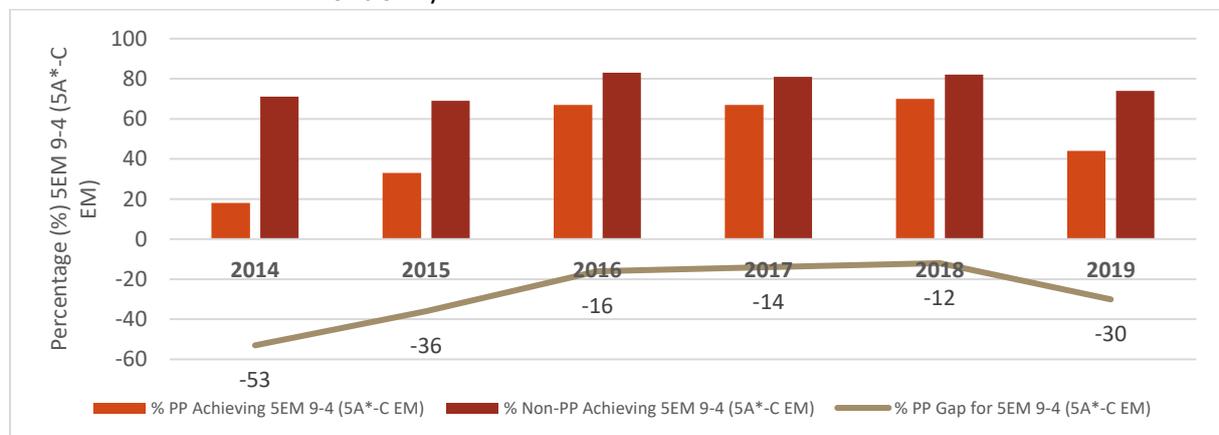


FIGURE 1 - DISADVANTAGED & NON-DISADVANTAGED 5EM 9-4 % (5A*-C EM) AND THE DISADVANTAGED GAP OVER SIX YEARS

Of our 2019 disadvantaged cohort, 82.3% of them required high levels of pastoral, safeguarding, inclusion and emotional/mental health support owing to a range of reasons and This support was provided in the form of:

- Mentoring/Home Visit Strategy
- Inclusion (inc. Bridges)
- Medical Needs Tutoring
- Counselling – In School
- Counselling – Just Drop-In
- CAMHS
- Early Help Assessment Support
- Child In Need Safeguarding
- Child Protection Safeguarding
- The Fermain Academy

In addition to the support listed above, six of the disadvantaged cohort were collected and brought into school, using the minibus, throughout the examinations in order to ensure that they attended and so that four could receive emotional support in advance of going into their exams.

Other highlights within the outcomes for disadvantaged students from the 2019 cohort were:

- The disadvantaged cohort were close to meeting their FFT20 estimate for EBacc 9-4 % and achieved a 78% conversion rate for entered:achieved.
- The disadvantaged cohort met their FFT20 estimates for English at 9-7 (11.8%).
- The disadvantaged cohort performed particularly well in languages, with a VA of +0.220.

There are some individual success stories amongst the cohort, with eight achieving very positive sets of results. Of the students that were included in the Mentoring/Home Visit Strategy (linked to our strategic objective of working closely with parents), 14 improved on the final predictions that were made about them. One by as much as 7 attainment points and 1.3 grades above FFT20, who earlier in the year, would completely freeze in exam situations and not do well owing to a great lack of confidence.

Whereas our 2019 outcomes are not as good as the previous three years, providing our 2019 cohort with the support that they required, enabled successes that would not have been possible without it.

2018-21 STRATEGIC PLAN

Our 2015-18 Strategic Plan was a key driver in the improvements that have been seen in the 2015 to 2018 outcomes for disadvantaged students shown above. Following the implementation of that plan, we now find ourselves within a second phase of strategic planning that looks to further close the disadvantaged gap and improve outcomes and experiences for disadvantaged students in their education:

Area of Strategic Development	Key Objectives	Strategy	Desired Outcomes
1. Aspirations & Expectations	<p>To develop the extent to which teachers, students and parents/carers hold high aspirations and expectations for disadvantaged students and the extent to which these aspirations and expectations shape practice, including:</p> <ul style="list-style-type: none"> • The nature of students’ aspirations and the ways in which teachers respond to and support them. • Students’ and parents’ expectations of academic progress at school. • Schools’ expectations of disadvantaged students relative to other students. <p>To ensure a shared vision and purpose that underpins collective identity, positivity and sense of pride.</p>	<ul style="list-style-type: none"> • Work with disadvantaged students and their parents to establish high expectations for progress and attainment. • Develop a culture of belief within the whole school community that disadvantaged students can achieve in line with, or above national average attainment for all students. • Use more idealistic aspirations, such as becoming astronauts and footballers, as a ‘hook’ for other aspirations. • Use a broad mix of trips and visitors to support students’ aspirations. • Ensure that aspirational goals for disadvantaged students are at the heart of our school’s values. 	<ul style="list-style-type: none"> <input type="checkbox"/> A record of disadvantaged students’ aspirations is developed and maintained – an ‘Aspirations Record’ as part of an annual survey of students. <input type="checkbox"/> A system is developed to ensure that all disadvantaged students receive a careers interview in every year of their school career, with the discussions in those meetings being recorded and used to update the ‘Aspirations Record’ so that they can be shared with staff that work with each student. <input type="checkbox"/> A culture is developed within the school where the same high aspirations and expectations are held for all students. <input type="checkbox"/> Improvement of disadvantaged student opportunities for becoming self-assured and confident so that they are not afraid of failing, risk-taking, and their potential is realised.

Area of Strategic Development	Key Objectives	Strategy	Desired Outcomes
2. Collaboration & Competition	<p>To develop work with other schools in order to share knowledge and best practice, being part of a wider effort to support disadvantaged students.</p> <p>To use aspirational comparison with other high-performing schools as a form of motivation for, and measure of, disadvantaged students' outcomes.</p>	<ul style="list-style-type: none"> • Make use of the already established 'Raising Standards Leader' (RSL) Network in order to share knowledge and best practice. Working within the network to support disadvantaged students. • Make aspirational comparison with schools outside of the local authority through seeking out high-performing schools that provide competitive motivation for, and measure of, disadvantaged students' outcomes. • Seek to collaborate with those schools that we make aspirational comparisons with in order to share knowledge and best practice, and further expanding the effort to support disadvantaged students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong links are developed with a number of high-performing schools within the UK to allow for aspirational comparison and collaboration. <input type="checkbox"/> Learning through the links inform strategy and actions, leading to improved outcomes for disadvantaged students across all schools involved in the collaboration.

Area of Strategic Development	Key Objectives	Strategy	Desired Outcomes
3. Data & Evidence	<p>To collect and use effective, clear and easily understandable data to guide practice, to support progress and address teachers' development in the delivery of positive outcomes for disadvantaged students.</p> <p>To engage with research evidence to inform practice.</p>	<ul style="list-style-type: none"> • Develop clear and easy to use data model that supports the identification of individual disadvantaged students' barriers to education, enabling it to guide practice, to support progress and address teachers' development in the delivery of positive outcomes for disadvantaged students – these barriers often include attendance, SEN, low attainment in a core subject that prevents them accessing the rest of the curriculum, confidence and resilience, parental aspirations, and not doing homework. • Ensure understanding of what reading and spelling ages mean – communicating how these potential barriers impact work with students. • Engage with research evidence from the Education Endowment Foundation (EEF) and other sources (e.g. the TES, UKEdChat and The Key) to inform practice and disseminate within Tytherington School and the RSL Network (further enhancing collaboration). 	<ul style="list-style-type: none"> <input type="checkbox"/> A clear and easy to use data model that supports the identification of individual disadvantaged students' barriers to education is developed and leads to actions that are informed by trends/issues that are discovered through its use. <input type="checkbox"/> Staff efficiently track, monitor and intervene upon the PP students related to their responsibilities. <input type="checkbox"/> Staff engage with research evidence, with some engaging in their own action research, that informs practice and enhances. <input type="checkbox"/> The data model and research inform funding and resourcing decisions to ensure that disadvantaged students' needs are better met.

Area of Strategic Development	Key Objectives	Strategy	Desired Outcomes
4. Behaviour & Attendance	<p>To ensure that management of behaviour and attendance is applied consistently and used to support positive outcomes for disadvantaged students.</p>	<ul style="list-style-type: none"> • Ensure that disadvantaged students educational experience is not disrupted through negative behaviours and that they, and others, are positively engaging. • Ensure that the attendance of disadvantaged students is the highest priority in the work of the school's pastoral system. • Encourage positive engaging behaviours and attendance through incentivised schemes that provide opportunity for enrichment of disadvantaged students educational experience. 	<ul style="list-style-type: none"> <input type="checkbox"/> School leadership analyse the behaviour and attendance trends of disadvantaged students and the classes that they work within to effectively address any issues that arise, leading to improvements shown through behaviour and attendance data. <input type="checkbox"/> Staff training aims to better develop their understanding of disadvantaged students' barriers to education (that can include behaviour and attendance) and upskill them in methods of supporting students – leading to an increase in the attendance and improvement in engagement of disadvantaged students. <input type="checkbox"/> Staff training aims to better develop their understanding and management of 'avoidance and attachment' behaviours and how they can manifest and create barriers to learning – particularly focused on our Looked After and Ever Looked After cohort.

Area of Strategic Development	Key Objectives	Strategy	Desired Outcomes
5. Staffing	<p>To approach recruitment, retention, performance management and teacher development in a way that supports positive outcomes for disadvantaged students.</p> <p>To examine how teaching and support staff are managed and deployed in order to aid disadvantaged students' outcomes.</p>	<ul style="list-style-type: none"> • Ensure that recruitment of all staff is carried out with consideration of their quality and 'fit'. Specifically testing out whether or not they will reflect the values of the school and our approach to supporting the outcomes of disadvantaged students. • Ensure that the experience and outcomes of disadvantaged students are a high priority through performance management and teacher development. • Look to retain members of staff that provide positive outcomes and share the values of the school, through their personal development. • Ensure that management and deployment of staff aids disadvantaged students' outcomes through maximising their exposure to a high quality educational experience. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recruitment of all staff is carried out with consideration of their quality and 'fit'. Specifically testing out whether or not they will reflect the values of the school and our approach to supporting the outcomes of disadvantaged students. <input type="checkbox"/> Staff development works to maintain focus on the experiences and outcomes of disadvantaged students. <input type="checkbox"/> Staff experience is enriched through opportunity within CPD programmes in support of others. Therefore, impacting on others' practice with disadvantaged students.

Area of Strategic Development	Key Objectives	Strategy	Desired Outcomes
6. Leadership	<p>To ensure that the leaders at all levels within the school promote positive outcomes for disadvantaged students, through:</p> <ul style="list-style-type: none"> • Leaders' attitudes to and involvement in teaching and learning • The ways leaders interact with parents • The extent to which leaders' vision and purpose is shared within the school • The structures leaders use to manage teacher and student performance • The nature of governors' involvement 	<ul style="list-style-type: none"> • Develop a culture of leadership throughout the school so that a shared sense of responsibility exists around the outcomes of disadvantaged students. • Manage 'talent' through working hard to ensure that staff may progress in their careers and benefit others through their own progress. • Support staff and allow them opportunity and freedom to innovate and try new approaches to benefit disadvantaged students' outcomes. 	<ul style="list-style-type: none"> <input type="checkbox"/> A culture of leadership and responsibility for the outcomes of disadvantaged students is fully embedded throughout the school. <input type="checkbox"/> Increased requests from staff to further opportunities for disadvantaged students, where staff are taking an active lead in the responsibility for them. <input type="checkbox"/> Leaders listen to and support the trying out of new approaches to benefit disadvantaged students.
7. Targeting Resources	<p>To ensure consideration of how decisions are made about funding in relation to supporting positive outcomes for disadvantaged students through targeting resources where they will have maximum impact</p> <p>To evaluate the impact of interventions designed to help students catch up with others.</p>	<ul style="list-style-type: none"> • Make use of the clear and easy to use data that supports the identification of individual disadvantaged students' barriers to education to target resources. • Make use of research evidence to target resources. • Develop effective methods for evaluating impact and value for money that include all stakeholders. • Develop the dynamism to respond to feedback from evaluation and adapt the targeting of resources to suit. 	<ul style="list-style-type: none"> <input type="checkbox"/> Funding is directed/advised based on data and research related to reducing barriers. <input type="checkbox"/> Effective methods of evaluating 'value for money' are in place and being actively used to inform future resourcing decisions. <input type="checkbox"/> Over time, capacity to support the specific needs of disadvantaged students increases.

Area of Strategic Development	Key Objectives	Strategy	Desired Outcomes
8. Partnerships & Activities	<p>To build relationships with external partners and provide activities and opportunities for students, including:</p> <ul style="list-style-type: none"> • Working with parents. • Links with feeder Primary Schools. • Links with businesses, HEIs and community groups. • Clubs/extra-curricular activities and trips. 	<ul style="list-style-type: none"> • Ensure a broad range of extra-curricular activities that engage disadvantaged students. • Develop ‘Community Partnerships’ that enrich the experience of disadvantaged students both within and outside of school. • Develop partnerships with local and national employers to provide work experience and careers advice for disadvantaged students. • Continue to ensure an effective transition from primary to secondary education and further support intra-secondary transition between the key stages. 	<ul style="list-style-type: none"> <input type="checkbox"/> ‘Community Partnerships’ are developed that enrich the experiences of disadvantaged students, enhancing their aspirations and leading to higher self-expectation. <input type="checkbox"/> Disadvantaged students are given the opportunities to grow, develop and see opportunities beyond their normal experience. <input type="checkbox"/> The percentage of disadvantaged students progressing to KS5 remains above 50%.

Area of Strategic Development	Key Objectives	Strategy	Desired Outcomes
9. Learning & the Curriculum	<p>To ensure the efficient management of the curriculum, pedagogy and learning resources to support disadvantaged students, including:</p> <ul style="list-style-type: none"> • Intent, implementation and impact of the curriculum. • Approaches to pedagogy. • Student engagement in and enjoyment of lessons. • Interventions and tailored support for individual students, including support for SEND. • Enrichment activities. • The use of resources to aid teaching. 	<ul style="list-style-type: none"> • Ensuring that teaching is high quality with skilled pedagogy; making lessons creative, innovative, fun and enriching; and ensuring that marking and feedback supports students' learning. Tailoring support through differentiation or by setting more challenging work for students who are progressing well. • Continue to refocus efforts on what it is that our students study and learn, ensuring that the intent, implementation and impact of the curriculum are clearly communicated, efficiently managed, leading to all students, and in particular the most disadvantaged, study a curriculum that is rich, broad, deep and supports higher aspirations and expectations. • Support the development of non-cognitive skills such as confidence and resilience in disadvantaged students. • Seek to make use of specialists to provide support for students facing difficulties. • Provide opportunities for debating, oracy and philosophy to enrich the educational experience. • Encouragement of peer support. 	<ul style="list-style-type: none"> <input type="checkbox"/> Departmental reviews focus on the intent, implementation and impact of the curriculum and provision for disadvantaged students. Learning from those reviews helps to further improve richness, breadth and depth of the experience for them. <input type="checkbox"/> A database of specialists that can be contacted to engage in support of students is created. <input type="checkbox"/> Student surveys demonstrate their engagement and enjoyment of lessons. <input type="checkbox"/> Disadvantaged students regularly and actively participate in enrichment activities. <input type="checkbox"/> Resources to aid teaching and approaches to pedagogy are sought out and effectively used to improve the learning experience of disadvantaged students. <input type="checkbox"/> The new data model supports the discovery of ways through which learning and the curriculum can be improved for disadvantaged students, leading to adjustments in intervention and more tailored support and pathways for students.

Area of Strategic Development	Key Objectives	Strategy	Desired Outcomes
10. Parental Engagement	To build effective partnerships with parents, through: <ul style="list-style-type: none"> • The ways in which we work with parents to support their aspirations and expectations for their children. • Helping parents to support their children with schoolwork. • The quality of relationships between parents and staff. • The extent to which leaders prioritise parental engagement. 	Bring staff and parents of together within a supportive environment, through: <ul style="list-style-type: none"> • Providing informal workshops and opportunities for parents to work alongside their children. • Targeting particular parents for more formal workshops, for example in literacy and numeracy. • Work with parents to support a positive shift in their aspirations and expectations for their children. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engagement of parents in the teaching and learning of their children becomes more prevalent. <input type="checkbox"/> Disadvantaged students benefit from the active engagement of their parents in their learning. <input type="checkbox"/> Leaders and staff in the school ensure that they prioritise parental engagement in order to improve the partnerships with disadvantaged students and their parents for the benefit of their learning and progress.

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 to present overview reports on the progress of disadvantaged students to SLT & Governors at least 3 times per year.

OUR 2019/20 DISADVANTAGED COHORT & PP FUNDING

Year Group	Student Premium Indicator for Year 2019/20
7	39
8	39
9	28
10	23
11	30
6 th Form	20
Total	179

TABLE 5 - STUDENT PREMIUM COHORT FIGURES FOR 2019/20

Table 5 shows the details of our disadvantaged cohort for the 2019/20 academic year.

For 2019/20, we estimate that we will receive around £163,000 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 2019/20 FUNDING

Funding that is expected to be received by Tytherington School in 2019/20 will be allocated in the following way:

Category	Spend
Additional staffing or additional responsibilities	£ 150,000
Additional or alternative courses and support/on costs	£5,000
Contributions to uniform	£ 6,000
Contributions to individual student resources or support	£ 1,000
Additional resources	£ -
Additional support for students (e.g. Easter School)	£ 1,000
Total	£ 163,000

TABLE 6 - ALLOCATION OF PP FUNDING BY CATEGORY