

Pupil premium strategy statement

School overview

Detail	Data
School name	Tytherington School
Number of pupils in school	1318
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emmanuel Botwe, Headteacher
Pupil premium lead	Andy Pilbury, DHT Caroline Brennan, AHT (new to role from January 2022)
Governor / Trustee lead	Lynne Jones, Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,000
Recovery premium funding allocation this academic year	£56,000 ¹
Pupil premium funding carried forward from previous years	£0
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	£222,000

¹ We were allocated £86k Covid Catch up grant in 2020/21. We spent £30k of it in 2020/21 and carried for-ward £56k into 2021/22. £24k of this has now been allocated to extra staff to support particular high needs students to catch up.

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. This includes providing opportunities for students to take part in a variety of extra-curricular activities which will enrich students' lives.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We know that for some of our students, there are particular social challenges so we will also pay close attention to the specific hurdles faced by vulnerable pupils, such as those who have a social worker and young carers. You will find initiatives in this statement which support their needs, regardless of whether they are disadvantaged or not.

Access to an ambitious and well sequenced curriculum which is ably delivered by excellent teachers will enable disadvantaged pupils to make strong progress in their learning. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

This strategy should be read alongside our school development plan which provides details of whole school initiatives which will support the progress on our most disadvantaged students – our school development plan can be access via

<http://www.tytheringtonschool.co.uk/information/statutory-information/#SDP>

Our approach acknowledges the fact that there are common challenges for the most disadvantaged, however, crucially, there are particular individual needs which require tailored solutions. Knowing our students is of paramount importance. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge																								
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>CAT4 assessments on entry to Year 7 in the last 2 years indicate that our disadvantaged pupils arrive below age-related expectations compared to their peers.</p> <table border="1"> <thead> <tr> <th>CAT4 Assessment Element</th> <th>Disadvantaged Students</th> <th>Non-Disadvantaged Students</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Verbal Reasoning Score</td> <td>94</td> <td>102</td> <td>-8</td> </tr> <tr> <td>Non-Verbal Reasoning Score</td> <td>93</td> <td>103</td> <td>-10</td> </tr> <tr> <td>Mathematical Reasoning Score</td> <td>95</td> <td>104</td> <td>-9</td> </tr> <tr> <td>Spatial Reasoning Score</td> <td>96</td> <td>102</td> <td>-6</td> </tr> <tr> <td>Mean Score</td> <td>93</td> <td>103</td> <td>-10</td> </tr> </tbody> </table>	CAT4 Assessment Element	Disadvantaged Students	Non-Disadvantaged Students	Gap	Verbal Reasoning Score	94	102	-8	Non-Verbal Reasoning Score	93	103	-10	Mathematical Reasoning Score	95	104	-9	Spatial Reasoning Score	96	102	-6	Mean Score	93	103	-10
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2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to Year 7 in the last 2 years, our disadvantaged pupils arrive below age-related expectations compared their peers, as shown again by the “Verbal Reasoning Score” in the table above.</p>																								
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations across the curriculum.</p>																								
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack or have got into bad habits with regards to basic study routines such as homework, presentation and equipment.</p>																								
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. 135 pupils, 31 (23%) of whom are disadvantaged currently require additional support with social and emotional needs.</p>																								

Challenge number	Detail of challenge
6	<p>Our attendance data over the 3 years 2016-19 (prior to the pandemic) indicates that attendance among disadvantaged pupils has been between 5 - 7% lower than for non-disadvantaged pupils.</p> <p>The pandemic has introduced greater issues regarding attendance and the gap presently (i.e., end of Autumn Term 2021) sits at 14%, with 44% of disadvantaged pupils being 'persistently absent' compared to 23% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 44 • an average Progress 8 score that is sig+ the national average.
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Improved study habits of disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils have developed strong work habits. This finding is supported by homework completion rates across all classes and subjects.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 4%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 6% lower than their peers.

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

Budgeted cost: **£20k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments e.g., CATs, Reading Assessment tools (Online Reading, Freshstart, SDMT and Units of Sound).</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Homework and equipment initiative, including purchase of Laptops for most disadvantaged.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>Why closing the word gap matters: Oxford language report</p>	2	
<p>Improving language acquisition through reading.</p> <p>We will fund and coordinate a scheme that encourages pupils to read widely through reading aloud to them and engaging them to talk about books and language.</p>	<p>“Language acquisition and reading are closely linked. The better a child’s language knowledge and the richer their vocabulary, the more likely they are to understand the texts they read. Likewise, the more widely and often they read, the greater the number of words and different language structures and patterns they will encounter. Reading fuels language development, which in turn supports reading, forming a virtuous circle”:</p> <p>Why closing the word gap matters: Oxford language report</p>	2	

Targeted academic support

Budgeted cost: **£60k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>We will coordinate this through our LS Hub, through early identification of low reading ages that begins during the transition process from KS2-3. Reading screening and CAT4 testing will take place on entry and lead to targeted support and intervention, including a dyslexia tutor (where required) – See our “Reading Age Intervention Overview” for more details.</p>	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

Wider strategies

Budgeted cost: **£180k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.</p> <p>We are a flagship mental health and wellbeing school that invests in provision through our Bridges² and Mental Health and Wellbeing Lead, as well as training for school staff, collaboration with other schools and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	5
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>This will be coordinated through our Safeguarding and Welfare staff, including Designated Safeguarding Lead (DSL), Attendance Officer and Student Support Officers.</p> <p>Staff will get training and release time to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6
<p>Contingency fund for acute issues.</p> <p>See "Further information" below for more details.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £280k

² "Bridges" is run by three highly experienced members of staff that come from the child welfare system and support pupils with a range of needs, including those that struggle with regulating their behaviour and emotions. They work closely with our Mental Health and Wellbeing Lead, DSL, pastoral managers and wider school staff.

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.

Aim	Target	Outcome
Progress 8	Achieve top 50% for progress made by disadvantaged pupils within our EEF Family of Schools	-0.18 ³ – National statistics are to be confirmed or not available for the 2020/21 academic year. Indications are that this aim was achieved .
Attainment 8	Achieve top 50% for attainment made by disadvantaged pupils within our EEF Family of Schools	40.6 – National statistics are to be confirmed or not available for the 2020/21 academic year. Indications are that this aim was achieved .
% Grade 5+ in English and maths	Achieve top 50% the percentage of Grade 5+ in English and maths by disadvantaged pupils within our EEF Family of Schools	33.3% – National statistics are to be confirmed or not available for the 2020/21 academic year. Indications are that this aim was achieved .

Further information

Enriching the experience

We aim to enrich the experience of all disadvantaged pupils while at Tytherington School through the categories of events and extra-curricular activities.

The category of “Events” includes all special and non-everyday experiences that students could become involved in through the school. A commitment is made by Tytherington School to ensure that disadvantaged pupils are actively involved in these events and experience the responsibility of representing the school. This provides our disadvantaged pupils with a more enriched experience of life at school, with opportunity to be leaders. For example, celebration breakfasts, maths challenge, lecture days, take-over days, sports leadership, transition ambassadorship, etc.

The category of “Extra-Curricular” includes all extra-curricular activities that students could become involved in through the school. A commitment is made by Tytherington School to encourage disadvantaged pupils to become involved in, and be able to access these activities, enriching their school experience.

³ Please note that the Progress 8 and Attainment 8 scores are obtained from SISRA and use the 2019 Attainment 8 data for their calculation. They should therefore be interpreted with some amount of caution.

Contingency fund for acute issues and other financial support

Our contingency fund for acute issues can be used for a number of reasons but is essentially in place to ensure that disadvantaged pupils are able to access the same experiences as others.

Through this allocation, disadvantaged pupils 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, supporting self-esteem and impacting upon attendance.
- Support with travel expenses to-and-from school – e.g., full payment of bus passes for local services and pupils in Year 11 have been 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 disadvantaged pupils and their parents/carers are always offered support in paying for educational trips or visits.
- Support in the purchase of equipment and materials for school and the support of learning – e.g., all disadvantaged pupils 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 revision guides – purchased for all Year 7 and Year 10 & 11 disadvantaged pupils, allowing them to access support in their learning while at home, including support in the completion of their homework and revision ahead of examinations.
- During the course of the pandemic, we accessed a range of other financial support for the families of our disadvantaged pupils, providing laptops for online learning and white goods for those that were struggling (i.e., 106 in total through DfE and Children in Need Charity sources that was triggered through the regular phone contact and home visits that we carried out).

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to

Free School Meals and the Pupil Premium

The national framework for supporting young people from families facing hardship to reach their full potential in education uses free school meals as a guide for further support. If your young person has been entitled to free school meals in the last 6 years, they will then in turn be eligible through funding provided to school directly (called the Pupil Premium) for further support. A more detailed explanation as to how this support works please see our Pupil Premium statement below.

Your child may be able to get free school meals if you get any of the following:

- Income Support
- income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Applying for Free School Meals

Parents and carers must apply for free school meals through their local authority website.

Applications from within Cheshire East can be made by following this link:

<https://synergyweb.cheshireeast.gov.uk/Website/Enquiries/Citizen/FreeSchoolMeals.aspx> .

We are unable to provide free school meal entitlements ourselves unless an application has been approved.

If you are applying and need more help or guidance please contact Mr A Pilbury (Deputy Headteacher) via phone 01625 610 220 or email apilbury@tytheringtonschool.co.uk