

Pupil premium strategy statement

School overview

Detail	Data
School name	Tytherington School
Number of pupils in school	1318 in 2021-22 1376 in 2022-23 1430 in 2023-24 1418 in 2024-25
Proportion (%) of pupil premium eligible pupils	14% in 2021-22 17% in 2022-23 17% in 2023-24 18% in 2024-25
Academic year/years that our current pupil premium strategy plan covers	2025 to 2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Emmanuel Botwe, Headteacher
Pupil premium lead	Andy Pilbury, DHT
Governor / Trustee lead	Charlotte Clowes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,555
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	£292,555

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that our disadvantaged pupils 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 through equity.

“Equity is about providing additional support to pupils who need it most so they can prosper at school. This is quite different to equality, which is about ensuring all students receive the same resources.” (Major & Bryant, 2023:23)



Access to an ambitious and well sequenced curriculum which is equitably 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.

We know that for some of our students, there are particular 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 who are young carers.

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.
- Ensure proportional representation, where the proportion of disadvantaged youngsters in all aspects of school life (e.g. number in different groups/sets, number of questions asked in lesson, extra-curricular attendance, speaking parts in productions, etc.) is at least the same as the proportion of disadvantaged youngsters across the whole school.

This strategy should be read alongside our school development plan which provides details of whole school initiatives which will support the progress of our disadvantaged students:

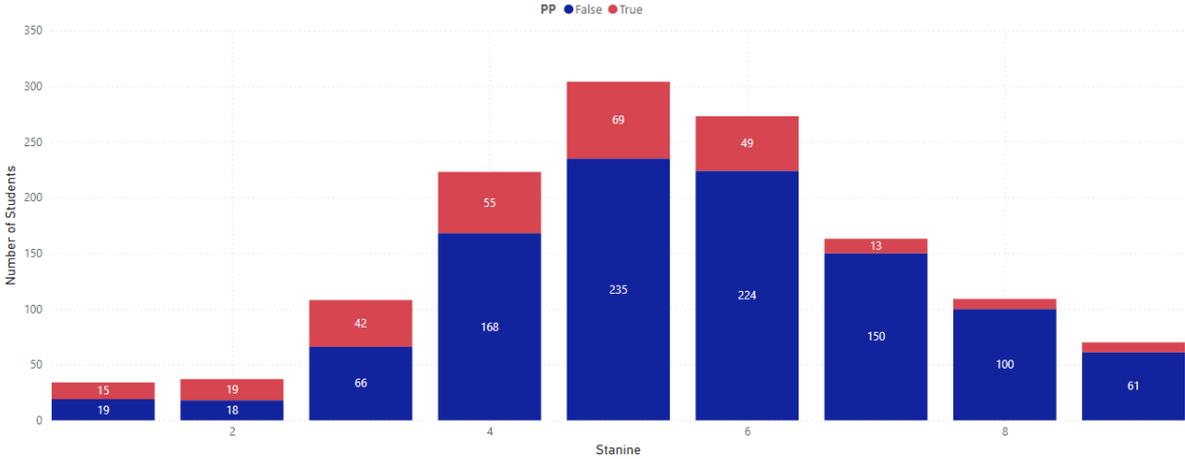
<http://www.tytheringtonschool.co.uk/information/statutory-information>

Major, Lee Elliot; Briant, Emily (2023). Equity in education: Levelling the playing field of learning - a practical guide for teachers (p. 23). Hachette Learning. Kindle Edition.

Challenges

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

Challenge number	Detail of challenge						
1	<p>Attendance</p> <p>Our previous pupil premium strategy's focus on attendance led to significant improvement in the attendance of our disadvantaged pupils (please see below) and reducing persistent absence (PA) from 45.0% to 24.4%, since the 2022/23 academic year.</p> <table border="1"><thead><tr><th>2022/23</th><th>2023/24</th><th>2024/25</th></tr></thead><tbody><tr><td>79.1%</td><td>87.1%</td><td>88.9%</td></tr></tbody></table> <p>However, despite these improvements, nearly 25% of our disadvantaged pupils remain as persistently absent and their average attendance percentage indicates that they are missing 1 school day in each 2-week cycle of our timetable.</p> <p>Poor attendance significantly undermines academic progress, triggers behavioural and emotional challenges, and limits long-term educational and life outcomes – compounding inequalities, especially for disadvantaged pupils. Therefore, this remains a challenge for Tytherington School to tackle to ensure access to education for our disadvantaged pupils.</p> <p>Department for Education. (2025, March 14). Link between attendance and attainment. Retrieved from Gov.uk: https://www.gov.uk/government/publications/link-between-attendance-and-attainment</p> <p>Education Endowment Foundation. (2023, February). <i>Written evidence submitted by the Education Endowment Foundation (EEF)</i>. Retrieved from Parliament UK: https://committees.parliament.uk/writtenevidence/118069/pdf/</p>	2022/23	2023/24	2024/25	79.1%	87.1%	88.9%
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2	<p>Reading for Progress</p> <p>Standardised Age Scores (SAS) for Reading, obtained through the Sparx Reader Test (SRT) show that, at the point of their first SRT, the SAS of our disadvantaged pupils is 8.92 below that of our non-disadvantaged pupils.</p> <p>As of the 19th June 2025, the spread of disadvantaged and non-disadvantaged pupils' SAS scores converted to Stanines show a greater proportion appearing in the lower and middle Stanines (i.e. 1-3 and 4-6) than in the higher (i.e. 7-9).</p>  <table border="1" data-bbox="300 517 1485 976"> <caption>Number of Students by Stanine and PP Status</caption> <thead> <tr> <th>Stanine</th> <th>False (Blue)</th> <th>True (Red)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>19</td> <td>15</td> </tr> <tr> <td>2</td> <td>18</td> <td>19</td> </tr> <tr> <td>3</td> <td>66</td> <td>42</td> </tr> <tr> <td>4</td> <td>168</td> <td>55</td> </tr> <tr> <td>5</td> <td>235</td> <td>69</td> </tr> <tr> <td>6</td> <td>224</td> <td>49</td> </tr> <tr> <td>7</td> <td>150</td> <td>13</td> </tr> <tr> <td>8</td> <td>100</td> <td>0</td> </tr> <tr> <td>9</td> <td>61</td> <td>0</td> </tr> </tbody> </table> <p>Strong reading skills unlock access to the full curriculum, drive progress in every subject, and reduce long-term disadvantage. Poor literacy widens attainment gaps, limits GCSE success, and restricts future opportunities, making reading for progress essential to equity and achievement.</p> <p>Education Endowment Foundation. (2018, July 6). Improving Literacy in Secondary Schools. Retrieved from Education Endowment Foundation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Education Endowment Foundation. (n.d.). Reading comprehension strategies. Retrieved from Education Endowment Foundation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	Stanine	False (Blue)	True (Red)	1	19	15	2	18	19	3	66	42	4	168	55	5	235	69	6	224	49	7	150	13	8	100	0	9	61	0
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3	<p>Homework (Sparx)</p> <p>Our core subjects of English, Maths and Science each utilise the respective platforms of Sparx Reader, Maths and Science and their regular use offers a powerful, integrated approach to pupil learning and progress.</p> <p>Together, these platforms create a cohesive learning experience that supports progress across core subjects. By focusing on personalisation, consistency, and deep understanding, Sparx helps pupils become more confident, independent learners equipped for long-term academic success.</p> <p>As of the 19th June 2025, the completion of Sparx homework by disadvantaged pupils on all platforms is 16.5% lower than non-disadvantaged pupils, with the average accuracy of completion on the Sparx Reader platform 3.32% lower.</p> <p>This disparity has the impact of reducing our disadvantaged pupils' progress in the core subjects and prevents them from benefitting through improved outcomes, therefore making the completion of this homework a challenge to address.</p> <p>Education Endowment Foundation. (n.d.). Homework. Retrieved from Education Endowment Foundation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>																														

Challenge number	Detail of challenge
4	<p>Key Stage 4 (KS4) and Wider Curriculum</p> <p>A broad KS4 curriculum and access to enrichment activities are vital for disadvantaged pupils. Limiting subject choices or extra-curricular opportunities reduces attainment, cultural capital, and future prospects. Schools should remove barriers and actively promote participation to close gaps and support aspiration.</p> <p>Particularly where disadvantage stems from a combination of socio-economic and SEND factors, curriculum opportunities can narrow and, for this reason, this is a challenge to address.</p> <p>Education Endowment Foundation. (2025, September 10). The EEF Guide to the Pupil Premium. Retrieved from Education Endowment Foundation: https://educationendowmentfoundation.org.uk/using-pupil-premium</p>
5	<p>NEET and Post-16 Destinations</p> <p>Our observations plus national data suggest that disadvantaged students are more likely to become NEET (i.e. Not in Education, Employment or Training) and are more at risk of not sustaining a post-16 destination, especially if they attend Alternative Provision (AP).</p> <p style="text-align: center;"><i>“There has been an annual increase in the 16-17 NEET rate in 2024 to 6.2% (c.87,200 16-17 year olds), the highest rate since 2012”.</i></p> <p>From Participation in education, training and employment age 16 to 18, Calendar year 2024 - Explore education statistics - GOV.UK</p> <p>Pre-pandemic, School NEET figures were 1% or less and post-pandemic they rose to 4% by 2022, with students who were persistently absent or in AP were more likely to be NEET.</p> <p>Internal data indicates that school has made progress in reducing this figure to 1% by 2024. However, with becoming NEET increasing the potential for lasting negative consequences on young peoples’ future earning potential, personal confidence and overall wellbeing and increasing numbers of disadvantaged and students with SEND moving into KS4 over the next three years, this issue needs to be a focus to prevent an increase in those that become NEET.</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 (per Challenge)	Success criteria															
<p>1. Attendance</p> <p>High attendance levels to school and to lessons.</p>	<p>The following three-year attendance targets have been set for our disadvantaged pupils to restore previous gains, secure long-term improvement, and align with national expectations for attendance and inclusion:</p> <table border="1" data-bbox="523 562 1481 770"> <thead> <tr> <th colspan="3">Overall Annual Attendance Targets (Disadvantaged Students)</th> </tr> <tr> <th>Academic Year</th> <th>Target Attendance %</th> <th>Persistent Absence %</th> </tr> </thead> <tbody> <tr> <td>2025/26¹</td> <td>86%</td> <td>30%</td> </tr> <tr> <td>2026/27</td> <td>88%</td> <td>Below 25%</td> </tr> <tr> <td>2027/28</td> <td>90%</td> <td>Below 20%</td> </tr> </tbody> </table>	Overall Annual Attendance Targets (Disadvantaged Students)			Academic Year	Target Attendance %	Persistent Absence %	2025/26 ¹	86%	30%	2026/27	88%	Below 25%	2027/28	90%	Below 20%
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2025/26 ¹	86%	30%														
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<p>2. Reading for Progress</p> <p>To identify and accurately implement the correct support required for students of low NGRT standardised scores and develop specific areas of need.</p>	<p>NGRT screening will show that:</p> <ul style="list-style-type: none"> • Those students with specific areas of need make progress in those specific areas. • Some improvement is made in the NGRT and Sparx Reader Test (SRT). 															
<p>3. Homework (Sparx)</p> <p>To achieve proportionality in the completion of set Sparx homework between disadvantaged and non-disadvantaged pupils.</p>	<p>Reports from our Sparx platforms show:</p> <ul style="list-style-type: none"> • The “Average Completion %” of our disadvantaged pupils is proportionate to the same measure for non-disadvantaged pupils. • Within Sparx Reader, the “Average Accuracy %” of our disadvantaged pupils is proportionate to the same measure for non-disadvantaged pupils. 															
<p>4. Key Stage 4 (KS4) and Wider Curriculum</p> <p>To develop challenge and access to a range of curriculum courses, alongside proportional representation of disadvantaged students in the wider curriculum.</p>	<p>Course enrolment and participation data will show that disadvantaged students are proportionately accessing:</p> <ul style="list-style-type: none"> • Courses with an increased level of challenge that enable them to achieve stronger outcomes in relation to attainment and progress measures. • Enrichment activities and opportunities to develop their wider skills. 															

¹ Whole school and disadvantaged attendance have fallen significantly between September and December in the 2025/26 academic year. Two periods of unusually high illness during the second and third week of September and again in the first and second week of December has been a significant contributing factor to this decline. Other local schools have experienced this impact and whilst we recognise the need for attendance improvement our whole school attendance figure is the highest of the four comprehensive secondary schools in Macclesfield. Our January 2026 disadvantaged attendance stands at 85.4% with disadvantaged PA rising to 35.8%. This outlines the rationale for the 2025/26 “Target Attendance” and “Persistent Absence” attendance targets.

Intended outcome (per Challenge)	Success criteria
<p>5. NEET and Post-16 Destinations</p> <p>To achieve and sustain zero Post-16 NEET.</p>	<p>Sustained zero Post-16 NEET from the 2025/26 academic year, as demonstrated by:</p> <ul style="list-style-type: none"> • Internal destination data • Local Authority destination data • Pupil destinations - Tytherington School - Compare school and college performance data in England - GOV.UK

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: **£40k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing development of inclusive adaptive teaching through CPD focus. Ensuring that our disadvantaged students access high quality teaching every lesson, every day.</p> <p>Including introduction of concepts of “those that need us the most”, regarding those who are socioeconomically disadvantaged, have SEND, or are known to children's social care.</p>	<p>High-quality teaching is the strongest lever for improving outcomes—especially for disadvantaged pupils. EEF highlights explicit instruction, scaffolding, flexible grouping and diagnostic assessment as core elements of inclusive, adaptive classrooms.</p> <p>High-quality teaching EEF</p> <p>Effective Professional Development should be built around proven “mechanisms” (e.g., modelling, rehearsal, goal-setting, feedback) and implemented carefully to change classroom practice and improve attainment.</p> <p>Effective Professional Development EEF</p> <p>Pupils with SEND “have the greatest need for excellent teaching”; EEF recommends high-quality classroom teaching complemented by carefully selected, structured interventions.</p> <p>Special Educational Needs in Mainstream Schools EEF</p> <p>Embedding metacognitive and self-regulatory approaches within subjects helps pupils plan, monitor and evaluate learning—an evidence-based way to boost progress for disadvantaged learners.</p> <p>Metacognition and Self-Regulated Learning EEF</p> <p>Metacognition and self-regulation EEF</p>	All
<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, writing 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

Targeted academic support

Budgeted cost: £70k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students are placed into targeted intervention groups, including a dyslexia tutor (where required), to focus on the areas identified through NGRT screening.</p> <p>The students are then re-screened 6 months later to measure development in their reading for progress.</p>	<p>Small-group tuition (2–5 pupils), targeted to diagnosed needs and linked to class teaching, delivers, on average, +4 months' progress; training staff who deliver it increases impact.</p> <p>Small group tuition EEF</p> <p>Where needs are greater, one-to-one tuition can add around +5 months' progress; shorter, regular sessions linked to normal lessons are most effective.</p> <p>One to one tuition EEF</p> <p>EEF's planning guidance stresses using assessment to target support and to monitor intensity/effectiveness over time – exactly the logic of NGRT-led grouping and 6-month re-screening.</p> <p>Targeted academic support EEF</p>	
<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>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> <p>EEF's evaluation of FFT Reciprocal Reading found an average of +1 to +2 months' progress in trials, with stronger effects where implementation intensity was high—useful for shaping dosage and fidelity.</p> <p>FFT Reciprocal Reading EEF</p> <p>FFT Reciprocal Reading - second trial EEF</p>	2

Wider strategies

Budgeted cost: **£183k**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to action principles of good practice set out in DfE's Working together to improve school attendance guidance, with a particular focus on our disadvantaged pupils. To include:</p> <ol style="list-style-type: none"> 1. Strengthened Monitoring and Early Identification 2. Clear, Consistent Attendance Expectations 3. Personalised Attendance Support Plans 4. Enhanced Family Engagement and Support 5. Collaboration with External Services 6. Reducing Practical Barriers to Attendance 7. Attendance Rewards and Recognition Systems 8. Transition Support for Vulnerable Students <p>Staff will receive ongoing training and time to develop and implement procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>EEF's rapid evidence assessment of 72 studies finds no single solution; personalised, responsive approaches and parental communication/engagement show promise, though overall evidence quality is mixed—so schools should diagnose barriers and adapt.</p> <p>Attendance interventions rapid evidence assessment EEF</p> <p>Summary of evidence EEF</p> <p>EEF's Supporting school attendance resource translates the evidence into six themes with a reflection tool, emphasising whole-school systems plus targeted support for the highest-need pupils.</p> <p>Supporting school attendance EEF</p>	1
<p>Purchase of standardised diagnostic assessments i.e. NGRT.</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>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving language acquisition through reading.</p> <p>We will continue to 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> <p>EEF’s Improving Literacy in Secondary Schools recommends a disciplinary literacy approach with explicit vocabulary instruction and structured talk across subjects to build the academic language needed for curriculum access.</p> <p>Improving Literacy in Secondary Schools EEF</p> <p>Oral language interventions—structured discussion, explicit vocabulary extension, purposeful dialogic teaching—are associated with +6 months’ progress on average and can strengthen reading comprehension.</p> <p>Oral language interventions EEF</p>	<p>2</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review of Homework Detention systems to better support disadvantaged pupils in the completion of their Sparx homework.</p>	<p>Homework (secondary) yields, on average, +5 months' progress when tasks are high-quality, clearly purposed and connected to classwork; feedback on homework is associated with higher impacts, and homework clubs can mitigate barriers at home.</p> <p style="text-align: right;">Homework EEF</p> <p>EEF's feedback guidance recommends prioritising timely, actionable feedback and planning for how pupils will use it—principles that can turn homework from a compliance task into learning that sticks.</p> <p style="text-align: right;">Teacher Feedback to Improve Pupil Learning EEF</p> <p>EEF's behaviour guidance advises consistent school-wide routines and targeted approaches for pupils who need more support, rather than blanket punitive systems—relevant when redesigning detentions to increase completion and reduce repeat sanctions.</p> <p style="text-align: right;">Improving Behaviour in Schools EEF</p> <p>Where family support is a barrier, EEF's Working with Parents report highlights the value of tailored, personalised communication linked to learning, not generic messages.</p> <p style="text-align: right;">Working with Parents to Support Children's Learning EEF</p>	<p>3</p>
<p>Review of our KS4 curriculum and action from the review, with a particular focus on the offer for those students disadvantaged through factors of both socio-economic and SEND.</p>	<p>A broad KS4 curriculum and access to enrichment activities are vital for disadvantaged pupils. Limiting subject choices or extra-curricular opportunities reduces attainment, cultural capital, and future prospects. Schools should remove barriers and actively promote participation to close gaps and support aspiration.</p> <p style="text-align: right;">The EEF Guide to the Pupil Premium EEF</p>	<p>4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Local Authority Liaison</p> <p>Utilise the new RONI function within Compass+ to generate RONI scores for students earlier in KS4 than currently. This will allow school to use additional information about our students to use RONI scored to inform support and interventions.</p> <p>Ensure close collaboration between our pastoral teams, attendance management team, SENCO and SLT</p> <p>Liaise closely with the Local Authority Youth Engagement team to harness support with students who have a high RONI score, especially those who are attending AP, in receive of medical needs or online tuition and who are PP and SEND.</p>	<p>Close liaison with Cheshire East Local authority in 2023-24 helped to reduce School NEET figures to 1%. Currently, it is too early to assess if this will convert into sustained destinations. The 2024 NEET future of 1% was for students who were accessing AP.</p> <p>Cheshire East Data Pack – Dec 2024</p> <p>Identify and support young people at risk of being NEET (DfE, January 2025)</p> <p>Participation in education, training and employment age 16 to 18, Calendar year 2024 - Explore education statistics - GOV.UK</p>	5
<p>Strategic identification of targeted students through use of RONI.</p> <p>Categorise students into high, medium and low risk cohorts using RONI data.</p> <p>Ensure that RONI scores are used to inform targeted interventions and are updated termly or as when pupil circumstances change.</p> <p>Students in the high and medium risk groups will be for prioritized targeted careers support and careers events.</p> <p>Liaise with AP providers are students are placed with to support the reduction of NEET risk.</p>	<p>Using RONI helps to ensure that disadvantaged at-risk young people (many with complex needs) are supported to stay in education and transition into appropriate post-16 options thus preventing drop-out. A RONI data approach can also drive efficient use of resources by targeting support on young people at risk of disengaging.</p> <p>Use of RONI helps to support collaboration between Local authorities, schools, colleges and partners to maximise their impact in supporting a young person’s journey.</p> <p>Identify and support young people at risk of being NEET (DfE, January 2025)</p> <p>Risk factors for being NEET among young people (National Centre for Social Research, December 2023)</p>	5
<p>Contingency fund for acute issues.</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: £293k

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Measure	2024	2025
Students	32	37
Attainment 8	30.30	38.03
English A8	7.31	7.70
Maths A8	6.38	8.43
EBacc A8	8.81	11.73
Open A8	7.80	10.16
Entering EBacc	12.5%	27.0%
EBacc APS	2.54	3.38
EM 4+	34.4%	37.8%
EM 5+	15.6%	29.7%
EM 7+	3.1%	13.5%
Progress 8	-0.62	-0.16
English P8	-0.37	-0.50
Maths P8	-0.35	+0.36
EBacc P8	-0.53	+0.13
Open P8	-1.06	-0.56

There are notable gains across most measures within our 2024/25 outcomes for disadvantaged pupils. Attainment 8 increases significantly (from 30.30 to 38.03), and Progress 8 improves from -0.62 to -0.16. English and Maths scores also rise, as do the proportions entering and achieving EBacc and higher grade thresholds.

Please see further information below, within the “Previous (i.e. 2021-2025) Pupil Premium Strategy Assessment” section.

Previous (i.e. 2021-2025) Pupil Premium Strategy Assessment

This details the impact that our pupil premium activity has had against the previously set out “Intended Outcomes” of the 2021-2025 Pupil Premium Strategy.

Intended outcome	Success criteria	Assessment																																																																								
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. 	<p>As shown by the SISRA Trend Report, filtered to show our disadvantaged pupils’ outcomes, whereas we have not achieved an A8 above 44, we have achieved an upward trend in the past 3 years in both A8 and P8 scores.</p> <table border="1"> <thead> <tr> <th>Headline Measure</th> <th>18/19 Exams</th> <th>21/22 Exams</th> <th>22/23 Exams</th> <th>23/24 Exams</th> <th>24/25 Exams</th> </tr> </thead> <tbody> <tr> <td>Average Total Attainment 8</td> <td>34.44</td> <td>38.15 ↗</td> <td>29.67 ↘</td> <td>30.30 ↗</td> <td>36.85 ↗</td> </tr> <tr> <td>Average Attainment 8 Grade</td> <td>3.44</td> <td>3.81 ↗</td> <td>2.97 ↘</td> <td>3.03 ↗</td> <td>3.69 ↗</td> </tr> <tr> <td>Average KS2 Prior Attainment</td> <td>5</td> <td>98 ↗</td> <td>100 ↗</td> <td>98 ↘</td> <td>100 ↗</td> </tr> <tr> <td>Average Estimated A8</td> <td>46.94</td> <td>39.65 ↘</td> <td>38.63 ↘</td> <td>35.88 ↘</td> <td>39.46 ↗</td> </tr> <tr> <td>Average Total Progress 8</td> <td>-1.16</td> <td>0.03 ↗</td> <td>-0.88 ↘</td> <td>-0.62 ↗</td> <td>-0.16 ↗</td> </tr> <tr> <td>Students Achieving 9-5 in English and Maths</td> <td>34.3</td> <td>25.0 ↘</td> <td>20.0 ↘</td> <td>15.6 ↘</td> <td>32.4 ↗</td> </tr> <tr> <td>Students Achieving 9-5 in English</td> <td>40.0</td> <td>58.3 ↗</td> <td>28.6 ↘</td> <td>31.3 ↗</td> <td>35.1 ↗</td> </tr> <tr> <td>Students Achieving 9-5 in Maths</td> <td>51.4</td> <td>25.0 ↘</td> <td>20.0 ↘</td> <td>21.9 ↗</td> <td>45.9 ↗</td> </tr> <tr> <td>Students Achieving 9-4 in English and Maths</td> <td>51.4</td> <td>45.8 ↘</td> <td>31.4 ↘</td> <td>34.4 ↗</td> <td>35.1 ↗</td> </tr> <tr> <td>Students Achieving 9-4 in English</td> <td>54.3</td> <td>70.8 ↗</td> <td>42.9 ↘</td> <td>46.9 ↗</td> <td>48.6 ↗</td> </tr> <tr> <td>Students Achieving 9-4 in Maths</td> <td>68.6</td> <td>45.8 ↘</td> <td>37.1 ↘</td> <td>37.5 ↗</td> <td>59.5 ↗</td> </tr> </tbody> </table> <p>Utilising SISRA’s Collaboration Data for comparison we can further demonstrate positive impact on our disadvantaged pupils’ outcomes with projected P8 scores in the 2024/25 academic year being +0.27 higher than the Collaboration Data’s national average, with A8 only 0.66 below national average.</p>	Headline Measure	18/19 Exams	21/22 Exams	22/23 Exams	23/24 Exams	24/25 Exams	Average Total Attainment 8	34.44	38.15 ↗	29.67 ↘	30.30 ↗	36.85 ↗	Average Attainment 8 Grade	3.44	3.81 ↗	2.97 ↘	3.03 ↗	3.69 ↗	Average KS2 Prior Attainment	5	98 ↗	100 ↗	98 ↘	100 ↗	Average Estimated A8	46.94	39.65 ↘	38.63 ↘	35.88 ↘	39.46 ↗	Average Total Progress 8	-1.16	0.03 ↗	-0.88 ↘	-0.62 ↗	-0.16 ↗	Students Achieving 9-5 in English and Maths	34.3	25.0 ↘	20.0 ↘	15.6 ↘	32.4 ↗	Students Achieving 9-5 in English	40.0	58.3 ↗	28.6 ↘	31.3 ↗	35.1 ↗	Students Achieving 9-5 in Maths	51.4	25.0 ↘	20.0 ↘	21.9 ↗	45.9 ↗	Students Achieving 9-4 in English and Maths	51.4	45.8 ↘	31.4 ↘	34.4 ↗	35.1 ↗	Students Achieving 9-4 in English	54.3	70.8 ↗	42.9 ↘	46.9 ↗	48.6 ↗	Students Achieving 9-4 in Maths	68.6	45.8 ↘	37.1 ↘	37.5 ↗	59.5 ↗
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Improved reading comprehension among disadvantaged pupils across KS3.	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.	Whereas our “Tythy Reads” programme is very well established, and other embedded practice within curriculum areas, we believe that the development of the “Reading for Progress” strategy mentioned above is essential to improve reading comprehension of disadvantaged pupils across KS3.																		
Improved study habits of disadvantaged pupils across all subjects.	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.	We are seeing higher levels of homework completion, alongside improved KS4 outcomes of our disadvantaged pupils. However, development of more closely monitoring homework completion and systems for supporting in this are a recognised focus for the 2025 to 2028 strategy plan above.																		
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. 	<p>In the 2024/25 academic year, 584 incidents of “Welfare Concern” were reported by our staff regarding our pupils. Of those, 40.1% were linked to our disadvantaged pupils. This equates to a reduction on the 66.9% in the 2023/24 academic year and likely links to the work of our Pastoral Team, Well-being Mentors and referrals for JDI counselling.</p> <p>Regarding participation in enrichment activities, the table below shows the percentage participation in the 2024/25 academic year:</p> <table border="1" data-bbox="1227 1018 1980 1331"> <thead> <tr> <th data-bbox="1227 1018 1424 1134">Year Group</th> <th data-bbox="1424 1018 1677 1134">% participation in enrichment activities</th> <th data-bbox="1677 1018 1980 1134">% PP participation in enrichment activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="1227 1134 1424 1171">Year 7</td> <td data-bbox="1424 1134 1677 1171">90%</td> <td data-bbox="1677 1134 1980 1171">80%</td> </tr> <tr> <td data-bbox="1227 1171 1424 1208">Year 8</td> <td data-bbox="1424 1171 1677 1208">91%</td> <td data-bbox="1677 1171 1980 1208">97%</td> </tr> <tr> <td data-bbox="1227 1208 1424 1244">Year 9</td> <td data-bbox="1424 1208 1677 1244">88%</td> <td data-bbox="1677 1208 1980 1244">77%</td> </tr> <tr> <td data-bbox="1227 1244 1424 1281">Year 10</td> <td data-bbox="1424 1244 1677 1281">82%</td> <td data-bbox="1677 1244 1980 1281">71%</td> </tr> <tr> <td data-bbox="1227 1281 1424 1331">Year 11</td> <td data-bbox="1424 1281 1677 1331">79%</td> <td data-bbox="1677 1281 1980 1331">72%</td> </tr> </tbody> </table>	Year Group	% participation in enrichment activities	% PP participation in enrichment activities	Year 7	90%	80%	Year 8	91%	97%	Year 9	88%	77%	Year 10	82%	71%	Year 11	79%	72%
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Intended outcome	Success criteria	Assessment						
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<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. 	<p>We have made significant improvements in the attendance of our disadvantaged pupils, as shown in the table below:</p> <table border="1" data-bbox="1261 252 1939 379"> <thead> <tr> <th data-bbox="1261 252 1487 316">2022/23</th> <th data-bbox="1487 252 1713 316">2023/24</th> <th data-bbox="1713 252 1939 316">2024/25</th> </tr> </thead> <tbody> <tr> <td data-bbox="1261 316 1487 379">79.1%</td> <td data-bbox="1487 316 1713 379">87.1%</td> <td data-bbox="1713 316 1939 379">88.9%</td> </tr> </tbody> </table> <p>Our whole school attendance percentage in 2024/25 was 93.9%.</p> <p>Our disadvantaged pupils' Persistent Absence (PA) has improved as well, reducing very positively from 45.0% to 24.4%.</p> <p>We have further improvement to make but can demonstrate a positive trend coming from our developing work with disadvantaged pupils.</p>	2022/23	2023/24	2024/25	79.1%	87.1%	88.9%
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Further information

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.

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 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