



Tudor Grange Academy Redditch: Pupil premium strategy statement

School overview

Information	Data
School name	Tudor Grange Academy Redditch
Pupils in school	237
PP pupils in school	91
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£54,104
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	October 2019
Review date	October 2020
Statement authorised by	J Bolter
Pupil premium lead	A Bannon
Governor lead	J Potter

Disadvantaged pupil performance overview for last academic year

Data in brackets [outliers removed]	2018/19		2019/20 (FFT Estimates)	2020/21 (FFT Estimates)
Progress 8	-1.09	[-0.57]	-	-
Ebacc entry	-	[-0.58]	-	-
Ebacc Progress 8	-1.09	[-0.57]	-	-
Progress 8 English	-1.06	[-0.38]	-	-
Progress 8 Maths	-0.74		-	-
Attainment 8	22.92		-	-
% Grade 4+ in English and maths	9.0%	[12.5%]	-	-
% achieving Grade 4+ English	27.3%	[31.3%]	-	-
% achieving Grade 4+ Maths	18.1%	[25.0%]	-	-
Attendance rates for PP pupils	91.3%		-	-
Persistent absent rates for PP pupils	28.8%		-	-
FTE as percentage of the pupil PP group	81.3%		-	-
Number of PP pupils receiving FTE	58		-	-
Number of days lost for PP due to FTE	82		-	-

Barriers to future attainment for disadvantaged pupils

In-school barriers	
A.	Many disadvantaged pupils across the school have gaps in learning in reading, writing and maths
B.	A high proportion of disadvantaged pupils receive SEN support. Outcomes and progress can be significantly related to emotional literacy and behaviour support and other co-existing needs
C.	Disadvantaged pupils are more likely to receive a fixed period exclusions than their peers.
External barriers	
D.	Attendance of disadvantaged pupils is erratic due to challenging home circumstances.
E.	A large proportion of disadvantaged pupils lack access to guidance, parental support and cultural experiences.
F.	A significant proportion of pupils eligible for PP funding suffer from social and emotional issues which is having an impact on their academic progress.

Strategy aims for disadvantaged pupils

Aim	Target	Review date(s)	Target date
Progress 8: Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Continue to implement quality first teaching and strengthen leadership and management across all curriculum areas	Sept 20	Sept 21
Attainment 8: Achieve national average for attainment for all pupils	Common assessments support moderation and standardisation processes	Sept 20	Sept 21
Achieve average English and maths 4+ scores for similar schools	Continue to invest in the recruitment, retention and development of middle leadership in English and maths department	Sept 20	Sept 21
Ebacc entry: Better national average EBacc Entry for all pupils	Trust curriculum model for Ebacc subjects tailored for individual needs and aspirations.	Sept 20	Sept 21
Improve attendance to the national average for all pupils	Produce half termly operational plans with measurable milestones for each College. Ensure these plans specifically focus on improving attendance of PP pupils.	July 20	July 21
Reduce persistent absence rates to the national average for all pupils	Analyse the detail behind poor attendance of PP pupils. Allocate caseloads of pupils to key members of staff. Implement the 20-day attendance challenge.	July 20	July 21
Reduce the rate of exclusions associated with PP, boys and SEND	Review steps to ensure exclusion is minimised through early intervention and reasonable adjustments are made for our most vulnerable pupils.	July 20	July 21

Teaching priorities for current academic year

Measure	Activity
85% of teachers are meeting the expected standard. QFT impacts on improved outcomes across the curriculum for all pupils.	Trust teaching and learning team to disseminate QFT template. Specific features of QFT are delivered through bespoke CPD. Develop teaching quality through coaching programmes with the support of 'Iris' technology.
The attainment of PP pupils in all subjects is in line with that of pupils not eligible for PP nationally.	Gaps in learning of PP pupils is addressed consistently across Y10/Y11. Class teacher implement the 3 PP pledges [catch-up strategies]: (1) Organisation, presentation, task completion. (2) DIRT tasks followed by personal comment; (3) Actively engage pupils with Learning journeys.
Reading ages of disadvantaged pupils move closer or exceed the expected age-related reading age.	Develop a reading programme for Y9 to support GCSE preparation. Baseline assessments for all Y9 will take place and progress will be monitored systematically.
Deep Dives in Humanities outline specific strategies to improve PP outcomes.	Trust leads to conduct a 'Deep Dive' in Humanities. A detailed evaluation will be shared with the humanities team alongside specific action planning.
Middle leader professional development is effective	Design and deliver a bespoke middle leader CPD programme; ranging from Logic model reviews, QFT and strategic accountability meetings.
Projected spending	£15,304

Targeted academic support for current academic year

Measure	Activity
Improve outcomes of disadvantaged pupils in English, mathematics, Science and Humanities'	Set up and deliver catch-up sessions for PP pupils who miss sessions due to poor attendance. Set up and deliver morning trigger sessions and P6 masterclasses which target revision, over-teaching difficult concepts.
Reading ages of disadvantaged LA pupils are improving and moving closer to age-related expectation.	Bespoke reading groups set up and delivered by the Library literacy team. Mentoring of all targeted students through the 6 th form mentoring programme.
The proportion of PP pupils who receive multiple exclusions has reduced.	Integrate an alternative Internal exclusion model [TATE] which has a positive impact on students' social and emotional competencies and educational outcomes
THRIVE mentoring successfully addresses the social and emotional needs of PP pupils	THRIVE training for all key staff by external providers. Analyse the impact of THRIVE through weekly meetings and periodic reviews of attendance and behaviour data
Projected spending	£15,800

Wider strategies for current academic year

Measure	Activity
90% of PP parents attend Parent meetings. 100% of PP parents review face to face feed-back regarding progress of their child.	Increase the quality and range of communication with parents/carers of PP children. Review attendance gaps following each parents' evening. Follow-up meetings and home visits (where appropriate) for families unable to attend.
All PP children are well prepared for the next stage of their education. As a result 100% PP NEET.	Careers education are carefully mapped and recorded for all pupils through Gatsby Benchmark.
Attendance rates of Y9 PP pupils move closer to towards the national average and reduce persistent absence rates are closer to the national average.	Thoroughly analyse attendance patterns for Y9 PP and SEN support Promote attendance across the six Colleges through ½ termly events and 20 Day Challenges.
Y11/Y10 PP attendance during mock exam periods is in line with the school target.	Introducing a 'Texting Parents' programme across KS4 to improve parental engagement ahead of GCSEs.
TATE is being used as a successful alternative to FTE	Analyse the impact of TATE, on a recurring basis, in reducing multiple exclusions and in modifying behaviour of PP pupils in school.
Form tutor intervention impacts positively on PP attendance.	Form tutors to work with 3 prescribed PP pupils over a 20-day period. Weekly messages to parents and meetings with the Principal take place for those on target.
Evaluations of half termly operational plans indicate interventions are having a positive impact on PP attendance, behaviour and attainment.	Establish strategy group meetings. Triangulate PP outcomes with tangible actions and impact from the PP provision map. Create a culture of positive discrimination towards PP pupils.
Projected spending	£23,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Plan whole-school and bespoke professional development that coincide with QA exercises	Use of Academy and Trust INSET days and additional cover being provided by senior leaders. Deep Dives to be conducted by Trust specialist leads
Targeted support	Thrive mentoring training to be deliver to large number of key staff. Plan a schedule of trigger/masterclass sessions	Thrive practitioners trained by external providers will provide training in-school. Review teaching allocation and TT for key staff (including Trust staff) to support effective delivery.
Wider strategies	Engaging the families facing most challenges.	Strategy Group Meetings will create better connections and joint discussions with key staff in school.

Headline data 2018-19

	Students	Overall Progress 8	English Basket	Maths Basket
PP students	22	-1.09	-1.06	-0.74
Non-PP	39	0.12	-0.02	0.48
PP boys	11	-1.42	-1.58	-0.44
PP girls	11	-0.75	-0.54	-1.03

Review: last year's aims and outcomes

Aim	Evaluation	Outcome
Improving the quality of teaching across the school so that 80% lessons are judged good/ better	Key levers have been used effectively to support improvements on teaching and learning. The strengths seen in this evaluation is not having the greatest impact on PP students who do not attend well enough.	Achieved
Improve the quality of feedback and the actions taken by students in response to feedback, leading to improved progress of PP students.	Overall the quality of feedback and marking improved significantly. Subject areas have a separate assessment and feedback book. There is a greater emphasis on where and what students are learning. 84% judged as effective practice.	Achieved
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Overall Progress for pupils eligible for PP remains static for 3-years [-1.09]. Pupil Premium students perform less well than peers by almost 1 GCSE grade.	Not achieved
Achieve national average for attainment for disadvantaged pupils	Attainment of pupils eligible for PP remains below expectations in 2018/19. A small number of negative outliers had an impact this figure.	Not Achieved
Achieve average English and maths 4+ scores for similar schools	9% of PP pupils achieved grade 4+ in English and mathematics in 2018/19.	Not Achieved
Attendance rates for disadvantaged pupils are in line with the nat average	Attendance has improved by 2.4% over 2-years. Minus 'statics' PP attendance improved by 4.3% in 2018/19.	Achieved
Persistent absence rates for disadvantaged pupils are in line with the national average	PA rates remain in line with national figures overall. Minus 'statics' PA for pupil premium fell by 7.6% in 2018/19.	Achieved
FTE rates as percentage of the PP group are in line with the national average	Rates of exclusions as a percentage of the PP cohort has increased by 15.7 over 2-years. PP pupils remain overrepresented at a rate of 18.3% compared 2.6% NPP	Partially achieved
Days lost to FTE for PP pupils reduce year-on-year	The number of days lost to exclusion has increased from 47 in 2017/18 to 82 in 2018/19. PP pupils remain overrepresented in this group.	Partially achieved

Pupil Premium expenditure: Specific costs linked to project spending

Please note that this is a provisional budget and that adjustments may be made during the year to reflect the needs of the cohort and the school.

Teaching priorities	Strategy link	Cost
Trust support: Deep Dive Humanities	Improve PP outcomes in Humanities	£1500
GL Assessment Testing package	Improve skills in reading	£2000
Year 11 revision guides and cards	Support question level analysis	£2500

Targeted support priorities	Strategy link	Cost
Trigger sessions / masterclass: Core & Ebacc subjects	Improve outcomes in Core/Ebacc	£1500
Thrive mentoring including software packages	Social and emotional gaps	£2000
Attendance challenges	Improve attendance to 95%; PA to 10%	£1500
External revision coaching session	PP resilience and revision skills	£1000

Wider academic support priorities	Strategy link	Cost
College leader to implement action/evaluate strategies	College leader ½ termly PP plans	£500
Educational trips [30% places reserved for PP]	Development cultural/social capital	£2000
SAS curriculum	Building resilience and character	£5000
Purchase and deliver careers via the Gatsby benchmark	Prioritise PP careers and career plans	£1000
Uniform	Uniform issues don't prevent attendance	£1000
Provision maps	Interventions linked to individual pupils	£1400