

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tudor Grange Academy Redditch
Number of pupils in school	405 PP = 144
Proportion (%) of pupil premium eligible pupils	35.56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 – 2023/24
Date this statement was published	27.11.23
Date on which it will be reviewed	21.01.24
Statement authorised by	Marie McNamara
Pupil premium lead	Laura Lane
Governor / Trustee lead	Tom Baker Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,410
Recovery premium funding allocation this academic year	£46,522
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£176,932

Part A: Pupil premium strategy plan

Statement of intent

At Tudor Grange, we do not treat Pupil Premium students as a homogeneous group. We look at all of the information surrounding a child, including how well we know them, and band students A-D in accordance with their anticipated level of need. We then tailor our suite of support to that level of need to ensure that pupils are treated as individuals, that staff have understanding about pupils and their past experiences and that pupils can be as successful with us as possible.

We want all of our pupils to feel understood, supported and happy when they are in school and we pride ourselves on the relationships that we build with our pupils. We use a trauma informed lens approach with our pupils and ensure that they feel a part of our thriving school community, aided by our continuous high expectations of both behaviour and attitude to learning.

Our intention is that all pupils make good progress and achieve as well as their peers. We have high aspirations for our children and strongly believe that dedication and commitment to learning make the difference between success and failure. Our Pupil Premium Pledge outlines our approach in lessons:

- **Interleaving** - The start of every lesson will involve interleaving, assessing students on their knowledge of previous content from the learning sequence.
- **Intent** - The start of every lesson will involve the teacher sharing the outcomes for the lesson, how this lesson leads on from the last and how the lesson fits into the overall sequence of learning (the Learning Journey).
- **DIRT** - Directed improvement and response time following learning checkpoints and common assessments. The DIRT is incisive and actively teaches topics where misconceptions or misunderstanding are observed, rather than just recapping
- **Check and respond** - PP students and their banding are identified on seating plans. During the lesson, the teacher will engage in a check and response verbal rally with PP students, starting with band A.

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment of PP pupils has been consistently below that of non-PP pupils. Teaching and Learning needs to be consistent in improving outcomes for all groups, in particular, disadvantaged. Some PP pupils across the school do not read well enough.
2	Some pupils require individual support and specialist teaching to consolidate key concepts or ensure that gaps are addressed quickly. These pupils require targeted academic support. Some pupils have gaps in their learning due to school closure during lockdown, attendance, behaviour or through educational neglect.
3	Absence rates for PP pupils are above that of non-PP children. This has an impact on their school hours and causes them to fall behind in their learning.
4	Some pupils, due to their ACE's and Toxic Stress, have emotional and developmental barriers to learning that need to be understood and overcome to enable them to engage in the classroom environment. Some PP pupils have a range of adverse childhood experiences that affect their performance and attendance at school causing them to fall behind in their learning.

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
Ensure that high quality, evidence informed training on responsive assessment practices translates into teachers taking effective positive action in the classroom, delivering on the school's pledge to ' check and respond ' more frequently and effectively to the learning needs of PP eligible pupils. (1)	<ul style="list-style-type: none"> • The 'check and respond' pledge is seen in 90% of lessons during quality assurance activities. • Clear, incisive DIRT (reteaching) activities are seen in books following learning checkpoints, CAs and homework tasks. • Gaps in PP performance when compared to non-PP pupils begin to close. Expected progress is in line or better than the national average (-0.55 2021-22) for PP pupils in Trust assessments.
Dedicated time for teachers to refine curriculum mapping and learning journeys so that fundamental concepts are more explicit for pupils, enabling sequences of learning to move pupils from novice to mastery and therefore achieve higher success rates. (1)	<ul style="list-style-type: none"> • Curriculum maps are in place in every subject area that identify fundamental concepts and enable sequencing of learning to move pupils from novice to mastery. • Learning Journey slides to share intent are evident in every lesson. • Learning journeys are in every book and are made use of.

	<ul style="list-style-type: none"> • Achieve top quartile for progress made by disadvantaged pupils amongst similar schools.
Develop systems for targeted students to close the knowledge gaps created through poor attendance (2)	<ul style="list-style-type: none"> • Achieve national average for attainment for all pupils. • Achieve average English and maths 4+ scores for similar schools. • Pupils with attendance gaps or knowledge gaps are allocated catch up work through GCSE Pod to ensure that they can progress with the rest of the cohort. • Pupils with attendance or knowledge gaps perform in line with the rest of the cohort by the end of each academic year.
Improve the reading ages of pupils for whom literacy is a key barrier to learning using bespoke reading intervention programmes. (2)	<ul style="list-style-type: none"> • Students reading ages improve to match chronological age. This is monitored and tracked. • Those who are making slower progress receive reading and spelling interventions via Dyslexia Gold. • Reading time is embedded in form time and pupils reflect the positive impact of this. The form time reading programme aims to bridge the literacy gap and is targeted to the specific reading age of the pupil. • Subjects identify their Tier 2 and 3 vocabulary and make this explicit to pupils in lessons. • Form time comprises a Register, Read and Respond session to focus on Tier 2 words and improve pupils' comprehension and interpretation skills.
Highly targeted, time limited attendance support and challenge to improve engagement of families in promoting and sustaining higher levels of attendance. (3)	<ul style="list-style-type: none"> • Continue to improve pupils' attendance so that it is increasingly in line with the national average and fewer pupils are persistently absent. • Continue to target larger proportions of pupils in danger of falling below 95% overall attendance by focusing on the role of the form tutor to increase parental engagement in supporting good attendance. • Plan and implement 6-week attendance cycles to support more targeted and regular formal communications with parents.

	<ul style="list-style-type: none"> • Celebrate those students with excellent attendance: weekly, half termly, termly and annually.
<p>A point-based approach on risk factors that cause toxic stress and can affect pupils' progress to effectively allocate resources and ensure the most disadvantaged pupils are able to access a curriculum that supports their needs. (4)</p>	<ul style="list-style-type: none"> • All band A and B pupils have access to an EAA (Emotionally available adult). • The attendance gap for Band A and B pupils compared to non-PP is narrowed. Expected progress is in line or better than the national average (-0.55 2021-22) for PP pupils in Trust assessments. • Pupil voice reflects that pupils feel safe and supported in school.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £34, 620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Dedicated form time reading programme. • One to one and small group intervention. sessions for pupils at an early stage of reading. • Embed a reading rich school. 	<p>The EEF states that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. If this is done correctly, it can add +6 months of progress to students.</p>	1
<ul style="list-style-type: none"> • Embed standardised Learning journey slides to ensure interleaving is explicit at the start of lessons. 	<p>John Hattie states that students will make more progress and engage in their learning more if they ‘... have the same idea as their teacher what is going on in the classroom, and what they should be learning as a result of doing.’</p>	1
<ul style="list-style-type: none"> • Check and respond is used to target PP pupils in lessons as part of the PP pledge. 	<p>‘...positive experiences, caring relationships and support services can reduce the harmful effects of negative experiences and help a child’s brain continue to develop in a healthy manner (Shonkoff et al, 2015).’ Interact with young children through serve and return rallies, for example by listening and responding to their concerns. This helps build brain architecture and stress management systems (Center on the Developing Child, 2013).</p>	1
<ul style="list-style-type: none"> • Clear and incisive DIRT is seen at regular points via checkpoints. • Checkpoint feedback sheets 	<p>The EEF states that providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. This</p>	1

<p>are consistently used.</p> <ul style="list-style-type: none"> • Reteaching episodes strategically planned as a department. 	<p>can add +6 months of progress to students.</p>	
<ul style="list-style-type: none"> • Book trawls focusing on Band A / B pupils regularly carried out at Faculty Meetings. 	<p>The EEF states that providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. This can add +6 months of progress to students.</p>	1
<ul style="list-style-type: none"> • Departmental identification of priority pupils in class context sheets using data from TA points. • Strategies used to address underachievement reflected in departmental improvement plans and class context sheets. 	<p>The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p>	1
<ul style="list-style-type: none"> • Middle Leader CPDL programme and curriculum mapping / intent documentation to drill down into intent and fundamentals. 	<p>' High quality CPD for teachers has a significant effect on pupils learning outcomes..' Education Policy Institute.</p>	1
<ul style="list-style-type: none"> • GCSE Pod available for all PP pupils in conjunction with revision and careers information, advice and guidance. 	<p>Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning.</p> <p>(Cheung, A.C., and Slavin, R. E. (2013) 'The effectiveness of educational technology applications for enhancing mathematics achievement in K-12 classrooms: A metaanalysis', Educational Research Review, 9, pp. 88–113)</p>	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> One to one and small group support with graduate coaches (September 2023) 	<p>The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p>	2
<ul style="list-style-type: none"> Implement small group intervention during form time for year 11 in core subjects (January 2024) 	<p>The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p>	2
<ul style="list-style-type: none"> To embed a Thrive approach, as part of TATE(Tudor's Alternative to Exclusion) provision (September 2023) 	<p>EEF toolkit indicates that "behaviour interventions [strand 3]" can generate +3 months. EEF toolkit indicates that "social and emotional learning" can generate +4 months.</p>	2

Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 104,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Attendance rewarded weekly, half termly, termly and annually. 	<p>'... in 'Preventing dropout in secondary schools', the point is made that to really sustain an improvement in attendance at an individual level, there needs to be support for targeted students. This allows schools to understand and address the specific issues that are blocking individual student attendance and intervene when they start to show signs of falling off track.'</p>	3
<ul style="list-style-type: none"> First day calling. PAPs / PAP meetings Pattern analysis / root cause analysis Home visits from AWO Attendance prosecutions and regular attendance tracking 	<p>The link between absence and attainment for disadvantaged students is clearly established (DFE Research 2016. Ref: DFE-00089-2016).</p> <p>Actions relate to recommendations including those from The Key for School Leaders (Ref: 9539) and is in line with the DFE Expert report 2012 (Ref: DFE-00036-2012)</p>	3
<ul style="list-style-type: none"> Continuation and expansion of the EAA initiative. 	<p>EEF toolkit indicates that "social and emotional learning" can generate +4 months.</p>	4
<ul style="list-style-type: none"> Band A and B pupils and SEND pupil profile and strategy sharing. 	<p>EEF toolkit indicates that "social and emotional learning" can generate +4 months.</p>	4
<ul style="list-style-type: none"> Training on the use of de-escalation strategies for disadvantaged pupils with risk factors that cause toxic stress. A point-based approach on risk factors that 	<p>EEF toolkit indicates that "social and emotional learning" can generate +4 months.</p> <p>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which</p>	4

<p>cause toxic stress and can affect pupils' progress to effectively allocate resources and ensure the most disadvantaged pupils are able to access a curriculum that supports their needs</p>	<p>may subsequently increase academic attainment.'</p>	
<ul style="list-style-type: none"> • Increase participation in extra-curricular activities. • Increase uptake to educational visits. • Music lessons for disadvantaged students. • Subsidised education visits. 	<p>EEF toolkit indicates that "sports participation" can generate +2 months.</p> <p>EEF toolkit indicates that "outdoor adventure learning" can generate +4 months.</p> <p>EEF toolkit indicates that "arts participation" can generate +2 months.</p>	4
<ul style="list-style-type: none"> • Employ more counsellors and use a wide variety of external agencies to increase the number of pupils who receive support. 	<p>EEF toolkit indicates that "social and emotional learning" can generate +4 months.</p>	4
<ul style="list-style-type: none"> • Continue implementation and refinement of TATE provision. 	<p>EEF toolkit indicates that "behaviour interventions [strand 3]" can generate +3 months.</p>	4

Total budgeted cost: £ 168,111

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 2022 to 2023 academic year.

Attendance

PP attendance remained below that of non-PP pupils throughout the year and this remains a focus for this year. A core group of key outliers had a significant impact on the attendance of this group. Targeted intervention was put into place for these pupils throughout the year.

2022-2023 (w/ SEN Specialist Provision)

PP/Non-PP attendance gap = 11.5%

PP/Non-PP persistent absence gap = 29.8%

Behaviour

Suspensions remained higher for PP pupils than non-PP pupils last year. The inclusion and development of TATE with a restorative and reflective section of the day has helped to minimise behavioural reoccurrences and this will be further developed this year.

Group	Suspension Rate		
	2019	2022	2023
All Pupils	40.1%	33.9%	38.7%
PP	81.7%	51.9%	64.6%
Not PP	14.7%	17.9%	17.9%

Academic Outcomes

P8

2023: PP Gap -0.66 2022: PP Gap -0.47 2019: PP Gap -0.75

The PP gap is closing when compared to the last year of terminal exams (2019). This is a result of QFT strategies and the front and centred approach (PP Pledge) to targeting PP pupils. However, this gap needs to close more rapidly and a whole school approach to achievement and intervention will specifically target PP pupils.

	2023 (excluding Treetops)			2023 (including Treetops)			2022 (excluding Treetops)			2022 (including Treetops)			2019			2018		
	ALL	PP	GAP	ALL	PP	GAP	ALL	PP	GAP	ALL	PP	GAP	ALL	PP	GAP	ALL	PP	GAP
Eng & Ma 4+	33%	14%	-33%	32%	13%	-33%	37%	32%	-13%	33%	30%	-6%	39%	9%	-47%	56%	38%	-18%
Eng & Ma 5+	15%	7%	-15%	15%	7%	-14%	23%	11%	-18%	20%	11%	-13%	21%	0%	-33%	29%	19%	-10%
A8	32.68	25.4	-12.8	31.55	23.71	-13.9	35.19	31.82	-8.15	32.44	30.9	-3.41	34.11	22.92	-17.5	37.53	32.52	-5.01
P8	-0.78	-1.15	-0.66	-0.83	-1.2	-0.66	-0.31	-0.48	-0.47	-0.79	-0.67	0.28	-0.35	-1.1	-0.75	-1.2	-0.34	-0.2
Ebacc 4+	2%	0%	-4%	2%	0%	-3%	4%	2%	2%	4%	2%	-2%	13%	5%	-8%	8%	0%	-8%
Ebacc 5+	1%	0%	-2%	1%	0%	-2%	0%	0%	0%	0%	0%	0%	2%	0%	-2%	0.04	0%	-4%
% Entered for Ebacc	11%	7%	-7%	11%	7%	-7%	20%	20%	0%	18%	20%	2%	31%	18%	-13%	0.44	43%	-1%

Quality First Teaching – PP Pledge

The PP Pledge aims to put PP pupils front and centre, identifying opportunities to check pupil learning and giving students the opportunity to respond to feedback. PP remains a specific area of QA on all learning and standards walks. Standards Walks across the year showed improvements in key QFT strategies:

- In the majority of lessons observed, strategies such as check and respond were being implemented to close the gap between PP and non-PP learners
- In the majority of lessons work was well matched to learner's needs to ensure PP and SEND students in particular could access learning

Book checks strategically targeted Band A and Band B student books and showed that in most books:

- clear targets for improvement were set
- Most learners had responded to marking to improve their work (green pen response)

Wider-curricular Experiences

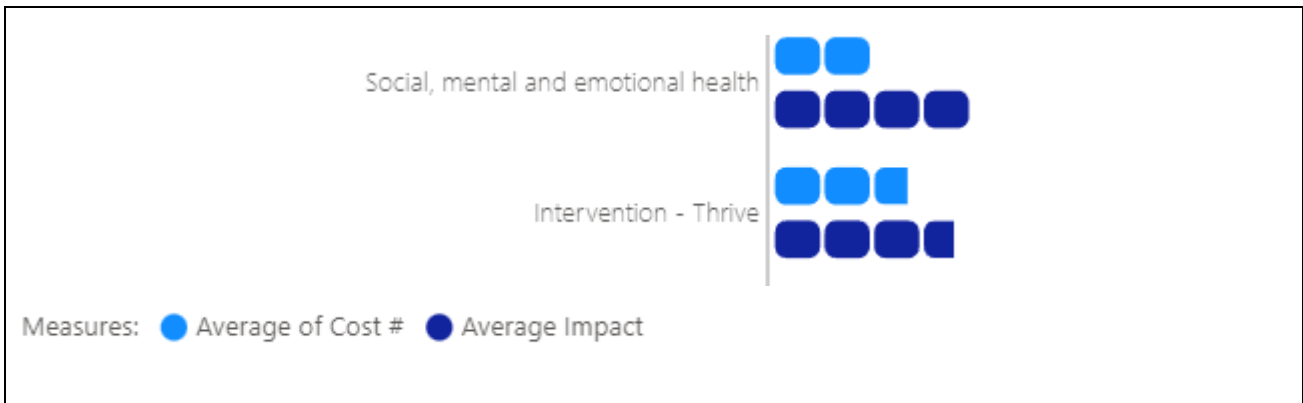
A wide variety of extra curricular clubs and external visits were established. The PP budget paid for some student places on visits and donated 20% of ticket costs in most places. PP students were targeted to attend extra curricular clubs.

- 43% of students who attended enrichment clubs last year were PP.

Provision Based on Adverse Childhood Experiences

The new EAA initiative proved extremely successful with all Band A and B students in all year groups being paired with an EAA. Thrive provision was extended to two practitioners and a school counsellor employed one day a week.

Power BI reports show that the impact vs cost analysis for Thrive and other SMEH.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Thrive approach	Thrive training
National Tutoring Programme	Academic Mentor - Step into Teaching
Reading Assessment for early readers	Dyslexia Gold

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our Pupil Premium strategy is based around 'Check and Respond' where throughout all aspects of lessons and the curriculum opportunities are created to check in with students and respond to their need, thus improving relationships and student confidence in the classroom.

All Band A and B students have an Emotionally Available Adult from the staff body to turn to if they need help regulating or understanding their emotions. Staff and student voice as well as buy in reflect the success of the programme so far.