

Equality Objective 1: To improve outcomes for our pupils eligible for the pupil premium.

At Tudor Grange Academy Redditch 48.85% of our pupils qualify for the pupil premium in 2024-25 and are therefore highly likely to be experiencing social disadvantage.

Actions we will take to secure this objective:

- Have high expectations and clear routines for learning for all staff and pupils, including improving attendance rates for pupil premium eligible pupils.
- Ensure all our pupils have achieved fluency in reading, achieving a reading age equivalent to their chronological reading age; this will be achieved by embedding reading into a form time programme, explicitly teaching tier 2 and 3 vocabulary and providing specific reading intervention programmes for pupils whose literacy is a key barrier to learning.
- Improve our curriculum planning and pathways to ensure that expert delivery is supporting better outcomes for our pupil premium eligible pupils.
- Embed 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.

KPI	Baseline 2024 outcomes	Target 2029 outcomes
% PP pupils achieving at least 4+ in both English and Mathematics	13.3% (Provisional)	>60%
% PP pupils achieving at least 5+ in both English and Mathematics	2.2% (Provisional)	>45%
Progress 8 for pupils eligible for PP	-1.30 (Provisional)	> -0.3
% PP eligible pupils across the Academy with an overall reading stanine of 5 or above	Y7-11 = Of 99 PP pupils tested, 49 pupils (49.5%) have a stanine of 5 or above	> 90% of pupils to have a stanine of 5 or above by year 11
Overall attendance for PP eligible pupils	71.95%	>85%
PA for PP pupils	66.67%	< 40%
Severe absence for PP pupils	23.08%	<7.0%

Equality Objective 2: To improve outcomes for our SEN pupils.

Actions we will take to secure this objective:

- Have high expectations and clear routines for learning for all staff and pupils, including improving attendance rates for SEN pupils.
- Ensure pupils catch up with their peers and that they become more confident readers; this will be achieved by providing specific reading intervention programmes for pupils whose literacy is a key barrier to learning.
- Improve our curriculum planning and pathways to ensure that expert delivery is supporting better outcomes for our SEN pupils.

KPI	Baseline 2024 outcomes	Target 2029 outcomes
% SEN pupils achieving at least 4+ in both English and Mathematics	19.4% (Provisional)	> 40.6%
% SEN pupils achieving at least 5+ in both English and Mathematics	9.7% (Provisional)	>22.2%
Progress 8 for SEN pupils	-1.03 (Provisional)	>-0.43
Reading age data for pupils in reading intervention programmes shows all students either maintain (+2 SAS points from first to most recent test) or improve (at least +3 SAS points from first to most recent test).	66% of SEND pupils that completed two or more assessments maintained or improved from first to most recent test (2023/24)	>95% of SEND pupils that completed two or more assessments maintained or improved from first to most recent test
Overall attendance for SEN	73.85%	>85%
PA for SEN pupils	55.41%	< 35%
Severe absence for SEN pupils	24.32%	< 3%