

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	452 (Whole School) PP = 160 (Whole School)
Proportion (%) of pupil premium eligible pupils	35.40% (2 dp)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Marie McNamara
Pupil premium lead	Laura Lane
Governor / Trustee lead	Tom Baker Price

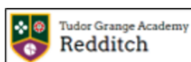
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,030
Recovery premium funding allocation this academic year	£0
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	£128,030

Part A: Pupil premium strategy plan

Statement of intent

Every child deserves an outstanding education. This will be driven based on a tiered approach through the three key priority areas of Quality First Teaching, Targeted Academic Support and Wider School Strategies.



Pupil Premium One Page Overview 2025-26

Quality First Teaching

Priority 1: Ensure that teachers consistently check understanding so that gaps in pupils' knowledge and misconceptions are identified and resolved.

The academy has focused on checking key learning through the use of mini whiteboards and dedicating enough time to this before moving learning on.

Priority 2: Embed a culture of high-quality academic communication across the curriculum that raises achievement and nurtures confident, articulate learners—particularly supporting disadvantaged pupils to overcome barriers to success.

The academy has incorporated the Trust wide writing frame into its practice to support extended writing and incorporating key vocabulary with clear definitions and contextual examples into curriculum documentation and lessons.

Steplab is used a tool to develop staff expertise and is this year is also being used to promote oracy and structured discussion in lessons.

"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF

The link between absence and achievement for disadvantaged students is clearly established (DFE Research 2016)

EEF toolkit indicates that "social and emotional learning" can generate +4 months.

The EEF states that providing feedback is well-evidenced and has a high impact on learning outcomes. This can add +6 months of progress to students.

EEF Toolkit indicates that "reading comprehension" strategies can generate +6 months.

EEF toolkit indicates that "mastery learning" can generate +5 months and feedback +8 months.

EEF toolkit indicates that "behaviour interventions (strand 3)" can generate +3 months.



Increasing parental engagement in schools had an average two to three months positive impact. EEF.

Interaction with young children through serve and return rallies helps build brain architecture and stress management systems (Catterall, on the Developing Child, 2013).

EAA Programme

- All Band A and B students have access to an emotionally available adult
- EAs are trained in trauma informed practice

Targeted Academic Support

Structured and targeted interventions that focus on small group and one-to-one support.

- THRIVE
- TATE
- Targeted interventions
- Reading interventions
- Year 11 Form time catch up

Wider Strategies

Foster a strong sense of belonging through the consistent implementation of inclusive behaviour systems and positive school culture initiatives.

- Attendance of PP students
- Behaviour of PP students (specifically reducing the number of suspensions)
- Entitlement offered to students (educational visits, music tuition and our extra-curricular programme)
- Support with uniform costs

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.
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.
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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
All pupils will access quality learning experiences as a result of QFT. Consistent implementation of the curriculum will provide scaffolding and high challenge for all learners	• QFT is strong and supports rapid progress for all pupils. • Improved outcomes and in particular the A8 measure and English/Maths 4+ match at KS4. • Outcomes demonstrate a “narrowing” of the PP Gap. • QFT data capacity judgements demonstrate a steady or improving landscape.
Checking for understanding is routine in all lessons and supports progress for all learners, especially those who are PP Band A and SEND.	• All staff have completed the relevant modules on Steplab (Professional Development Platform). • Robust quality assurance demonstrates that all teachers check pupils work systematically, identify misconceptions accurately and provide clear, concise feedback. • Observations and learning walks demonstrate the use of feedback in lessons enabling pupils to make progress to achieve lesson outcomes. • Book looks demonstrate pupils having acted on feedback given to them. • PP pupils are a focus in lessons with interventions used effectively during wave one teaching. • QFT data capacity judgements demonstrate a steady or improving landscape. • Outcomes demonstrate a “narrowing” of the PP Gap.

A range of marking, assessment and feedback strategies will be used effectively to have higher impact on student progress.	• Robust quality assurance demonstrates that all teachers check pupils work systematically, identify misconceptions accurately and provide clear, concise feedback. • Marking, assessment and feedback is well evidenced and has a high impact on student progress, as it provides specific guidance on how to improve. • Observations and learning walks demonstrate the use of feedback in lessons enabling pupils to make progress to achieve lesson outcomes. • Book looks demonstrate pupils having acted on feedback given to them. • In all subject areas, DIRT lessons are systemic, and routines are embedded. Pupils can independently respond to teacher feedback as this feedback is precise, has clarity and demonstrates clear knowledge of the curriculum.
Outcomes for all pupils are improved by ensuring that all pupils can read confidently, frequently and fluently.	• Pupils have increased exposure to the subject vocabulary they need to be successful. • The academy has secure systems and processes in place to ensure that all pupils are reading regularly and have increased opportunities for to develop their oracy skills through discussion of key themes and topics. • The impact of reading interventions are frequently monitored and reviewed. Pupils make rapid progress towards catching up to their chronological reading age. • Reading interventions are informed by GL assessment data and a phonics programme.
Attendance of PP pupils improves across all bands and year groups. Attendance for	• Pupils' attendance is improved through fostering a sense of belonging so that it is increasingly in

all PP subgroups is in line National Average.	line with the national average and fewer pupils are persistently absent. • A graduated approach of support linked to each risk factor or area of unmet need is used by all staff to identify and target appropriate support.
A point-based approach on risk factors that cause toxic stress and can affect pupils' progress is used to effectively allocate resources and ensure the most disadvantaged pupils are able to access a curriculum that supports their needs. (4)	• All band A and B pupils have access to an EAA (Emotionally available adult). • Pupil's report that they feel better supported and less anxious returning to school following a period of absence. • Entitlements, intentionally planned experiences, are mapped out for each year group and offered throughout the year. There is no gap between the virtue points received by disadvantaged and non-disadvantaged pupils. • All pupils in "Group A and Group B" alert groups are in receipt of successful additional support, resulting in fewer suspensions. • Staff voice shows that PACE is an embedded strategy across the school. • The attendance gap for Band A and B pupils compared to non-PP is narrowed.

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: £77,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff are highly effective at planning lessons that provide scaffolding and challenge for all learners (specifically for those who are PP/SEND).	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF	1, 2
The CPD cycle for 2025/6 is research based and underpinned by Steplab, a professional development platform and coaching tool. The focus 2025- 2026 focus for CPD is checking for understanding. Responsive teaching will increase engagement and ensure misconceptions are addressed, resulting in improved outcomes.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF	1, 2, 3, 4
Teacher feedback in books is precise enough to promote progress or independent learning.	Feedback strategies for secondary school pupils generates on average a (+5 months) The impact of oral feedback has on average 7 months progress.	1,2
Interventions for pupils whose reading ages are below secondary age are consistently attended, tracked or measured for impact	EEF toolkit indicates that “reading comprehension” strategies can generate +6 months. The EEF states that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the	1, 2

	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 pupils.	
Careers Advice	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. EEF Toolkit.	1, 2

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

Budgeted cost: £4,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group support with graduate coaches	The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.	2
Revision Resources (GCSE Pod) to support interventions	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. (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)	2

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

Budgeted cost: £ 46,277

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor	EEF toolkit indicates that “social and emotional learning” can generate +4 months.	1, 4, 5
Continuation and expansion of the EAA initiative.	EEF toolkit indicates that “social and emotional learning” can generate +4 months.	4
Training on the use of de-escalation strategies for disadvantaged pupils with risk factors that cause toxic stress (PACE and VRFs). A point-based approach on risk factors that cause toxic stress and can affect pupils’ progress to effectively allocate resources and strategy share so that the most disadvantaged pupils are able to access a curriculum that supports their needs Use a wide variety of external agencies to increase the number of pupils who receive support.	EEF toolkit indicates that “social and emotional learning” can generate +4 months. ‘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 may subsequently increase academic attainment.’	4
Ensure pupils leave our school with a clear framework of virtue knowledge that will help them to grow and develop. Increase participation in enrichment activities. Increase uptake to educational visits through planned entitlements for each year group. Subsidised education visits.	EEF toolkit indicates that “sports participation” can generate +2 months. EEF toolkit indicates that “outdoor adventure learning” can generate +4 months. EEF toolkit indicates that “arts participation” can generate +2 months.	4

Establish a pastoral hub and continue the implementation and refinement of a TATE provision that includes a Thrive approach that enables pupils to develop skills of reflection and improves their relationships with adults in school.	EEF toolkit indicates that “behaviour interventions [strand 3]” can generate +3 months.	4
Use national benchmarked diagnostic tools (Impact Ed) to identify key strategies to foster a deeper sense of school membership and engagement resulting in improved attendance.	The link between absence and achievement for disadvantaged pupils is clearly established (DfE Research 2016)	5
Uniform	The link between absence and achievement for disadvantaged pupils is clearly established (DfE Research 2016)	1, 4, 5

Total budgeted cost: £128,059

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 2024 to 2025 academic year.

Achievement

Despite overall outcomes remaining below national averages and no published Progress 8 score this year, FFT Aspire data, adjusted for school context, shows positive CVA P8 progress (+0.03 based on CAT4 benchmarks). Historical CVA data evidences sustained improvement, with +0.01 in 2024 and +0.09 in 2023, indicating pupils make greater progress than similar schools with comparable demographics (2025 cohort: 35% disadvantaged, 13% SEN-E, 31% SEN-K).

Attendance

Group	NA	2022-23		2023-24		2024-25	
Pupil Premium - All	85.7%	154	80.0%	156	72.0%	134	79.2%
Alert Band A		7	42.8%	35	58.6%	26	72.4%
Alert Band B		50	81.2%	59	74.6%	50	77.7%
Alert Band C		60	82.0%	51	78.0%	53	84.2%
Alert Band D		5	85.7%	2	95.8%	0	N/A
Not Pupil Premium	92.9%	193	91.5%	230	88.0%	259	90.0%

The gap between PP and non-PP attendance is 10.8%. However, this gap has closed from the previous year when the gap was 16%. PP attendance is 7.2% higher than the previous year. Alert Band A has improved by 13.8%

Strategies

Collaboration with inclusive attendance to implement:

- A day's approach to monitoring attendance
- A Multi staged system of support
- Staff CPD on attendance related issues

Implementation of the TGAT escalation policy.

Effective implementation of Worcestershire Local Authority legal escalation processes.

A graduated approach to pupil support.

Whole school SEND and FSM priorities.

Behaviour

The gap between the suspensions of PP pupils compared to non-PP has reduced by 48.6% compared to the previous year.

The gaps between all alert bands and non-PP have reduced compared to the previous year.

Strategies

The use of Emotionally Available Adults.

The taught behaviour and character curriculum including Entitlement and Virtue weeks

Strong relationships with the LA and local schools to enable swift intervention for those at risk of suspension.

Reading

70% of PP readers in Year 9 are now reading at stanine 4 or better and 78% in Year 10 (NA is 70%).

More non-PP than PP are on track with reading across school and this is mirrored across all year groups:

56% non-PP are on track, 40% PP are on track

66% of pupils in the dyslexia gold programme improved their reading ages from their first to most recent test

Power BI reports show that the impact vs cost analysis for the phonics programme.



Strategies

This improvement reflects the impact of the school's strong reading culture: daily tutor reading, regular opportunities to engage with ambitious texts, and targeted phonics, fluency and comprehension support where needed.

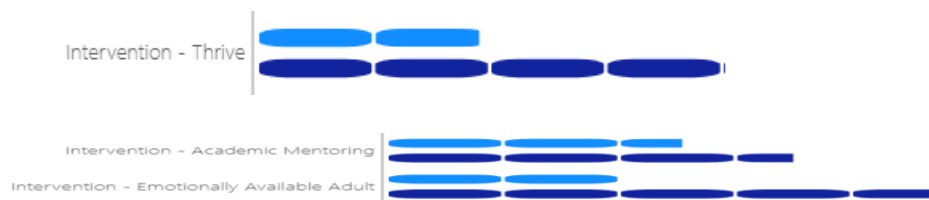
Wider-curricular Experiences

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 pupils were targeted to attend extra curricular clubs.

Provision Based on Adverse Childhood Experiences

The EAA initiative proved extremely successful with all Band A and B pupils in all year groups being paired with an EAA. Thrive provision incorporated into TATE and a school counsellor is employed one day a week.

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



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
Academic Mentor	Step into Teaching
Reading Assessment for early readers	Dyslexia Gold
Reading Assessments	GL Assessment Suite

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, Reflect and Respond' where throughout all aspects of lessons and the curriculum opportunities are created to check in with pupils and respond to their need, thus improving relationships and student confidence in the classroom.

All Band A and B pupils 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.