

**TUDOR GRANGE ACADEMY WORCESTER**  
Pupil Premium Strategy Self-Evaluation

1. Summary Information					
School	Tudor Grange Academy Worcester				
Timeframe	2020/2021	Total PP Budget	£236,840	Date of most recent PP Review	Jan 2020
Total no. of pupils	1079	Number of pupils eligible for PP	295	Date for next internal review of this strategy	Jan 2021

2. SECONDARY INDICATORS								
	Pupils eligible for PP (your school)				Pupils not eligible for PP (national average)			
	2017	2018	2019	2020 (CAG)	2017	2018	2019	2020(CAG)
Progress 8 score average	-0.64	-0.66	-0.83	+0.01	0.11	0.13	N/A	N/A
Attainment 8 score average	34.97	37.13	28.91	42.06	49.76	50.14	N/A	N/A

3. Attendance, Absence and Exclusion								
SECONDARY INDICATORS	Pupils eligible for PP (your school)				Pupils not eligible for PP (national average)			
	2017	2018	2019	2020 Sept-March only	2017	2018	2019	2020
Attendance rates for pupils eligible for PP	90.8%	91.3%	93.4%	93.02%	95.6	95.5	TBC	N/A
% - Persistent absence rates for pupils eligible for PP	24%	25.5%	17.9%	17.83%	8.9	9.3	12.7	N/A
Number of PP pupils receiving FTE	100 (35.3%)	56 (26.9%)	19 (9.0%)	16 (5.6%)	-	-	TBC	N/A
Number of days lost for PP due to FTE	469	325.5	28.5	19	-	-	TBC	N/A

4. Barriers to attainment (for pupils eligible for PP)	
<b>BARRIERS TO PROGRESS AND ATTAINMENT OF PP STUDENTS</b>	
<b>A</b>	Ability to read for information and comprehension is limited and not in line with their peers.
<b>B</b>	Learning habits of students, particularly PP boys are 'reactive'.
<b>C</b>	Extended writing and the quantity and quality of writing is not in line with non-PP students.
<b>D</b>	A percentage of PP pupils (Bands A and B) have known ACEs (adverse childhood experiences) that are exacerbating gaps in learning.
<b>E</b>	Lack of understanding of the world outside the classroom/ reduced cultural capital.
<b>F</b>	Absence rates for PP pupils are above that of non-PP children.
<b>G</b>	Parental engagement, and empowerment.

6. Objectives		
Objective	Measurable success criteria	Impact Review
<b>A.</b> PP students become confident readers.	<ul style="list-style-type: none"> <li>• QA shows PP students including band A and band B students accessing reading as an integral part of their learning in line with their peer.</li> <li>• The reading ages [standardised reading age] of PP children improve to be in line with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• QA Student Voice: Week Beg. 23.11, 30.11</li> <li>• QA Dept. Drop ins: Week Beg: 11.1., 18.1</li> <li>• Deep Dive (Language): 25.1.21</li> <li>• Reading assessments three time a year for 7-10</li> </ul>
<b>B</b> To establish highly 'proactive' habits in student's approach to learning particularly in PP boys.	<ul style="list-style-type: none"> <li>• Proactivity data indicates that learning habits of PP students including boys and SEND are in line with their peers.</li> <li>• QA indicates proactive attitudes to learning in line with their peers.</li> <li>• PP students including band A and band B students are accessing online content in line with their peers.</li> <li>• PP students including band A and band B students are completing online learning in line with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly proactivity data</li> <li>• QA Learning Walks 28/09,</li> <li>• QA Student Voice: Week Beg. 23.11, 30.11</li> <li>• QA Dept. Drop ins: Week Beg: 11.1., 18.1</li> <li>• Trust QA Deep Dive (Curriculum): 16.11.20</li> <li>• Trust QA Deep Dive (Language): 25.1.21</li> <li>• Trust QA Deep Dive (Learning Habits): 3.5.21</li> <li>• Half Termly SMH analysis</li> <li>• Half Termly analysis of home learning catch up referrals.</li> </ul>
<b>C</b> Implement a high quality curriculum that supports the development of extended writing, particularly for PP students, to ensure the quality and quantity of their extended writing is in line with their peers.	<ul style="list-style-type: none"> <li>• Lesson QA indicate quality of teaching of all teachers is at least "on track".</li> <li>• Book Looks identify there is no clear difference in the quality and quantity of written work produced by PP students including students in band a and b and their peers.</li> <li>• RPGs indicate that PP students including students in band A and B are making at least expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• QA Learning Walks 28/09,</li> <li>• QA Dept. Drop ins: Week Beg: 11.1., 18.1</li> <li>• Book Looks 23/11, 22/2, 21/06</li> <li>• Trust QA –Curriculum 17/11</li> <li>• TRUST QA – Reading and Writing 27.1</li> <li>• Trust QA – Home Learning 3/05</li> <li>• CA checkpoints / RPGS analysis: Terms 2 and 4</li> <li>• End of Year exam data / RPGS analysis</li> </ul>
<b>D.</b> To provide the quality of curriculum, and effective targeted interventions to ensure PP pupils who have known ACEs (Bands A and B) progress and achieve in line with their peers.	<ul style="list-style-type: none"> <li>• Lesson QA indicates quality of teaching of all teachers is at least "on track".</li> <li>• Book Looks identify there is no clear difference in the quality and quantity of written work produced by PP students including students in band a and b and their peers.</li> <li>• RPGs indicate that PP students including students in band A and B are making at least expected progress.</li> <li>• Year 11 PP students including band A and band B students taking part in NTP are able close their achievement gap in the subject they receive mentoring for (English or Maths).</li> <li>• The proportion of interventions with an impact score of &gt;3.5 [out of 5] is at least 80%.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly T &amp; L Report</li> <li>• QA Learning Walks 28/09,</li> <li>• QA Dept. Drop ins: Week Beg: 11.1.21</li> <li>• Book Looks 23/11, 22/2, 21/06</li> <li>• Trust QA –Curriculum 17/11</li> <li>• TRUST QA – Reading and Writing 27.1</li> <li>• Trust QA – Home Learning 3/05</li> <li>• CA checkpoints / RPGS analysis: Terms 2 and 4</li> <li>• End of Year exam data / RPGS analysis</li> <li>• Assessment 1/ Mock data / RPGS analysis</li> </ul>

E	Increase the cultural capital of PP students including band A and band B students.	<ul style="list-style-type: none"> <li>• 100% of PP students have accessed a cultural experience or visit of some kind during the academic year.</li> <li>• 80% of PP students attend some enrichment activity/club.</li> <li>• 100% of Band A students have had a funded cultural experience</li> <li>• 100% of Band B students have taken part in a cultural experience</li> </ul>	<ul style="list-style-type: none"> <li>• Student voice w/b 28/09 and 23/11</li> <li>• Half Termly review of PP students accessing cultural experience or visit</li> <li>• Half Termly review of enrichment activity / club registers</li> </ul>
F.	To provide highly effective systems of welfare support to ensure PP student's attendance is in line with their peers.	<ul style="list-style-type: none"> <li>• PP attendance improves to be in line with their peers &gt;95%.</li> <li>• PP persistent absence falls to be in line with the national average.</li> <li>• The proportion of PP students who have at least 1 FTE&lt;10%.</li> <li>• The proportion of PP students who have multiple FTE is &lt;5%.</li> <li>• The number of days lost to FTE for PP students reduces to &lt;10</li> </ul>	<ul style="list-style-type: none"> <li>• Half termly review of attendance data including Pas and students on PAPs</li> <li>• Half Termly behaviour analysis</li> </ul>
F.	Strong lines of communication and support for parents of PP students ensure they engage fully with the school and feel empowered to have their say.	<ul style="list-style-type: none"> <li>• 100% of PP parents/guardians receive personal feedback on their child's progress in an accessible way.</li> <li>• CiN and CP parents have positive working relationships with school.</li> <li>• 100% of all Band A or B families referred to Tudor Family Support Worker engage, and develops a healthy working relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Half-termly review of parental engagement (of PP students).</li> <li>• Feedback from CORE group meetings and ChS feedback</li> <li>• Tudor Family Support Worker case reviews.</li> </ul>

## 7. Strategies / Planned Expenditure

### A - PP children become confident readers

Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
<p>Whole school reading strategies are embedded to ensure 'reading for meaning' is explicitly taught through the curriculum. Through this consistency, students will develop an understanding of how to read for meaning, and will read with more confidence.</p> <p>Reading is a key feature of Tutor time programme to widen exposure, develop vocabulary and strengthen cultural capital.</p> <p>PP students to have access to the reading materials required in their English study in and outside of the classroom.</p> <p>Reading strategy / intervention programmes targeted based on Star Reader reading assessment:</p> <ul style="list-style-type: none"> <li>• Precision teaching</li> <li>• Rhetorical Reader</li> <li>• Reading between the lines</li> <li>• Language for thinking</li> <li>• Mechanical reading</li> <li>• Word aware/key vocabulary</li> <li>• Reading and text analysis</li> </ul> <p><i>In class support for Y7 student in W Band supports vulnerable learners to access mainstream lessons. Support is targeted to include reading, scribing, over learning, pre vocab work, withdrawal support work.</i></p>	<p>EEF toolkit indicates that "reading comprehension" strategies can generate +6 months.</p> <p>EEF toolkit indicates that "oral language interventions" can generate +5 months.</p>	<ul style="list-style-type: none"> <li>- Half Term 2 Twilight: whole school CPD launch of whole school reading strategy 'reading for meaning'.</li> <li>- Trust QA [deep dive] x 3</li> <li>- Further development of this work through College Leader / Subject Leads coaching, department development, QA analysis and whole school CPD.</li> <li>- Half Termly Tutor time Programme provides weekly reading resource exploring case studies of real life examples of people that embody aspirational personal attributes.</li> <li>- Texts for use in class reading in English, purchased by the Academy; one class reader and one homework reader every term.</li> <li>- Baseline assessments from previous academic year / Sept.</li> <li>- Reading assessments for years 7-10 three times a year.</li> <li>- 6 week targeted intervention programme <i>for students who are struggling to access the curriculum, identified through teacher observations, data analysis or observation</i></li> <li>- <i>In class support from September to support transition processes for Y7.</i></li> <li>- <i>Reading ages, CATs testing used to inform support strategies in the classroom.</i></li> <li>- <i>Development of pupil profiles</i></li> </ul>	<ul style="list-style-type: none"> <li>- Twilight training of all staff</li> <li>- SLT / Subject Lead Meeting time</li> <li>- Department development time.</li> <li>- QA reviews.</li> <li>- Trust Reviews</li> <li>- Planning and creation of resources. 30%</li> <li>- Tutor time 40 x 20min weekly</li> <li>- Achievement team leader planning, delivery and analysis.</li> <li>- Achievement Team intervention programmes, impact reports, feedback to parents.</li> </ul>	<p>£9400</p>	<p>WYE / OLF</p> <p>All teaching staff</p> <p>SLT / HODs</p> <p>Trust Leads</p> <p>WYE / DEK</p> <p>All teaching staff</p> <p>SEJ</p> <p>BDD</p> <p>Achievement Team</p>
<b>TOTAL PLANNED COST (Excluding Staffing Costs)</b>				£9400	

**B– To establish highly ‘proactive’ habits in student’s approach to learning particularly in PP boys..**

Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
Implement quality first teaching to elicit the three proactive learning habits: Curiosity, courage and commitment and recognise and celebrate these learning habits through their teaching.	<p>EEF toolkit indicates that ‘Metacognition and self –regulation’ can generate +7 months progress.</p> <p>EEF toolkit indicates that “mastery learning” can generate +5 months.</p> <p>EEF toolkit indicates that “feedback” can generate +8 months.</p>	<ul style="list-style-type: none"> <li>- Whole school INSET</li> <li>- Further development of this work through College Leader / Subject Leads coaching, department development, QA analysis and whole school CPD.</li> <li>- Trust QA [deep dive] x 3 with explicit focus for Deep dive 3.5.21</li> </ul>	<ul style="list-style-type: none"> <li>- Twilight training of all staff</li> <li>- SLT / Subject Lead Meeting time</li> <li>- Department development time.</li> <li>- QA reviews.</li> </ul>		<p>TRN WYE</p> <p>SLT HODs</p> <p>All Staff</p> <p>Trust Leads</p>
Explicit focus on developing students understanding of the learning habits through the Tutor Time Programme.		<ul style="list-style-type: none"> <li>- A weekly focus in tutor time exploring the three strands of proactivity: Curiosity, courage, commitment.</li> </ul>	<ul style="list-style-type: none"> <li>- Planning and creation of resources.</li> <li>- Tutor time 40 x 20min weekly</li> </ul>		<p>WYE / DEK</p> <p>All teaching staff</p>
<p>High quality online learning is used to enhance and support student’s progress in lessons.</p> <p>Appropriate home learning is set and monitored by departments including the use of moodle.</p>	<p>EEF toolkit indicates that “homework (secondary)” can generate +5 months.</p>	<ul style="list-style-type: none"> <li>- Whole school CPD on use of Moodle through SMH.</li> <li>- Work with Middle leaders in establishing home learning journeys that run alongside learning journeys.</li> <li>- Senior and middle leaders continue to work with the Trust and RLPs in developing moodle.</li> <li>- Ongoing whole staff CPD</li> </ul>	<ul style="list-style-type: none"> <li>- Time and support from Trust and RLPs.</li> <li>- Whole school CPD 5 x 30mins</li> <li>- Funded revision guides</li> </ul>		<p>WYE</p> <p>HODs</p> <p>All Staff</p>
<b>TOTAL PLANNED COST</b> (Excluding Staffing Costs)					

**C– High quality curriculum that supports the development of extended writing, particularly for PP students, to ensure the quality and quantity of their extended writing is in line with their peers.**

Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
<p>Implement quality first teaching supporting student mastery of extended writing. Whole school strategies allow for a consistent approach to developing students understanding of extended writing using the PEEL model.</p> <p>A Clear and rigorous assessment and feedback processes places a priority on feedback and DIRT that support the further development of students extended writing.</p> <p><i>Implement a range of high-quality interventions to support students' opportunities to develop writing skills.</i></p>	<p>EEF toolkit indicates that 'Metacognition and self –regulation' can generate +7 months progress.</p> <p>EEF toolkit indicates that "mastery learning" can generate +5 months.</p> <p>EEF toolkit indicates that "feedback" can generate +8 months.</p>	<ul style="list-style-type: none"> <li>- Whole school INSET</li> <li>- Further development of this work through College Leader / Subject Leads coaching, department development, QA analysis and whole school CPD.</li> <li>- Trust QA [deep dive] x 3 with explicit focus on curriculum for Deep dive 17.11.20</li>   <li>- Text analysis and writing support</li> <li>- Training for use of IT to support exam preparation</li> <li>- Neo Notebooks</li> <li>- Dyslexia pathway support for extended writing and understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Twilight training of all staff</li> <li>- SLT / Subject Lead Meeting time</li> <li>- Department development time.</li> <li>- QA reviews.</li>   <li>- A Team mentors, preparation of materials</li> <li>- Planning</li> <li>- Resources</li> </ul>	<p>EES - 9hrs per week (17 students) = £4000</p> <p>BDD – 9hrs per week £4,000</p>	<p>TRN HSC</p> <p>SLT HODs</p> <p>All Staff</p> <p>Trust Leads</p>
<b>TOTAL PLANNED COST</b> (Excluding Staffing Costs)				£8000	

**D- Quality of curriculum, and effective targeted interventions to ensure PP pupils who have known ACEs (Bands A and B) progress and achieve in line with their peers.**

Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
<p>The implementation of high quality curriculum is developed with the needs of students in band A and B at it's core:</p> <ul style="list-style-type: none"> <li>Clearly structured learning journeys shaped around key learning assessment points.</li> <li>A focus on developing students extended writing using PEEL model</li> <li>Clear and rigorous assessment and feedback processes to provide ongoing feedback and DIRT opportunities.</li> </ul>	<p>EEF toolkit indicates that 'Metacognition and self-regulation' can generate +7 months progress.</p> <p>EEF toolkit indicates that "mastery learning" can generate +5 months.</p> <p>EEF toolkit indicates that "feedback" can generate +8 months..</p>	<ul style="list-style-type: none"> <li>Whole school Twilight / CPD</li> <li>Further development of this work through College Leader / Subject Leads coaching, department development, QA analysis and whole school CPD.</li> <li>Trust QA [deep dive] x 3</li> <li>Half Termly SLT review of progress of band A and B students.</li> </ul>	<ul style="list-style-type: none"> <li>Twilight training of all staff</li> <li>SLT / Subject Lead Meeting time</li> <li>Department development time.</li> <li>QA reviews.</li> <li>SLT half termly analysis</li> </ul>		<p>TRN SEJ</p> <p>SLT HODs</p> <p>All Staff</p> <p>Trust Leads</p> <p>SLT</p>
<p>THRIVE assessments for all students in band A and those identified from behaviour or attendance analysis from bands B. From these IEPs will be developed with SENCO / EP.</p>		<ul style="list-style-type: none"> <li>Thrive training for 2 x Behaviour Support and Welfare Mentor.</li> <li>Thrive assessments for all band A students and band B students based on need.</li> <li>IEP's to be drawn up following assessment</li> </ul>	<p>External training</p> <p>THRIVE assessments</p> <p>Creation of IEPs and circulations / monitoring.</p>		<p>2 x Beh mentor</p> <p>SENCO EP</p>
<p>Crush small group intervention: Where need is identified through THRIVE assessment</p>		<ul style="list-style-type: none"> <li>Small group 6 week intervention with exit point and ipact review.</li> </ul>	<p>Behaviour welfare mentor</p>		<p>Beh mentor</p>
<p>College overview meetings (SLT and Principal).</p>		<ul style="list-style-type: none"> <li>Progress of band A and B students in the college and interventions regularly reviewed.</li> </ul>	<p>5 x 1hr per 2 weeks</p>		<p>SLT: BTD</p>
<p>Close monitoring and regular sharing of information's to review progress and needs of Year 11 to provide quick intervention where necessary.</p>		<ul style="list-style-type: none"> <li>Strategic group to provide and ongoing evaluation of strategies and necessary interventions for all band A and B students.</li> </ul>	<p>4 x meeting (3 hours):</p>		<p>BTD TRN SEJ</p> <p>AWO</p> <p>Core HODS</p>

Small group pastoral sessions for year 11 with their college leaders provide bespoke programme to support students in their wellbeing, aspirations and progress.	EEF toolkit indicates that “small group tuition” can generate +4 months.	<ul style="list-style-type: none"> <li>- College leaders will deliver weekly sessions exploring a range of bespoke areas including learning habits: Curiosity, courage and commitment.</li> </ul>	<ul style="list-style-type: none"> <li>- Time creating resources and printing resources. 10 x hours weekly</li> </ul>		5 x SLT
Group intervention for English and maths through the National Tuition Programme	<p>EEF toolkit indicates that “one to one tuition” can generate +5 months.</p> <p>EEF toolkit indicates that “small group tuition” can generate +4 months.</p>	<ul style="list-style-type: none"> <li>- Following Assessments students identified for small group tuition and one to one tuition.</li> <li>- Progress of students receiving tuitions will be reviewed at strategy meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- Group tuition costs</li> <li>- On one one tuition cost</li> <li>- Revision Guides</li> </ul>	£500	TRN WYE TRK WDK
<p>ASC mentoring and support groups to aid social skills and development of key social skills</p> <p>Educational Psychologist assessment and strategy support</p> <p>SENCO lesson observations and individual staff support.</p>		<ul style="list-style-type: none"> <li>- Mentoring takes place on a 6 week cycle to gather evidence for Umbrella pathway assessment process.</li> <li>- EP completes lesson observations, meeting with parents, assessments with students, feedback and decision making meetings, feedback to staff and parents</li> <li>- Individual observations following referrals made by staff. Report writing, action planning and feedback to staff.</li> </ul>	<ul style="list-style-type: none"> <li>- A Team mentoring staff</li> <li>- Planning</li> <li>- Preparation of resources</li> <li>- EP SLA agreement</li> <li>- SENCO</li> </ul>	MLC - 10hrs per week (15 students) = £5000	SENCO MLC EP SENCO SENCO
<b>TOTAL PLANNED COST</b> (Excluding Staffing Costs)				£5500	



E - Increase the cultural capital of PP students					
Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
High quality curriculum in a range of subjects, including PE and the arts, provide opportunities for students to experience success and seek further involvement through enrichment clubs or sports teams.	EEF toolkit indicates that “arts participation” and “sports participation” can generate +2 months each.	<ul style="list-style-type: none"> <li>- Further development of curriculum success through College Leader / Subject Leads coaching, department development, QA analysis and whole school CPD.</li> <li>- Trust QA [deep dive] x 3</li> </ul>	<ul style="list-style-type: none"> <li>- SLT / Subject Lead Meeting time</li> <li>- Department development time.</li> <li>- QA reviews.</li> </ul>		SLT HODs  All Staff  Trust Leads
DoE and CCF offer accessible opportunities for students to widen their experience.	EEF toolkit indicates that “outdoor adventure learning” can generate +4 months.	<ul style="list-style-type: none"> <li>- Tutors will encourage band C and D students to take part.</li> <li>- PP champion and College leader will encourage band A and B students to take part.</li> </ul>	<ul style="list-style-type: none"> <li>- Funding available for band A students</li> </ul>		SEJ SLT  Tutors  BRD OLV
To encourage and support the improve participation in enrichment via clubs and sports teams	EEF toolkit indicates that “sports participation” can generate +2 months.	<ul style="list-style-type: none"> <li>- PP champion working with PE to review and update ongoing list of participation half termly.</li> <li>- PP champion working with PE to develop initiatives that may encourage greater participation.</li> </ul>	PP Champion monitoring and communication		SEJ BSM
Use of trips and enrichment to widen pupils cultural experience	EEF toolkit indicates that “outdoor adventure learning” can generate +4 months.  EEF toolkit indicates that “arts participation” can generate +2 months.	<ul style="list-style-type: none"> <li>- PP providing half termly information Tutors will encourage band C and D students to take part.</li> <li>- PP champion and College leader will encourage band A and B students to take part.</li> <li>- Ongoing throughout the year with whole school activities week scheduled at the end of term 3.</li> <li>- Band A students will have one cultural experience fully funded.</li> </ul>	<ul style="list-style-type: none"> <li>- Subsidised trip cost</li> <li>-</li> </ul>	£200	SEJ
Music tuition	EEF toolkit indicates that “arts participation” can generate +2 months.	<ul style="list-style-type: none"> <li>- Ongoing throughout the year for students studying music.</li> <li>- Access to funding given to Band A students</li> </ul>	<ul style="list-style-type: none"> <li>- External tutor</li> </ul>	£1500	SEJ HRK
Opportunities to take part in School performances [musical and theatrical]	EEF toolkit indicates that “arts participation” can generate +2 months.	<ul style="list-style-type: none"> <li>- Ongoing throughout the year at appropriate times.</li> </ul>			SEJ AYR
<b>TOTAL PLANNED COST (Excluding Staffing Costs)</b>				<b>£1700</b>	

**F- Highly effective systems of welfare support to meet the needs of PP students including those in band A and Band B to maximise their time spent in lessons.**

Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
<b>SECONDARY</b>					
The implementation of high quality curriculum supports students mastery and success, improving the quality of PP student's experience, leading to improved greater attitudes to school and greater levels of attendance.	EEF toolkit indicates that "mastery learning" can generate +5 months.	<ul style="list-style-type: none"> <li>- Further development of curriculum success through College Leader / Subject Leads coaching, department development, QA analysis and whole school CPD.</li> <li>- Trust QA [deep dive] x 3</li> </ul>	<ul style="list-style-type: none"> <li>- SLT / Subject Lead Meeting time</li> <li>- Department development time.</li> <li>- QA reviews.</li> </ul>		SLT HODs All Staff Trust Leads
Improve robustness of attendance systems: <ul style="list-style-type: none"> <li>- First day calling</li> <li>- PAPs / PAP meetings</li> <li>- Pattern analysis / root cause analysis</li> <li>- Home visits from AWO</li> <li>- Attendance prosecutions</li> </ul>	The link between absence and attainment for disadvantaged students is clearly established (DFE Research 2016. <a href="#">Ref: DFE-00089-2016</a> ).  Actions relate to recommendations from The Key for School Leaders (Ref: 9539) and is in line with the DFE Expert report 2012 ( <a href="#">Ref: DFE-00036-2012</a> )	<ul style="list-style-type: none"> <li>-Fortnightly attendance meetings with SLT and AWO.</li> <li>-Half Termly review of attendance at SLT including analysis of students on PAPs and review of strategies / interventions.</li> </ul>	<ul style="list-style-type: none"> <li>- PAP Meetings (SLT) 5 x 1hr per 2 weeks</li> <li>- Strategic lead analysis work</li> <li>- Additional administrative support</li> </ul>		DVG AWO SLT
PP champion supporting with attendance concerns, small group and one to one interventions establishing healthy attendance habits.		<ul style="list-style-type: none"> <li>- Half termly review of attendance tracker identifies students to be picked up by PP champion.</li> <li>- Review of students on PAP for possible PP champion involvement.</li> <li>- 6 Week interventions as part of PAP process</li> </ul>	<ul style="list-style-type: none"> <li>- Review of data</li> <li>- PP delivery of intervention</li> </ul>		SEJ
Career Advice and Guidance provided for Year 10 and 11 students to ensure all PP students identify and secure placement and non become NEET		Programme of visits talks and activities to provide exposure to opportunities.  Visits to colleges and universities to raise aspirations and develop links.  Career meetings and trackgin including follow up meeting sof those at risk of becoming NEET.	<ul style="list-style-type: none"> <li>- Sixth from administrator and career officer arranging opportunities / activates, tracking placements and carrying out 1:1 meetings</li> </ul>		Sixth from administrator and career officer

Social Time provision for vulnerable students	EEF toolkit indicates that “behaviour interventions [strand 3]” can generate +3 months.  EEF toolkit indicates that “social and emotional learning” can generate +4 months.	Ongoing monitoring of needs in each year group and analysis of students requiring intervention  Half termly monitoring attendance data for students attending social time groups  Half Termly monitoring of behaviour data for students attending social time groups  Termly monitoring of CA data for students attending social time groups.	- 6 x hours a day.		Achievement Team Mentor  Behaviour Mentor
Half Termly strategic review of whole school Attendance		Half termly updates from behaviour and standard team at SLT	- 1 hour SLT per half term		DVG  SLT
TATE [Tudor Alternative To Exclusion] to provide additional support to vulnerable students		Every TATE to include a re-integration with college leader to agree on steps forward including possible support and interventions  Half termly review of data	- College leader 1 x weekly 30mins?		SLT
Social, Emotional and Mental Health Mentoring		1:1 mentoring for A and B band students using art therapy to support emotional development, overcoming barriers and developing positive behaviour and attendance habits.	- 14 hours Delivered by PP Champion		
<b>TOTAL PLANNED COST(Excluding Staffing Costs)</b>					

E - PP parents feel empowered to have their say, work proactively and engage with all aspects of academy life.

Action/Intent	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
The implementation of high quality curriculum supports students mastery and success, improving the quality of PP student's experience, leading to improved greater attitudes to school and contributing to improved relationships with parents.	EEF toolkit indicates that "mastery learning" can generate +5 months.	<ul style="list-style-type: none"> <li>- Further development of curriculum success through College Leader / Subject Leads coaching, department development, QA analysis and whole school CPD.</li> <li>- Trust QA [deep dive] x 3</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- SLT / Subject Lead Meeting time</li> <li>- Department development time.</li> <li>- QA reviews.</li> </ul>		SLT HODs  All Staff  Trust Leads
Ongoing communication and support bespoke available to all band A and B students and PP students with parents that are reluctant to engage with school.	EEF toolkit indicates that "parental involvement" can generate +3 months.	<ul style="list-style-type: none"> <li>- Half termly review of parental involvement – prioritise contact with band a and b students.</li> <li>- Ongoing calls to discuss need, support and giving parents an opportunity to develop a positive relationship with school.</li> <li>- Calls and or text will be made 2 weeks prior to any events involving parents (TBC in line with covid-19 restrictions) to discuss arrangements and offer alternative support.</li> <li>- Liaison with SLT responsible for whole school parental voice and engagement to ensure PP parents are heard and represented.</li> </ul>	<ul style="list-style-type: none"> <li>- PP Champion work mobile</li> <li>- Bespoke support needed by family including advice, L3 referrals...</li> </ul>	£1,500	SEJ  BRJ
Tudor Family Support Worker bridging the gap for families not meeting L3 threshold and providing proactive support		<ul style="list-style-type: none"> <li>- Monthly meetings between PP champion and Tudor family support worker to discuss families and any additional funding needs.</li> <li>- Ongoing monitoring of attendance linked to EBSA.</li> </ul>	<ul style="list-style-type: none"> <li>- Calls, meetings and triaging external support</li> <li>- Petrol/travel costs</li> </ul>	£1,000	TFSW: GEK  SEJ
<b>TOTAL PLANNED COST(Excluding Staffing Costs)</b>				£2,500	

## 5. Staffing Roles & Curriculum Costs Paid for Using Pupil Premium

### TGAW WHOLE SCHOOL STAFFING COSTS

Job Title	Key Responsibilities	Ongoing Costs
Leadership Team: Principal and 6 College Leaders	<ul style="list-style-type: none"> <li>Strategic implementation of High Quality T &amp; L</li> <li>Strategic implementation of Behaviour and Welfare Interventions</li> <li>Strategic implementation of academic interventions</li> <li>Strategic implementation of the PP strategy</li> </ul>	<i>25% of role.</i> <i>(30% on PP)</i> <b>£46,602</b>
Subject Leads	<ul style="list-style-type: none"> <li>Strategic implementation of High Quality T &amp; L</li> </ul>	<i>5% of role in addition to Teaching role.</i> <i>(30% on PP)</i> <b>£4,033</b>
All teaching staff	<ul style="list-style-type: none"> <li>Implementation of High Quality T &amp; L</li> </ul>	<i>4% additional non-contact time provided.</i> <i>(30% on PP)</i> <b>£21,817</b>
Trust Leads	<ul style="list-style-type: none"> <li>Trust level support in the strategic implementation of High Quality T &amp; L</li> <li>Trust level support in the strategic implementation of Behaviour and Welfare Interventions</li> <li>Trust level support in the strategic implementation of academic interventions</li> <li>Trust level support in the strategic implementation of the PP strategy</li> </ul>	<i>3 x Trust QA days</i> <b>£900</b>
Remote Learning Pioneer	<ul style="list-style-type: none"> <li>Trust level support in the strategic implementation of High Quality T &amp; L</li> </ul>	<b>£300</b>
Pupil Premium Champion	<ul style="list-style-type: none"> <li>Implementation of the PP strategy</li> <li>Implementation of Behaviour and Welfare Interventions</li> <li>implementation of academic interventions</li> </ul>	<i>100% of role.</i> <b>£17,900</b>
Achievement Team Leaders x 1.5	<ul style="list-style-type: none"> <li>Strategic implementation of academic interventions</li> </ul>	<i>20% of role</i> <b>£23,581</b>
Achievement Team	<ul style="list-style-type: none"> <li>implementation of academic interventions</li> </ul>	<i>30% of teams work.</i> <b>£23,123</b>
Part time Educational psychologist	<ul style="list-style-type: none"> <li>Implementation of Behaviour and Welfare Interventions</li> <li>Implementation of academic interventions</li> </ul>	<i>50% of role.</i> <b>£8,500</b>

Behaviour Support and Welfare Mentor	<ul style="list-style-type: none"> <li>Implementation of Behaviour and Welfare Interventions</li> </ul>	40% of teams work. <b>£34,380</b>
Part Time Attendance Officer	<ul style="list-style-type: none"> <li>Implementation of Behaviour and Welfare Interventions</li> </ul>	60% of role. <b>£8,065</b>
Children looked after champion	<ul style="list-style-type: none"> <li>Implementation of Behaviour and Welfare Interventions</li> </ul>	50% of role <b>£12,285</b>
Safeguarding Team x 2	<ul style="list-style-type: none"> <li>Implementation of Behaviour and Welfare Interventions</li> </ul>	30% of role. <b>£15,203</b>
Sixth form administrator / Careers Advisor	<ul style="list-style-type: none"> <li>Implementation of Behaviour and Welfare Interventions</li> </ul>	30% of role. <b>£7,549</b>
<b>Total Cost</b>		<b>£224,238</b>
<b>ADDITIONAL COSTS</b>		
<b>Action</b>	<b>Rationale</b>	<b>Ongoing Costs</b>
Books for English	Ensure PP students have the books necessary to fully engage in the English department's reading initiative.	£9,400
Revision Guides for Band A and B students (80 students)	To ensure band A and B students are supported in their home learning and are fully resourced to develop healthy revision habits.	£500
Funding of Music Lessons	Funding to support PP students including band A and B accessing musical experiences / developing new skills that will broaden cultural capital.	£1500
Trip funding	Funding to support PP students including band A and B accessing trips and visits.	£200
Support with Uniform and equipment	To ensure that were uniform or equipment present as a potential barrier to students wellbeing, attendance and engagement in school they receive support to resolve these issues.	£1000
<b>Total Cost</b>		<b>£12,600</b>

**Previous academic year 2019/2020- PP spending Review**

**Total allocation =£230,945**

i- Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Whole school focus on the application and use of language.	90% of books meet outlined PP fundamental expectations checklist regarding presentation and written content.	Success criteria not fully met for all students. Book looks confirmed there is no difference between the books of PP and non-PP students with regards to presentation and written content. However, there is a notable difference between boys' and girls' books. Books of PP boys do not show the same high expectations of their peers. Written content is less for this group and students as a result become disengaged with learning.	Further work needed on modelling high expectations and teacher standards need to be consistent for boys to make progress in line with girls. Whole school foci will continue with their aim of embedding in all subjects.	£60,000
Whole school focus on the proactivity of students.	All learners to be proactive in the majority of their subjects	Proactivity is not yet embedded in staff or student practice, whether PP or non-PP. At last learning habit data collection pre-lockdown only 30% of all students were seen to be proactive in most of their subjects.	Further clarity needed on what makes a proactive learner. More time needed on the 3 strands; curiosity, commitment and courage before students can master and put into practice. Proactivity will continue to be a focus in the classroom.	£30,000
Priority underperforming Year 11 PP boys.	Raising achievement for PP boys. Current P8 gap from end of year 10 exams = -1.02 for PP students (-2.12 compared to -1.1). This gap will close to 0.	Success criteria was based on students sitting their 2020 examinations. CAG P8 for PP overall was +0.01 compared to +0.39 for non-PP.	Having a PP strategy committee with a focus on a group of students was very powerful and helped to direct support as needed. Meetings will be	£30,000

		CAG P8 for PP boys was –0.73 with a gap of –0.35. Individual success stories were apparent from the relationships Year 11 boys developed with their advocates. These successes were both in their CAG, changes in their proactivity prior to lockdown and improvements in their mock results.	reviewed to ensure accountable staff are all included.	
Proactivity: Transition from KS3 into KS4.	Closing the progress gap in year 9 to 10.	Success criteria cannot be measured as no internal checkpoints/ end of year examinations can confirm attainment gap. Proactivity with this year group saw an increased engagement in reading and Shakespeare for a group of higher/middle ability boys targeted.	The additional enrichment opportunities linked to proactivity cannot continue this academic year due to covid-19 restrictions for mass gatherings/school visits. Despite this, targeted groups of individuals will be closely monitored during their transition.	£10,000
ii- Targeted support				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Flooding students with experiences outside the classroom to increase cultural capital with strong links to the intent of the curriculum they are currently studying.	90% of students attending 'cultural passport' trips and shown to be proactive during the activities. 100% of KS3 students to complete their cultural passport and have at least one careers experience this academic year. 100% of KS4 students to have at least one cultural experience and one careers experience this academic year.	Success criteria was not met due to lockdown and many trips/experiences being cancelled. 92% of KS3 students had at least one 'cultural passport' trip including seeing a live performance, having a cultural music experience, spending a day in nature and attending a tea party. Many of these students were proactive during	Staffing these additional trips proved problematic due to the cover implications. MOS who would benefit from the off-site time with these students often had heavy timetables and could not attend. Students benefited from this positive start to the academic year but did struggle to see how it was relevant to their current studies. This would have been	£5,000



		these experiences. 76% had 2 or more experiences. 63% of KS4 students had either a cultural or careers experience. Only 10% had both.	improved if supported by their class teacher. This cannot continue this academic year due to covid-19 restrictions, however, cultural capital remains a focus.	
Harness emotional literacy	90% of middle ability boys focus group consistently make progress in their reading comprehension intervention.  90% of PP students can structure an informed opinion about what they have seen, heard or read.	50% of the boys met the success criteria shown by an improvement over time in their reading age. 60% of this group were seen to be consistently engaged in the intervention and enjoyed attending. Only 20% of students could create a structured written opinion. Students verbal opinions were more informed but could not be translated to paper.	Modelling over time is needed to allow students to capture their emotions of an experience on paper. Emotional literacy will remain a focus through English to support extended writing.	£1,500
iii- Other approaches				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase attendance for all PP students.	Average PP attendance is at least 95% and there is no gap between PP and non-PP Students below 93% attendance (showing no signs of increase) to be put on a PAP with AWO, parents and CL and attendance will improve to 95% following half-term.	Success criteria was not met. Attendance for PP students prior to lockdown was 93.4% compared to 95% for non-PP, keeping the gap at 1.6%. However, this was +0.3% for PP compared to the same time last year, whereas non-PP was only +0.1% PAP meetings remain varied with some having the desired impact and other families failing to engage with the process. PA increased from previous	Attendance will remain a focus for all students, particularly disadvantaged. Safeguarding and the welfare of students remains paramount in supporting attendance and avoiding emotionally based school avoidance (EBSA) becoming persistent absence or school refusal.	£14,500

		academic year from 17.9% in 18/19 to 19.5% in 19/20.																																																		
Behaviour support through TATE, Thrive and other interventions.	Reduction in fixed term exclusion for PP students from 6.3% to be in line with national non-PP (5.46%) Reduction in behaviour points for top 10 behaviour concern PP students from 2018-2019.	Fixed term exclusions for PP students has reduced to 5.6%, nearly in line with national non-PP. High expectations regarding behaviour means non-PP FT exclusions is 2.5% 77% of PP students in the top 10 showed a reduction in behaviour points up until lockdown. 2 students showed an increase compared to the previous year. 5 PP students with the highest behaviour points were new year 7 cohort.	Behaviour support needs to be in line with information we know about students ACEs and how this impacts their levels of toxic stress in and out of the classroom. Inaccurate information from primary schools meant students were missed off the triaged support list allowing behaviour to escalate early. Behaviour points have increased for some students due to changes in detention policy.	£65,000																																																
Support family engagement and welfare.	80% of PP parents receive face to face feedback regarding progress of their child. 100% of children are correctly dressed, equipped and fed.	<table border="1"> <thead> <tr> <th>Year</th> <th>Appointments made by SEJ</th> <th>PP attendance %</th> <th>Number of 1:1 meetings in school</th> <th>Number of PP parents called for feedback</th> <th>Home visits made to deliver feedback</th> <th>End PP attendance % (excluding calls)</th> <th>Gap for PP and Non-PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>6</td> <td>68% (44/65)</td> <td colspan="2">Arranged meetings not attended due to lockdown in March.</td> <td></td> <td>68%</td> <td>-20%</td> </tr> <tr> <td>Year 8</td> <td>5</td> <td>58% (30/52)</td> <td colspan="2"></td> <td></td> <td>62%</td> <td>-22%</td> </tr> <tr> <td>Year 9</td> <td>1</td> <td>51% (27/53)</td> <td>5</td> <td>0</td> <td>1</td> <td>62%</td> <td>-15%</td> </tr> <tr> <td>Year 10</td> <td>7</td> <td>74% (57/77)</td> <td>5</td> <td>0</td> <td>1</td> <td>82%</td> <td>0%</td> </tr> <tr> <td>Year 11</td> <td>9</td> <td>60% (25/43)</td> <td>5</td> <td>0</td> <td>2</td> <td>74%</td> <td>-6%</td> </tr> </tbody> </table> <p>Success criteria was hindered by lockdown the restrictions associated with this. For other year groups where 80% was not achieved, the time associated with 1:1 meeting was a limiting factor. 2 parent's evenings were the weeks following Christmas holidays making it difficult for many families to attend. Parents evenings are uncertain upon the return to school following Covid-19. Plans will be made to support vulnerable parents in receiving the same feedback as other families and individual plans will be made including the use of technology where appropriate. Details to be confirmed in line with government guidance and TGAT policies.</p>	Year	Appointments made by SEJ	PP attendance %	Number of 1:1 meetings in school	Number of PP parents called for feedback	Home visits made to deliver feedback	End PP attendance % (excluding calls)	Gap for PP and Non-PP	Year 7	6	68% (44/65)	Arranged meetings not attended due to lockdown in March.			68%	-20%	Year 8	5	58% (30/52)				62%	-22%	Year 9	1	51% (27/53)	5	0	1	62%	-15%	Year 10	7	74% (57/77)	5	0	1	82%	0%	Year 11	9	60% (25/43)	5	0	2	74%	-6%		£10,000
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		Ongoing support was offered throughout the year regarding welfare and a budget set aside for uniform queries.		
Increasing cultural capital, careers awareness and experiences.	100% of students have a life changing experience whilst at the academy and attend at least one enrichment and career opportunity each academic year.	95% of students at the academy had an enrichment experience between September 2019 and March 2020. This is more than last academic year despite lockdown for 4 months of the year. Restrictions have prevented students having enrichment and career opportunities. In many cases a career trip was the only enrichment activity. Life changing trips last year included NYC and Barcelona which were well attended by PP students with funding support.	Despite funding support, some students and families are of a fixed mindset regarding trips and life changing experiences as it is outside of their comfort zone. This has made it impossible to achieve the 100% target however, expectations will remain high. Covid-19 restrictions will make life changing trips abroad challenging for the future. It is important to remember for some children, the experience of shared joy with 'emotionally available adults are life changing' (Julia Bird, Trauma informed schools UK)	£5,000

## Additional detail

Pupil premium funding at TGAW allows the school to address the barriers that limit the attainment of PP students in the school. High quality teaching for all students is at the forefront of our work, and the funding is used to support innovative developments that are based on research of what works for the most vulnerable learners. However, funding also allows the academy to focus on removing barriers specific to individual children and we have ensured we have had a greater focus on individual progress this academic year.

Proactivity of PP students, particularly PP boys is a focus in raising expectations and promoting greater independence and thirst for education and betterment.

Pupil premium students are loved and cared for at the academy in line with their needs and they remain central to all CPD and developments. Staff seek to build solid relationships with PP students and their families to remove any intrinsic barriers faced. Pastoral support for pupil premium students is strong and integrated within the classroom due to work during CPDL, insets and a growing knowledge of individual children and any toxic experiences they have previously faced. All members of the achievement, safeguarding and welfare teams work to keep students in the classroom where they can access high quality teaching.

Welfare concerns are met using PP funding from uniform, breakfast club, trip support and key mentoring based on that individual's needs triaged alongside the academy SENCO.

Cultural capital has been a key focus for the past 5 years with aspirational trips and experiences being partially and fully funded for vulnerable learners to prevent institutionalisation of PP and to promote social mobility. Cultural capital intertwined throughout the curriculum is key to supporting disadvantaged learners make measurable progress. This academic year, there is a greater drive to ensure classroom and enrichment opportunities broaden the students cultural understanding and thrive to make them global citizens. This drive is for all students at the academy with an additional layer of cultural interventions for PP students who are likely to already have gaps compared to their peers. This is overseen by the appointed PP lead to champion the vulnerable students as well as supporting and communicating with our most disengaged families.

Following lock down work has been done to ensure that all students have access to laptops so they can access home learning.

The use of research is fundamental to making decisions about next steps for pupil premium students, particularly the growing understanding of the impact of ACEs and toxic stress on mental health, physical health and attainment. Funding is allowing the academy to remove barriers to learning and creating an inclusive culture where all students, regardless of background and income can access an enriched and ambitious curriculum and attain in line with their peers.