

Pupil premium strategy statement

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 Worcester
Number of pupils in school	1135
Proportion (%) of pupil premium eligible pupils	27.9%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	David Butler, Principal
Pupil premium lead	Emma Wylie, College Leader
Governor / Trustee lead	John Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254985
Recovery premium funding allocation this academic year	£122904
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	£377,889

Part A: Pupil premium strategy plan

Statement of intent

At TGAW we use pupil premium to endeavour to close the gap between disadvantaged pupils and their peers; to ensure that pupils achieve success and progress in line with their peers. To achieve this requires a long-term strategy which we have planned based on research of how to close the gap for pupils eligible for pupil premium.

This research has led us to focus on:

- Improving the reading age of all pupils (including disadvantaged)
- Improving the written work of all pupils (including disadvantaged)
- Improving the quality of teaching for disadvantaged pupils.
- Improving the learning habits of disadvantaged pupils.
- Ensure that pupils whose learning has been significantly disrupted because of national lockdowns are supported to catch up.
- Improving the attendance of disadvantaged pupils.
- Reduce the risk of exclusion for disadvantaged pupils.
- Ensure that pupils who need additional support because of trauma or adverse childhood experiences receive quality intervention.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students will have greater gaps in their learning following the national lockdowns as engagement with online learning was lower. The weekly average of PP students who were engaged with online learning during the national lockdown was 56% vs 75% for non-PP students.
2	Disadvantaged students' ability to read for information and comprehension is limited and not in line with their peers. Disadvantaged students make less progress on reading than their non-disadvantaged peers.
3	The quantity and quality of writing produced by disadvantaged students is not in line with their peers. Summer 2021 outcomes highlight that disadvantaged students make less progress than their non-disadvantaged peers: progress 8 measure – PP -0.09 vs non-PP 0.48 for Year 11 outcomes in the summer of 2021.

4	Learning habits of disadvantaged students, particularly PP boys, are 'reactive'. Summer 2021 data highlighted that PP boys were proactive in 54.93% of their subjects vs non-PP boys who were proactive in 67.06% of their subjects.
5	A percentage of PP pupils (Bands A and B – 39% of all PP students) have known ACEs (adverse childhood experiences) that are exacerbating gaps in learning.
6	Absence rates for PP pupils are above that of non-PP children. Overall attendance (excluding lockdown) for PP students was 91.5% vs non-PP attendance at 95%.
7	Behaviour points for PP pupils are above that of non-PP children Average behaviour points for PP students for the year 2020-21 was 13 points vs 5 points for non-PP students.
8	Disadvantaged students have less cultural capital than their peers which creates gaps in knowledge about the world around them, as well as having broad ambitions for themselves.
9	Disadvantaged students' parents engage less with school and are less clear about what is going on in their child's education so do not support them as well at home.

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
Gaps in PP students' learning close.	Assessment data highlights that PP students are making expected progress. QA highlights that PP students are not disadvantaged in the classroom and teachers are supporting them to catch up with any missing content, knowledge and skills.
PP students become competent and confident readers.	QA shows PP students including band A and band B students accessing reading as an integral part of their learning in line with their peers. The reading ages [standardised reading age] of PP children improve to be in line with their peers.
PP students become competent and confident writers.	QA shows PP students including band A and band B students writing as much and it as good a quality as their peers 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.

	<p>Assessment data indicates that PP students including students in band A and B are making at least expected progress.</p>
<p>PP students are proactive in their learning.</p>	<p>Proactivity data indicates that learning habits of PP students including boys are in line with their peers.</p> <p>QA indicates proactive attitudes to learning in line with their peers.</p>
<p>Effective targeted interventions ensure all Band A and B PP pupils progress and achieve in line with their peers.</p>	<p>Year 11 PP students including band A and band B students are prioritised for tutoring and make progress in line with their peers as a result.</p> <p>Band A and Band B PP students are prioritised for interventions from the A and I Team.</p> <p>Band A students have a Student Welfare Profile to ensure that teachers have clarity over how best to support them in the classroom.</p> <p>The proportion of interventions with an impact score of >3.5 [out of 5] is at least 80%.</p>
<p>PP students' attendance is in line with their peers.</p>	<p>PP attendance improves to be in line with their peers >95%.</p> <p>PP persistent absence falls to be in line with the national average.</p>
<p>PP students' behaviour points and FTEs are in line with their peers.</p>	<p>The number of average behaviour points for PP students is in line with their peers.</p> <p>The proportion of PP students who have at least 1 FTE<10%.</p> <p>The proportion of PP students who have multiple FTE is <5%.</p> <p>The number of days lost to FTE for PP students reduces to <10</p>
<p>Parental engagement for PP students increases and is in line with their peers.</p>	<p>Parental engagement data highlights that PP students' parents engage with school and attend Parents Evenings in line with parents of non-PP students.</p>

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: £ 165,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	EEF - The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	1, 2, 6, 7
Reading is a key feature of Tutor time programme to widen exposure, develop vocabulary and strengthen cultural capital.	EEF - The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	1, 2, 6, 7, 8
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.	EEF toolkit indicates that 'Metacognition and self-regulation' can generate +7 months progress.	1, 2, 3, 4, 6, 7
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.	EEF toolkit indicates that "mastery learning" can generate +5 months.	1, 2, 3, 4, 6, 7

<p>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>EEF toolkit indicates that “feedback” can generate +8 months.</p>	<p>1, 2, 3, 4</p>
<p>The implementation of high-quality curriculum, which is regularly reviewed and revisits skills covered during lockdown, is developed with the needs of students in band A and B at its core:</p> <ul style="list-style-type: none"> • Clearly structured learning journeys shaped around key learning assessment points. • A focus on developing students extended writing using PEEL model <p>Clear and rigorous assessment and feedback processes to provide ongoing feedback and DIRT opportunities.</p>	<p>EEF toolkit indicates that “mastery learning” can generate +5 months</p> <p>EEF toolkit indicates that “feedback” can generate +8 months.</p>	<p>1, 2,3</p>

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

Budgeted cost: £92,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a range of high-quality interventions to support students' opportunities to develop writing skills.	The DfE indicates that explicit writing instruction and practice improves outcomes: DFE Report	1, 3
Reading strategy / intervention programmes targets based on Star Reader reading assessment: <ul style="list-style-type: none"> • Rhetorical Reader • Reading between the lines • Language for thinking • Mechanical reading • Word aware/key vocabulary • Reading and text analysis 	EEF toolkit indicates that "oral language interventions" can generate +5 months	1, 2
THRIVE assessments for all students in band A.	EEF toolkit indicates that "behaviour interventions [strand 3]" can generate +3 months. EEF toolkit indicates that "social and emotional learning" can generate +4 months.	5
Small group SEMH interventions	EEF toolkit indicates that "behaviour interventions [strand 3]" can generate +3 months. EEF toolkit indicates that "social and emotional learning" can generate +4 months.	5
Creation of The Canopy – SEMH space for interventions and regulation to be able to engage in learning	EEF toolkit indicates that "social and emotional learning" can generate +4 months.	5, 6, 7
Maths tutor: Working with small groups of children who need support to make progress in line with their peers.	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 2, 3, 4
English tutor: Working with small groups of children who need support to make progress in line with their peers.	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 2, 3, 4

Science tutor: Working with small groups of children who need support to make progress in line with their peers.	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 2, 3, 4
Utilise the school Educational Psychologist as appropriate.	Specialist support so that students are able to learn and make progress and get the right support if they need it.	1, 2, 3, 4, 5, 6, 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £121,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained Counsellor on site working with a caseload of children who need specialist support.	Specialist support for SEMH so that students are able to learn and make progress.	5, 6, 7
Welfare Profiles for all Band A students: Ensure that class teachers understand the barriers Band A students might face in the classroom by sharing key strategies with them – supported by THRIVE screening.	Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015)	5, 6, 7
DoE and CCF offer accessible opportunities for students to widen their experience	EEF toolkit indicates that “outdoor adventure learning” can generate +4 months	8
Use of trips and enrichment to widen pupils cultural experience	EEF - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum – can generate +3 months	8
Music tuition- paid or part paid lessons	EEF - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum – can generate +3 months	8
PP Committee – most vulnerable children get further support and focus once a term, where their progress, attendance, behaviour, trips and experiences and wellbeing is discussed and actions are set/reviewed.	Clear strategy in place to focus on our most vulnerable students.	1-9

<p>PP Champion – a specialised mentor who works specifically with PP students on parental engagement, welfare, academic support and trauma interventions.</p>	<p>EEF toolkit indicates that “social and emotional learning” can generate +4 months.</p>	<p>1-9</p>
<p>LAC Champion - a specialised mentor who works with LAC children on welfare and emotional support and parental engagement.</p>	<p>EEF toolkit indicates that “social and emotional learning” can generate +4 months.</p>	<p>1-9</p>
<p>Close attendance and behaviour monitoring</p>	<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 from The Key for School Leaders (Ref: 9539) and is in line with the DFE Expert report 2012 (Ref: DFE-00036-2012)</p>	<p>6, 7</p>

Total budgeted cost: £377,889

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Academic Progress of PP Students

PP students have made progress on outcomes. The P8 measure for PP students was 0.17 in 2021. In Summer 2020 it was -0.33. There is still a gap between outcomes between PP and non-PP students which was 0.57 in the Summer of 2021 so the PP strategy and focus remains incredibly important.

Reading Strategy (continuing and developing this year)

Reading data shows that PP students are making progress with their reading. PP students are making progress, but it is slower than their peers so reading remains a focus. Below indicates their movement in percentile rankings from their first reading test taken to their most recent:

Year 8	Change	Year 9	Change	Year 10	Change	Year 11	Change
All	1.49	All	2.76	All	3.82	All	11.05
SEN - K code	6.08	SEN - K code	6.50	SEN - K code	-5.60	SEN - K code	11.50
SEN - E code	-1.00	SEN - E code	-2.25	SEN - E code	11.75	SEN - E code	16.00
Non-SEN	0.88	Non-SEN	2.61	Non-SEN	4.16	Non-SEN	10.97
PP	3.45	PP	1.87	PP	2.26	PP	10.50
Non-PP	0.78	Non-PP	3.17	Non-PP	4.30	Non-PP	11.22
Males	2.45	Males	2.70	Males	4.41	Males	13.14
Females	0.22	Females	2.80	Females	3.26	Females	9.55
SEN Gap	5.20	SEN Gap	3.89	SEN Gap	-9.76	SEN Gap	0.53
PP Gap	2.67	PP Gap	-1.31	PP Gap	-2.03	PP Gap	-0.72
Gender Gap	2.23	Gender Gap	-0.10	Gender Gap	1.16	Gender Gap	3.59

Behaviour Strategy (continuing and developing this year)

FTEs has risen for PP students – in 2019-2020 FTEs were actually lower for PP students (1% vs 1.2% non-PP) but we have seen a dramatic rise as students struggled to return to school and FTEs were 8.9% PP vs 1.3% non-PP in 2020-21. That is why we are now focusing more on getting the right therapeutic intervention in place by investing in the Inclusion Team and Achievement Team, on site counsellor and Educational Psychologist.

Attendance Data (continuing and developing this year)

Attendance has dropped for all students because of the national pandemic. Attendance for 2020-21 for PP students was 93.4% vs 95.6% for non-PP students. Though above the national average, attendance remains a focus on our strategy plan.

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
Metacognition Skills	Elevate Education
Maths, English and Science tutors	Step Into Teaching

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.