

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Worcester
Number of pupils in school	1112
Proportion (%) of pupil premium eligible pupils	27.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	David Butler, Principal
Pupil premium lead	Kate Harper, College Leader
Governor / Trustee lead	Samantha Roach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£294,008
Recovery premium funding allocation this academic year	£68,448
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	£362,456

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Tudor Grange Academy Worcester is that every student, regardless of their background, will achieve the highest levels of progress and achievement that they are capable of. We intend to support in the removing of potential barriers our students may have regarding attendance, behaviour, academic learning, and wider personal development. We are committed to promoting the wellbeing of each child through cultural experiences beyond the classroom. We aspire for all our students, including those who are disadvantaged, to feel valued members of the school community and confident learners. The school culture is supported through quality first teaching, whole school CPDL, Tudor Values, our behaviour curriculum and extensive SENDi (Special Educational Needs Disabilities and Inclusion) provision and interventions.

We use the Pupil Premium (PP) to endeavour to close the gaps 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 overcoming the key challenges faced by our disadvantaged cohort.

Challenges

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

Challenge number	Detail of challenge
1	Reading: disadvantaged students' reading ages are below that of their non-disadvantaged peers. Disadvantaged students' ability to read independently, for information and comprehension is limited and not in line with their peers. This area needs additional support to promote better outcomes in writing, as well as reading.
2	Attendance: our attendance data shows that absence rates for PP students are above that of non-PP students. Overall attendance for 2022-2023 for PP students was 87.3% vs non-PP attendance at 93.6%. This is a complex challenge following both post pandemic school refusers and persistent absentees, and therefore requires strategic tracking, staffing, and a graduated approach.
3	Suspensions: suspensions remain higher for PP students.
4	Academic gaps in learning: a percentage of PP pupils (Bands A and B combined are 50.5%) have known ACEs (adverse childhood experiences) that are exacerbating gaps in learning. It is recognised that the emotional regulation and resilience of our students needs supporting, including sharing metacognitive strategies for learning and/or social interactions.
5	Personal development and wellbeing: we recognise that post-pandemic some of our more disadvantaged students have lower aspirations and feel less connected with the school community. We want to offer them wider enrichment opportunities and cultural experiences to help motivate them to succeed academically and feel a greater sense of belonging.

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
To improve the reading ages of our disadvantaged students through a continued focus on literacy practice, so our students are competent and confident readers.	<p>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.</p> <p>The reading ages [standardised reading age] of PP children improve to be in line with their peers.</p>
To improve attendance in school for all students, particularly our disadvantaged students.	The % of all students who are persistently absent will have reduced, and the attendance of PP students improves
To continue developing school culture and behaviour so that all students feel valued, and disadvantaged student behaviour points and suspension numbers improve.	<p>Student voice, learning walks, lesson observations and behaviour data will demonstrate that students are more able to regulate their behaviour, which is modelled by staff.</p> <p>The number of average behaviour points for PP students will improve in line with their non-disadvantaged students. The proportion of PP students who have at least 1 suspension <10%. The proportion of PP students who have multiple suspension is <5%. The number of days lost to suspension for PP students reduces to <70.</p>
The work and support given by the SENDi team positively impacts on wellbeing, participation, and progress of our most disadvantaged children (Band A and Band B PP students) through targeted interventions.	<p>Band A and Band B PP students are prioritised for interventions from the SENDi Team. Band A students have a Student Welfare Profile (SENDi 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 [out of 5] is at least 80%.</p> <p>Qualitative student, parent and teacher voice will demonstrate high levels of wellbeing. Monitoring of interventions and case studies will demonstrate increased participation rates in cultural experiences, especially for our disadvantaged cohort.</p>
To improve attainment and progress at the end of KS4 for our disadvantaged pupils.	By the end of our current plan, KS4 outcomes for our disadvantaged students will have improved and approached the levels of their non-disadvantaged peers. QA will highlight that PP students are not disadvantaged in the classroom and teachers are supporting them to catch up with any missing content, knowledge, and skills.

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: £153,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in developing whole school reading strategies which are embedded throughout the curriculum.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1
Reading is a key feature of Tutor time programme to widen exposure, develop vocabulary and strengthen cultural capital.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 5
Staff CPDL on assessment and feedback with a priority on students understanding their learning journey and on feedback; DIRT is purposeful and develops students' learning.	Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	1, 4
A clear behaviour policy and curriculum, which recognises the need for routines, appropriate responses and relationships will be developed so that teachers know how best to support students in the classroom.	When the Adults Change, Everything Changes. P. Dix. 2017 EEF Guidance Report: Improving Behaviour in Schools, EEF. 2018 (Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk))	3, 4, 5

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

Budgeted cost: £89,939

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic reading assessments and investment in subsequent interventions based on GL reading assessment data:</p> <ul style="list-style-type: none"> • Language for thinking • Word aware/key vocabulary • Toe by Toe • Reading skills and vocabulary 	<p>School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1
Investment in a range of small group interventions to support academic classroom learning.	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4, 5
Specialised training and development of staff in the SENDi Team to ensure provision of interventions and regulation environments for students are successful and have impact.	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 3, 4, 5
Recruit academic mentor to support students in science and maths in all years.	One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 4

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

Budgeted cost: £119,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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).	2, 3, 4, 5
Investment in a range of small group interventions, including SEMH, an Educational Psychologist, Counsellor, and THRIVE assessments for all students in band A.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) 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)	2, 3, 4, 5
Organisation of wider cultural experiences and extracurricular activities for students. To include DofE, CCF, trips, cultural experiences, and music tuition.	Arts participation EEF (educationendowmentfoundation.org.uk)	2, 4, 5
PP Lead to work with a committee of senior leaders and staff (including PP and LAC champions) to identify how learning is affected by disadvantage across all strategic areas. Including the monitoring of interventions, core offer, behaviour, attendance and teaching.	Addressing Educational Disadvantage in Schools and Colleges: The Essex – John Catt Bookshop UK Implementation in education EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

Total budgeted cost: £362,456

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.

Pupil Premium Award: £259,411

Recovery Premium Award: £86,735

Total Budget for 2022-2023: £346,146

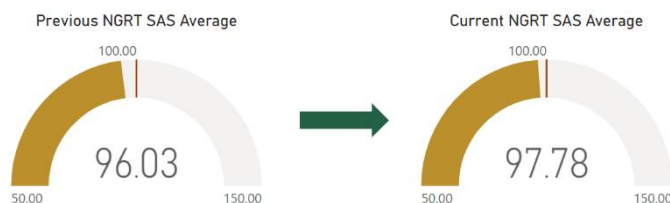
Reading

Reading data shows that PP students are making progress with their reading, with specific improvements made for the targeted intervention groups and prioritised students. The data suggests that throughout their Key Stage 3 journey, the embedding and frequency of exposure to whole school reading strategies is having a positive impact on reading ages and understanding.

- Overall Pupil Premium reading has improved to 97.78, which is in the middle national average category for the NGRT Standard Age Score (SAS).
- PP Band C and D reading average reading ages are now above the national average NGRT SAS of 100 (101.49 and 118.80 respectively).
- Year 8 PP reading age has improved from 94.45 to 104 (NGRT SAS Average).
- Focus group of Year 8 PP Band A and Band B boys made significant improvement of 1.19 average years progress (A) and 1.01 years (B).

Although PP students are making progress, it is slower than their peers in some group comparisons and there continues to be a reading age gap. Therefore, reading remains a whole school focus.

- PP Reading Ages in Half Term 6 (based on NGRT SAS averages)
 - Year 7 – 94.8 (PP), 106.2 (non-PP)
 - Year 8 – 96 (PP), 106.2 (non-PP)
 - Year 9 – 97.6 (PP), 107.5 (non-PP)
- PP Reading ages average progress last academic year:



Attendance

The attendance figure for this academic year was 91.8% (compared with 90.7% locally and 91% nationally) and 87.3% for PP students. Attendance for PP students at TGAW directly correlates with the scale of deprivation and trauma. There has been evidence of progress made in improving the attendance of PP Band C and D students:

- Band C attendance for 22-23 was 90.3%, an improvement from 88.3% in 21-22.

- PP Band D student attendance average above the whole school average at 93.5%.

Last year, the impact we wanted on attendance was challenging due to ongoing attendance issues from COVID, school refusers and individual cases of students with both SEND and PP having low attendance (86.2%). Students who have faced additional trauma, either historic or current, attend less. Therefore, this year, we will continue to focus our attention on targeted, strategic intervention and support for PP students in the highest alert bands as there continues to be an attendance gap (6.3%). PP attendance dipped throughout the academic year, therefore targeted support by the attendance and PP leads will focus on maintaining attendance levels in the summer term, particularly for PP Band A and B students.

	HT1	HT2	HT3	HT4	HT5	HT6
PP Attendance	89.7%	86%	89.6%	86.7%	85.9%	85.3%

Suspensions

Staff CPDL has continued to focus on how to get ahead of behaviour and support students with learning appropriate behaviours in school through our taught Behaviour Curriculum. This, alongside targeted intervention, and support will be further developed this year as the gap between PP and non-PP students who have received at least one suspension remains (7.1%). PP suspension rate was 10.2% (in comparison to the most recent government data for the 21-22 academic year of 16.02%).

Academic outcomes

We have analysed the progress of disadvantaged students during the 2022/23 academic year using Key Stage 4 performance data and our school internal assessments. These show that there is still a gap in academic outcomes, but there is evidence of this closing.

Key Stage 4 Outcomes 2023

Key Stage 4 outcomes from 2022/23 demonstrate that an academic gap between PP and non-PP student remains, but that progress to close this has been made since the last comparable set of results in (2018/19).

- Attainment 8 all students: 45.2 (compared to 44.8 local authority average)
- Attainment 8 non-PP: 48.6 (compared to with 48.3 local authority non-PP)
- Attainment 8 PP: 32.8
- Attainment 8 gap: -15.84
- Progress 8 gap: -0.77

The Attainment 8 gap has closed by 1.9 from 2018/19 to 2022/23, and performance measures for English and Maths have improved. The gap between the English and Maths measures for PP and non-PP has also closed:

	2019 PP KS4 Results	2023 PP KS4 Results
Eng & Maths 4+	34.09%	41.86%
Eng & Maths 5+	13.64%	20.93%
Attainment 8	29	32.8

- Eng & Maths 4+ gap in 2019: 38.2%
- Eng & Maths 4+ gap in 2023: 31%
- Eng & Maths 5+ gap in 2019: 30.3%
- Eng & Maths 5+ gap in 2023: 13%

However, it is evident that this gap is being exacerbated by an in-house gap between gender groups with girls performing better than boys. Therefore, the PP and whole school SIP focus remains on the attainment of boys, particularly PP boys.

Interventions

Analysis using the Power BI spending dashboard on Bromcom demonstrates that the majority of SENDi and whole school interventions were having a positive impact on the students targeted. Interventions run by the SENDi team that have had a high impact against cost will continue this academic year. Some of the more specific high level cost interventions (school counselling, educational psychologist) have impacted fewer number of students, but are key interventions for these individual students.

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
GL Assessments	GL Assessment
Thrive Programme	The Thrive Programme
FFT Aspire	Fischer Family Trust

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?	We used the service pupil premium money to ensure all students were able to meet regularly with our Pupil Premium Champion where required and monitored by the PP lead. This included behaviour and attendance tracking, and interventions provided where deemed necessary.
What was the impact of that spending on service pupil premium eligible pupils?	There was no significant difference between attendance, behaviour and outcomes of service pupil premium students and their peers.

Further information (optional)

The School Led Tutoring funding will be utilised to employ 2x academic mentors (50% or costs) the additional 50% will be taken from the pupil premium budget (as detailed under teaching, recruitment and CPDL).