

## 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 Worcester      |
| Number of pupils in school                                              | 1073                        |
| Proportion (%) of pupil premium eligible pupils                         | 29.5%                       |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 – 2026/2027       |
| Date this statement was published                                       | October 2025                |
| Date on which it will be reviewed                                       | October 2026                |
| 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                                                                                                                         | £331,335 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £331,335 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Tudor Grange Academy Worcester, our core aim is that every student - regardless of background - achieves the highest levels of progress and attainment they are capable of. Our Pupil Premium strategy is underpinned by a commitment to inclusion, and that disadvantaged students are at the front and centre of decision making. We recognise that socio-economic disadvantage intersects with other barriers such as SEND, social care involvement, and protected characteristics. Our approach ensures early identification of need, high expectations for all, and access to a broad and balanced curriculum. We use a graduated response model and evidence-informed interventions, regularly reviewed for impact. Staff are trained to deliver inclusive teaching and adapt provision to meet individual needs, ensuring every pupil feels they belong and can thrive.

Central to our inclusive approach is the cultivation of strong, positive relationships between staff and pupils. We recognise that trusted relationships are foundational to pupil engagement, well-being and achievement. Teachers and support staff are encouraged to know their pupils well, build rapport, and create safe, respectful learning environments. These relationships foster a sense of belonging and enable pupils to feel valued, understood and supported in their learning journey.

We place a strong emphasis on promoting the wellbeing of every child, enriching their educational experience through opportunities beyond the classroom. Access to extra-curricular activities, leadership roles, and enrichment programmes helps build confidence, broaden horizons, and ensure all students, especially those who are disadvantaged, feel included and empowered.

This inclusive culture is sustained through high-quality teaching, whole-school CPDL, the Tudor Values, a robust behaviour curriculum, and extensive SENDi provision. These elements work together to create a consistent, supportive environment where every pupil can thrive.

Our use of Pupil Premium funding is strategic and evidence-informed, focused on addressing the key challenges faced by disadvantaged pupils. Every intervention aligns with our school vision - to be determined and ambitious for every child - ensuring no learner is left behind and every child is supported to achieve their full potential.

### Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                              |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <b>Literacy:</b> Disadvantaged students often have lower reading ages, limited vocabulary, and weaker independent reading skills. These gaps affect confidence and hinder progress in reading, writing, and spoken communication (oracy). High-quality teaching and targeted support are vital to close the gap. |
| 2                | <b>Attendance:</b> in 2024–2025, attendance among disadvantaged students was 85.2%, below the whole-school figure of 91.5%. Persistent absence and post-pandemic school refusal remain complex challenges, requiring strategic tracking, dedicated staffing, and a graduated response.                           |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <b>Suspensions:</b> suspension rates remain disproportionately high among disadvantaged students, highlighting the need for proactive behaviour support, inclusive practices, and early intervention strategies.                                                                                                                                                                                                                                                |
| 4 | <b>Academic gaps:</b> a high percentage of disadvantaged students have experienced ACEs, widening learning gaps. They need support with emotional regulation, resilience, and metacognitive skills to boost academic and social outcomes.                                                                                                                                                                                                                       |
| 5 | <b>Personal development and wellbeing:</b> post-pandemic, many disadvantaged students, particularly disadvantaged white working-class students, demonstrate reduced aspirations and weaker connections to the school community. Strengthening their sense of belonging and engagement is essential. Expanding access to enrichment opportunities and cultural experiences will help foster ambition, improve wellbeing, and build stronger ties to school life. |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve reading ages and literacy confidence of disadvantaged students.                                                                                                                                      | <p>The standardised reading ages of disadvantaged students improve in line with their peers.</p> <p>Quality Assurance shows disadvantaged students, including Band A and Band B, accessing reading as an integral part of their learning.</p> <p>Quality Assurance shows disadvantaged students actively participating in school oracy routines (e.g. TALK!).</p>                                                                                              |
| To improve attendance, especially among disadvantaged students.                                                                                                                                              | The percentage of disadvantaged students who are persistently absent will have reduced, and the attendance of disadvantaged students improves.                                                                                                                                                                                                                                                                                                                 |
| Continue strengthening school culture and behaviour to foster belonging and positive relationships, improving behaviour and reducing suspensions – especially for disadvantaged students                     | <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 non-disadvantaged students. The proportion of PP students who have at least 1 suspension &lt;12%. The proportion of PP students who have multiple suspension is &lt;6%.</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 &gt;3 [out of 5] is at least 80%.</p> <p>Qualitative student, parent and teacher voice will demonstrate high levels of wellbeing. Monitoring of</p> |

|                                                                                    |                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                    | interventions and case studies will demonstrate increased participation rates in cultural experiences, especially for our disadvantaged cohort.                                                                                                                                                                                            |
| 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 disadvantaged students are not disengaged 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: £125,289

| Activity                                                                                                                | Evidence that supports this approach                                                                                                                                     | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Investment in developing whole school reading and writing strategies which are embedded throughout the curriculum.      | <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> | 1, 4                          |
| Investment in developing independent learning strategies to be embedded across the curriculum.                          | <a href="#">Metacognition and Self-regulated Learning   EEF</a><br><br><a href="#">Updated resource: Supporting independence through questioning –...   EEF</a>          | 1, 4                          |
| Investment in developing a whole school oracy strategy (TALK) which will be embedded throughout the curriculum.         | <a href="#">Oral language interventions   EEF</a>                                                                                                                        | 1, 4, 5                       |
| Reading is a key feature of Tutor time programme to widen exposure, develop vocabulary and strengthen cultural capital. | <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> | 1, 5                          |
| Staff CPDL on assessment and feedback with a priority on checking students understanding                                | <a href="#">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a>                                                                   | 1, 4                          |

|                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                             |         |
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| their learning journey and on feedback; DIRT is purposeful and develops students' learning.                                                                                                                                                                           |                                                                                                                                                                                                                                                                                             |         |
| Senior and middle leadership developing routines for improved homework accountability, including ensuring it is accessible and purposeful.                                                                                                                            | <a href="#">Homework   EEF</a>                                                                                                                                                                                                                                                              | 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. This will be founded on the school's learning habits. | <p>When the Adults Change, Everything Changes. P. Dix. 2017</p> <p>EEF Guidance Report: Improving Behaviour in Schools, EEF. 2018 (<a href="#">Improving Behaviour in Schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>))</p> | 3, 4, 5 |

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

Budgeted cost: £121,987

| 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"> <li>• Language for thinking</li> <li>• Word aware/key vocabulary</li> <li>• Toe by Toe</li> <li>• Reading skills and vocabulary</li> </ul> | <p><a href="#">School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> | 1                             |
| Investment in a range of small group interventions to support academic classroom learning.                                                                                                                                                                                                                                   | <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></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                                                                                                                                                                            | <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | 1, 3, 4, 5                    |

|                             |                                                                                                                                                                                                                                                                     |  |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| successful and have impact. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> |  |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £84,059

| Activity                                                                                                                                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p><b>Welfare Profiles for all Band A students:</b> ensure class teachers are aware of the specific barriers these students may face by sharing tailored strategies to support them effectively in the classroom.</p> <p>Strategies will be stored on student profiles</p>       | <p>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).</p>                                                                                                                                                                                                                                                                                | 2, 3, 4, 5                    |
| <p>Investment in a range of small group interventions, including SEMH, an Educational Psychologist, counsellor, and THRIVE assessments for all students in band A.</p>                                                                                                           | <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>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)</p> | 2, 3, 4, 5                    |
| <p>Organisation and financial support of wider cultural experiences and extracurricular activities for students. To include DofE, CCF, trips, cultural experiences, and music tuition.</p>                                                                                       | <p><a href="https://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                                                                                                                              | 2, 4, 5                       |
| <p>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.</p> | <p><a href="https://educationendowmentfoundation.org.uk">Addressing Educational Disadvantage in Schools and Colleges: The Essex – John Catt Bookshop UK</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Implementation in education   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                     | 1, 2, 3, 4, 5                 |

**Total budgeted cost:** £331,335

## 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.

**Total budget: £271950**

#### **Reading**

Reading data continues to indicate disadvantaged 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.

- NGRT data shows that Pupil Premium reading data has improved for Year 8 and Year 9 students (Year 8 average stanine improved from 4.33 to 4.5, Year 9 average PP stanine improved from 4.92 to 5.1).

Data shows that a reading age gap remains between disadvantaged students and their peers, but that this is closing as the students' progress through the school.

- PP Reading Ages gap between PP and non-PP students from 2024 to 2025 (based on NGRT SAS averages):
  - Year 8 – closed by 0.5
  - Year 9 – closed by 2.3
  - Year 10 – closed by 0.9

Although disadvantaged 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.

#### **Attendance**

The attendance figure for this academic year was 91.5% for all students, and 85.2% for disadvantaged students. Attendance for disadvantaged 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 B and C attendance for 24-25 was 86.2% and 88.5% respectively.
- PP Band D student attendance average was above the whole school average at 96.3% and better than national averages of all pupils

Over the past year, demonstrating impact within our Pupil Premium cohort has remained challenging, particularly among students with persistent attendance issues. These include school refusers, those affected by post-COVID disengagement, and individuals with overlapping SEND and PP needs. Students experiencing trauma - historic or ongoing - also show lower attendance rates.

This year, we will continue to prioritise targeted, strategic interventions for PP students in the highest alert bands, as the attendance gap remains significant. Attendance among PP

students declined in the latter half of the academic year, so focused support from both the PP and attendance leads will aim to stabilise and improve attendance in the summer term, particularly for Band A and B students.

### **Suspensions**

Staff CPD has continued to focus on proactive behaviour strategies, supporting students by promoting positive learning behaviours both in the classroom and around the school, as outlined in our Behaviour Curriculum. This work continues to complement targeted interventions aimed at reducing the gap between disadvantaged and non-disadvantaged students in terms of suspensions. Currently, the proportion of PP students who have received at least one suspension remains at 14.8%. Despite extensive interventions and support funded through the PP grant, these students continued to face significant challenges throughout the academic year. Where appropriate, alternative provision has been implemented to better support this specific group of students.

### **Academic outcomes**

We have analysed the progress of disadvantaged students during the 2023/24 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 2025**

Key Stage 4 outcomes from 2024/25 demonstrate that an academic gap between disadvantaged and non-disadvantaged students remains, so this will need to remain a focus moving forwards.

- Attainment 8 all students: 45.9
- Attainment 8 PP: 32.3
- Attainment 8 gap: -13.6

|                | 2024/25 Results<br>(disadvantaged) |
|----------------|------------------------------------|
| Eng & Maths 4+ | 39.5%                              |
| Eng & Maths 5+ | 23.7%                              |

### **Interventions**

Analysis using the Power BI spending dashboard on Bromcom shows that the majority of SENDi and whole-school interventions had a positive impact on the targeted students. Interventions delivered by the SENDi team that demonstrated high impact relative to cost will continue into this academic year. While some higher-cost, specialist interventions, such as school counselling and educational psychology services, have supported fewer students, they remain essential for those individuals. The interventions implemented during 2024/25 were particularly effective for disadvantaged students, and we will now explore ways to further enhance this impact.

## 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 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)

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