



Tudor Grange Academy Kingshurst: Pupil premium strategy statement

School overview

Information	Data
School name	Tudor Grange Academy Kingshurst
Pupils in school	1334 (incl Post 16)
PP pupils in school	648
Proportion of disadvantaged pupils	48.6%
Pupil premium allocation this academic year	£462,000
Academic year or years covered by statement	2017/18 – 2020/21
Publish date	October 2019
Review date	October 2020
Statement authorised by	Matthew Boyle
Pupil premium lead	N Crehan/ A Bannon
Governor lead	G Pearce

Disadvantaged pupil performance overview for last academic year

	2018/19	2019/20 (FFT Estimates)	2020/21 (FFT Estimates)
Progress 8	-1.0	-	-
Ebacc entry	1.6%	12%	
Attainment 8	31.0	37	37
% Grade 4+ in English and maths	34.4%	45%	46%
% Grade 5+ in English and maths	21.3%	19%	21%
Attendance rates for PP pupils	91.9%	-	-
Persistent absent rates for PP pupils	23.75%	-	-
FTE as percentage of the pupil PP group	38.5%	-	-
Number of PP pupils receiving FTE	74	-	-
Number of days lost for PP due to FTE	305	-	-

Barriers to future attainment for disadvantaged pupils

In-school barriers	
A.	Many disadvantaged pupils across the school have gaps in learning in reading, writing and maths
B.	A high proportion of disadvantaged pupils receive SEN support. Outcomes and progress can be significantly related to emotional literacy and behaviour support and other co-existing needs
C.	Disadvantaged pupils don't behave well enough and are more likely to receive a fixed period exclusions than their peers.
External barriers	
D.	Attendance of disadvantaged pupils is erratic due to challenging home circumstances. This impacts on school hours and causes them to fall behind in their learning.
E.	A large proportion of disadvantaged pupils lack access to guidance, parental support and cultural experiences.

Strategy aims for disadvantaged pupils

Aim	Target	Review date(s)	Target date
Progress 8: Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Trust support to continue to address legacy issues. Continue to implement quality first teaching and strengthen leadership and management across all curriculum areas	Sept 20	Sept 21
Attainment 8: Achieve national average for attainment for all pupils	Implement Trust assessment policy and practices. Common assessments support moderation and standardisation processes	Sept 20	Sept 21
Achieve average English and maths 4+ scores for similar schools	Recruitment, retention and middle leader development of English and maths department [ref 2.a]	Sept 20	Sept 21
Ebacc entry: Better national average EBacc Entry for all pupils	Review curriculum delivery and implement action plans to improve outcome of all students. Trust curriculum model for Ebacc subjects in place for 2019/20.	Sept 20	Sept 21
Improve attendance to the national average for all pupils	Produce half termly operational plans with measurable milestones for each College. Ensure these plans specifically focus on improving attendance of PP pupils [ref 1a]	July 20	July 21
Reduce persistent absence rates to the national average for all pupils	Analyse the detail behind poor attendance of PP pupils. Allocate caseloads of pupils to key members of staff. Implement the 10/20-day attendance challenge.	July 20	July 21
Reduce the rate of exclusions associated with PP, boys and SEND	Review steps to ensure exclusion is minimised through early intervention and reasonable adjustments are made for our most vulnerable pupils.	July 20	July 21

Teaching priorities for current academic year

Measure	Activity
90% of teachers are meeting the expected standard. QFT impacts on improved outcomes across the curriculum for all pupils.	Trust teaching and learning team to disseminate QFT template. Specific features of QFT are delivered through bespoke CPD [ref 2] Design and deliver the 'teacher toolkit' and deliver the 'coaching for consistency' programme [ref 2]
The attainment of PP pupils in all subjects is in line with that of pupils not eligible for PP nationally.	Gaps in learning of PP pupils is addressed consistently across Y10/Y11. Class teacher implement the CLIPS model [PP catch-up strategies]: (1) Organisation, presentation, task completion. (2) DIRT tasks followed by personal comment; (3) Actively engage pupils with Learning journeys [ref 3a]
Improve the KS3 curriculum offer so that it meets future aspirational interests for all students.	Review the Y7 'Aspire' and Y8 'Pathways' curriculum so that it is engaging, progressive and incorporates suitable career advice and guidance [ref 1.2]
Extended writing is successfully implemented and an effective feature across the curriculum.	With Trust support middle leaders conduct a question level analysis review and plan strategies to improve extended responses for all students. Assessment, marking and feedback targets extended writing and fluently [Ref 4a]
Reading ages of disadvantaged pupils move closer or exceed the expected age-related reading age.	Baseline reading ages using GL assessments for every child. Wave 1 reading intervention supported through bespoke department CPD. Introduction of Stop, Drop and Read across the academy [ref 5a] Buy-in and embed Accelerated Reader across KS3 to increase reading for pleasure. [ref 5a]. Small group PP reading intervention targeted through LRC struggling readers programme.
Deep Dives in Humanities outline specific strategies to improve PP outcomes.	Trust leads to conduct a 'Deep Dive' in Humanities in half term one. A detailed evaluation will be shared with the humanities team alongside specific action planning [ref 3a]
Middle leader professional development is effective	Design and deliver a bespoke middle leader CPD programme; ranging from Logic model reviews, QFT and strategic accountability meetings [ref 3a]
Projected spending	£231,000

Targeted academic support for current academic year

Measure	Activity
The proportion of PP pupils who receive multiple exclusions and/or progress to alternative provision has reduced.	Integrate an alternative Internal exclusion model [TATE] which has a positive impact on students' social and emotional competencies and educational outcomes [ref 3]
'At risk' eligible PP pupils demonstrate better emotional health and participate positively in school	All PP/SEND profiling with an input from an educational/clinical psychologist. Information will be disseminated appropriately. All PP/SEND pupils have a personalised plan supported by an Ed psychologist [ref 3]

THRIVE mentoring successfully addresses the social and emotional needs of PP pupils	THRIVE training for all key staff by external providers. THRIVE and restorative training to for on-call staff. Analyse the impact of THRIVE through weekly meetings and periodic reviews of attendance and behaviour data [ref 2]
Projected spending	£86,000

Wider strategies for current academic year

Measure	Activity
90% of PP parents attend Parent meetings. 100% of PP parents review face to face feed-back regarding progress of their child.	Increase the quality and range of communication with parents/carers of PP children. Review attendance gaps following each parents evening. Follow-up meetings and home visits (where appropriate) for families unable to attend [ref 1a]
All PP children are well prepared for the next stage of their education. As a result 100% PP NEET.	Careers education are carefully mapped and recorded for all pupils through Gatsby Benchmark [ref 3]
PP resilience, cultural capital, school attendance and engagement is improving.	Launch SAS programme in Y7/Y8 as part of the curriculum offer alongside Tudor Voyage Portfolio [ref 1]
100% of students have a life changing experience whilst at the academy and attend at least one enrichment opportunity each academic year.	Partial and full funding to support trip attendance, theatre visits, music tuition, International trips. Tracking of trips for all PP students. Staff encouraged to block book PP places to ensure a representative percentage attend. Regular reporting on SLT on PP students that are attending trips and those who are not [ref 6]
Attendance rates of PP pupils move closer to towards the national average and reduce persistent absence rates are closer to the national average.	Thoroughly analyse attendance patterns for PP and SEN support [ref 1a] Promote attendance across the six Colleges through 'golden ticket events' and the 'attendance champions league' initiative [ref 1a]
Y11/Y10 PP attendance during mock exam periods is in line with the school target.	Introducing a 'Texting Parents' programme across KS4 to improve parental engagement ahead of GCSEs [ref 1a]
TATE is being used as a successful alternative to FTE	Analyse the impact of TATE, on a recurring basis, in reducing multiple exclusions and in modifying behaviour of PP pupils in school [ref 2]
Form tutor intervention impacts positively on PP attendance.	Form tutors to work with 3 prescribed PP pupils over a 20-day period. Weekly messages to parents and meetings with the Principal take place for those on target [ref 1a]
Tudor habits are understood by all pupils and become habitual features across the school.	Implement the Tudor Habits model. Staff training on Positive Climate for learning supported by bespoke CPD. Analyse the impact of Tudor habits on student/teacher relationships, attitude to learning, behaviour and attendance data [ref 2]
Evaluations of half termly operational plans indicate interventions are having a positive impact on PP attendance, behaviour and attainment.	Establish strategy group meetings. Triangulate PP outcomes with tangible actions and impact from the PP provision map. Create a culture of positive discrimination towards PP pupils [ref 1a]
Projected spending	£145,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Plan whole-school and bespoke professional development that coincide with QA exercises	Use of Academy and Trust INSET days and additional cover being provided by senior leaders. Deep Dives to be conducted by Trust specialist leads
Targeted support	Thrive mentoring training to be deliver to large number of key staff. Ensuring enough time for attendance officer to deliver the attendance challenges effectively. Plan a schedule of reviews for the educational psychologist.	Thrive practitioners trained by external providers will provide training in-school. Trust Educational psychologist to support all PP/SEND profiles Attendance officer to free up 2-hours per week to focus on maintenance of attendance challenges.
Wider strategies	Engaging the families facing most challenges.	Strategy Group Meetings will create better connections and joint discussions with key staff in school.

Review: last year's aims and outcomes

Aim	Evaluation	Outcome
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Overall Progress for pupils eligible for PP remains static for 3-years. Progress is below expectation.	Not achieved
Achieve national average for attainment for disadvantaged pupils	Attainment of pupils eligible for PP remains stubbornly below expectations in 2018/19; indicating a declining trend overtime.	Not Achieved
Achieve average English and maths 4+ scores for similar schools	34.4% of PP pupils achieved grade 4+ in English and mathematics in 2018/19.	Not Achieved
Achieve average English and maths 5+ scores for similar schools	21.3% of PP pupils achieved grade 5+ in English and mathematics in 2018/19.	Partially Achieved
Attendance rates for disadvantaged pupils are in line with the national average	Attendance has improved by 0.42% over 2-years and 2% over 3-years. Minus 'statics' PP attendance improved by 0.7% in 2018/19	Achieved
Persistent absence rates for disadvantaged pupils are in line with the national average	PA has fallen by 2.94% over 2-years and 9.04% over 3-years. Minus 'statics' PA fell by 2.55% in 2018/19.	Achieved
FTE rates as percentage of the PP group are in line with the national average	Rates of exclusions as a percentage of the PP cohort has increased by 2.5% over 2-years and 15.5% over 3-years.	Not achieved
Number of PP pupils receiving FTE reduces year-on-year	74% of the PP cohort has received a fixed term exclusion; a decrease of 9% from 2017/18.	Partially Achieved
Days lost to FTE for PP pupils reduce year-on-year	The number of days lost to exclusion has increased from 287.5 in 2017/18 to 305 in 2018/19.	Partially achieved

Pupil Premium expenditure: Specific costs linked to project spending

Please note that this is a provisional budget and that adjustments may be made during the year to reflect the needs of the cohort and the school.

Teaching priorities	Strategy link	Cost
Specialist English & maths posts	% Grade 4/5+ in Eng & maths	£60000
Trust support: Deep Dive Humanities	Improve PP outcomes in Humanities	£1500
Department level support: Humanities & Science	Improve Ebacc offer	£1000
Accelerated Reader & GL Assessment [Testing] package	Improve skills in reading	£4000
PP Champion posts: Eng, maths & Science	Implement catch-up strategies / CLIPs	£9000

Targeted support priorities	Strategy link	Cost
Trust support: CPD and logic models	Middle leader development	£2500
TATE training including resource materials	Reduction in FTE	£1000
Thrive mentoring including software packages	Social and emotional gaps	£2000
Attendance challenges and Initiatives	Improve attendance to 97%; PA to 10%	£1500
Educational psychologist support	SEND/PP profiling	£2000
Coffee mornings	Improve parental engagement	£500

Wider support priorities	Strategy link	Cost
College leader to implement action/evaluate strategies	College leader ½ termly PP plans	£500
Educational trips [30% places reserved for PP]	Development cultural/social capital	£2000
SAS curriculum	Building resilience and character	£10000
Purchase and deliver careers via the Gatsby benchmark	Prioritise PP careers and career plans	£1000
Uniform	Uniform issues don't prevent attendance	£1000
Provision maps	Interventions linked to individual pupils	£1400
Alternative provision	Improved placements for PP pupils	£20000