

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 Kingshurst
Number of pupils in school	1316 (1151 year 7-11)
Proportion (%) of pupil premium eligible pupils	50% (57% year 7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	4 th September 2021
Date on which it will be reviewed	6 th June 2022
Statement authorised by	Darren Turner
Pupil premium lead	Rebecca Hill
Governor / Trustee lead	Graham Pearce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£578,730.00
Recovery premium funding allocation this academic year	£87,870.00
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	£666,600.00

Part A: Pupil premium strategy plan

Statement of intent

Every child deserves an outstanding education. This will be driven based on a tiered approach through the three key priority areas of Quality First Teaching, Targeted Academic Support and Wider School Strategies.



Tutor Grange Academy
Kingshurst

The Tutor Grange Academy Kingshurst Disadvantaged Students Strategy One Page Overview of Our Tiered Approach

"Every Child Deserves an Outstanding Education"

1. Quality First Teaching

A drive to support improved classroom delivery of Quality First Teaching. This will be done specifically through:

- Precision Planning
 - A QFT toolkit for precision planning and targeting of PP students
 - New look SLD documents that are updated after every data entry and focus only on PP and SEND students.
- MAF
 - QA of MAF with a priority focus on PP students
 - Focus on Maths, English and Science to improve outcomes.
- Reading
 - A clear whole school approach to reading.
 - Use of reading ages to precision plan.
 - Reading features in department DIPs
 - Measurement of progress through NGRT

Other Key Documentation:

Intent to Spend Document
Catch up Planning Document
TGAK SIP
Whole School Approach to Pupil Premium; Six Steps to Success
PP Co-ordinator Job Description



2021 - 2022

"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF

The link between absence and achievement for disadvantaged students is clearly established (DFE Research 2016)

EEF toolkit indicates that "social and emotional learning" can generate +4 months.

EEF toolkit indicates that "sports participation" can generate +2 months.

Increasing parental engagement in schools had an average two to three months positive impact. EEF.

EEF Toolkit indicates that "reading comprehension" strategies can generate +6 months.

EEF toolkit indicates that "mastery learning" can generate +5 months and feedback +8 months.

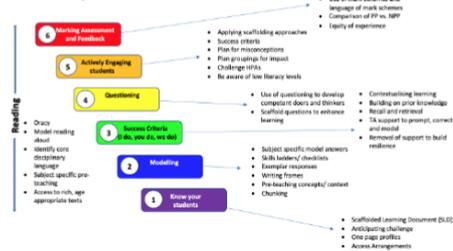
EEF toolkit indicates that "small group tuition" can generate +4 months.

EEF toolkit indicates that "behaviour interventions (strand 3)" can generate +3 months.

NTP Evidence indicates that one to one tuition can be effective, delivering approximately +5 months progress on average.



Six Steps to Success



2. Targeted Academic Support

Structured and targeted interventions that focus on small group and one-to-one support.

- THRIVE
- TATE
- NTP
- Academic Mentoring
- Graduate Coaches
- Targeted Interventions (The Willows)
- Reading interventions
- Year 11 Top Ten to Target Tracker

All based on the PP Vulnerability Tracker and the Core offer for each band.

Tracked and impact measured on Bromcom.

3. Wider Strategies

- Attendance of PP students
- Behaviour of PP students (specifically the number of FTE)
- Tutor Habits (linked to the Enrichment Programme)
- Wider School Experiences offered to students (trips, visits and extra-curricular programmes) to build Cultural Capital
- PP student and parent voice
- PP committee Meetings
- Support with uniform costs

PP Co-ordinator to track progress (based on key data) in all areas.

Challenges

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

Challenge number	Detail of challenge
1	Low expectations of students' ability to access a knowledge rich curriculum is still resulting in poor outcomes for Pupil Premium students.
2	Many disadvantaged students have low reading ages.
3	Disadvantaged students are disproportionately represented in exclusion data.

4	Attendance of disadvantaged students is below National Average, impacting on school hours and causing them to fall behind in their learning.
5	PP students do not have the same access to cultural opportunities outside of school, meaning a higher reliance is needed in school. This will prevent a negative impact to access a knowledge rich curriculum.

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
All students will access quality learning experiences as a result of QFT. Lessons will be ambitious and enable all students to learn and remember the fundamentals of the curriculum.	<ul style="list-style-type: none"> • Improved outcomes and in particular the P8 and A8 measures at KS4. • Improved outcomes at KS3 for PP students, particularly in core subjects. • VA scores for PP students will demonstrate a positive upward trend in maths, English and science when compared to previous years. • PP students being a focus in lessons, as detailed on the SLD, with interventions used effectively during wave one teaching.
A whole school reading agenda will result in a reading rich school.	<ul style="list-style-type: none"> • Reading age data for PP students will be in line with NPP and demonstrate progress as a result of the whole school reading agenda. • CPD on the reading agenda will directly impact classroom practice and as a result student outcomes specifically for PP students will improve. • Teachers will be confident in using a toolkit for reading in lessons to increase challenge. • Subject reading plans will be in place and QA for all subject areas by July 2022.

<p>A regular review of behaviour data and personalised interventions will result in a decline in FTE for PP students.</p>	<ul style="list-style-type: none"> • There will be a reduction in FTE for PP students. • PP and NPP FTEs will be in line with each other. • The use of TATE will prevent repeat offences. • The regular PP LC meetings will ensure key data is analysed, resulting in interventions, actions and strategies being implemented to prevent behaviour concerns escalating. • THRIVE has a positive impact on behaviour that is demonstrated through clear and robust tracking.
<p>Attendance of PP students improves across all year groups and is in line with the National Average.</p>	<ul style="list-style-type: none"> • PP attendance is in line with National Average. • PP attendance (especially for Band A) will demonstrate a positive upward trend as a result of key interventions. • PP attendance data analysis results in effective actions and interventions being implemented.
<p>The use of enrichment will help to widen students experiences. This will happen through: Timetabled Skill, Active, Service (SAS) lessons, Specialist Interest Subjects (SIS), a broad and structured extra-curricular programme, peripatetic lessons, the use of the outdoor learning centre, whole school performance opportunities.</p>	<ul style="list-style-type: none"> • Increased engagement in wider school events. • Students feel successful as they are regularly rewarded and recognised for their achievements • Assessment against the Tudor Values • Bromcom intervention logs will demonstrate an increase in engagement of PP students. • Students have a strong connection to the academy and are proud to represent TGAK.

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: £132,528.967

Activity	Evidence that supports this approach	Challenge number(s) addressed
Scaffolded Learning Documents (SLD) are engaged with across all areas of the academy. Launch and CPD on September 2 nd September 2021.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF	1, 2
Students needs are identified and student data is used to expertly plan lessons. CPD 8 th September 2021. CPD 29 th September 2021.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF	1, 2
Learning journeys and knowledge organisers are organically embedded into lessons to signpost learning and progress. CPD 15 th September 2021.	EEF toolkit indicates that “mastery learning” can generate +5 months and feedback +8 months.	1
Core disciplinary language is embedded into lessons. CPD 6 th October 2021 CPD 13 th October 2021 CPD 20 TH October 2021	EEF toolkit indicates that “reading comprehension” strategies can generate +6 months.	1, 2
Core data is used to ensure reading opportunities in lessons are appropriate. CPD 3 rd November 2021	EEF toolkit indicates that “reading comprehension” strategies can generate +6 months.	2
The use of a range of text types to pre-teach subject specific concepts allows all readers to access challenging and rich texts. 10 th November 2021	EEF toolkit indicates that “reading comprehension” strategies can generate +6 months. The EEF states that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to	2

	engage with the text and enough challenge to improve reading comprehension. If this is done correctly, it can add +6 months of progress to students.	
<p>Academy CPD programme that focuses on teachers gradually releasing responsibility so that students can perform tasks independently by:</p> <ol style="list-style-type: none"> 1. Providing initial support <ol style="list-style-type: none"> a. Knowing students b. Using authentic models to foster high expectations 2. Removing support <ol style="list-style-type: none"> a. Introduce 'I do, you do, we do' b. Scaffolding through effective oracy 3. Transferring responsibility of support to the learner <ol style="list-style-type: none"> a. Scaffolding through effective planning for group work b. Self-evaluation and self-assessment <p>CPD Sessions 1-6 for HT 2 (calendared) CPD Sessions 1-5 for HT 3 (calendared) CPD Sessions 1-3 for HT4 (calendared) CPD Sessions 1-3 for HT5 (calendared) CPD Sessions 1-5 for HT 6 (calendared)</p>	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF</p> <p>' High quality CPD for teachers has a significant effect on pupils learning outcomes..' Education Policy Institute.</p> <p>EEF toolkit indicates that "mastery learning" can generate +5 months and feedback +8 months.</p> <p>The EEF states that if high quality feedback is provided to students following homework tasks, then +5 months can be added to student progress</p>	1
Period 6 Intervention	EEF toolkit indicates that "small group tuition" can generate +4 months	1
Careers Advice	Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends	1,3

	with the insight and expertise to offer advice. EEF Toolkit.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £143,550.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Graduate Coaches (6)	EEF toolkit indicates that “small group tuition” can generate +4 months	1,5
Tutoring Programme for KS3 and KS4 (PET-iX)	NTP evidence indicates that one to one tuition can be effective, delivering approximately +5 months progress on average.	1
School based interventions (P6, The Willows, Tutor Time)	EEF toolkit indicates that “small group tuition” can generate +4 months EEF toolkit indicates that “social and emotional learning” can generate +4 months.	1,2,3
Revision Resources to support interventions	EEF toolkit indicates that “small group tuition” can generate +4 months	1

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

Budgeted cost: £389,126.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Leadership Committee Meetings	EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months. The link between absence and achievement for disadvantaged students is clearly established (DfE Research 2016)	3,4

Mentoring	EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months.	3,4
THRIVE	EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months.	3,4
TATE	EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months.	3,4
Attendance Challenges	The link between absence and achievement for disadvantaged students is clearly established (DfE Research 2016)	4
Uniform	The link between absence and achievement for disadvantaged students is clearly established (DfE Research 2016)	4
Extra-Curricular (including Music tuition)	EEF toolkit indicates that “arts participation” can generate +2 months	5
School Counsellor	EEF toolkit indicates that “social and emotional learning” can generate +4 months.	3,4
Parental Engagement Strategy	Parental engagement has a positive impact on average of 4 months’ additional progress.	1,3,4

Total budgeted cost: £665,204.967

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.

Quality First Teaching

Quality of teaching (comparison of 2019 and 2020 data) demonstrates the following:

The number of staff on track went from 37% on track to 51%

The number of highly effective staff went from 20% to 22%

The number of staff who were requires support went from 38% to 19%

It is however important to note that these comparisons do use two different assessment criteria as there was a change in terminology. 2020 was also largely remote learning, during which time formal observations were not taking place. However, the QA on remote learning.

During lockdown a remote learning QA process took place as all lessons moved to being taught remotely. SLT and middle leaders dropped in to 84 different lessons and completed the set Microsoft form:

- Effective planning was highly effective / seen with positive impact in 93% of lessons
- Expert planning was highly effective / seen with positive impact in 86% of lessons
- Modelling was highly effective / seen with positive impact in 63% of lessons
- Checking was highly effective / seen with positive impact in 86% of lessons
- Questioning was highly effective / seen with positive impact in 79% of lessons
- Assessment was seen in 77% of the lessons seen and a variety of assessment techniques were seen.

There has been a high staff turnover and therefore the QA of QFT for 2021 will key and data comparisons will need to be carefully considered.

P8/ A8 Data

Year	PP P8	Non-PP P8	Gap
2019 Exams	-1.01	-0.8	-0.21
2020 CAGs	-0.45	-0.11	-0.34
2021 CAGs	-0.37	-0.06	-0.31

The PP gap has slightly narrowed from 2019 to 2021, the overall progress has improved from 2019. Non-PP P8 has slightly improved from 2020.

On average, PP students are progressing a third of a grade below expected progress whilst non-PP students are progressing at an average rate.

Attendance Data

Year	PP % Attendance	Non-PP % Attendance	Gap
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2019 - 2020	92.0	95.6	3.6
2020 - 2021	88.7	93.8	5.1

	January Lockdown (Total %)
All Students	52.7
PP Students	44.7
Band A PP Students	35
Band B PP Students	35.7
Band C PP Students	47

% Attendance increased for PP students as a result of laptops being issued to students.

FTE Data

	2018-2019 (Total)	2019-2020 (Total)	2020-2021 (Current Total)
All Students	267 (24%)	274 (24.1%)	122 (10.5%)
PP Students	202 (38.5%)	224 (37.3%)	112 (17.2%)
NPP Students	65 (11.1%)	50 (9.3%)	10 (2%)
Band A PP Students			30 (46.9%)
Band B PP Students			6 (8.7%)
Band C PP Students			76 (14.6%)

Fixed term exclusion data still remains high, particularly for PP Band A students. However, there has been a year on year decline in % exclusion rates for PP students. The introduction of the banding in 2020 allows the data to be analysed further by the behaviour team, which is a continued action. TATE is now more consistent and will allow for students to be supported further in school and prevent reoffending.

Enrichment activities – due to Covid this strategy was not fully implemented and will be reviewed during 2021/22. A new whole school extra-curricular co-ordinated has been appointed to develop and implement this strategy.

THRIVE – due to staffing, this strategy was not fully implemented, but is now at the forefront, with three new members of staff being trained and a new leader for THRIVE.

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
CAT Assessments	GL Assessments
NGRT Testing	NGRT
THRIVE Assessment	THRIVE

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Not in receipt of funding as we have no service students recorded.

Measure	Details

Further information (optional)

We have engaged with research and support available from professional bodies such as the EEF, ResearchED and The Sutton Trust.

The School Improvement Plan (SIP) and PP plan are aligned and focus on core themes that are identified on both the SIP and PP one page overview. Priority 2 on the SIP focuses entirely on quality first teaching, to ensure that all students can access quality learning experiences through expert scaffolding. This is also aligned to the CPD package to ensure that teachers plan and deliver ambitious lessons that enable all students to learn and remember the fundamentals of the curriculum. Other needs such as reading, attendance, behaviour and routines, attendance and high expectations are all identified throughout the SIP.

Pupil Premium Alert Score

Pupil premium pupils should not be regarded as a homogenous group. We have sensitively differentiated and personalised learning to meet need.

TGAK has used the research completed by the Education Policy Institute, information from FFT and research commissioned by the DfE (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748514/Understanding_KS4_LSYPE2_research-report.pdf) to devise a points system based on risk factors that cause toxic stress and can affect pupils' progress. This scoring system enables leaders to effectively allocate resources and ensure the most disadvantaged children are able to access a wide and diverse curriculum that supports their needs and ensures they achieve in line with their more advantaged peers.

We have invested in THRIVE training and have 3 practitioners currently undergoing training in school. We use this approach to support disadvantaged learners.

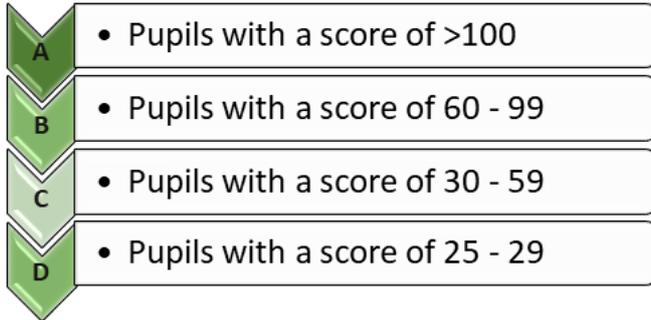
The THRIVE approach is underpinned by a theoretical base in child development theory and attachment theory. At its heart is the understanding that all children's behaviour represents a form of communication - of their underlying needs. If these needs are recognised and met, children and young people will be able to flourish and learn.

Thrive does not ask what has happened in a child or young person's past. Instead, the child's current developmental needs are assessed and solutions provided to address these. The Thrive Approach is designed to equip schools with the tools and training needed to help children and young people become ready to learn and thrive.

Risk Factor	Points
ACES(Adverse childhood experience)	10 each
Other factors causing toxic stress	5 each
FSM for 90% or more of school life	50
FSM for 50% - 89% of school life	30
FSM for less than half school life	25
SEND E	10
SEND K	5
LAC+(more than one placement in an academic year)	30
LAC	20
FFT Alerts	1 each
IDACI band 1	15
IDACI band 2	12

IDACI band 3	9
IDACI band 4	6

PP pupils will be allocated an alert score and placed into a disadvantage band.



This scoring system may help schools consider carefully whether an adjusted curriculum pathway would enable more rapid progress.

