

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 Solihull
Number of pupils in school	1676
Proportion (%) of pupil premium eligible pupils	9.07%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21 to 2022-23
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C Smith, Principal
Pupil premium lead	A Wright, College Leader
Governor / Trustee lead	Charles Flood, Chair of Governors (TGAS)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,410
Recovery premium funding + school led tuition grant allocation this academic year	£27,214
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,626
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	£136,250

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all students nationally and to close any in-school attainment gap. It is intended to support students to develop values and equip them with the skills and qualities to become happy, confident citizens.

Our intention is that all students make good progress and achieve high attainment across the curriculum. At TGAS, we are determined to give our children every chance to realise their potential. We have high aspirations for our children and strongly believe that dedication and commitment to learning make the difference between success and failure. Whilst the attainment gap nationally is largest for those from disadvantaged backgrounds, outcomes at TGAS are very strong. The latest published results in 2019 show that we are one of only 272 secondary schools where disadvantaged students perform above the national average for all students.

TGAS 2019	Progress 8 TGAS	Progress 8 NATIONAL	Attainment 8 TGAS	Attainment 8 NATIONAL
ALL STUDENTS	+0.57	-0.03	60.94	46.69
PUPIL PREMIUM ONLY	+0.27	-0.45	51.42	36.68

Objectives

The Pupil Premium funding allows us to prioritise the achievement of children from disadvantaged backgrounds. As a minimum, we aim for all our disadvantaged children to achieve above the level at which all non-disadvantaged pupils nationally achieve. In addition, closing the in-school gap between Pupil Premium and non-Pupil Premium students is a key focus.

Strategy

High-quality, responsive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in our intended strategy detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Key to the approach is ensuring all teachers have high expectations of Pupil Premium students by building strong relationships and positively targeting them to ensure progress. Our strategy follows a tiered approach and is summarised below:



TUDOR GRANGE ACADEMY SOLIHULL: Disadvantaged Students' Strategy 2021-22 – A Tiered Approach

2019 Outcomes: P8 for Pupil Premium students: +0.27 (National: -0.45), Attainment 8 for Pupil Premium students: 51.42 (National: 36.68)

Quality First Teaching

A drive to support classroom delivery of high quality, responsive teaching using positive targeting and PP profiles

- 1. Formative assessment:** All lessons have well planned opportunities to enable all students, particularly those with SEND and those who are disadvantaged, to make excellent progress.
 - Doorframe
 - Activate learning through low stakes assessment
 - Check in with priority students
 - Assess and next task direction
- 2. Curriculum Planning:** Enhance existing curriculum plans so that there is more support for all teachers to exploit opportunities for deep and enriched learning.
 - Codifying curriculum overviews and teaching materials
 - Provision for Academic Literacy
- 3. Personal Development:** Establish a shared school community understanding about what it means to be successful and improve the diversity of opportunities to experience success and recognition so that all students flourish.
 - Well-being support
 - Transition support in Year 7
 - CPD for approaches to RSHE
 - Developing strategies for praise and rewards
- 4. Reading :** Developing the volume and quality of reading opportunities experienced by all
 - Register, Read, Respond
 - Departmental vocabulary champions

"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils". EEF
 EEF Toolkit indicates that "reading comprehension" strategies can generate +6 months. EEF toolkit indicates that "feedback" can generate +8 months

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 "small group tuition" can generate +4 months
 EEF toolkit indicates that "behaviour interventions (strand 3) can generate +3 months.
 Increasing parental engagement in schools had an average two to three months positive impact: EEF
 EEF toolkit indicates that "sports participation" can generate +2 months.

Positive Targeting to Close the Gap

- Feedback** EEF toolkit suggests this is the most cost-effective strategy
- Priority seating consideration
 - Regular checking for understanding
 - Regular checking of exercise book
 - Priority questioning
 - Regular and personalised feedback
 - Build positive relationships: reward & encourage, regular interaction inside and outside the classroom

Targeted Support

Targeted academic support for disadvantaged students.

- Academic Mentoring from PP Coordinator
- Student profiles for Band A and Band B students
- Priority consideration for NTP
- Priority consideration for Bedrock Literacy
- Priority consideration for study support
- Mentoring in English & maths by post-16 students
- Key feature of departmental development plans

Wider Strategies

To tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

- Key worker provision for Band A and B students
- Access to PP coordinator from staff and students
- Priority consideration for THRIVE mentoring
- Pupil Premium strategy group
- Support with wider curricular experiences where appropriate
- Discretionary fund to support with cost of uniform, IT, travel and other educational supplies
- Careers Support (raising aspirations)
- Relationships with parents and students

Challenges

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

Challenge number	Detail of challenge
1	Quality First Teaching remains the key focus, specifically approaches to formative assessment. A whole school approach to improving QFT will raise attainment for all students and benefit the disadvantaged the most.
2	Pupil premium students are likely to have been disproportionately affected by the 2020/21 school closures in terms of engagement and progress
3	Pupil premium students are receiving a higher amount of sanctions in school when compared to non-pupil premium students. There has been success in reducing suspensions of pupil premium students, however, the gap in in-school sanctions remains.
4	Attendance rates for pupil premium students are below those of non-pupil premium children. Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3.1 - 4.3% lower than for non-disadvantaged pupils.
5	Some pupil premium students lack access to opportunities beyond their own experiences and would benefit from positive targeting for advice, wider activities and a rich curriculum of cultural capital.
6	A significant proportion of pupil premium students suffer from social and emotional issues such as anxiety and depression which is having an impact on their academic progress.

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
<p>Academic Outcomes: to improve the progress and attainment of pupil premium students across the curriculum at the end of KS4</p>	<p>2021-22 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • P8: 0.0 • A8: 55 • English & Maths 4+: 85% • English & Maths 4+: 78% • Ebacc 4+: 65% • Ebacc 4+: 50% <p>The in-school gap in projected grades for each year group narrows in 2021-22</p> <p>Information gathering shows that pupil premium students are positively targeted in lessons with interventions used effectively during wave one teaching</p>
<p>Attendance: to reduce the in-school gap between pupil premium and non-pupil premium students</p>	<p>Attendance for pupil premium students is narrowing in comparison to non-pupil premium students</p> <ul style="list-style-type: none"> • Target is 92% for 2021-22 • Pupil premium attendance (especially for Band A & B) will demonstrate a positive upward trend as a result of key interventions. • Target for persistent absence is 18% for 2021-22 • Pupil premium attendance data analysis results in effective actions and interventions being implemented.
<p>Suspensions: to maintain the recent improvement of 2020-21 of pupil premium suspensions when compared to those of non-pupil premium students</p>	<p>2021-22 targets demonstrate that disadvantaged students achieve no more than:</p> <ul style="list-style-type: none"> • 10% of 1+ days as a % of cohort • 30 days lost for pupil premium <p>The use of TATE is strategically employed and will prevent repeat offences.</p> <p>The rate of in-school sanctions will reduce during 2021-22 (judged by rate of sanctions per student per half-term)</p> <p>The regular pupil premium strategy meetings will ensure key data is analysed, resulting in interventions, actions and</p>

	strategies being implemented to prevent behaviour concerns escalating.
Engagement in wider-curricular opportunities: to achieve improved participation in wider-curricular clubs and activities amongst all students, pupil premium students in particular	<p>Bromcom attendance logs of wider-curricular activities will show increasing engagement in wider-curricular opportunities and a reducing gap between pupil premium and non-pupil premium students</p> <p>Student voice shows that students understand the role of wider-curricular opportunities in developing well-rounded citizens and the positive impact on well-being</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: £55,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring pupil premium students are prioritised in lessons through positive targeting and use of student profiles <i>EG teacher training in use of seating plans, questioning, lesson circulation and next task direction</i>	Good teaching impacts disadvantaged students the most. We believe our most disadvantaged students deserve the most care and attention and benefit from strong relationships and regular interaction inside and outside the classroom.	1, 2
Developing reading and vocabulary skills in all students. Ongoing teacher training through INSET and CPD time <i>EG whole school input on 03.09.21</i>	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text EEF toolkit indicates that "reading comprehension" strategies can generate +6 months.	1, 2
Developing formative assessment strategies Ongoing teacher training through INSET and CPD time <i>EG whole school input on 01.11.21 and subsequent 15 minute forum programme in Autumn 2</i>	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF	1, 2
Develop curriculum planning and materials to ensure all students receive high quality content and practice <i>EG ongoing work with Curriculum Leaders</i>	Underpinned by pedagogy explored in 'Symbiosis' by Kat Howard and Clare Hill & 'Curriculum' by Ruth Ashbee	1, 2

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with National Tutoring Programme for Years 9 and 10 in English and Maths. This will be an online 1-3 format. Students identified from previous attainment with all pupil premium students considered	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind NTP evidence indicates that tuition can be effective, delivering approximately +5 months progress on average. Previous year's usage: teacher and tutor feedback	1,2
After school literacy intervention utilising Bedrock Literacy for Years 7 and 8 students as identified by English dept and diagnostic reading tools	Evidence from 2020-21 delivery and Bedrock impact analysis	1,2
Tutor group Maths interventions utilising Year12 students working with Years 7 and 8 students as identified by Maths dept and baseline assessments	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind EEF toolkit indicates that "small group tuition" can generate +4 months	1,2
Small group Maths interventions with Years 10 and 11 utilising graduate coach	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind EEF toolkit indicates that "small group tuition" can generate +4 months	1,2

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

Budgeted cost: £39,308

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Use of a 'discretionary fund' to support parents with specific hardships relating to materials of educational value	Based on previous experiences, we have identified a need to set aside funding to support parents quickly with items such as IT provision at home, school uniform, transport costs and other educational supplies	5
Regular discussion of strategies for individual students and pupil premium cohort	The use of a 'Pupil Premium Strategy Group' is considered essential to the development of evidence-informed interventions and specific student support	1,2,3,4,5,6
To enable all pupil premium students in Year 7 to attend the transition trip to Blackwell Adventure	Support with transition and induction in TGAS core values. We do not want cost to be a barrier to this opportunity for integration and personal development.	2,5
To provide SEMH provision for identified pupil premium students where required	Teacher concerns and referrals for support have increased, particularly as a result of the pandemic. Support with social and emotional needs is offered on a 6-week cycle with capacity for 5 students per week.	6
Pupil premium students are given priority consideration for attendance intervention	The link between absence and achievement for disadvantaged students is clearly established (DfE Research 2016)	4
All pupil premium alert band A and B students are assigned a mentor for regular coaching and well-being support	EEF toolkit indicates that 'behaviour interventions' can generate +3 months.	3,5,6
Pupil premium students are given priority consideration for careers advice in Years 9-11	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 with the insight and expertise to offer advice. EEF Toolkit.	5
Pupil premium students are given priority consideration for THRIVE mentoring	EEF toolkit indicates that 'behaviour interventions' can generate +3 months	3,6
Pupil premium students are considered for TATE intervention when faced with suspension	EEF toolkit indicates that 'behaviour interventions' can generate +3 months.	3,6

Total budgeted cost: £115,766

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.

Internal Academic Performance Outcomes:						
<ul style="list-style-type: none"> Trust Assessments: the gap between PP and non-PP students in each year from Dec to June in internal TGAT assessments remains. Closing the gap is an ongoing priority. 						
	TA1	TA1	PP Gap	TA2	TA2	PP Gap
	PP average Progress to target	Non-PP average Progress to target		PP average Progress to target	Non-PP average Progress to target	
7	-0.9	-0.5	-0.4	-1.1	-0.6	-0.6
8	-0.9	-0.7	-0.2	-1.0	-0.8	-0.2
9	-0.9	-0.6	-0.3	-1.1	-0.7	-0.4
10	-1.0	-0.6	-0.4	-1.2	-0.7	-0.5

NTP: out of the 10 students who received online tutoring via NTP, 5 gained improved projections in Trust assessments from December to June 2021. 4 stayed the same and only 1 student, despite very strong tutor feedback, declined. Students with above average attendance rates all improved.

Reading: Using Bedrock Literacy, the average % increase of PP students involved was 13%. This strategy will continue into 2021-22 with increased student participation.

Fixed Term Exclusions: A lower % of PP students (3.2%) received FTE compared to non-PP students (3.6%). Ongoing strategy

Attendance: PP attendance remains lower than for non-Pupil Premium students (-5.1% across the year). This is most pronounced with students in Alert bands A & B. Whilst covid-related disruption will be a factor, the gap to 2019-20 is disproportionately larger for PP student than for non-PP.

Enrichment activities: due to Covid this strategy was not fully implemented and will be reviewed during 2021-22

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
Bedrock Literacy	Bedrock Learning