

Pupil Premium Strategy Statement – Tudor Grange Academy Solihull

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1402
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	C Smith, Principal
Pupil premium lead	A Wright, College Leader
Governor / Trustee lead	H Mandleberg, Chair of Governors (TGAS)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,945
Recovery premium funding allocation this academic year	£48,231
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£196,176

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 comparable published results in 2023 show that Pupil Premium students make as much progress as all students nationally when one outlier is removed. The Attainment 8 figure for Pupil Premium students at TGAS matches that for all students nationally.

TGAS 2023	Progress 8 TGAS	Progress 8 NATIONAL	Attainment 8 TGAS	Attainment 8 NATIONAL
ALL STUDENTS	+0.48	0.0	58.06	46.2
PUPIL PREMIUM	-0.17	-0.45	46.11	34.9
TGAS 2022	Progress 8 TGAS	Progress 8 NATIONAL	Attainment 8 TGAS	Attainment 8 NATIONAL
ALL STUDENTS	+0.5	0.0	61.38	48.8
PUPIL PREMIUM	+0.19	-0.55	55.70	37.6
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	+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, research based, 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 2023-25 – A Tiered Approach
 2023 Outcomes: P8 for Pupil Premium students: -0.17 (National:), Attainment 8 for Pupil Premium students: 49.6 (National:)

Quality First Teaching

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

- 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
 - Checking for understanding and next task direction
- 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
- 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
- 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 Bedrock Literacy
- Priority consideration for study support
- Mentoring in reading & maths by post-16 students
- Key feature of departmental improvement 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 priority 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. We want all students to feel a sense of belonging and inclusion with access to trusted adults in the school.
3	Pupil premium students are receiving a higher amount of sanctions in school when compared to non-pupil premium students. For example, the suspension rate is disproportionately higher for Pupil Premium students.
4	Attendance rates for pupil premium students are below those of non-pupil premium children. Data last year indicates that attendance among disadvantaged pupils is approx. 4% lower than for non-disadvantaged peers.
5	Some pupil premium students lack access to opportunities beyond their own experiences and would benefit from positive targeting for advice, wider enrichment opportunities 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. We want to support emotional regulation and resilience through the development of strategies to use when faced with challenging situations.

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>2023-24 / 2024-25 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • P8: 0.2 and above by 2024 (0.3 and above - 2025 onwards) with a narrowing gap with non-PP students • A8: 52 • English & Maths 4+: 80% • English & Maths 5+: 60% • Ebacc 4+: 33% • Ebacc 5+: 25% <p>The in-school gap in projected grades for each year group narrows</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 93% for 2023-25 • 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 2023-25 <p>Pupil premium attendance data analysis results in effective actions and interventions being implemented.</p>
<p>Suspensions: to maintain the improvement of 2020-21 of pupil premium suspensions when compared to those of non-pupil premium students</p>	<p>2023-25 targets demonstrate that disadvantaged students achieve no more than:</p> <ul style="list-style-type: none"> • Suspension rate of less than 10% • Less than 30 days lost for pupil premium students per year

	<p>The use of TATE is strategically employed and will prevent repeat offences.</p> <p>The rate of in-school sanctions will reduce during 2023-25 (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 strategies being implemented to prevent behaviour concerns escalating.</p>
<p>Destinations: To ensure post-16 careers education and opportunities lead to positive destinations for all learners.</p>	<p>No NEETS in KS4. The destinations of our disadvantaged cohort will be as aspirational as their non-disadvantaged peers.</p>
<p>Engagement in wider-curricular opportunities: to achieve improved participation in wider-curricular clubs and activities amongst all students, pupil premium students in particular</p>	<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: £62,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring pupil premium students are prioritised in lessons through positive targeting and use of student profiles ('Front and Centre' approach)</p>	<p>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.</p> <p>DfE guidance (March 2022 doc for school leaders) states as a key approach: <i>"Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils"</i></p>	<p>1, 2</p>

<p><i>EG teacher training in use of seating plans, questioning, lesson circulation and next task direction</i></p>		
<p>Developing reading and vocabulary skills in all students. Ongoing teacher training through INSET and CPD time</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text</p> <p>EEF toolkit indicates that "reading comprehension" strategies can generate +6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2</p>
<p>Developing formative assessment strategies Ongoing teacher training through INSET and CPD time <i>EG whole school input on 05.09.22 and subsequent 15 minute forum programme</i></p>	<p>EEF toolkit indicates that "feedback" strategies can generate +6 months.</p> <p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2</p>
<p>Develop curriculum planning and materials to ensure all students receive high quality content and practice <i>EG ongoing work with Curriculum Leaders</i></p>	<p>Underpinned by pedagogy explored in 'Symbiosis' by Kat Howard and Clare Hill & 'Curriculum' by Ruth Ashbee</p>	<p>1, 2</p>

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

Budgeted cost: £58,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths interventions utilising Year 12 students working with students as identified by Maths dept and baseline assessments</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>EEF toolkit indicates that “peer tutoring” can generate +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>1,2</p>
<p>Small group interventions utilising graduate coach</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>EEF toolkit indicates that “small group tuition” can generate +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2</p>
<p>The NGRT will be used to identify students whose reading age is below average. Tailored reading interventions delivered by learning mentors will be used to target the specific difficulties that students are facing.</p>	<p>EEF toolkit indicates that “reading comprehension strategies” can generate +6 months / “phonics” can generate +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1,2</p>
<p>Trial exam data will be used to identify students who require further support with revision strategies un Year 11</p>	<p>Small group workshop through external provider – ‘Elevate’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1</p>
<p>Reading intervention utilising year</p>	<p>EEF toolkit indicates that “one-to-one” tuition can generate +5 months</p>	<p>1,2</p>

12 students working with students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £88,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 allocate funding to support parents quickly with items such as IT provision at home, school uniform, transport costs and other educational supplies	5
To enable all pupil premium students in Year 7 to attend the transition trip to Blackwell Adventure	EEF evidence for "outdoor adventure learning" is 'unclear'. Council for Learning outside the Classroom (LOTC) cites positive studies on 'adventurous activities'. Blackwell Adventure holds LOTC Quality Badge status. https://www.lotc.org.uk/ We believe the opportunity will 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 positively target, prioritise and fund pupil premium students for other clubs, activities, events and trips throughout the year	Support with aspiration and exposure to enriching experiences. We do not want cost to be a barrier to this opportunity for personal development. See above for LOTC impact for Duke of Edinburgh award for example. EEF toolkit indicates that "physical activity" can generate +1 month. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF toolkit indicates that "arts participation" can generate +3 month	2,5
To support pupil premium students to develop better self-regulation (learning	EEF toolkit indicates that 'behaviour interventions" can generate +3 months / "metacognition and self-regulation" can generate +7 months https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	2,3,4

habits) through targeted interventions.		
Regular discussion of strategies for individual students and pupil premium cohort	The use of a 'Pupil Premium Strategy Group' and 'Single Point of Access - SPA' group is considered essential to the development of evidence-informed interventions and specific student support	1,2,3,4,5,6
Pupil premium students are given priority consideration for attendance intervention and rewards for improvements	The link between absence and attainment for disadvantaged students is clearly established (DFE Research 2016. Ref: DFE-00089-2016). https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment Actions relate to recommendations including those from The Key for School Leaders (Ref: 9539) and is in line with the DFE Expert report 2012 (Ref: DFE-00036-2012)	4
Pupil premium students are given priority consideration for regular mentoring and well-being support	EEF toolkit indicates that "behaviour interventions" can generate +3 months / "mentoring" can generate +2 months. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	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. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	5
Pupil premium students are given priority consideration for THRIVE mentoring	EEF toolkit indicates that "behaviour interventions [strand 3]" can generate +3 months. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour EEF toolkit indicates that "social and emotional learning" can generate +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,6

<p>Pupil premium students are considered for TATE intervention when faced with suspension</p>	<p>EEF toolkit indicates that 'behaviour interventions" can generate +3 months.</p> <p>EEF improving behaviour in schools guidance report Improving behaviour in schools (specifically supporting the EMR approach).</p>	<p>3,6</p>
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Total budgeted cost: £209,505

Part B: Review of the previous academic year

Academic Outcomes

2022-23 GCSE Outcomes

It is strongly discouraged to compare school's performance data with 2022. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019. As such, the most comparable year's figures are 2019.

As a result of the QFT strategies and front and centre approach to targeting the Pupil Premium cohorts, 2023 GCSE outcomes show an increasing trend of performance by Pupil Premium students. Notably, in-school gaps in English, maths and attainment are reducing rapidly. In particular the key measure of English and maths 4+ improved in 2023 to the highest % achieved by the school for disadvantaged students with the smallest gap to non-disadvantaged students. Other key measures remain stable when compared to 2019.

In comparison to national statistics, the Pupil Premium students at TGAS continue to have progress in line with all other students (including non-pp) nationally. With one outlier student, who had not attended the school since Year 8 and was at an alternative provider, removed from statistical analysis, the Progress 8 figure would be +0.04, above the national figure for all students.

	2023			2022			2019		
	ALL	PP	GAP	ALL	PP	GAP	ALL	PP	GAP
Eng & Maths 4+	90%	80%	-10%	88%	77%	-11%	91%	67%	-24%
Eng & Maths 5+	70%	56%	-14%	78%	73%	-5%	76%	56%	-20%
Attainment 8	57.7	49.6	-8.1	61.38	54.70	-6.68	60.94	51.42	-9.5
Progress 8	+0.48	-0.17	-0.65	+0.5	+0.19	-0.31	+0.58	+0.27	-0.31
Ebacc 4+	56%	36%	-20%	65%	55%	-10%	43%	22%	-21%
Ebacc 5+	37%	16%	-21%	54%	44%	-10%	33%	22%	-11%
% entered for Ebacc	90%	92%	+2%	87%	77%	-10%	55%	44%	-11%

Quality First Teaching – 'Front & Centre' approach

Internal information gathering shows success with consistent positive targeting of pupil premium students in lessons with interventions used effectively during wave one teaching. For example, in cross department learning walks with 73 PP students observed, the vast majority of lessons showed:

- Staff could identify all their PP students by seating plan and local knowledge
- Lessons were well scaffolded
- Teachers were observed actively checking PP books within lesson
- PP students were observed working hard and focused during lesson time

In book checks, the vast majority showed:

- Students were able to use their book as a revision tool
- Students presented work with care
- Books had motivating and positive feedback
- Books had evidence of DIRT work carried out on an assessment check point

Attendance

Overall Attendance

Covid-19 makes comparison of attendance to previous years invalid. National datasets for 20-22 are not available in the normal formats and make a like-for-like comparison to national averages challenging. Covid absence data provided by FFT showed that the academy suffered higher rates of covid absence than others school did nationally.

GROUP	2022-23	National (FFT – FSM6) 2022-23
All	94.23	91.0%
PP	90.30	85.3%
Non-PP	94.79	92.6%
Band A	89.74	
Band B	87.20	
Band C	88.83	
Band D	94.94	

As a result of the structured attendance interventions put in place by the academy PP like-for-like attendance at TGAS is 5% higher than the national PP figure.

Attendance for PP students at TGAS directly correlates with the scale of deprivation. Band D students, with significantly less adverse childhood experiences attend well above national figures and much closer to their non-PP peers within the academy and nationally. Students with significant additional trauma, either historic or current, attend less. However, all bands of PP students have attendance greater than PP students nationally.

Attendance for PP students remains lower than for non-pupil premium and lower than the academy target. This continues to be a target for the academy.

Trend across year

As a result of academy interventions, trends for PP attendance remained relatively stable and above national figures in each half-term.

Half-Term	1	2	3	4	5	6
PP% Attendance	93.1%	88.6%	92.8%	89.7%	88.2%	87.8%

Persistent Absence

Numbers of students in persistent absence remained stable but higher than non-PP students throughout the year. 31.% of PP students were classed as persistent absence, the same figure as in 2018-19.

Behaviour (suspensions)

In 2022-23, across the whole school there was an increase in the fixed term suspension rate from 8.4% to 10.3%.

Suspensions (FT Suspension rate) No of suspensions / No of students x 100				
FTE	2018-19	2020-21 <i>(school closures)</i>	2021-22	2022-23
All	5.0%	3.9%	8.4%	10.3%
PP	19.0%	4.1%	13.5%	23.8%
Non-PP	3.8%	3.9%	7.8%	8.3%
Band A		0%	42.9%	42.9%
Band B		21.1%	9.1%	36.0%
Band C		3.9%	17.7%	26.0%
Band D		0%	8.0%	6.5%

It is evident that the rate of suspensions correlates with the scale of deprivation faced. Of the 21 students who received a suspension, 8 were repeat offenders. Band D students received FTS below the rest of the cohort.

Wider-Curricular Experiences

The attendance gap between PP and Non-PP students to extra-curricular clubs has remained stable this year, however, as a result of a whole school focus on PP student participation, the overall numbers attending clubs has increased. The increase in pupil premium participation in wider-curricular clubs and trips reflects the mentoring, encouragement and central funding of pupil premium students in these key areas and the commitment to broadening cultural capital.

Clubs Participation		
	2021-22	2022-23
ALL	66%	77%
PP	59%	69%
SEND	62%	67%

Trip data reflects the central funding of experiences such as Blackwell Adventure transition trip for Year 7, Duke of Edinburgh Award scheme for Year 9 and 10, Geography fieldwork trips and theatre visits.

Trips Participation		
	2021-22	2022-23
ALL	58%	75%
PP	54%	69%
SEND	67%	67%

Analysis of the bespoke 'TG Award' is very positive, showing that Pupil Premium students do better than their non-Pupil Premium peers in 3 out of the 4 categories. We are proud that the encouragement of these students is reflected in increased participation beyond the curriculum, building a sense of belonging to the school and its community.

TG Award	Number of Events per Student			
	Careers	Clubs	Community	Trips
PP	3.38	1.39	1.72	1.27
Non-PP	2.90	1.33	1.42	1.36

Provision based on Adverse Childhood Experiences

The understanding of student barriers to attainment has been significantly enhanced by the work completed on ACEs/toxic stress and the development of the banding system.

Based on the pupil premium band, each child accesses a suite of assessment tools which support the academy to implement a tailored support programme. The assessment suites used include:

- CAT 4 assessment – Reviewed by senior staff and SENCO
- NGRT assessment – Reviewed by senior staff and SENCO
- Thrive assessment (Band A and B) – Reviewed by SENCO
- Single Point of Access (SPA) referral (Band A) – Reviewed by SENCO, DSL, SLT

As a consequence of this enhanced understanding, we have been able to ensure that systems are structured to particularly target our Band A and B students both in the classroom and with mentor support in particular for attendance and behaviour.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Bedrock Literacy	Bedrock Learning
Graduate coach	Step into teaching
GL Assessment suite (NGRT, CAT4)	GL Assessment
NTP	Teaching Personnel

Further information

Provision based on Significant Contextual Information

The understanding of student barriers to attainment has been significantly enhanced by the work completed on contextual barriers such as ACEs/toxic stress and the subsequent development of the banding system.

Based on the pupil premium band, each child accesses a suite of assessment tools which support the academy to implement a tailored support programme. The assessment suites used include:

- CAT 4 assessment – Reviewed by senior staff and SENCO
- NGRT assessment – Reviewed by senior staff and SENCO
- Thrive assessment (Band A and B) – Reviewed by SENCO
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