



TUDOR GRANGE ACADEMY SOLIHULL: Disadvantaged Students' Strategy 2025-27 – A Tiered Approach

2025 Outcomes: P8 for Pupil Premium students: -0.38 * SISRA Collaboration data, Attainment 8 for Pupil Premium students: 40.48 (National: pending)

Quality First Teaching

A drive to support classroom delivery of high quality, adaptive 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
- Checking for understanding 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 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