

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	1426
Proportion (%) of pupil premium eligible pupils	12.55%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2027
Statement authorised by	C Smith, Principal
Pupil premium lead	J Bargh, College Leader
Governor / Trustee lead	Mrs J Creaton (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,860
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>	£181,860

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 strong. The Attainment 8 figure for Pupil Premium students at TGAS exceeds that for all students nationally.

TGAS 2025	Progress 8 Using SISRA collaboration data TGAS	Progress 8 NATIONAL	Attainment 8 TGAS	Attainment 8 NATIONAL
ALL STUDENTS	+0.87	N/A	58.67	Pending
PUPIL PREMIUM	-0.38	N/A	40.48	Pending
TGAS 2024	Progress 8 TGAS	Progress 8 NATIONAL	Attainment 8 TGAS	Attainment 8 NATIONAL
ALL STUDENTS	+0.74	-0.03	61.76	45.92
PUPIL PREMIUM	-0.53	-0.57	50.08	34.56
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

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, evidenced based, adaptive 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 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

- o Priority seating consideration
- o Regular checking for understanding
- o Regular checking of exercise book
- o Priority questioning
- o Regular and personalised feedback
- o 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 Attainment	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 Belonging	We want all students to feel a sense of belonging and inclusion with access to trusted adults in the school. This will benefit disadvantaged students the most, alongside positive targeting where required.
3 Behaviour	All students benefit from an approach to a taught behaviour curriculum that includes a clear and consistently applied behaviour curriculum, teaching of learning behaviours and a rewards policy. Disadvantaged students would further benefit from a clear understanding of their individual contexts and supportive relationships with staff to reduce the number of sanctions to in line or below that of their non-disadvantaged peers
4 Attendance	Raise attendance rates for all students but particularly for pupil premium students whose attendance is below that of non-pupil premium children.
5 Wider Strategies / Enrichment	Through positive targeting, ensure that at least the same proportion of disadvantaged students are accessing enrichment opportunities and a rich curriculum of cultural capital as their non-disadvantaged peers.

6 Personal Development	Through a comprehensive personal development curriculum teach protective behaviours and strategies for emotional regulation and resilience to all students and provide targeted support where social and emotional issues are identified to bring levels of anxiety in disadvantaged students in line with their peers.
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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
Academic Outcomes: to improve the progress and attainment of pupil premium students across the curriculum at the end of KS4	2025-26 and 2026-27 outcomes demonstrate that disadvantaged students achieve at least: • P8: -0.1 and above by 2026 (0.1 and above - 2027 onwards) with a narrowing gap with non-PP students • A8: 45 • English & Maths 4+: 70% • English & Maths 5+:50% The in-school gap in projected grades for each year group narrows Information gathering shows that pupil premium students are positively targeted in lessons with interventions used effectively during wave one teaching
Attendance: to reduce the in-school gap between pupil premium and non-pupil premium students	Attendance for pupil premium students is narrowing in comparison to non-pupil premium students • Target is 90% for 2025-27 • 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 23% for 2025-27 Pupil premium attendance data analysis results in effective actions and interventions being implemented.
Suspensions: to maintain the improvement of 2020-21 of pupil premium suspensions when compared to those of non-pupil premium students	2025-27 targets demonstrate that disadvantaged students achieve no more than: • Suspension rate of less than 4% The use of TATE is strategically employed and will prevent repeat offences.

	The rate of in-school sanctions will reduce during 2025-27 (judged by rate of sanctions per student per half-term) 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.
Destinations: To ensure post-16 careers education and opportunities lead to positive destinations for all learners.	No NEETS in KS4. The destinations of our disadvantaged cohort will be as aspirational as their non-disadvantaged peers.
Sense of Belonging: to achieve an improved sense of belonging to the Academy and engagement with school activities amongst all students, pupil premium students in particular.	Feedback from the Edurio and ImpactEd surveys will show students show a strong sense of belonging including having strong relationships in school.
Engagement in wider-curricular opportunities: to achieve improved participation in wider-curricular clubs and activities amongst all students, pupil premium students in particular	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 Student voice shows that students understand the role of wider-curricular opportunities in developing well-rounded citizens and the positive impact on well-being

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: £64,694

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 ('Front	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. DfE guidance (March 2022 doc for school leaders) states as a key approach: <i>"Developing high quality</i>	1, 2

and Centre' approach) <i>EG teacher training in use of seating plans, questioning, lesson circulation and next task direction</i>	<i>teaching, assessment and a curriculum which responds to the needs of pupils"</i>	
Developing reading and vocabulary skills in all students. Ongoing teacher training through INSET and CPD time	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2
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>	EEF toolkit indicates that "feedback" strategies can generate +6 months. "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	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: £37,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Tutor: one-to-one Mathematics	One-to-one tuition provides intensive, targeted support for pupils with low prior attainment or at risk of falling behind. It enables teachers to focus on individual needs, tailoring instruction to each learner's understanding. Compared to whole-class teaching, it offers more interaction and feedback, helping pupils tackle unfamiliar content, overcome learning barriers, and accelerate progress through the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2
Maths, Science, German, Reading interventions utilising Year 12 students working with students as identified by 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 "peer tutoring" can generate +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1,2
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.	EEF toolkit indicates that "reading comprehension strategies" can generate +6 months / "phonics" can generate +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2
Trial exam data will be used to	Small group workshop through external provider – 'Elevate'	1

identify students who require further support with revision strategies un Year 11	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
PP Department Champions	The PP Departmental Champion plays a key role in supporting disadvantaged students by overseeing tailored provision within their department. Through quality assurance, data analysis, and collaborative activities like learning walks and book looks, they help drive strategic decisions and share best practice. Their targeted academic strategies foster a culture where every student can thrive. 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>	1

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

Budgeted cost: £79,512

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
Personalised Student profiles	Personalised profiles for PP Band A and B students have been developed collaboratively with input from both students and their parents/carers. These profiles, shared with staff, offer insights into individual learning barriers, promote effective engagement strategies, and support the building of positive relationships—ensuring a more inclusive and responsive learning environment. Diagnose your pupils' needs EEF	1,2,3,4,5,6
To enable all pupil premium students in	EEF evidence for “outdoor adventure learning” is ‘unclear’. Council for Learning outside the Classroom	2,5

Year 7 to attend the transition trip to Ackers Adventure	(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.	
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
Character Education Program - To support pupil premium students to develop better self-regulation (learning habits) through targeted interventions.	EEF toolkit indicates that 'behaviour interventions' can generate +3 months / "metacognition and self-regulation" can generate +8 months https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	2,3,4
SLT committee to hold regular discussion of strategies for individual students and pupil premium cohort. Reviewing the effectiveness of the strategies in use and the pupils that should be targeted.	The use of a ' <i>Pupil Premium Strategy Group</i> ' and ' <i>Single Point of Access - SPA</i> ' group is considered essential to the development of evidence-informed interventions and specific student support	1,2,3,4,5,6
Senior Leaders visit the main feeder schools to gather key information	The more context around students particularly disadvantaged allows us to ensure that we know any barriers and can be proactive in overcoming them.	1,2,3,4,6

about the students	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
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
Pupil premium students are considered for TATE intervention when faced with suspension	EEF toolkit indicates that ‘behaviour interventions’ can generate +3 months. EEF improving behaviour in schools guidance report Improving behaviour in schools (specifically supporting the EMR approach).	3,6

All students are banded dependent on the ACEs they have experienced	The PP banding of a students enables all staff to know the children who have the most ACEs and consequently may need most support with their learning, relationships attendance and engagement in extracurricular activities.	1,2,3,4,5,6
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Total budgeted cost: £181 860

Part B: Review of the previous academic year

Academic Outcomes -

2024-25 GCSE Outcomes

GCSE outcomes are above National PP outcomes in all measures below. The average grade for a PP student at TGAS is a 4 whereas this is 3.4 Nationally. Usually, the Pupil Premium students at TGAS have attained above National figures (including non-PP). This year, due to no KS2 data, there is no official progress 8 data. However, using the SISRA data collaboration Progress 8 figure we would have seen improved progress of -0.37 which is above usual National PP Progress 8 figures.

	2025				2024			
	TGAS ALL	National ALL	TGAS PP	National PP	TGAS ALL	National ALL	TGAS PP	National PP
Eng & Maths 4+	83.8%	64.5%	55.2%	43.5%	92%	65%	76%	43.4%
Eng & Maths 5+	71.9%	45.2%	34.5%	25.6%	77%	45.9%	64%	25.8%
Attainment 8	58.67	45.9	40.48	34.9	61.76	45.92	50.08	34.56
Progress 8	N/A	N/A	N/A	N/A	0.74	-0.03	-0.53	-0.57

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:

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
- Targetted questioning is consistently employed to promote progress
- Positive communication and praise

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

GROUP	2024-25	2023-24	2022-23	National (FFT – FSM6) 2024-25
All	94.1	93.9	94.2	91.3%
PP	88.5	87.5	90.3	86.2%
Non-PP	94.9	94.7	94.8	93.3%

Band A	71.74	79.5	89.7	
Band B	89.54	82.2	87.2	
Band C	94.71	90.4	88.8	
Band D	96.84	96.3	94.9	

As a result of the structured attendance interventions put in place by the Academy PP like-for-like attendance at TGAS is over 3% 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 above their non-PP peers within the Academy and nationally. Students with significant additional trauma, either historic or current, attend less. However, most 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%	90.4%	88.5%	87.7%	87.1%	86.9%	89.7%
Attendance						

Persistent Absence

Numbers of students in persistent absence remained stable but higher than non-PP students throughout the year. 30% of PP students were classed as in persistent absence, this is lower than 2023-24.

Behaviour (suspensions)

In 2024-25, across the whole school there was a slight increase in the fixed term suspension rate from 6.9% to 7.4%. However, there was a significant reduction in the suspension rate for pupil premium students from 21.6% to 15.8%.

	Suspensions (FT Suspension rate) No of suspensions / No of students x 100				
FTE	2018-19	2021-22	2022-23	2023-24	2024-25
All	5.0%	8.4%	10.3%	6.9%	7.4%
PP	19.0%	13.5%	23.8%	21.6%	15.8
Non-PP	3.8%	7.8%	8.3%	4.9%	6.3

Band A		42.9%	42.9%	44.0%	45.5%
Band B		9.1%	36.0%	28.6%	13.5%
Band C		17.7%	26.0%	15.5%	2.6%
Band D		8.0%	6.5%	0%	0.0%

It is evident that the rate of suspensions correlates with the scale of deprivation faced. Only 9 PP students received a suspension down from 27 in 2023-24. Band C and D students received fixed term suspensions below the rest of the cohort.

Wider-Curricular Experiences

The attendance gap between PP and Non-PP students to extra-curricular clubs has decreased slightly this year, however, as a result of a whole school focus on PP student participation, the overall numbers attending clubs remains relatively stable. The level of 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	2023-24	2024-25
ALL	66%	74%	75%	68%
PP	59%	66%	61%	59%
SEND	62%	64%	73%	72%

Analysis of the bespoke 'TG Award' is positive, showing a strong correlation between Pupil Premium students and 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. It is evident that Pupil Premium involvement in school-based community activities is a target.

TG Award	Number of Events per Student			
	Careers	Clubs	Community	Trips
PP	4.69	1.49	2.27	1.65
Non-PP	4.36	1.42	1.78	2.16

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
GL Assessment suite (NGRT, CAT4)	GL Assessment
Student Leadership	Pioneer Leadership
MyTutor	MyTutor

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
- 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.