

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Kingshurst
Number of pupils in school	1147 (ESFA)
Proportion (%) of pupil premium eligible pupils	52% (ESFA)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	4 <sup>th</sup> September 2023
Date on which it will be reviewed	6 <sup>th</sup> June 2024
Statement authorised by	Nicola Crehan
Pupil premium lead	Rebecca Hill
Governor / Trustee lead	Claire Maclean


## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£636,008
Recovery premium funding allocation this academic year	£170,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£806,438

# 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.



**Tudor Grange Academy  
Kingshurst**

**The Tudor Grange Academy Kingshurst Disadvantaged Students Strategy**

**One Page Overview of Our Tiered Approach**

**2023 - 2024**

*"Every Child Deserves an Outstanding Education"*

### 1. High Quality Teaching


POAP Target 2: Rapidly improve the structure of lessons and implementation of the curriculum through a proactive programme of targeted CPDL for current teachers and innovation in recruitment of teachers to current vacancies.


TGAK will adopt a shared lesson cycle that captures the learning of the EEF 5 a day. This will result in consistency across all lessons, ensuring that all Pupil Premium and SEND students' needs are catered for through extensive research and implementation of the EEF 5 a day. There will also be a greater focus on timings within lessons as quality assurance phases demonstrate that there is too much time spent on the LGS, explaining and questioning phases and not enough time on the other phases, especially the deliberate practise phase.

Through effective and planned CPDL that allows for a degree of flexibility, through immersion weeks, peer support and coaching, all staff will understand the research behind the lesson phase structure, the need for routines and why they are so important and what great looks like for each phase. Each CPDL focus is directly linked to one of the lesson phases, with the final phase on checking linked directly to the CPDL focus for year 2.

The right way curriculum will be explicit in each lesson phase, ensuring that the positive work on behaviour remains a focus but is now developed, with staff planning effectively for each mode and the transitions between them. CPDL packets will be created to allow staff the opportunity to revisit key training and form part of the ongoing induction programme for staff. Allowing us to build despite staffing change.

**Other Key Documentation:**  
 Intent to Spend Document  
 Catch up Planning Document  
 TGAK SIP  
 Whole School Approach to Pupil Premium; Six Steps to Success





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.

### 2. Targeted Academic Support

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

- THRIVE
- TATE
- NTP/ PET XI
- Academic Mentoring
- Graduate Coaches
- Targeted Interventions (The Willows)
- Reading interventions
- Top 20 Students

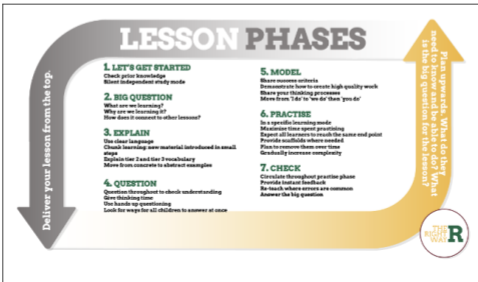
All based on the PP Vulnerability Tracker and the Core offer for each band.

Tracked and impact measured on Bromcom.

### 3. Wider Strategies

- Attendance of PP students
- Behaviour of PP students (specifically the number of FTE)
- 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
- Extra-curricular / music tuition

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	Lessons are not structured well enough and as a result the curriculum is not implemented well enough.
2	Not all teacher feedback in books is precise enough to promote progress, independent learning or used effectively to inform planning.
3	Many disadvantaged students have low reading ages and some subject areas do not consistently plan opportunities for students to read and achieve fluency.
4	Disadvantaged students are disproportionally represented in suspension data.
5	Attendance of disadvantaged students is below leaders' expectations, impacting on school hours and causing them to fall behind in their learning.

## 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 well structured and have a clearly defined outcome.	<ul style="list-style-type: none"><li>• QFT is strong and supports rapid progress for all students.</li><li>• Improved outcomes and in particular the P8 and A8 measures at KS4.</li><li>• Improved outcomes at KS3 for PP students, particularly in core subjects. As demonstrated by the rapid progress grids.</li><li>• Outcomes demonstrate a “narrowing” of the PP Gap.</li><li>• PP students being a focus in lessons, as detailed on the SLD, with pledges used effectively during wave one teaching.</li><li>• The use of “I do, we do, you do” is embedded in lessons.</li><li>• QFT data capacity judgements demonstrate a steady or improving landscape.</li></ul>
A range of marking, assessment and feedback strategies will be used effectively to have higher impact on student progress.	<ul style="list-style-type: none"><li>• Robust quality assurance demonstrates that all teachers check students work systematically, identify misconceptions accurately and provide clear, concise feedback.</li><li>• Marking, assessment and feedback is well-evidenced and has a high impact on student progress, as it provides specific guidance on how to improve.</li><li>• Observations and learning walks demonstrate the use of feedback in lessons enabling students to make progress to achieve lesson outcomes.</li><li>• Book looks demonstrate students having acted on feedback given to them.</li><li>• Schemes of learning across all subject areas identify opportunities for meaningful low-stake assessment. As a result of this, teachers swiftly address misconceptions and utilise effective planning to precision plan.</li><li>• Marking, assessment and feedback includes a focus on SPAG to hold high expectations of student literacy.</li><li>• Well-planned DIRT activities allow</li><li>• In all subject areas, DIRT lessons are systemic, and routines are embedded.</li></ul>

	Students can independently respond to teacher feedback as this feedback is precise, has clarity and demonstrates clear knowledge of the curriculum.
Outcomes for all students are improved by ensuring that all students can read confidently, frequently and fluently.	<ul style="list-style-type: none"> <li>• Reading is a priority in all departments. All subject leaders are clear on their role in supporting all learners to achieve fluency and can articulate this. Focused observations and learning walks evidence a high fidelity to this.</li> <li>• Students have increased exposure to the subject vocabulary they need to be successful.</li> <li>• The academy has secure systems and processes in place to ensure that all students are reading for a minimum of 20-minutes each day. This is supported by: a daily dedicated reading lesson and timely and accurate tracking (3 times a year), for all students (Y7-Y13).</li> <li>• The impact of reading interventions are frequently monitored and reviewed. Students make rapid progress towards catching up to their chronological reading age.</li> </ul>
A regular review of behaviour data and personalised interventions will result in a decline in suspensions for PP students.	<ul style="list-style-type: none"> <li>• There will be a reduction in suspensions for PP students.</li> <li>• PP and NPP suspensions will be in line with each other.</li> <li>• The use of TATE (Tudor Alternative to Exclusion) will prevent repeat offences.</li> <li>• The fortnightly PP Top 20 meetings will ensure key data is analysed, resulting in interventions, actions and strategies being implemented to prevent behaviour concerns escalating.</li> <li>• THRIVE has a positive impact on behaviour that is demonstrated through clear and robust tracking.</li> </ul>
Attendance of PP students improves across all bands and year groups. Attendance for all PP subgroups is above National Average.	<ul style="list-style-type: none"> <li>• PP attendance is above National Average.</li> <li>• PP attendance (especially for PP Boys and those in Band B) will demonstrate a positive upward trend as a result of key interventions.</li> </ul>

	<ul style="list-style-type: none"><li>• PP attendance data analysis results in effective actions and interventions being implemented. As a result, the focus with 70-80% attendance will all demonstrate a positive upward trend.</li></ul>
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## 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: £254,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff are highly effective at planning and implementing the curriculum as a result of a proactive programme of targeted CPDL that rapidly improves the structure of lessons.	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support">https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p>	1, 2, 3, 4, 5
<p>The CPD cycle for 2023/2024 is research based and supports improvement of practice in the following areas:</p> <p><b>Half-Term 1</b></p> <p>CPD 1 - A tour of the lesson structure. How to plan effective lessons. (6<sup>th</sup> September 2023)</p> <p>CPD 2 – How a SQL informs planning lesson sequences. (13<sup>th</sup> September 2023)</p>	<p>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	1, 2, 3, 4, 5

<p>CPD 3 – Planning to answer the Big Question. (4<sup>th</sup> October 2023)</p> <p>CPD 5 – Planning for the Let’s Get Started. (18<sup>th</sup> October 2023)</p> <p>CPD 6 – Planning to chunk learning and explicit instruction (Including use of task boards). (25<sup>th</sup> October 2023)</p> <p><b>Half-Term 2</b> CPD 1 – Planning the use of examples and modelling. (8<sup>th</sup> November 2023)</p> <p>CPD 3 – Planning to scaffold effectively. (22<sup>nd</sup> November 2023)</p> <p>CPD 4 – Planning for checking through questioning. (29<sup>th</sup> November 2023)</p> <p>CPD 5 – Reflections and sharing. (6<sup>th</sup> December 2023)</p> <p>CPD 6 – Planning for whole class checking through questioning. (13<sup>th</sup> December 2023)</p> <p><b>Half-Term 3</b> CPD 1 – Planning questioning to challenge passivity. (10<sup>th</sup> January 2024)</p>		
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<p>CPD 2 – Planning for adaptive teaching based on questioning techniques. (24<sup>th</sup> January 2024)</p> <p>CPD 3 – Planning to share thinking processes. (31<sup>st</sup> January 2024)</p> <p><b>Half-Term 4</b> CPD 1 – Planning for the use of success criteria. (21<sup>st</sup> February 2024)</p> <p>CPD 3 – Planning to structure “I do, we do, you do”. (13<sup>th</sup> March 2024)</p> <p><b>Half-Term 5</b> CPD 1 – Planning to raise aspirations through sharing high quality work. (17<sup>th</sup> April 2024)</p> <p>CPD 2 – Planning to maximise practise time. (24<sup>th</sup> April 2024)</p> <p>CPD 4 – Planning for expert scaffolding. (15<sup>th</sup> May 2024)</p> <p>CPD 5 – Planning for challenge. (22<sup>nd</sup> May 2024)</p> <p><b>Half-Term 6</b> CPD 1 – Planning for checking through the practise phase (through circulation). (5<sup>th</sup> June 2024)</p> <p>CPD 3 – Planning for instant feedback and live marking. (26<sup>th</sup> June 2024)</p>		
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<p>CPD 4 – Planning for MAF. (3<sup>rd</sup> July 2024)</p> <p>CPD 5 – Planning for DIRT. (10<sup>th</sup> July 2024)</p>		
<p>CPD immersion weeks to revisit CPD from 2022-2023 and to respond to any initial needs emerging through QA processes.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Teacher feedback in books is precise enough to promote progress or independent learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>2</p>
<p>Subject areas consistently plan opportunities for students to read and achieve fluency. Students’ opportunities to access to rich and diverse texts are increased as reading is embedded into the curriculum.</p>	<p>EEF toolkit indicates that “reading comprehension” strategies can generate +6 months.</p> <p>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 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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://literacytrust.org.uk/information/what-is-literacy/what-phonics/">https://literacytrust.org.uk/information/what-is-literacy/what-phonics/</a></p>	<p>1, 3, 4, 5</p>

Improving outcomes for all learners by ensuring that rich and diverse reading opportunities are embedded into the curriculum, and decoding interventions support all students to meet or exceed their chronological reading age.	<p>EEF toolkit indicates that “reading comprehension” strategies can generate +6 months.</p> <p>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 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> <p><a href="https://www.oneeducation.co.uk/building-a-love-of-reading-the-importance-of-a-reading-rich-environment/">https://www.oneeducation.co.uk/building-a-love-of-reading-the-importance-of-a-reading-rich-environment/</a></p> <p><a href="https://clpe.org.uk/research/power-rich-reading-classroom">https://clpe.org.uk/research/power-rich-reading-classroom</a></p>	1, 3, 4, 5
Interventions for students whose reading ages are below secondary age are consistently attended, tracked or measured for impact.	<p>EEF toolkit indicates that “reading comprehension” strategies can generate +6 months.</p> <p>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 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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://literacytrust.org.uk/information/what-is-literacy/what-phonics/">https://literacytrust.org.uk/information/what-is-literacy/what-phonics/</a></p>	1, 3, 4, 5
Careers Advice	<p>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.</p> <p><a href="https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools">https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</a></p>	1, 5

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

Budgeted cost: £266,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring Programme for KS3 and KS4 (PET-Xi Interventions)	NTP evidence indicates that one to one tuition can be effective, delivering approximately +5 months progress on average.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 4, 5
School based interventions (P6, The Willows, Tutor Time)	EEF toolkit indicates that “small group tuition” can generate +4 months  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>	1, 3, 4, 5
Revision Resources to support interventions	EEF toolkit indicates that “small group tuition” can generate +4 months  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 3, 4, 5

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

Budgeted cost: £267,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Leadership	The link between absence and achievement for disadvantaged students is clearly established (DfE Research 2016)	1, 4, 5

Committee Meetings	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	
Mentoring	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1, 4, 5
Attendance Challenges	<p>The link between absence and achievement for disadvantaged students is clearly established (DfE Research 2016)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	5
Uniform	The link between absence and achievement for disadvantaged students is clearly established (DfE Research 2016)	1, 4, 5
Extra-Curricular (including Music tuition)	<p>EEF toolkit indicates that “arts participation” can generate +2 months progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	1, 4, 5
School Counsellor	<p>EEF toolkit indicates that “social and emotional learning” can generate +4 months.</p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	1, 4, 5
Parental Engagement Strategy	<p>Parental engagement has a positive impact on average of 4 months’ additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 4, 5

**Total budgeted cost: £789,075**

## 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 2022 to 2023 academic year.

**Challenge number 1** (as referenced on the PP strategy statement): Challenge and effective scaffolding will result in better outcomes for Pupil Premium students.

Intended outcomes: All students will access quality learning experiences as a result of QFT. Lessons will provide scaffolding and high challenge for all learners.

#### GCSE Student Outcomes 2023

All students A8 = 35.09

NPP A8 = 38.62

PP A8 = 31.67

There is a gap of -6.96, which is more than leaders would like, however, the gap is narrowing slightly (in comparison to 2019). The focus will remain heavily on QFT, as PP students are currently performing at 0.6 of a grade below their NPP peers.

**Challenge number 2** (as referenced on the PP strategy statement): Not all teacher feedback in books is precise enough to promote progress, independent learning or used effectively to inform planning.

Intended outcomes: A range of marking, assessment and feedback strategies will be used effectively to have higher impact on student progress.

The focus of this book look was on Year 8 and 9 PP boys, as we have identified from the rapid progress grids that whilst our KS3 progress overall is improving, the gender gap at KS3 is widening. A total of 20 students were selected, 10 from Year 8 and 10 from Year 9, with a priority focus on the top 20 students and ensuring a range of prior attainment.

**Challenge number 3** (as referenced on the PP strategy statement): Many disadvantaged students have low reading ages and some subject areas do not consistently plan opportunities for students to read and achieve fluency.

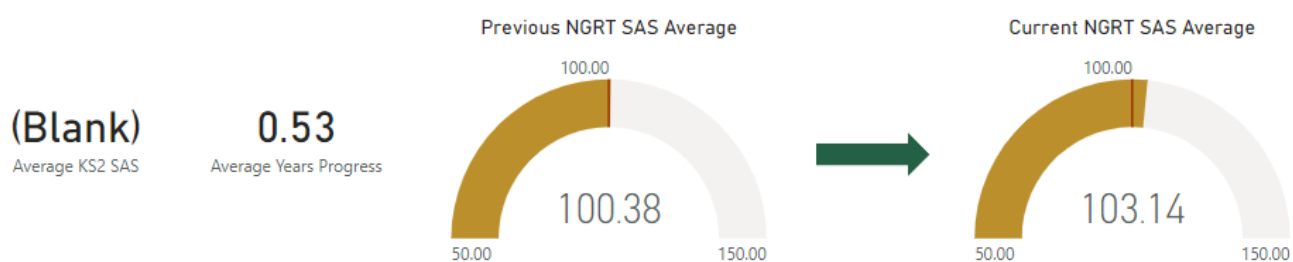
Intended outcomes: Outcomes for all students are improved by ensuring that all students can read confidently, frequently and fluently.

Reading is a three-year strategy, all children have now been analysed and plans are in place to use Scarborough's Reading Rope theory to inform reading interventions for targeted students based on reading age data. To offer opportunities to read for pleasure alongside this to capture both fluent and reluctant readers, or those with limited access to reading outside of school.

Strategies will include:

- ✓ **Whole school reciprocal reading:** a timetabled session every day for all students from Y7 – 13 using RR as the basis for reading a text a term to and with our students.
- ✓ **Tutor Time:** Register, Read and Respond. Informed by EEF research on the impact of reading to/with students on improving their literacy. Non-fiction texts add breadth of cultural capital exposure.
- ✓ **Extra-curricular Reading clubs** 'Books and Cake' will run every week for students in Y7-9. This club is open to all students with aim of promoting a love of reading.
- ✓ Every Y7-9 student has **Reciprocal Reading lessons** once per fortnight as part of their English curriculum offer.

- ✓ **The Information Centre:** An invaluable resource to support reading across the curriculum. A bookable space for lessons/interventions for immersion in a positive reading climate.
- ✓ **Interventions based on reading age data:** Key groups of students (positive bias towards SEND/PP) will be invited to bespoke reading intervention sessions to give personalised support.



### **Reading Age Data**

Impact of phonics interventions that began after Easter. (Student names have been removed).

Intervention	Reading Age (Pre)	Reading Age (Post)	Difference
Phonics	5:00	8:04	3y 4m
Phonics	5:02	5:11	9m
Phonics	5:00	6:03	1y3m
Phonics	5:00	7:02	2y 2m
Phonics	5:09	7:10	2y 1m
Phonics	6:11	7:09	10m
Phonics	6:06	7:04	10m
Phonics	6:06	6:04	2m
Phonics	6:02	11:07	5y 5m
Small group reading		5:10	
Small group reading	6:04	6:11	7m

**Challenge number 4** (as referenced on the PP strategy statement): Disadvantaged students are disproportionately represented in suspension data.

Intended outcomes: A regular review of behaviour data and personalised interventions will result in a decline in suspensions for PP students.

Suspension rates (10.96%) do remain above national average (6.91%) and other schools in the local area (Solihull 6.22%). However, PP Band A and Band D students remain above their peers. The fortnightly PP and SEND committee meetings have had the desired impact of reducing suspensions for these learners.

Suspension rates (10.96%) do remain above national average (6.91%) and other schools in the local area (Solihull 6.22%).

**Challenge number 5** (as referenced on the PP strategy statement): Attendance of disadvantaged students is below leaders' expectations, impacting on school hours and causing them to fall behind in their learning.

Intended outcomes: Attendance of PP students improves across all bands and year groups. Attendance for all PP subgroups is above National Average.

The attendance strategy has been focused on students who are PP and SEND. There have been several key actions underpinning the strategy to help improve attendance for these groups of learners.

1. Form tutor caseloads: Tutors are assigned 3 tutees who are PP and have attendance from 92% to 85%. These students are able to be moved out of the persistently absent category (if below 90%) or at risk of falling into this category. Tutors regularly spoke with the students and families to find out the barriers to attendance, with a view to identifying targets for improvement.
2. College attendance dashboards and meetings: Each college and attendance team met fortnightly to analyse all students in their colleges, the barriers to attendance, next steps, and impact. Colleges also identified 25 PP students (5 SEND) that were picked up by the college leadership team who were also in the PA category but with some refined actions, could improve their attendance quickly and move out of this category.

Impact of attendance caseloads:

The most recent attendance caseload impact showed an average attendance for PP students at 89.3%. After the intervention, this rate was at 88.9%. This shows a decrease of 0.4% in attendance for these targeted students. Students had therefore a slight drop in attendance after these interventions.

Overall pupil premium attendance is currently lower than leaders want. The majority of the caseload impact has been limited, but attendance for these students has been kept at similar levels, rather than dropping further. Due to this we are now also investing in further support with the attendance team through an additional AWO and attendance admin, as well as trust AWO attendance support.

### **Other information on Pupil Premium**

#### **THRIVE Approach**

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.

#### **Thrive Vision**

- To work with students on a 1-1 and group basis to support their emotional development and help to repair gaps in development from their early life.
- To work with students identified as having developmental gaps, with a focus on PP Band A and SEN students.
- Working on a 1-1 basis with hourly sessions for year 7s, 8s, 9s and 10s.
- To work with groups of Rarely students with a higher percentage score at Being in groups of 4 for 1-hour sessions.
- To work with students that are at Emerging and Developing in groups of 6/7 students for 1-hour sessions.

We currently have 4 trained THRIVE practitioners, as well as a number of staff who have received additional staff training. As of January (last assessment) 50% of students overall have moved up a band or strand as a result of Thrive sessions.

### **Thrive Numbers as of June 2023**

<ul style="list-style-type: none"> <li>• 144 different students who have received Thrive since beginning sessions</li> <li>• 40 different students have received Thrive 1-1 support since beginning sessions</li> <li>• 110 different students have received Thrive small group support since beginning sessions</li> </ul>	<ul style="list-style-type: none"> <li>• 74 students received Thrive during the 2021-22 academic year</li> <li>• 21 students received 1-1 Thrive support during the 2021-22 academic year</li> <li>• 53 students received Thrive small group support during the 2021-22 academic year</li> </ul>
<ul style="list-style-type: none"> <li>• 88 students have received Thrive this academic year</li> <li>• 24 Students have received 1-1 support this academic year</li> <li>• 64 students have received small group support this academic year</li> </ul>	<ul style="list-style-type: none"> <li>• 6 students have received both Thrive 1-1 and small group support across both academic years</li> <li>• 5 students continued 1-1 support this academic year from 2021-22</li> <li>• 7 students continued small group support this academic year from 2021-22</li> </ul>

### **PET Xi Tutoring**

PET Xi tutoring was started in October 2022 in 6 week blocks for both Mathematics and Science. Sessions were offered to 300 students. Of these 300 were PP (100%).

	Total Students	Boys	Girls	PP	SEND
Round 1	60	34	26	60	33
Round 2	60	33	27	60	29
Round 3	60	25	35	60	3
Round 4	60	27	33	60	6
Round 5	60	31	29	60	14

### **Pet-xi analysis – Science Overview**

All pupils selected were PP.

#### **Overall data:**

#### **Year 9**

Positive Impact: 61%

No Impact: 26%

Negative Impact: 13%

#### **Overall data:**

#### **Year 10**

Positive Impact: 52%

No Impact: 26%

Negative Impact: 22%

### **Pet-xi analysis - Mathematics Overview**

All pupils selected were PP.

#### **Overall data:**

#### **Year 9**

Positive Impact: 32%

#### **Overall data:**

#### **Year 10**

Positive Impact: 7%



No Impact: 49%  
Negative Impact: 19%

No Impact: 73%  
Negative Impact: 20%

### **School Counselling**

The school counsellor provision is clearly having a positive impact as numbers of concerns being logged which are related to mental health have declined. School counselling is all tracked and monitored on Bromcom.

This year 110 students have had school counselling. 20 students rolled over from 2021-22 and had some brief sessions in 2022-23, mostly in September to check in. An additional 90 students have had sessions in 2022-23, with 23 of these still open as of today.

### **Uniform Costings**

Uniform has been purchased for 30 PP students with an average cost per student of £64.83. This is tracked on Bromcom and PowerBI. So far, a total of £1,945.50 has been spent on uniform.

### **Breakfast Club**

Breakfast club was started in November 2021. It has been open to all students during this period. As part of two data collection weeks the following information was provided to the National School Breakfast Programme. The data below demonstrates that we kept the numbers of students attending breakfast club and didn't see a dip in attendance.

### **Top 20 Meetings (PP and SEND Leadership Committee Meetings)**

Top 20 meetings are held fortnightly with a range of staff to help ensure that known needs are addressed. This also ensures that PP students are monitored more frequently. Present at the meetings are representatives from the behaviour team, attendance, safeguarding, PP, learning mentors, SEND and the principal. HT overviews and the overall data sheets are used to monitor impact.

### **Extra-Curricular Attendance (PP Students)**

	Sept-Oct	Oct-Dec	Jan-Feb	Feb-April	April - May	May - July
<b>Students</b>	<b>46</b>	<b>55</b>	<b>70</b>	<b>55</b>	<b>51</b>	<b>46</b>
<b>Band A</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>5</b>
<b>Band B</b>	<b>11</b>	<b>17</b>	<b>16</b>	<b>14</b>	<b>13</b>	<b>11</b>
<b>Band C</b>	<b>30</b>	<b>33</b>	<b>44</b>	<b>34</b>	<b>32</b>	<b>30</b>
<b>Band D</b>						

### **Interventions**

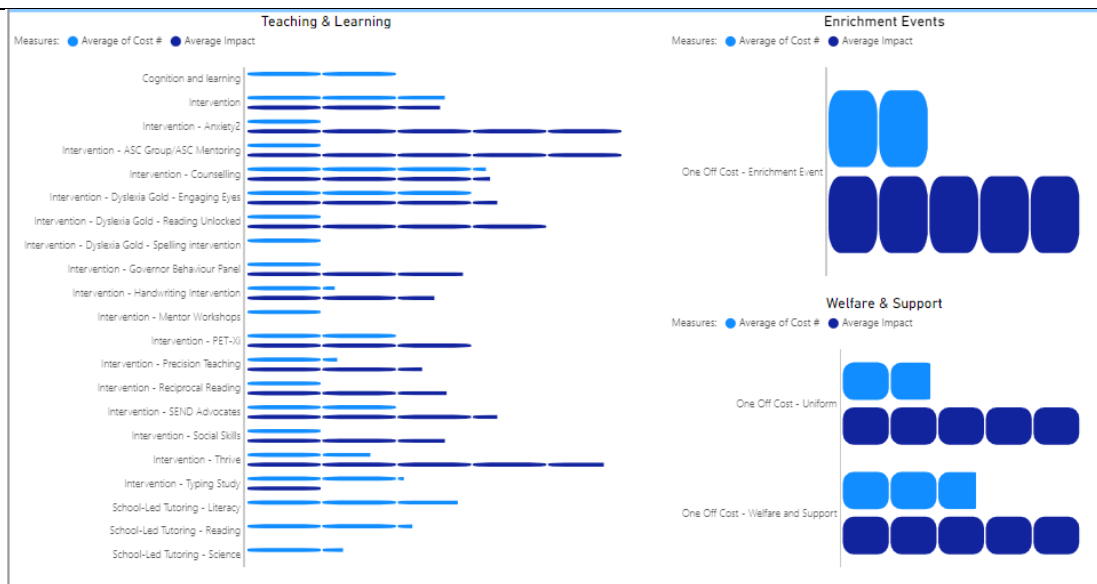
At TGAK there have been 1,801 distinct interventions (one student may be in receipt of multiple interventions). This is heavily weighted towards PP students. Of those 1,801 interventions 1,398 (77.62) % involved PP students (August 2023). Intervention spend currently stands at £177,242.44.

All interventions are tracked centrally and reported using the 1-5 scale mirroring the EEF toolkit structure. These are monitored at a summary level using the "intervention impact summary grid". An example of this is below:

#### **National Tutoring Programme**

1	No movement towards METG (consider fine grades)
2	Some movement towards METG (consider fine grades)
3	Working at METG (consider fine grades)
4	Some movement towards exceeding METG (consider fine grades)
5	Exceeding METG (consider fine grades)

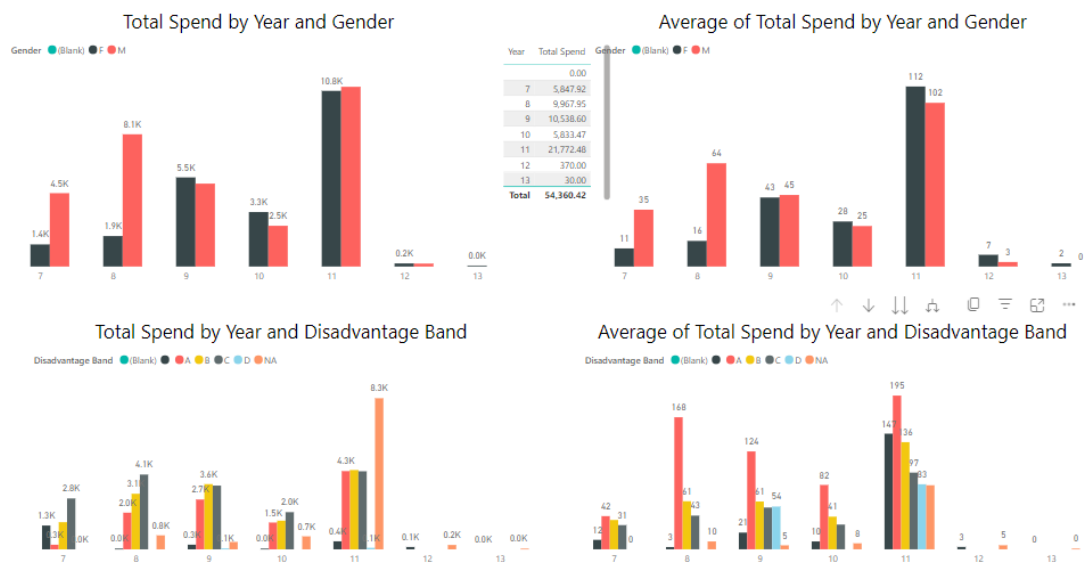
### **Overall Summary**



### Overall Impact Statements and Spend Summary Impact:

It is clear that THRIVE continues to have a significant impact and as a result, this is something we are looking to grow and further develop next year. THRIVE will sit within SEND and be a key intervention for our disadvantaged students. Interventions run by the SEND department (anxiety interventions and mentoring) have had a high impact against cost and these will continue, with more intervention sessions being added based on students broad areas of need. The reading unlocked programme has a significant impact, whilst we need to look at groupings here, it is an intervention that will be used on a greater scale next year. School counselling, whilst level in terms of cost and impact has been a key intervention that has supported a number of students throughout the course of the year.

### Spend Summary



There has been a significant spending in both year 8 and year 11, closely followed by year 9. Year 11 have been focused on academic interventions and period 6 sessions. There are a higher number of both SEND and PP students in year 8 and this has been a target group for reading due to their reading ages. It is also worth noting that interventions for behaviour have been heavily focused around this year 8 group, especially with regards to males. The high PP spend vs. NPP for year 9 is as a result of the PET-Xi interventions that were in place over the

course of the year to unlock learning in Maths and Science and ensure that students are ready for their GCSE courses in year 10. 228 out of 229 students involved with PET Xi were PP. The average impact of PET Xi was 3.

## 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
GL Assessment suite	GL Assessment
Graduate teachers	Teach First

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

TGAT has used the research completed by the Education Policy Institute (See Appendix 4 for a summary), 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](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 resource and ensure the **most** vulnerable 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.