TUDOR GRANGE KINGSHURST ACADEMY

Pupil Premium Allocation and Intent to Spend
Document (2020-2021)

1. Summary Information

School	Tudor Grange Kingshurst Academy				
Timeframe	2020-2021	**Total PP Budget**	£529,070.00	**Date of most recent PP Review**	June 2020
Total no. of pupils	1155	**Number of pupils eligible for PP**	486 (42%)	**Date for next internal review of this strategy**	December 2020

2. Current Progress & Attainment

SECONDARY INDICATORS	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
	2018	**2019**	**2020**	**2018**	**2019**	**2020**
Progress 8 score average	-0.9	-0.95	-0.46	0.13	0.13	-0.12
Attainment 8 score average	37	31.3	38.67	50.1	50.3	48.8

3. Absence/Exclusion and Attendance

SECONDARY INDICATORS	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
	2018	**2019**	**2020 Mar**	**2018**	**2019**	**2020**
Attendance rates for pupils eligible for PP	92.2	92.0	90.4	95.4	95.6	94.6
% - Persistent absence rates for pupils eligible for PP	20.8	22.5	30.7	10.6	10.7	16.4
Number of PP pupils receiving FTE	185	216	183	-	-	-
Number of days lost for PP due to FTE	287.5	353	372.5	-	-	-

4. Barriers to future attainment (for pupils eligible for PP)

TGAK IN SCHOOL BARRIERS

A	Quality First Teaching does not positively discriminate towards PP students, resulting in missed opportunities in class and through wave one interventions.
B	Many disadvantaged pupils across the school have weak Reading and writing skills.
C	Strategic and targeted interventions for PP students do not translate into positive outcomes for PP students. Especially with regards to the English and Maths match up.
D	Disadvantaged students do not behave well enough. Exclusion rates for PP pupils are above that of non-PP children. This has an impact on their school hours and causes them to fall behind in their learning.

TGAK EXTERNAL BARRIERS

C	Attendance of disadvantaged pupils is erratic due to challenging home circumstances. This impacts on school hours and causes them to fall behind in their learning.
D	A large proportion of disadvantaged pupils lack access to guidance, parental support and cultural experiences and are not supported positively at whole school events.

5. Staffing Roles & Curriculum Costs Paid for Using Pupil Premium

TGAK WHOLE SCHOOL STAFFING COSTS

Job Title	Key Responsibilities	Ongoing Costs
College Leaders (6 staff members)	Leadership and management of TGAK. Guidance and welfare of all students within the College.	£31,530.14
Learning Mentors (5 staff members)	Take an active role in supporting the learning of students inside and outside of the classroom. Listening to and helping pupils resolve a range of issues that are creating barriers to learning, drawing up agreed action plans with a caseload of students to address areas of concern and barriers to learning.	£62,720
Attendance Officer	To advise the school on strategies to promote the regular and punctual attendance of all students and assist with the implementation of strategies to improve attendance.	£16,366
Safeguarding Team	Protecting the welfare of students and supporting students so they are safe and can learn effectively.	£113,331
Additional Staff for Extra-Curricular (2)	Improve participation in enrichment via clubs and sports teams.	£16,928.03
Aspire Literacy and Numeracy Catch Up staffing (50 hours)	PP student's literacy and numeracy scores move closer towards the expected standard following literacy and numeracy catch up programmes.	£1,092

SECONDARY STAFFING COSTS

Job Title	Key Responsibilities	Ongoing Costs
Careers Advisor (2 Staff members)	Destinations, liaising with FE colleges, securing college interviews, NEET	£24,794

ADDITIONAL COSTS

Action	Rationale	Ongoing Costs

THRIVE Provision	To support the social and emotional development of students.	£1,436
TATE Provision	Implement TATE [Tudor Alternative to Exclusion] to provide additional support to vulnerable students.	£13,230
Accelerated Reading Programme	To monitor reading practice and progress of students.	£2076.62
GL Assessments	To provide a benchmark / powerful information that allows teachers to improve academic performance.	£1680.70
Interventions	To fill any gaps in students' knowledge and ensure rapid progress.	£99,739
Bromcom	Provide an online Home Learning portal and links with parents through MCAS.	£6,163.55
SAS	Use of enrichment to widen students' experiences.	£1,960
Peripatetic Lessons	Funding to support Music lessons to widen students' experiences	£5940
Outdoor Education Centre	Use of enrichment to widen students' experiences.	£18,767
Minibus	Use of enrichment to widen students' experiences.	£3,095.82
Alternative Provision	Provide education for children who, because of exclusion, illness or other reasons, would not otherwise receive suitable education.	£73,500
Educational Psychologist	Educational psychologists support schools and the local authority to improve all children's experiences of learning.	£9,310
Pupil Premium Developmental Review	An in-depth look at the provision for PP students and the ways in which the provision can be improved.	£2,500
Laptops for Remote Learning	All students in all year groups who previously didn't have access have been provided with a laptop and dongle for them to access remote learning. These are in addition to the Government Scheme and Teach First.	£14,913.14
Educational Supplies	Funding to support the needs of PP students that are unforeseen.	£7,997

6. Objectives		

Objective		Measurable success criteria	Impact Review
A.	Effective use of the Pupil Premium funding to support both the academic and wider outcomes of disadvantaged Pupils.	- The most vulnerable students along with their own barriers and individual needs will be identified. - PP funding is used effectively and has an impact and result on the most vulnerable students (Top 20%). As a result: ○ Increased outcomes / attainment ○ Improved attendance ○ Reduction in behaviour points / FTE ○ Increased engagement in wider school events	- College Teams, SEND Team, Subject Leaders to be aware of the scoring model and how the most vulnerable students are identified. - The most vulnerable PP students will be identified, well known and interventions will be tracked to measure impact. Document to be updated monthly and shared with SLT. - Monthly item on SLT agenda to reflect on impact, new strategies and a reallocation of resources. - Shared at Governing body meetings

		• THRIVE is established and embedded across the academy to provide increased support for our most vulnerable students.
		• As a result
		   ○ Staff are clear on what Thrive is and appropriately referring students.
		   ○ The THRIVE assessment is used to identify gaps and allow for effective allocation of resources for the most vulnerable.
		   ○ THRIVE mentoring is used to successfully address the social and emotional needs of PP students.
		   ○ For specific students' attendance, behaviour points see an improvement as a result of support being put in place.
		
		• Tudor Grange Academy, Kingshurst's SAS and enrichment programme can operate fully by the end of the Academic Year and students in Year 7 and Year 8 will:
		   ○ Understand why they take part in SAS and how it enables them to develop their character.
		   ○ Feel that they have grown in confidence and self-belief.
		   ○ Say that they have enjoyed new experiences and that they want to keep "exploring."
		   ○ Believe that they have a broader range of essential skills.
		   ○ Feel empowered to make positive choices about their future involvement in SAS and Extra-curricular activities.
		   ○ See learning as being fun, aspirational and lifelong.
		   ○ Feel that their eyes have been opened to a multiplicity of learning activities and opportunities.
			As a result of robust College line management meetings for tracking, monitoring and intervening with repeat offenders there is a reduction in FTE term on term for PP and SEND students.
			
			As a result of effective scrutiny of behaviour data and intervention there is an increase in positive rewards for PP and SEND students term on term.
			
			Monitoring of success of the SAS programme by close analysis of the student satisfaction survey, carried out during the Spring Term 2020.
			
			Ensure that SAS programme is planned and timetabled with a view to Covid-19 guidelines so that students remain within their bubbles.
			
			Ensure that robust QA process is in place to ensure that high standards pervade.
			
			Staff training to ensure that there is a consistent approach to the delivery of SAS and that the vision of SAS is shared with staff.
			
			(TGAK SIP 3B, 4D)

B.	To improve QFT for PP students to secure better outcomes in English, Maths and Science in particular.	• As a result:
		   ○ Differences will be made to the learning and progress from starting points of pupils eligible for the Pupil Premium, as shown by both performance data and wider school evidence.
		   ○ VA scores for PP students in English, Maths and Science will be increased when compared to last year.
			• Monthly meetings used to triangulate key information, allocate actions and review impact.
			• Half-termly data review
			• Monitored through:
			   ○ Book look priority (15th October 17th December 11th February 18th March 20th May 17th June)

		o There will be a reduction in the progress gap between PP and NPP in these subjects. o Improved Reading and writing skills will address the gap in PP students' progress in all subjects. o PP students Literacy and Numeracy scores will move closer to or exceed the expected age-related expectations. o The majority of catch up students in Year 7 will make progress that enables them to access the full curriculum in Year 8 (65-75%) • 90% of teachers are meeting the expected standard. Improving outcomes for all students, especially PP. As a result, the progress of PP students will be in line with that of pupils not eligible for PP. **(TGAK SIP 2A/ 2D)**	o Focused observations (21st September 28th September 11th January 18th January 10th May 17th May) o Climate walks (14th September 2nd November 5th January 22nd February 20th April 7th June)
C.	Whole school Literacy projects at KS3 will address the weaker literacy and reading skills of PP students.	• Improved Reading and writing skills will address the gap in PP students' progress in all subjects. • PP students Literacy and Numeracy scores will move closer to or exceed the expected age-related expectations. • 100% of all Y7 students are tested for their RA and SEND intervention is planned. • 100% of all Y7 and Y8 students are enrolled in AR and tutors are trained in this. 60% of all student's quiz during HT1/2. • 100% of all students, across all year groups, carry a book as part of their equipment. • Reading materials are embedded in 100% of lessons. Reading lists have been engaged in and are not just a supplement to learning, it becomes a tool. • 100% of students, below their reading age, have made 3+ months progress, with 70% making more progress, if they have been targeted for intervention. • 100% of QA demonstrates that students are writing in lessons and that writing is extended, structured and planned.	• Accelerated Reading data review every HT • Baseline GL assessments for all students • Literacy and Numeracy scores / tracking. Half-termly assessment data. • Assessment, marking and feedback targets for extended writing are seen in books during the scheduled book look. • Review reading interventions across nationally, across the academy and whole Trust and create a better early intervention plan. • Reading and improving writing are the focal points for CPD across all departments. This is indicated in all Department Improvement Plans.

		• As a result of catch up funding: • Students Literacy and Numeracy scores will move closer to or exceed the expected age-related expectations. • The majority of catch up students in Year 7 will make progress that enables them to access the full curriculum in Year 8 (65-75%) **(TGAK SIP 2A/ 2C)**	

D.	Strategic and targeted interventions for PP students will ensure a better match up between PP students achieving 9-4 and 9-5 grades in both English and Maths.	• Increased outcomes in the match up measure of the basics measure for PP students.
		• Outcomes fall in-line with national expectations, or at least, demonstrate very clear improvements.
		• The 'match' in year 11 remains at 60% or above.
		• As a result of this, destinations for year 11 students will be more ambitious:
		    o A reduction in Level 1 destinations will be seen.
		    o An increase in students applying for Level 3 courses at Post-16.
		
		• Improved Reading, Writing and Numeracy skills and outcomes in English and Maths will provide transferable skills to support progress in all subjects. **(TGAK SIP 2D)**
			• Monthly meetings used to triangulate key information, allocate actions and review impact.
			• Half-termly data review
			• Year 11 and Year 10 data review after every data drop/ entry.
			• Match students are skilfully targeted and outcomes from CA1 demonstrate tangible improvements
			• QFT in maths and English is, at least', 90% 'On Track' and beyond.

E.	Reduce the proportion of PP students who receive multiple exclusions and and/ or progress to AT.	• As a result: • Evidence of a reduction in exclusions and behaviour points for PP students on a termly basis. • Increased rewards for PP students • Improvement in the number of positive behaviours reported for PP students. • Improved and consistent responses from teachers when dealing with low level disruption. Resulting in fewer incidents of LLD • Regular sharing of PP data with key stakeholders to initiate quick intervention and monitoring of PP students behaviour.	• Vulnerability scoring model used to effectively target students. • SLT Meetings, weekly College team meetings. • All College QF Line management meetings are robust and consistent in approach to maintain high standards for behaviour, conduct and a reduction in FTEs in each college across the academy.

		• As a result of effective scrutiny of behaviour data and intervention there is an increase in positive rewards for PP and SEND students term on term.	**(TGAK SIP 3B)**

F.	School attendance figures for PP students and parental engagement at key events needs to increase.	• As a result:
		  o Appropriate planned intervention results in PP and SEND students being at National Average for absence and PA and there is a closing the gap on ALL students.
		  o Persistent absent rates will be reduced due to an increase in PP attendance.
		  o 90% of PP parents attend parents' meetings.
		  o Year 10 and 11 PP attendance during mock exam periods is in line with the school target.
			• PP attendance to be analysed as part of the regular attendance data analysis.
			• PP attendance to be tracked and measured at all key events.
			• Weekly attendance/punctuality data produced via Trust Tracker. Key headlines communicated to all staff/Colleges/SLT for clarity. Trends highlighted for more detailed analysis.
			• Attendance Officer meets fortnightly with ACL and Learning Mentors to highlight trends in data and students who require interventions. Positive discrimination to PP and SEND students.
			
			(TGAK SIP 3A)

7. Strategies / Planned Expenditure

A - Effective use of the Pupil Premium funding to support both the academic and wider outcomes of disadvantaged Pupils.

Action	Evidence / Rationale for Choice	Implementation Timeline / Plan	Costing Basis	Cost	Staff
SECONDARY					
Develop mentoring programmes to support vulnerable students	EEF toolkit indicates that "behaviour interventions [strand 3]" can generate +3 months. EEF toolkit indicates that "social and emotional learning" can generate +4 months.	Established historically. Programme management reviewed term 2 2019-20 alongside development of THRIVE framework.	THRIVE costs	£1,436	LPA/ RHI/ AMA
Improve participation in enrichment via clubs and sports teams	EEF toolkit indicates that "sports participation" can generate +2 months.	Ongoing throughout the year.	Additional extra-curricular staff	£16,928.03	RHI/ RJO/ CCU/ MMC
Use of trips and enrichment to widen students' experience	EEF toolkit indicates that "outdoor adventure learning" can generate +4 months. EEF toolkit indicates that "arts participation" can generate +2 months.	Ongoing throughout the year with SAS	Subsidised trip cost	£1,960 £18,767 £3,095.82 £5,940	RJO
School performances [musical and theatrical]	EEF toolkit indicates that "arts participation" can generate +2 months.	Ongoing throughout the year at appropriate times.	Additional extra-curricular staff	£16,928.03	RHI/ RGA/MBR
Laptops for remote learning.	All students in all year groups who previously didn't have access have been provided with a laptop and dongle for them to access remote learning. These are in addition to the Government Scheme and Teach First.	September 2020 and ongoing on a priority and needs basis.	Laptop per student £356	£14,913.14	RHI/ NCR
TOTAL PLANNED COST:				**£79,968.02**	

B - To improve QFT for PP students to secure better outcomes in English, Maths and Science in particular.					
Action	**Evidence / Rationale for Choice**	**Implementation Timeline / Plan**	**Costing Basis**	**Cost**	**Staff**
SECONDARY					
Implement quality first teaching	EEF toolkit indicates that "mastery learning" can generate +5 months. EEF toolkit indicates that "feedback" can generate +8 months.	-College Leaders -Learning Mentors -Timetabled Reading Hours -Aspire catch-up -Accelerated Reading -GL Assessments -Interventions	Staffing hours, systems, intervention programmes, assessments	-£31,530 -£62,720 -£393.12 -£1,092 -£2,076.62 -£1680.70 -£99,739	NCR/ RHI
Appropriate homework is set and monitored by departments	EEF toolkit indicates that "homework (secondary)" can generate +5 months.	-Established using "Bromcom" system.	Subscription cost	-£6,163.55	SMI
Pupil Premium Developmental Review	An in-depth look at the provision for PP students and the ways in which the provision can be improved	An in-depth look at the provision for PP students and the ways in which the provision can be improved	Review Cost	-£2,500	RHI
PRIMARY					
				TOTAL PLANNED COST	**£207,894.99**

C - Whole school Literacy projects at KS3 will address the weaker literacy and reading skills of PP students.					
Action	**Evidence / Rationale for Choice**	**Implementation Timeline / Plan**	**Costing Basis**	**Cost**	**Staff**

SECONDARY					
Reading strategy / intervention programmes: - Precision teaching - Fresh start - Reading between the lines - Language for thinking - Mechanical reading	EEF toolkit indicates that "reading comprehension" strategies can generate +6 months. EEF toolkit indicates that "oral language interventions" can generate +5 months.	- Baseline assessments from previous academic year / September (GL Assessments) - Aspire catch-up - Accelerated Reading	Staffing hours, assessments, marking, reading programme and interventions.	-£1680.70 -£1,092 -£2,076.62	
PRIMARY					
				TOTAL PLANNED COST	£4,849.32

D - Strategic and targeted interventions for PP students will ensure a better match up between PP students achieving 9-4 and 9-5 grades in both English and Maths.					
Action	**Evidence / Rationale for Choice**	**Implementation Timeline / Plan**	**Costing Basis**	**Cost**	**Staff**
SECONDARY					
Strategic and targeted interventions for PP students will ensure a better match up between PP students achieving 9-4 and 9-5 grades in both English and Maths.	PP students will have secured good outcomes, reducing the chances of them becoming NEETS and enhancing LLL.	-Interventions -Careers Advisor	-Staffing hours, intervention programmes	-£99,739 -£24,794	NCR/ GSH
PRIMARY					
			TOTAL PLANNED COST	**£124,533**	

E - Reduce the proportion of PP students who receive multiple exclusions and and/ or progress to AT.					
Action	**Evidence / Rationale for Choice**	**Implementation Timeline / Plan**	**Costing Basis**	**Cost**	**Staff**
SECONDARY					
Implement TATE [Tudor Alternative to Exclusion] to provide additional support to vulnerable students	EEF toolkit indicates that "behaviour interventions [strand 3]" can generate +3 months. EEF toolkit indicates that "social and emotional learning" can generate +4 months.	Established January 2019. Programme management reviewed term 2 2019-20 alongside development of THRIVE framework.	Staffing	-£1,323	LPA
Implement THRIVE	EEF toolkit indicates that "behaviour interventions [strand 3]" can generate +3 months. EEF toolkit indicates that "social and emotional learning" can generate +4 months.	Staff attending external training term across 2019. On site staff training delivered term 3 2019-20. Implementation term 3 2019-20.	Staffing	-£1,436	RHI/LPA/ AMA
Alternative Provision	Ensuring all students have access to a suitable curriculum/ learning environment.	Ongoing on a need's basis	Placements, staffing costs	-£73,500	LPA
PRIMARY					
			TOTAL PLANNED COST	**£76,259**	

F - School attendance figures for PP students and parental engagement at key events needs to increase.					
Action	**Evidence / Rationale for Choice**	**Implementation Timeline / Plan**	**Costing Basis**	**Cost**	**Staff**
SECONDARY					
Attendance Challenges and celebrations	The link between absence and attainment for disadvantaged students is clearly established (DFE Research 2016. Ref: DFE-00089-2016). 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)	- Ongoing throughout the year with identified students. - Impact reviewed in college overview meetings	-Staffing costs, rewards trips	-£16,366 -£7,997	
Improve robustness of attendance systems: - First day calling - PAPs / PAP meetings - Pattern analysis / root cause analysis - Home visits from AWO - Attendance prosecutions	The link between absence and attainment for disadvantaged students is clearly established (DFE Research 2016. Ref: DFE-00089-2016). 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)	- Ongoing throughout the year with identified students. - Impact reviewed in college overview meetings	-Staffing costs	-£31,530.14 -£62,720	
TOTAL PLANNED COST				**£118,613.14**	