

Tudor Academy Pupil Premium strategy statement **REVIEW**

This statement details the impact of our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Academy
Number of pupils in school	566
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	14/12/21
Date on which it will be reviewed	14/12/22
Statement authorised by	Claire Majumdar Headteacher
Governor / Trustee lead	Mark Riddaway Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,901
Recovery premium funding allocation this academic year	£38,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£338,036

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that all children, regardless of their background or individual barriers to learning, make excellent progress and achieve strong outcomes across all areas of the curriculum. To achieve this, our Pupil premium strategy has been designed to ensure that all pupils, including those who are disadvantaged, consistently experience the **highest possible quality of teaching**, have **access to the targeted academic support** and benefit from a **range of wider strategies** including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, our non-disadvantaged pupils will also benefit. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with our children indicate underdeveloped oral language skills and significant vocabulary gaps among many disadvantaged pupils. This is as a direct result of missed time within the school setting. This has meant that their language development, including oracy, reading and writing skills are lower than children in these year groups across previous years.
2	Assessment and observation suggests disadvantaged pupils generally have greater difficulty with phonics. This has negatively impacted their development as readers and there is an attainment gap between disadvantaged and non-disadvantaged in reading in Year 1 and 2.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

	This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
4	Average attendance across all pupils remains above the national average however there continues to be a reduced rate for pupils who are disadvantaged.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved writing and language outcomes for disadvantaged pupils in years N-1</p> <p><i>Unvalidated data and internal data show that disadvantaged children across the academy at all Key Stages have improved their writing and language outcomes. Writing has lagged behind other areas of improvement and will continue to be a priority during next academic year.</i></p>	<p>Reading and writing outcomes show that more disadvantaged pupils are meeting the expected standard.</p> <p>Subject specific vocabulary and more 'ambitious' vocabulary is used in their writing and orally.</p>
<p>Improved reading attainment among disadvantaged pupils particularly in Years 1 and 2.</p> <p><i>Phonics: 78.4%</i></p> <p><i>KS1 Reading 73% (national average 69%)</i></p>	<p>KS1 reading outcomes show that more disadvantaged pupils are meeting the expected standard.</p>
<p>Increased attendance for disadvantaged pupils.</p> <p><i>Attendance for disadvantaged pupils was 91.9% whilst lower than usual, this is higher than the national average this academic year.</i></p>	<p>Pupils who are disadvantaged attended closer to the rate at which non-disadvantaged pupils are.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p><i>Pupils report that they feel safe and well-cared for. There has been higher uptake of after school clubs. This has been supported by the face we have been able to broaden the range of after school clubs available. Pupils have also participated in residential and trips which have been fully or partially subsidised. Without this subsidy they would not have been able to attend.</i></p>	<p>This will include;</p> <ul style="list-style-type: none"> -Data from pupil voice -Parent surveys -Teacher observations -Increased participation in enrichment activities

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: £132,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implement standardised diagnostic assessment tools</p> <p>Training for staff to ensure assessments are carried out and administered correctly.</p> <p><i>Language link completed with all children across the academy</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary, particularly subject specific vocabulary.</p> <p><i>Language interventions implemented across the academy</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Enhancing of teaching and curriculum planning for English and Maths in line with EEF guidance.</p> <p>Teacher release time and CPD funded to embed key elements of guidance.</p> <p><i>Our curriculum has been redeveloped and outcomes are evidence that this has worked</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>2</p>

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 94,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration by trained teaching assistants and in conjunction with our SFA English curriculum.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £ 98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The pastoral team will increase the support they offer vulnerable children using our wellbeing diagnostic and referral system.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	3

<p>Our Pastoral Team and the SLT Team will continue to support vulnerable pupils, pupils with wider disadvantage and their families.</p> <p><i>We have increased the nurture provision support and nurture breakfast.</i></p>	<p>Engaging with parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>3, 4</p>
<p>Whole staff training on behaviour management, developing school ethos and improving behaviour.</p> <p><i>All staff have received behaviour training.</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>3</p>
<p>Focus on developing attendance of target groups and individuals. EWO and attendance to implement procedures from the guidance</p> <p><i>We have increased time with the EWO and attendance officer.</i></p>	<p>Principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £324,000

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 2020 to 2021 academic year.

Overall, the strategies we put in place to support the progress and attainment for disadvantaged pupils have had a positive impact however this impact has been limited by COVID-19 related interruptions. The significance of the COVID impact is hard to quantify.

We identified early on that the impact of COVID-19 on our disadvantaged families would be disproportionately large compared to those who were not disadvantaged. In order to safeguard against a significant widening of the attainment gap over the course of the lockdowns, we ran an expanded 'key worker' provision, offering spaces to disadvantaged families. Over 120 pupils attended school during this time. On top of this offer, we provided laptops, devices and 4G sim cards for all disadvantaged families to ensure online access to the virtual learning materials.

For those children both in, and outside of school during the lockdown, children had access to a full virtual curriculum with a blend of live and pre-recorded lessons across the curriculum, feedback and groups with teachers and support staff. We operated a 'daily register' to ensure that all pupils engaged with the learning.

Our SLT team kept daily contact with families to support access to the curriculum. Further in-school places were given offered to pupils who had ongoing difficulties with attending virtually.

On the re-opening of schools, for the Autumn term, we provided catch-up tutoring with teachers and support staff tailored and targeted at children's needs in order to minimise the attainment gap. This has been well attended and allowed pupils extended access to the curriculum. As well as this we have provided additional 'booster sessions' in phonics, reading and maths.

Although overall attendance in 2020/21 higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are similar to previous years. Attendance continues to be a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted over the course of the year as a result of COVID. The impact has been felt by disadvantaged pupils and their peers. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Our pastoral team offers daily 'nurture' breakfast as well as ELSA support.

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
N/A	N/A

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)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Redeveloping our wider curriculum mapping to ensure there is a focus on developing subject specific vocabulary and ensuring planned opportunities for children to use this within context.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on developing our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our academy.