



Tudor Grange Samworth Academy

PUPIL PREMIUM

School context	Attainment
<p>The schools average attainment on entry indicates 'below average' starting points for all students in all year groups. Starting points for students in Year 11 2016 are securely below average, with significance (-1.9) and by <math>\frac{1}{3}</math> grade.</p> <p>The proportion of students eligible for Free School Meals (66%) is significant in comparison to the national picture of 28.7%. The schools deprivation indicator places Tudor Grange Samworth Academy in the bottom quartile nationally at 0.51 compared to 0.22 nationally.</p> <p>A large proportion of this cohort are low attaining students [28%] compared to national picture [17%]. The proportion of middle attaining students are broadly in line with national [55%]. The proportion of high attaining students on entry was significantly below the national picture [17% cf. 31%]. SEN support significantly above national picture [33% cf. 12.4%]. SEND action + and statement/EHC – higher than national. In Year 11 2016 43% where SEN support, 3 x CLA</p> <p>The % stability [% of students on roll who joined the school before 1<sup>st</sup> October in the usual join year] is significantly lower than the national picture at 72% cf. 92% nationally.</p>	<p>5ACEM attainment has decreased by 4% since the previous year [24% cf. 28%].</p> <p>5ACEM attainment for disadvantaged cohorts had wider margins in-school at 26% cf. margins with 2015 national, which indicates that historical inadequacies across the curriculum for groups and subgroups remains a priority and needs addressing urgently through a more robust teaching, learning and assessment agenda.</p> <p>The proportion of high attaining students attaining 5ACEM fell by 34% in 2016 indicating a 3-year falling trend.</p> <p>The proportion of middle attaining students achieving 5ACEM fell by 8% in 2016. High attaining and middle attaining cohorts, remains a key priority for the school in these performance measures.</p> <p>Attainment in English and mathematics remains a major priority for the school.</p>
Progress: English	Progress: mathematics
<p>By the end of 2016, 51% and 9% of <b>Year 11</b> students had made at least 3 levels and 4 levels progress respectively in English across KS2-4. The expected progress national figure in 2015 was 69% and more than expected 30%. Figures over time, represent an improving trend for proportions making expected progress, nevertheless, below the schools expectations.</p> <p>High and middle attainers achieved less well, but outcomes show a significant improvement by low attainers in English. By the end of 2016, 53% and 8% of <b>Year 11</b> disadvantaged students had made at least 3 levels and 4 levels progress respectively in English across KS2-4, slightly above 2015 outcomes and showing a positive picture overtime. Margins between disadvantaged and peers are closing over time.</p>	<p>By the end of 2016, 31% and 10% of <b>Year 11</b> students had made at least 3 levels and 4 levels progress respectively in mathematics across KS2-4. Analysis of 3-year trends shows generally negative progress by most cohorts.</p> <p>By the end of 2016, 23% and 7% of <b>Year 11</b> disadvantaged students had made at least 3 levels and 4 levels progress respectively in mathematics across KS2-4.</p> <p>High and middle attainers achieved below expectations and less well that similar outcomes in English.</p> <p>Margins between disadvantaged and peers remain wide and below the schools expectations.</p>
Overview evaluation:	
<p>The performance of pupil premium student's mains inadequate and significantly below the expectations of the leadership of the school. Seniors leaders are now using a forensic analysis of all outcomes and evidence from 2015–16 to identify practice that did impact on students and practice that did not and needs removing or improving. This can largely be attributed to significant turbulence in staffing, which has taken time to address, the implementation of revised roles and responsibilities in school as well as transition of the school into the Tudor Grange Academies Trust in January 2016.</p> <p>Senior leaders should expect to see significant impact of all the changes made in 2015/16 in a more stable Autumn term 2016, they will need to be clear what evidence of progress they expect to see in this term and be relentless in their assessment of the quality of provision to encourage faster progress is made for larger groups of learners.</p> <p>As the school transforms, senior leaders will need to use honest evaluations of performance to determine strategic planning. Some students in 2015/16 presented with intractable and complex barriers that the school was not able to address in one academic year. However, they are able to evidence effective provision where they were able to ensure students attended to access this provision and where they were able to improve attitudes and enjoyment. Some students' lives were transformed during 2015-16 evidencing that the school can provide hugely effective provision and if this is the case that they need to widen this impact to all groups of learners.</p>	

Strategic Priority Planning: Pupil Premium								
ACTIONS	ACTUAL IMPACT	EVIDENCE	KEY PERFORMANCE INDICATORS					
<b>TEACHING QUALITY</b>								
1.1 Increase % of good or better teaching overtime by ensuring teachers use effective planning, skilful questioning, and techniques that help PP students learn well. Teachers identify and support PP students who fall behind and intervene quickly.	As a result, teaching quality has improved and is now judged 46% at least good, 49% requires improvement and 5% [2 teachers] inadequate. In core [EMS] teaching quality is now judged 46% good or better with 54% requiring improvement. All staff are aware that high quality teaching impacts on student attitudes, quality of learning and PP student outcomes. All teaching staff are now engaged with professional learning via TUDOR talk.		% of lessons judged good or better across Y7-Y11					
			HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
			N/A	N/A	25%	51%	36%	46%
			% of lessons judged good or better in core subjects					
			HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
N/A	N/A	5%	38%	16%	46%			
<b>MARKING AND FEEDBACK</b>								
1.2 Ensure all teachers can accurately assess students' learning and identify appropriate next learning steps and which inform future teaching activities.	The quality of marking has improved across the year. All teachers now implement the academies Assessment strategy and as a result the quality of marking is now judged 48% good or better across the school. Quality assurance exercises are more robust and as such has shown an increase from 30% to 48% of effective episodes of marking.		% of marking, assessment and feedback judged good or better across the school					
			HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
			N/A	N/A	40%	42%	37%	48%
			% of marking, assessment and feedback judged good or better for PP sample					
			HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
N/A	N/A	40%	42%	37%	48%			
<b>PROGRESS: ENGLISH &amp; MATHEMATICS</b>								
1.3 Increase the % PP students making expected progress in English through quality first teaching, robust assessment procedures, effective planning and targeted intervention programmes.	By the end of 2016, 53% and 8% of <b>Year 11</b> disadvantaged students had made at least 3 levels and 4 levels progress respectively in English across KS2-4, slightly above 2015 outcomes and showing a positive picture overtime. Margins between disadvantaged and peers are closing over time.		% PP students making expected progress [3L] in English					
				HT 1	HT 2	HT 3	HT 4	GCSE Result
			WAG	58%	26%	43%	46%	53%
			PRED	58%	54%	52%	48%	
1.4 Increase the % PP students making expected progress in mathematics through quality first teaching, robust assessment procedures, effective planning and targeted intervention programmes.	By the end of 2016, 23% and 7% of Year 11 disadvantaged students had made at least 3 levels and 4 levels progress respectively in mathematics across KS2-4. High and middle attainers achieved below expectations. Margins between disadvantaged and peers remain wide and below the schools expectations.		% PP students making expected progress [3L] in mathematics					
				HT 1	HT 2	HT 3	HT 4	GCSE Result
			WAG	8%	15%	17%	21%	23%
			PRED	33%	38%	30%	32%	
<b>ATTAINMENT</b>								
1.5 Increase % 5ACEM attainment for PP students through curriculum planning and delivery, appropriate, differentiated pathways, whole-school literacy focus and quality first teaching	5ACEM attainment for disadvantaged cohorts had wider margins in-school at 26% cf. margins with 2015 national, which indicates that historical inadequacies across the curriculum for groups and subgroups remains a priority.		% PP students achieving 5ACEM [Year 11]					
				HT 1	HT 2	HT 3	HT 4	GCSE Result
			WAG	20%	11%	14%	15%	15%
			PRED	33%	21%	21%	26%	

ATTENDANCE									
1.6 Monitor attendance, in liaison with Attendance/Welfare Officer, College Leaders, SENCo, Learning Mentor, on a half termly basis and develop follow up strategies to improve the attendance of students identified with high percentage of sessions missed	Attendance has improved across year groups and whole-school. Nevertheless, there remains a proportion of students who are disadvantaged by low attendance. The gap between PP and NPP remain in school, however, the schools attendance strategy has improved through the identification subgroups and the alignment of key people and strategies to support improvement.  As a result of an improving teaching profile across the school, student attitude's to work, learning and each other has improved. The number of fixed term exclusions have reduced overtime and remain lower than ever before.	Student voice	% of sessions missed due to overall absence [Nat 2015: 95%]						
			NP	94.2%	93.7%	93.7%	90.1%	93.1%	93%
			PP	90.2%	86%	82.6%	76.7%	86.4%	88.1%
			Fixed term exclusions as a percentage of the cohort [PP267; NP 183] against 2015 national						
			NP	6.5%	8.2%	5.4%	6.5%	8.8%	3.8%
PP	13.1%	17.9%	12.3%	10.4%	10.4%	4.9%			
BEHAVIOUR									
1.7 Refine and target behaviour patterns for Pupil Premium students beyond current level of analysis. Classroom teachers, Form tutors and Learning Mentors proactively work to focus on punctuality, truancy and behaviour.	For Pupil Premium students with particular needs, there is sustained improvement in students' behaviour. The number of hotspots and 'lates' recorded have decreased across year groups and whole-school and as a result only a small proportion of students remain disadvantaged in their learning	.	Number of 'Hotspots' episodes received – accumulative figure						
			All	811	1009	646	678	757	389
			Number of students receiving 10+ episodes of Hotspot.						
			All	34	51	37	40	41	6
			PP only	28	42	24	27	29	4