

TUDOR GRANGE SAMWORTH ACADEMY

Pupil Premium Strategy / Self-Evaluation TGAT

1. Summary information					
School	Tudor Grange Samworth Academy				
Academic Year	2018-2019	Total PP budget	£261,800	Date of most recent PP Review	24.01.18
Total no. of pupils	455	Number of pupils eligible for PP	268	Date for next internal review of this strategy	28.01.19

2. Current progress & attainment						
SECONDARY INDICATORS End of KS4 2017 – 2018: 61 PP children 80% of the cohort Of the 61 PP children 80% covered Y10 & Y11 in this school Of the 61 PP children 72% were in the school for 5 years.			Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)
			2016	2017	2018	2016
			2016	2017	2018	2018
Progress 8 score average			-1.3	-0.97	-0.61	0
Attainment 8 score average			3.0	3.1	3.41	n/a
3. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers						
A.	Many PP children across the school have gaps in learning in reading, writing and maths.					
B.	High proportion of children eligible for PP funding are also SEND. This has an impact on progress at the end of Key stage.					
C.	Middle prior attaining PP boys are making less progress than other boys nationally.					
External barriers						
D.	Attendance & exclusion rates for some pupils eligible for PP are above that of non PP children. This has an impact on their school hours and causes them to fall behind in their learning due to missed/part sessions.					
E.	A high number of PP pupils have difficulties at home that impact on their readiness and capacity to learn and engage with school.					
F.	Some pupils eligible for PP lack access to guidance, parental support and/or cultural experiences. This reduces their ability to engage with lessons, homework/revision, or extracurricular activities which extend breadth of understanding.					
G.	A significant proportion of pupils eligible for PP funding suffer from social and emotional issues which is having an impact on their academic progress.					

SECONDARY SCHOOL INDICATORS		Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
		2016	2017	2018	2016	2017	2018
Attendance rates for pupils eligible for PP		90.7%	92%	91%	93.9%	92.7%	-
% - Persistent absence rates for pupils eligible for PP		26%	21%	25%	9.9%	8.9%	-
FTE as percentage of the pupil PP group		57.3%	-	62%	4.58%	-	-
Number of PP pupils receiving FTE		99	85	66	-	-	-
Number of days lost for PP due to FTE		1647	487	358.5	-	-	-
4. Intended outcomes		Success criteria (2019 Outcomes)					
A.	The gap between the progress of PP pupils and non PP pupils nationally is closing.	<ul style="list-style-type: none"> - The progress of disadvantaged pupils is rising year-on-year including English & maths - The P8 gap between PP and NPP is less than ¼ grade in 2019 [The gap was 0.59 in 2018] - Progress 8 in English has risen by 0.34 in 2019 to at least -0.5 PP - Progress 8 in Maths has risen by 0.2 in 2019 to at least -0.3 PP 					
B.	The gap between the progress of SEND PP and non-PP pupils nationally is closing	<ul style="list-style-type: none"> - The progress of PP eligible pupils with SEND is rising year-on-year including English and mathematics - The P8 gap between SEND PP and NPP is less than 0.5 grade in 2019 [The gap was 1.08 in 2018] - Progress 8 in English for SEND PP has risen by 0.87 in 2019 to at least -0.5 PP - Progress 8 in Maths for SEND PP has risen by 0.44 in 2019 to at least -0.5 PP 					
C.	The gap between the progress of MA PP and non-PP pupils nationally is closing	<ul style="list-style-type: none"> - The progress of MA PP eligible pupils is rising year-on-year including English and mathematics - There is no gap between MA PP and NPP in 2019 [The gap was 0.38 in 2018] - Progress 8 in English for MA PP has risen by 0.5 in 2019 to at least -0.1 PP - Progress 8 in Maths for MA PP has risen by 0.33 in 2019 to at least 0 PP 					
D.	The number of days lost to learning for PP pupils through behaviour issues is diminishing.	<ul style="list-style-type: none"> - The number of days lost for PP eligible pupils through FTE has reduced by 350 days - The number of PP eligible pupils receiving more than one FTE has reduced by 70%. [20 children] - The number of PP eligible pupils receiving more than one internal exclusion reduced by 50%. 					
E.	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> - Attendance for the PP children has improved to 94% - Reduce the number of persistent absentees among PP children to 15% or below (NPP National Secondary Average). 					
F.	'At risk' eligible PP pupils demonstrate better emotional health and participate positively in school	<ul style="list-style-type: none"> - 'At risk' eligible PP pupils have access to weekly mentoring and SEMH interventions. As a result, personal indicators are improving for all targeted students 					
G.	Improvement in the percentage of PP pupil parents attending Parents' meetings 2018/19.	<ul style="list-style-type: none"> - At least 85% of PP pupil's parents attend Parent meetings across Year 7-9 - At least 80% of PP pupil's parents attend Parent meetings in Year 10 - At least 85% of PP pupil's parents attend Parent meetings in Year 11 					

H.	An increased number of PP pupils take part in enrichment and extra-curricular activities across all year groups.	- All PP pupils have access to wide range of curricular and extra-curricular enrichment experiences. The percentage of PP participating in enrichment and extra-curricular is in line with non PP pupils.
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Planned expenditure

Academic year

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation [School calendared events]
<p>Establishing 'Quality First Teaching' across the academy.</p> <p>Whole school focus on responsive teaching to include a broader understanding and use of regular 'feedback'. Whole school focus on relationships with a focus on 'closing the gap'.</p> <p>Whole school focus on relationships with a focus on 'closing the gap'.</p>	<p>In 90% of lessons observed all students including PP/SEND/boys understand key vocabulary and language to allow them to be successful.</p> <p>In 90% of lessons observed the teacher will be aware of any students falling behind and use tier 1 interventions to support the students.</p> <p>In 90% of lessons/books observed teachers are providing a greater level of written feedback to support PP student.</p>	<p>Meta cognition and self-regulation = +8 months</p> <p>EEF Toolkit - teaching strategies for pupils to set their own goals and monitor their own learning.</p>	<p>Investment at leadership level in a teaching and learning team to oversee the introduction and implementation of Quality First Teaching. This team will lead whole school INSET and work with middle leaders throughout the year.</p> <p>Half-termly QA of T&L Lesson observation proforma will include data from each intended outcome.</p> <p>Half-termly QA of data broken down into departments with opportunity for further support and intervention.</p> <p>PP is an explicit focus for all observations this will be revisited in staff training throughout the year.</p>	<p>STMO CLs</p>	<p>November 2018 March 2019 July 2019</p> <p>SGM every 6 weeks</p>
<p>Implement the Y7 and Y9 Fundamental mastery curriculum so that there is continuity and progression of learning across all year groups within subject areas.</p>	<p>100% of staff engaged in the Trust curriculum model. The whole-school curriculum model rewards the full breath of the curriculum. Assessment focuses on accumulative knowledge and wider skills.</p> <p>Reduce gaps between PP and non-PP in-school by 20% Y7 English & maths; 15% Y8 English & maths.</p>	<p>Mastery learning = +5 months</p> <p>EEF Toolkit.</p> <p>A strong alignment between the overall curriculum delivery plan, term and unit plans.</p>	<p>In-school QA review of curriculum & teaching.</p> <p>External reviews 9.10.18 and subsequent reviews from SIA [R Sutton]</p> <p>Pupil voice</p> <p>Trust INSET days Mon 7 January 19; Fri 28 June 19</p> <p>Trust Projections February 2019</p>	<p>PEEP AIBA CLs</p>	<p>October 2018</p> <p>February 2019</p> <p>June 2019</p>

Develop the consistent use of assessment strategies including responsive feedback and five pledges to support PP children <ul style="list-style-type: none"> - Assessment & feedback - Checking understanding - Closing the vocabulary gap - PP champions - Modelling & scaffolding 	In 90% of lessons observed there is clear evidence of more responsive feedback in PP books (compared to non-PP students). Assessment data is used to plan lessons appropriately which enables all students to progress. PP attainment is in line with NPP attainment across the curriculum.	Ofsted Section 5 2016 – accurately assess pupils work and plan learning to challenge all groups	The new assessment policy is explicit about the need to use responsive feedback regularly. It is also explicit about the need to positively discriminate towards PP students. QA of lessons during learning walks to gather data from student voice. Teaching and learning reviews & department development time.	STMO CLs	Trust review Oct 18 SSIF maths review Nov 18 Department assessment & feedback reviews
Implement DIRT approach so that PP pupils have absolute clarity of the next steps in their learning.	In 90% of lessons observed the application of the marking, assessment & feedback policy ensures that PP children always know what they have done well and what they need to do next to improve further.	Feedback = +8 months EEF Toolkit suggests high quality feedback is an effective way to improve attainment and it is suitable as an approach that we embed across the academy.	DIRT tasks and personalised comments will be scrutinised during T&L QA and 20D Challenge reviews. CPD events and DDT [department development time]. QA – book scrutinises and teaching reviews	STMO CLs	Department assessment & feedback reviews 20 Day challenges: 7 episodes
All teachers plan and set homework that is always well matched to what students already know and understand	The impact of homework on learning is consistently positive. Curriculum leaders monitor the quality set and the variation in potential impact on assessments.	Homework = +5 months average progress EEF Toolkit & Improvement Advisor 2018	Termly monitoring by curriculum leader QA exercises. Focus whole-school CPD and DDT Show my homework	STMO CLs MEGR	RAG rating via DIPS every 6 weeks
Implement additional Literacy support across EBacc subjects Pledge 3: 'Closing the vocabulary gap'	Improved literacy skills in KS3 Humanities and MfL will improve outcomes at KS4 including EBacc outcomes.	Evaluation of KS4 results 2017-18 showed that the largest gap between PP and others was in humanities and modern foreign languages.	Identification of specific needs by subject leaders. Implementation of support resources and guidance for eligible students following assessment point.	MAAB EDSA CHTU ALGR	Identification by October 2018. Implementation following assessment points via 20 day challenge
Total budgeted cost					£45,500
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Increasing attendance for all PP students through '20 Day Challenges' and develop follow up strategies to improve the attendance of pupils identified with high percentage of sessions missed.	Average PP attendance is at least 94% and there is no gap between PP and non-PP attendance. Students below 93% attendance (showing no signs of increase) to be put on a PAP with AWO, parents and CL.	+3 months EEF Toolkit 20 day challenge for PP pupils. Research shows that when children are given short 1:1 input on a consistently regular basis about targets in their learning they make rapid progress	Training events for all staff involved. Termly monitoring and report to governors. PP pupil & parent voice on the attendance strategy.	CHCR TICO AIBA MEGR	Monthly attendance reports GB reports Strategy Group Meetings every 5 weeks 20 Day Challenge 7 episodes
Reduce FTE & FTE+1 through TATE [Tudor Alternative to Exclusions] and other interventions	Improve attainment & attendance by reducing FTE and low-level disruption in the school. Reduce lost days from 396.5 [2017/18] to 145.5 [2018/19]. Pre-TATE target = 291 Days Post-TATE target = 145.5 TATE Y1 target = 102 lost days	Behaviour interventions = +3months EEF Toolkit. Staff and student voice surveys indicate the need for refinements	Half-termly data generation from TATE and constant review of interventions. Beginning 'Thrive' programme as a strand of intervention to support students with emotional gaps. Top 10 behaviour point PP students from 2017/2018 to be tracked and monitored.	AIBA JOOR	Weekly behaviour & attendance tracker. Fortnightly SGM meetings.
Integrate an alternative school-based learning approach within the curriculum [access, study plus], which has a positive impact on students' social and emotional competencies and educational outcomes.	Curriculum provision offers 'personalised' programmes to all PP children. Access successfully supports Y6/7 transition addressing literacy issues, socio-academic and ethical behaviour. Study plus [targets HA/MA PP 100% Grade 5+] students attain in line with peers	Small group tuition = +4months. Access & SP review July 18.	Curriculum planning including GB reports. Termly monitoring in SGM Regular reporting to SLT following CA assessment capture.	AMMO DACA THWR	LGB reports RAG rating via SEF/action plan every 6 weeks SGM meetings
Increase the quality and range of communication with parents and carers of PP children to impact positively upon pupil attainment and enrichment.	80% of PP parents attend Parent meetings. 100% of PP parents review face to face feedback regarding progress of their child. 100% of PP children are correctly dressed, equipped and fed.	Ofsted 2016. Parent engagement = +3months EEF Toolkit suggests that parental engagement is consistently associated with pupils' success at school	Review of PP to non-PP attendance gaps following each parents evening. Alternative follow-up meetings and home visits (where appropriate) for families unable to attend.	MEGR SUPE KERO KIBE	Termly reviews including pre-planning and actions across primary & secondary.
Total budgeted cost					£83,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Implement '20 Day challenges' in Year 11 and target middle prior attaining boys.	The attainment of MA PP boys in all subjects is in line with that of MA boys not eligible for PP nationally. Gaps in learning of PP pupils is addresses consistently across Y11. Class teacher implement 3 PP pledges: (1) Organisation, presentation, completion, fullness in students work; (2) DIRT tasks followed by personal comment; (3) Actively engage PP pupils with Learning journeys, academic & subject vocabulary	Individualised instruction = +3 months EEF Toolkit 20 day challenge for PP pupils. Research shows that when children are given short 1:1 input on a consistently regular basis about targets	Training events for all staff involved. SGM meetings. T&L reviews. Monitor and evaluate impact of PP pledges after each 20 Day Cycle. QA T&L through book trawls. Track and monitor with SLT half termly.	AMMO DACA AIBA MEGR	Strategy Group Meetings every 5 weeks 20 Day Challenge 7 episodes
Set up Strategy Group/Venn meetings to regularly monitor and review PP performance.	Robust analysis of triangulated data leads to appropriate interventions and support for PP pupils. 100% Y11 are on track or have a personalised plan in place in run up to GCSEs	School Improvement Advisor 2018 = Introduce a PP strategy consisting of PP lead, AWO, SENCo & PP champions.	5 week monitoring meetings by data lead including assessment, ATL information and attendance & behaviour data.	THWR AIBA CHCR	Monthly attendance reports GB reports SGM every 5 weeks RAM every 2 weeks
Increasing cultural capital and experiences	100% of students have a life changing experience whilst at the academy and attend at least one enrichment opportunity each academic year.	Cultural capital increase social mobility. It is argued that cultural capital is instilled in wealthier families but that this is not the case in working class homes (Bourdieu, 1989; Sullivan, 2000).	Partial and full funding to support trip attendance, theatre visits and music tuition. Tracking of trips for all PP students. Staff encouraged to block book PP places to ensure a representative percentage attend. Regular reporting on SLT on PP students that are attending trips and those who are not.	MEGR PEEP	Half-termly
Careers education are carefully mapped and recorded for all pupils through Gatsby Benchmark.	All PP children are well prepared for the next stage of their education. As a result 100% PP NEET.	NEETS 2017/18. Aspirations and attainment is complex. Too many students (70%) opt L2 courses post-16	Training events for staff on Career programmes. Termly monitoring, including student voice	AIBA PEEP PEBE	Termly reports to GB. SLT action points.
Full time learning mentors [x4] work with families and children having difficulties at home and involve outside agencies if required.	Parents/ families respond well to appropriate targeted outside agency and in-school support across primary & secondary. 100% families who access external support are supported. Evidence of this is tracked by mentors.	Ofsted 2016 = the impact of leaders' work to improve behaviour shows signs of improvement.	Training events for mentors and SEMH, SALT leads provided on a continuum. Termly monitoring by PP lead	AIBA	Termly SEND feedback reviews 20 Day challenges: 7 episodes

Total budgeted cost £131,000

5. Review of expenditure.

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Disadvantaged pupils make greater progress in order to close the gap with their non-disadvantaged peers.	All pupils have access to quality intervention work to fill gaps in learning. Overall PP progress and attainment improved marginally across the curriculum 2017-18 Progress 8: -0.61 [2016/17 = -0.97] Attainment 8: 3.41 [2016/17 = 3.1] Progress Eng: -0.84 [2016/17 = -1.17] Progress maths: -0.50 [2016/17 = -0.48] Progress Science: -0.25 [2016/17 = -0.86] Progress Open: -0.8 [2016/17 = -1.05] Grade 4 in En & Ma: 45% [2016/17=44%]	Impact: Mixed Marginal gains in attainment and progress at GCSE, particularly in the English Science and 'other' basket measures. PP student's attainment improved but not in line with the improvements for non PP students. There is evidence of impact at KS3, particularly for more able pupils, and closure of the PP/NPP gap. Attainment and progress remains low for both groups.	Continue our focus on improving teaching and learning through better meeting the needs of disadvantaged pupils: <ul style="list-style-type: none"> Sharpen focus into fewer strands with more precise success criteria. Specifically support PP students in GCSE languages and humanities for improved outcomes in these subjects. Involve pupils and their families more in determining provision, including study support. Target Y10 Mock End of Year data The P8 gap between PP and NPP is less than ¼ grade in 2019. Progress 8 in English will increase by 0.34 in 2019 to at least -0.5 PP Progress 8 in Maths will increase by 0.2 in 2019 to at least -0.3 PP	£30,000
Focused action groups, CDP sessions, insets and teach meet looking at research and strategies to improve KS3 curriculum and assessment framework	100% of staff engaged in the Trust curriculum model. The whole-school curriculum model rewards the full breath of the curriculum. Assessment focuses on accumulative knowledge and wider skills.	Impact: Medium - high Y7 Eng 68%; Ma 41%; Sci 82% made expected or better progress Y8 Eng 51%; Ma 10%; Sci 61%. Satisfactory performances in Humanities. History requires improvement.	Implement Trust curriculum and assessment model across Y8 and Y10. Refine fundamentals in Y7 and Y9 after Year 1. Implement projected grades to support accurate assessment 2018-19. assessment grading system and Reduce gaps between PP and non-PP in-school by 20% Y7 English & maths; 15% Y8 English & maths.	£65,000
Develop breakfast clubs that offer PP students in secondary a free and nutritious meal before school.	Target students who receive a nourishing and nurturing start to the day. Average attendance: 95.8% 7 students <93% 2 students = PA	Impact: Medium The Food log managed by the PP champion indicates 34 children accessed the emergency breakfast provision. The majority of these students are vulnerable and linked to CP issues.	Continue with the emergency breakfast provision via learning mentors. Revisit breakfast provision and seek ways how this is best used to support attendance for all pupils and provide additional study support i.e. homework clubs etc Monitor daily attendance of targeted PP students.	£2,000

Plan effective learning experiences using assessment and feedback to support, stretch and challenge Pupil Premium students.	All teachers' planning makes effective use of assessment to ensure that work is targeted to meet the needs of disadvantaged cohorts, especially PP and SEND.	Impact: Low – Medium Teaching and learning QA mechanism indicates that assessment routines have improved but variation remains. This is reflected in KS4 outcomes.	Learning routines 75% Climate for Learning 65% Fundamental keywords 83% Questioning 90% Feedback 90% Modelling 67% Low Stakes 70% Continue next year with Trust curriculum and assessment model. Implement through effective CPD Formative Assessment procedures which include: Whole-class feedback, DIRT and personalised comment strategy.	£20,000
Revision guides for all Year 11 students will be purchased to support students during revision sessions – holidays, lunchtime and after school period 6	As a result of this action all disadvantaged students will have access to appropriate revision materials to support their attendance to P6. Increase in PP aspirations seen through 0% of student's NEET.	Impact: Medium Revision guides were accessed by all PP pupils. PP champion records show that attendance to Period 6 interventions were inconsistent. Inconsistent communication with home for key students. 2.7% students NEET despite using PP funding to pay for external mentors.	Continue to provide GCSE revision guides for all PP pupils but teach students skills in using these guides via 'Positively Mad' exam skills workshops. When bespoke measure put in place, PP students attend revision sessions more regularly. Monitoring independent revision in class can work for more able PP students. Strategy will continue in addition to other monitoring systems.	£3,000
ii. Targeted support				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Monitor and track attendance, in liaison with Attendance/Welfare Officer, College Leaders, SENCo, Learning Mentor, on a half termly basis	Attendance has improved across year groups and whole-school to 94%. No students are disadvantaged by low attendance.	Impact: Low PP attendance has not improved across year groups and not in line with expectations. PP pupils are disadvantaged by poor attendance. Records show FTE, punctuality and parental engagement remain a concern. Overall PP attendance 2017/18 91.1%	Half-termly tracking of interventions and support in line with TGAT attendance policy. Average PP attendance is at least 94% and there is no gap between PP and non-PP attendance. Students below 93% attendance (showing no signs of increase) to be put on a PAP with AWO, parents and CL and attendance will improve to 94% or above. Alternative support strategies needed for these families in addition to PAP's, playing to the motivators of the student. Target SEND/PP PA <90% through bespoke 20 Day Mentoring challenge. Target 90-93% through 20 Day Tutor Challenge.	£75,000

Improve attainment by reducing challenging behaviour around the academy and low-level disruption during lesson time.	Behaviour interventions contribute to large improvements in the academic performance of disadvantaged students. 2017/18 Number of PP students receiving FTE 66 = 24% Number of days lost = 358.5 [decrease 128.5 days]	Impact: Medium Reduction in fixed term exclusion is seen, particularly for PP students. 14% of PP student's are reoffenders.	Weekly tracking of behaviour points and support in line with TGAT Behaviour policy Increase IER sanctions and implement better corrective behaviour strategies in collaboration with SEND/SEMH. Decrease in the number of fixed term exclusions using TATE (particularly for PP boys). Persistent re-offenders need more structured, targeted interventions aimed at their specific barriers. Increased level of data analysis needed.	£55,000
iv. Other approaches				
Action	Intended outcome	Estimated impact:	Lessons learned	Cost
Monitor standards of all students who experience alternative curriculum provision and off-site provision.	Targeted PP pupils withdrawn from mainstream lessons who receive additional curriculum support programmes during alternative curriculum & off-site provision: Target group: 15 students	Impact: Medium - High Behaviour and attendance data shows significant improvements in attendance and reduction in number of behaviour incidents including FTE. Attendance: 89.2% Behaviour points: 100% achieved L1 BTEC Construction. 93% [14/15] achieved L2 BTEC Cooking Skills	Continue to plan bespoke pathways for our most vulnerable PP and pupils who are disengaged from their learning. Monitor the effectiveness of these programme through SLT agendas. Track alternative provision weekly including attendance & punctuality and academic outcomes. Target poor attendance through PAP process and report to SLT half-termly.	£40,000
Careers advice and experiences are bespoke for Y7-11 and carefully mapped and recorded for all students.	PP pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. These destinations strongly support their career plans. PP students are offered the best work experience placements. 100% NEET for PP students.	Impact: Medium All Year 10 attended work experience 2017/18. Evidence shows the majority were successful. Year 11 PP students experienced a good range of career related learning activities. 2017-18 NEET= 2.7% 100% PP [44] students attended work placement [first choice]	Continue to implement work-related learning and career programmes for KS4 pupils. Support this programme by introducing bespoke Year 11 tutor groups. Implement the Gatsby benchmark to monitor careers across Y7-Y11 to support careers advice and aspirations early. Pupil Premium to track impact via pupil voice and evaluation of events.	£6,000

All PP experience the full range of the curriculum including extra-curricular and enrichment.	Raise aspiration for all PP pupils in all years. Learning outside the classroom will enrich PP pupil's experience.	<p>Impact: Medium</p> <p>Many successful strands, e.g. PP pupils took part fully in the curriculum, in practical activities,</p> <p>24 school trips and extra-curricular activities.</p> <p>Attendance figures: 24 enrichment/trips = 398 PP students attended –Y7-Y11</p> <p>Enrichment is planned into the SAS Y7-9 curriculum. The range of trips remains</p>	<p>It is challenging to judge the impact of subsidised educational visits on PP children's academic and social progress.</p> <p>Next year gain a pupil voice on how educational visits have enhanced PP's learning experience and opportunities to judge effectiveness of this strategy.</p> <p>Explore the attendance / enrichment incentive system to be introduced to engage families in their child's learning by choosing what experiences to spend PP funding on.</p>	£15,000
Budgeted cost				£311,000
Staffing cost				£210,317
2017-18: Total Budget cost				£521, 317

6. Additional detail

Our Vision: A place for all to flourish.

Our Values:

Moral Purpose	- children are at the centre of our decision making.
Passion, Clarity and Belief	- teaching and learning is our core business.
Betterment	- continuous improvement through quality assurance and CPDL
Christian ethos	- caring and inclusive

Tudor Grange Samworth is a smaller than average all-through academy serving inner city Leicester. The majority of pupils are from White British backgrounds, with about 24% from ethnic minority groupings. Almost two thirds are eligible for free school meals, and the proportion of pupils with special educational needs support is significantly above the national average. The academy has seen significant changes becoming part of the Tudor Grange Multi-Academy Trust (MAT) in January 2016.

The shortcomings in the overall performance of the academy were due to the poor standards and low expectations in the predecessor school. It has taken time to penetrate and identify the underlying issues which historically have contributed to underperformance and low expectations across the academy. The Trust and Leadership team at the Academy have taken a more directive approach to accelerate the rate of improvement and the effectiveness of new systems and processes. All weaknesses have been identified and are now tackled energetically. High expectations and a continuing drive for better teaching underpin improvements in the school over the last two and a half years. The curriculum has been revamped to target attainment and achievement for all. This includes pathway provision and intense, high quality support for PP, SEND, and behaviour, social and emotional difficulties.

The academy recently received its SIAMS report and judged as **Good**. Commentary below summarises this judgment.

SIAMS Inspection Report April 2018

The leadership and management of the school has been transformed since the last inspection. A comprehensive Christian vision rooted in 'living life in all its fullness' (John 10:10) drives school improvement and although in its infancy has had a significant impact on the lives of pupils, staff and the wider community.

The new Christian vision of 'A place for all to flourish' is lived out by leaders and teachers, it is leading to significant improvement and beginning to impact on better outcomes for all pupils. The passionate drive to transform lives rooted in the Tudor values is impacting positively on the wider local community.

Tudor Grange Samworth Academy is a place where everyone is striving for all to flourish and where lives are being transformed. The school is an oasis of compassion, love, care and service within the community. The Christian context of the Tudor values of tolerance, unity, democracy, opportunity and respect underpins policies and practice...

Although pupil outcomes remain below expected standards in all key stages, the school has invested resources, personnel and time in significant interventions to begin to enable pupils to flourish academically and socially. The impact of this renewed vision has led to a significant reduction in exclusions and incidents of bullying and increasing attendance...

Attainment in English and mathematics rose significantly in 2017. Every child is valued, nurtured and supported through a personalised approach to the curriculum and individual wellbeing, leading to improving outcomes for the most disadvantaged. The school provides a safe and calm space for the most vulnerable, particularly through bespoke mentoring and coaching programmes. ..