

Pupil premium strategy statement – Tudor Grange Samworth Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1009
Proportion (%) of pupil premium eligible pupils	42%
	2024/25 to 2026/27
Date this statement was published	September 2025
Date on which it will be reviewed	October 2026
Statement authorised by	S. Roach
Pupil premium lead	M. Phelan
Governor / Trustee lead	N. Tansley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£508,480
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£508,480

Part A: Pupil premium strategy plan

Statement of intent

Tudor Grange Samworth Academy, *'A place for all to flourish'* uses the pupil premium funding to close the gap between pupils in receipt of the pupil premium and their peers. Our Pupil Premium strategy is underpinned by a commitment to inclusion. We recognise that socio-economic disadvantage intersects with other barriers such as SEND, social care involvement, and protected characteristics. Our approach ensures early identification of need, high expectations for all, and access to a broad and balanced curriculum. We use a graduated response model and evidence-informed interventions, regularly reviewed for impact. Staff are trained to deliver inclusive teaching and adapt provision to meet individual needs, ensuring every pupil feels they belong and can thrive.

Central to our inclusive approach is the cultivation of strong, positive relationships between staff and pupils. We recognise that trusted relationships are foundational to pupil engagement, well-being and achievement. Teachers and support staff are encouraged to know their pupils well, build rapport, and create safe, respectful learning environments. These relationships foster a sense of belonging and enable pupils to feel valued, understood and supported in their learning journey.

To achieve this requires a long-term strategy which is underpinned by an understanding of the research of issues affecting disadvantaged pupils, using evidence such as The Education Endowment Foundation to inform good practice.

In line with the EEF Guide to Pupil Premium, we use a tiered approach to pupil premium spending to:

- Improve Teaching
- Facilitate targeted academic support
- Employ wider strategies to break down barriers to success.

Based on our contextual research and our internal assessments we have chosen to focus on:

- Improving the quality of teaching experienced by all pupils (including disadvantaged).
- Improving the reading ages of disadvantaged pupils.
- Improving the attendance of and reducing persistent absence for disadvantaged pupils.
- Reducing the risk of suspension and exclusion for disadvantaged pupils.

- Ensuring that all pupils (including disadvantaged) are fully prepared for life beyond Tudor Grange Samworth Academy, including opportunities for extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	There remains some inconsistency in how well teaching matches the needs of disadvantaged pupils in particular subjects/classes.
2	Pupils who are eligible for the pupil premium funding typically have lower reading ages than their peers, including on entry to the secondary phase.
3	Absence rates, including persistent absenteeism, for those eligible for pupil premium funding are above those of children not eligible for the funding. Many pupils eligible for the pupil premium have poor attendance in their previous school. This has an impact on learning.
4	Pupils eligible for the pupil premium are disproportionately affected by trauma and adverse childhood experiences (ACEs). These pupils are more likely to be at risk of suspension or permanent exclusion. This has an impact on their school hours and causes them to fall behind in their learning
5	Pupils eligible for the pupil premium have typically experienced fewer experiences that enhance their cultural capital.

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
1) Improve the quality of teaching experienced by children eligible for pupil premium funding	• Lesson observations indicate quality of teaching in all lessons is at least “on track”. • Work scrutiny identifies there is no clear difference in the work produced by those eligible for Pupil Premium funding and their peers. • RPGs indicate that children eligible for Pupil Premium funding are making at least expected progress.

2) Children eligible for pupil premium funding become fluent readers.	The reading ages [standardised reading age] of children eligible for Pupil Premium funding improve to be in line with their peers.
3) Improve the attendance and reduce persistent absenteeism for those eligible for pupil premium funding.	- Attendance of children eligible for Pupil Premium funding is in line with their peers. - Persistent absence rates of those eligible for Pupil Premium funding is in line with the national average.
4) Reduce rates of suspension and exclusion for children eligible for pupil premium funding.	Rates of exclusion for those eligible for Pupil Premium funding is lower than those not eligible for the funding.
5) Pupils eligible for the pupil premium experience a range of personal development opportunities.	Engagement in Personal Development Opportunities, including clubs, trips, visits and careers support, for those eligible for Pupil Premium funding is at least in line with those not eligible for the funding.

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: £149,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed quality first teaching through focused CPD and external quality assurance with a focus on expert planning, questioning and relationships.	- EEF toolkit indicates that “mastery learning” can generate +5 months. - EEF toolkit indicates that “feedback” can generate +8 months.	1, 3, 4

Reduced secondary teacher allocation [max. 42hr].	Additional time allocated for professional learning and expert planning.	1
Daily reading lessons matched to student needs [based on NGRT data].	- EEF toolkit indicates that “reading comprehension” strategies can generate +6 months. - EEF toolkit indicates that “oral language interventions” can generate +5 months. - EEF toolkit indicates that “phonics” can generate +5 months. - EEF toolkit indicates that “extending school time” can generate +3 months.	1, 2, 3, 4
Use of GL Assessment suite to baseline student attainment and monitor key progress indicators.	Tracking key attainment indicators for pupils using the GL Assessment suite to allow comparison to a nationally.	1,2

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

Budgeted cost: £125,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition	EEF toolkit indicates that “small group tuition” can generate +4 months.	1,2,3,4
Structured reading and academic interventions (Period 6) (Three Revision weeks)	- EEF toolkit indicates that “small group tuition” can generate +4 months. - EEF toolkit indicates that “one to one tuition” can generate +5 months.	1,2,3,4

Hive provision for vulnerable pupils who are struggling to access the curriculum pathway	A report published by Queen's University Belfast into the impact and cost effectiveness of "nurture groups" found evidence that they have "a significant and large effect in improving social, emotional and behavioural outcomes among children".	1,2,3,4
--	--	---------

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

Budgeted cost: £233,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
Varied programme of reading-related events and competitions.	Research has shown that events focussing on reading for pleasure can also promote or enhance social skills in young people (e.g. Allan et al, 2005 cited by Clark and Rumbold, 2006).	2,3,4,5
Attendance strategy [supported by EWO and attendance administrator].	- The link between absence and attainment for disadvantaged pupils are 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: DFE00036-2012).	2,3
Breakfast provision for vulnerable students.	EEF "Magic Breakfast" research suggests +2 months progress.	3,4
External mental health support for pupils including Mental Health Practitioners and Youth Workers.	EEF toolkit indicates that "social and emotional learning" can generate +4 months.	3,4

College Learning Mentors	• EEF toolkit indicates that “behaviour interventions [strand 3]” can generate +3 months. • EEF toolkit indicates that “social and emotional learning” can generate +4 months.	3,4
Thrive Practitioners.	• EEF toolkit indicates that “behaviour interventions [strand 3]” can generate +3 months. • EEF toolkit indicates that “social and emotional learning” can generate +4 months.	3,4
Alternative provision placements to support pupils and prevent permanent exclusion	• Support for pupils who are at significant risk of permanent exclusion who are not able to effectively access the curriculum to secure appropriate destination. • Educational outcomes (A8) are significantly lower for pupils who are permanently excluded compared to pupils with similar starting points in Y7 regardless of their Y11 educational provision. FFT Datalab May 2019	1,2,3,4
Access Funding available for uniform, ICT equipment, trips and enrichment activities such as music tuition and clubs)	• EEF toolkit indicates that “physical activity” can generate +1 month. • EEF toolkit indicates that “arts participation” can generate +3 months.	3,4,5
Careers Advisor	• Supporting pupils to secure an appropriate destination.	3,4,5
Rewards Programme	• Schools should have in place a range of options and rewards to reinforce and praise good behaviour (Behaviour and discipline in schools: Advice for headteachers and school staff - January 2016),	3,4,5

Personal Development Programme LYFTA	EEF toolkit indicates that “social and emotional learning” can generate +4 months.	3,4,5
Transition Support, particularly for non-TGSA pupils	Mentally Healthy Schools (Anna Freud National Centre for Children and Families): transition period[s] needs to be carefully managed. If a child struggles with a transition it can have a negative impact on their wellbeing and academic achievement.	3,4,5

Total budgeted cost: ££508,480

Part B: Review of the previous academic year

Outcomes for Pupil Premium Pupils

Statement 1 Outcome:

GCSE Results

year 11 students have seen an increase of:

- 10% achieving a grade 4(+) in Eng and Maths over the past 3 years (38.9% in 2022-23 to 49.2% in 2024-25) and remained broadly in line for disadvantaged cohort in the last two years. (2024-25 30.4% and 2023-24 at 30.6%).
- 8% increase of students achieving a Grade 5(+) in Eng and Maths but a 4% decrease from 2023-24 to 2024-25.
- 3.6% increase of disadvantaged students achieving a Grade 7-9 in Eng and Maths in 2024-25.
- Grades 4 and grade 5+ remains broadly in line with previous years but approx. a grade behind disadvantaged students nationally.
- A8 for both disadvantaged and non-disadvantaged has increased in 2024-25, with the gap marginally narrowing to peers nationally.
- Year 11: 80% met or exceed A8 estimate in Statistics, Sport Studies, R.E, Hospitality, combined Science, Fine Art and 66%-79% met or exceeded A8

estimates in Drama, Dance, I.T. 50% met their A8 estimates in Maths, Music, Spanish, History and Geography. English Literature and Language show that students make slow progress but overall outcomes for students in these English have increased year on year.

End of KS2 Results

year 6 students have seen an increase of:

- 14% increase in PP students meeting Reading, Writing, Maths expected standard over the last 3 years.
- PP students meeting the expected standard has increased 21% increase in Reading, 13% in Writing.
- Reading in 2024-25 exceeded the national average for the year group including PP students and were broadly in line with PP students nationally in writing (76% to 78%).
- Maths has seen an overall increase from the previous year (63% to 64%) but a drop off in PP students achieving the expected (-12% from previous year).
- GPS also an increase with disadvantaged students achieving broadly in line with national (76% to 78%).

Multiplication Tables Check

- Broadly in line with national (20.8 in 23-24 and 20 in 24-25 compared to national of 20.6 for the average attainment score.
- Disadvantaged students saw a 14% increase of students achieving full marks (25/25) from 2023-24 to 2024-25.

Phonics

- Students passing the Phonics check in year 1 are above national in 2023-24 at 81% and broadly in line with national outcomes of 79% in 2024-25. Disadvantaged students achieved 82%- 14% above the national average in 2023-24 and in line with national for 2024-25 (67% to national 68%).
- This increase to 92% who took phonics in year 1 and 2.
- 81% of disadvantaged students passed by year 2 with 40% of those who passed in year 1 then passed in year 2. These will continue to be monitored in Year 3.

EYFS

- Students making a good level of development increased by 4% overall from the previous year in 2024-25.
- FSM students increased 49% from 2023-24 to 2024-25 (29% to 78%)

Pupil Premium Rapid Progress Grids (RPG) indicate that in:

Year 10: Disadvantaged students make rapid progress in line with their peers in Hospitality, Spanish and Sport Studies and expected progress in line with their peers in combined science (particularly Physics) and R.E.

Core subjects remain a focus for this cohort for the 2025-26 academic year with Exam analysis meeting after Year 10 TA2, Year 11 Mock 1 (Nov) & mock 2 (Feb). Targeted intervention and QFT remains a priority for all students particularly monitoring of PP.

KS3:

RPG for year 9 indicates that the gap is closing on students from TA1 to TA2 in Maths and English in year 9 but slightly widened in science. Food and Nutrition, Art and History while Geography saw the highest increase of PP achieving their A8 estimate.

Year 8: PP students achieved broadly in line with their peers across most subjects and closed the gap on their peers in Maths, RE, History and Science.

Year 7: PP students met the expected or rapid progress, in line with their peers, across most subjects with students in Design and Technology, Drama achieving rapid progress in Drama, Food and Music.

Statement 2 Outcome: Reading Ages

NGRT data shows the reading ability gap closing over time. The following shows the average gap between those eligible for pupil premium and their peers in terms of reading at the chronological age to access the curriculum of a year group (e.g. reading at age 11 for year 7 etc):

		All	PP	Non-PP	Gap
Year 7	11+	57%/68%	51%/59%	62%/76%	11%/17%
Year 8	12+	47%/59%	42%/55%	52%/64%	10%/9%
Year 9	13+	60%/73%	48%/69%	70%/75%	22%/6%
Year 10	14+	68%/77%	66%/78%	71%/76%	5%/2%
Average		58%/69%	52%/65%	64%/73%	12%/7.5%

From 2023-24 we can see that the gap for pupil premium pupils, reading at their expected or above reading age, aligns more as they progress into KS4. The longer that you are in the reading programme at TGSA, the more likely you are to be reading at your expected age group or above.

2024-25 TBC due to ongoing NGRT capture (Sept 2025)

Statement 3 Outcome: Attendance

ATTENDANCE-Secondary				
	3 Year Trend (school past cohorts)			National comparators - Previous Year
	2022-23 Attendance	2023-24 Attendance	2024-25 Attendance	National Average 23-24 (Secondaries)
% Attendance	88.10%	88.80%	89.30%	91.1%
- Disadvantaged	83.80%	84.10%	85.10%	86.0%
% Absence	11.90%	11.20%	10.60%	8.9%
- Disadvantaged	16.20%	15.90%	14.90%	14.0%
% of pupils persistently absent (<90%)	34.50%	32.30%	30.30%	25.6%
- Disadvantaged	48.10%	46.30%	4.30%	42.5%
% of pupils severely absent (<50%)	5.60%	5.40%	8.20%	3.8%
- Disadvantaged	8.70%	1.00%	1.20%	7.3%

Increasing 3-year trend for attendance for secondary pupils. Increased from 2023-24 for both Disadvantaged students and non-disadvantaged. Attendance remains lower than the attendance rates nationally but lower PA for the last 2 year compared to national.

ATTENDANCE - Primary				
	3 Year Trend (school past cohorts)			National
	2022-23 Attendance	2023-24 Attendance	2024-25 Attendance	<u>National Average 23-24 (Primary)</u>
% Attendance	92.20%	92.60%	92.70%	94.5%
- Disadvantaged	90.60%	89.70%	89.60%	92.0%
% Absence	7.80%	7.40%	7.30%	5.5
- Disadvantaged	9.40%	10.30%	10.40%	8.0
% of pupils persistently absent (<90%)	23.80%	23.20%	25.80%	14.6%
- Disadvantaged	3.30%	36.20%	39.60%	27.1%
% of pupils severely absent (<50%)	1.20%	1.70%	3.20%	0.9%
- Disadvantaged	2.00%	2.90%	5.50%	1.5%

Increase in disadvantaged PA is 12% higher than national average and risen by 3% from previous year.

Increase in disadvantaged SA has increased from previous year and 4% above national.

- PP Band C pupils' attendance to school is showing an increasing trend. PP Band B pupils' attendance to school is stable. PP Band A shows that the more ACEs you have, the more likely you are to be absent from school.

Statement 4 Outcome: Exclusion Rates

EXCLUSIONS AND SUSPENSIONS - Secondary				
	3 Year Trend (school past cohorts)			National compar Year
	2022-23 Full Year	2023-24 Full Year	2024-25 Full Year	National Average 22-23
Count of Days Lost	319.0	441.5	533.5	
- Disadvantaged	247.0	314.5	415.5	
Pupils with 1 or more suspensions, %	13.6	18.6	16.7	7%
- Disadvantaged	20.1	25.6	23.0	
Pupils with 2 or more suspensions %	5.9	9.9	10.9	
- Disadvantaged	9.5	14.4	16.2	
Number of exclusions PEX?	5.0	5.0	6.0	0.2%
- Disadvantaged	5.0	4.0	4.0	
EXCLUSIONS AND SUSPENSIONS - Primary				
	3 Year Trend (school past cohorts)			National compar Year
	2022-23 Full Year	2023-24 Full Year	2024-25 Full Year	National Average 22-23
Count of Days Lost	17.0	42.5	96.5	
- Disadvantaged	17.0	6.5	52.5	
Pupils with 1 or more suspensions, %	2.0	4.0	7.0	7%
- Disadvantaged	6.0	4.0	10.0	
Pupils with 2 or more suspensions %	1.0	2.0	4.0	
- Disadvantaged	1.0	1.0	6.0	
Number of exclusions PEX?	0.0	0.0	0.0	0.2%
- Disadvantaged	0.0	0.0	0.0	

Days lost for disadvantaged increased, however disadvantaged students with one or more suspensions reduced from previous year. Pex remain the same. Days lost for primary also increased. Disadvantaged students receiving more than one suspension increased above the national compared to previous year.

Statement 5 Outcomes: Support in place for pupils who have ACEs

Based on the pupil premium band each child accesses a suite of assessment tools which support the academy to implement a tailored support programme. The assessment suites used include:

- CAT 4 assessment – Reviewed by senior staff and SENCO
- NGRT assessment – Reviewed by senior staff and SENCO
- Thrive assessment (Band A and B) – Reviewed by SENCO
- Single Point of Access (SPA) referral (Band A) – Reviewed by SENCO, DSL, SLT, Educational Psychologist and Thrive practitioner
- Educational Psychologist report (accessed via SPA) – Reviewed by SENCO, SLT and staff
- GL Assessment academic progress tests (Year 7) – Reviewed by subject leaders
- Personal Development Tracker –

Pupil premium pupils during 2023-2024 were 44% of the pupils accessing school trip despite being 41% of the cohort.

Analysis of intervention impacts shows that on average, interventions have an impact score of 3/5.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Thrive Approach	Thrive
Little Wandle	Little Wandle
GL Assessment	Renaissance
Dyslexia Gold	Engaging Eyes

For schools that receive this funding, you may wish to provide the following information:
How our service pupil premium allocation was spent last academic year

--

The impact of that spending on service pupil premium eligible pupils

Service pupil premium funding (optional)

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 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

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 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