

Pupil premium strategy statement – Tudor Grange Primary Academy Langley

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	490
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Simon Russell
Pupil premium lead	Helen Kennett
Governor / Trustee lead	Wazma Qais

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 153,735.00
Recovery premium funding allocation this academic year	£ 12,072.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 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>	£ 165,807.00

Part A: Pupil premium strategy plan

Statement of intent

At Tudor Grange Primary Academy Langley, we are committed to ensuring our disadvantaged pupils receive the support they need to reach their potential, with a sustained focus on ensuring quality first teaching for all; high-quality teaching is at the heart of our approach. Disadvantaged pupils have the same entitlement and enrichment that non-disadvantaged pupils receive. It is our ambition that every disadvantaged pupil achieves at least the expected standard in reading.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within our school. We are committed to closing the attainment gap between vulnerable pupils and their peers and the Pupil Premium provides a vital part of this process. Our school community is committed to using diagnostic assessment as part of a focused response to common challenges and individual needs.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged pupils are not as well supported with reading and learning at home compared to their non-disadvantaged peers.
2	Learning time and opportunities in school are not maximised due to persistent absence or lateness.
3	Observations and discussions with children and their families indicate that disadvantaged children have high levels of SEMH need.
4	Disadvantaged pupils do not always have same access to cultural capital opportunities as their non-disadvantaged peers.
5	Diagnostic and statutory assessments indicate that attainment and progress in Writing is lower in our disadvantaged pupils.
6	Diagnostic and statutory assessments indicate that attainment in EYFS and KS1 is lower than KS2.

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
Improve the attendance of disadvantaged pupils.	To be at least in line with the national standard of 95% and that no disadvantaged child is recorded as persistently absent.
Ensure that disadvantaged pupils have the same access to cultural capital opportunities.	Personal Development records show all pupils have equal access to cultural capital opportunities and that support is provided where necessary to enable this.
Pupils with SEMH needs receive quality intervention and support.	Positive end of intervention evaluations. Pupil Questionnaire shows disadvantaged pupils with SEMH needs feel well-supported.
At least in line with National for Phonics Screening Check.	Statutory PSC data in Y1 shows achievement at least in line with National.
Improved Writing attainment throughout school, including at Greater Depth.	End of term and end of year Writing assessments show an improvement in attainment.

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: £35807

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocated leadership time for Reading, Writing, Phonics and Mathematics subject leaders to monitor and moderate teaching and learning impact for disadvantaged pupils.	Teachers working in collaboration with the subject specialists will improve classroom practice and pedagogy. It will support the planning of careful and precise next step interventions.	1,5,6
Embed the 'Little Wandle' Phonics scheme as the school's chosen validated scheme for 2022-23	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	1,6
Weekly teacher/teaching assistant practice	CPD has been provided for staff in order to quickly implement this scheme and teaching continues to be monitored in order to meet the needs of our	

sessions with Phonics Leader to strengthen Phonics teaching	disadvantaged pupils and ensure their access to curriculum is met through the ability to read.	
Dedicated time and sufficient staffing for daily high-quality teaching of reading and phonics across all three key stages.	Phonics EEF (educationendowmentfoundation.org.uk)	1,6
Extend EYFS and KS1 Maths Mastery teaching across whole school using the Mastery Sustaining Project delivered through Origin Maths Hub.	Mastery learning EEF (educationendowmentfoundation.org.uk)	6
Dedicated leadership time for Writing Leader to complete Jane Consadine training and disseminate to staff.	Approach trialled in Y2 and Y6, leading to improved outcomes in writing.	5

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

Budgeted cost: £ 55000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link in FKS & KS1	Specific intervention - Bespoke small group. Previous year's work demonstrates the effectiveness of this programme	1
School-led tutoring /One to one tuition (NTP)	One to one tuition EEF (educationendowmentfoundation.org.uk) + 5 months	1,5,6
Record of concern support (SEND)	Part time teacher supporting our Inclusion leader with addressing the high percentage of 'Records of Concern' completed by staff around the learning needs of specific individuals at school. Continual assessment of these pupils took place in order to assess the need and identify the support required. Interventions implemented/external agency support adopted. Communicating with and supporting families in this process of identifying learning	3

needs of pupils supported pupil progress of all pupils including our disadvantaged pupils.
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

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

Budgeted cost: £ 75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ EWO to help improve attendance of all pupils	Access to EWO services for our persistent absentees. Advice and support to encourage attendance. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	2
SEMH support for targeted children, with strategies for pastoral care.	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3
Family Support Worker to support families, which includes signposting to additional external support services.	Parental engagement EEF (educationendowmentfoundation.org.uk)	2,3
Financial support with the costs of school residentials, educational visits, uniform, learning materials and access to extra-curricular clubs.	Pupil Premium makes up 25% of the school population, which is higher than other local schools. Based on our experiences we have identified that our families need additional financial aid to cover costs of enrichment activities, including those that support learning in the curriculum.	4
Whole class ensemble tuition (WCET) programme by Solihull Music Service	Pupils develop instrumental technique, as well as boosting their creativity and resilience through their first hand experience of learning to play an instrument. One of the benefits of WCET is that it reduces the need for parents to buy a musical instrument and therefore reduces significant expense for some families.	4

Total budgeted cost: £165807

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1

School disadvantaged pupils had a KS2 progress score of 0.7, compared to 0.3 in non-disadvantaged national. Their average score was 104, compared to 105 for non-disadvantaged national.

Challenge 2

Our EWO and Family Support Worker targeted and supported families throughout 2021-2022, resulting in improved attendance for those families. Overall attendance was 93.6% for all pupils and 91.3% for disadvantaged.

Challenge 3

Thrive practitioners being trained to support pupils, especially those with SEMH needs. Observations illustrated consistent teaching approaches and strategies to support pupils in class.

Challenge 4

Disadvantaged pupils fully supported to attend every school visit. Disadvantaged pupils were fully supported to join the Rock School bands. All swimming opportunities fully funded for all disadvantaged pupils.

Challenge 5

Progress in writing for disadvantaged pupils was -0.6 , compared with 0.3 for non-disadvantaged national.

Challenge 6

GLD 68%; Y1 Phonics 86%; KS1 Reading 69%; KS1 Writing 63%; KS1 Maths 68%. Disadvantaged data broadly in line, so gap has closed.

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
NCETM – Primary Teaching Mastery Embedding	Origin Mahs Hub
Little Wandle Phonics	Wandle Learning Trust
Phonics & Early Reading Support	Little Sutton English Hub
The Write Stuff	Jane Consadine
Thrive	Thrive