

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	484
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£128,775
Recovery premium funding allocation this academic year	£0
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>	£128,775

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	Despite high-quality provision in EYFS, a significant gap persists in Communication and Language outcomes between disadvantaged and non-disadvantaged children.
2	Writing outcomes for disadvantaged children in KS1 remain low and this early gap risks compounding across key stages and widening the attainment divide.
3	Disadvantaged attendance is significantly below the non-disadvantaged average with persistent absence among disadvantaged pupils impacting on progress across all areas of the curriculum.
4	An increasing number of disadvantaged children with SEND have SEMH identified as their primary need.
5	Disadvantaged pupils do not always have same access to cultural capital opportunities as their non-disadvantaged peers

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
Disadvantaged children in EYFS develop stronger expressive vocabulary and oral language skills, enabling greater access to early literacy and learning.	- At least 75% of disadvantaged children achieve the expected standard in Communication and Language. - Observations show consistent use of high-quality interaction techniques (e.g. LW10) by all EYFS staff. - Disadvantaged children demonstrate increased use of expressive vocabulary during play and adult-led activities.
Disadvantaged children in KS1 make accelerated progress in writing, narrowing the gap with their peers and building confidence in composition and transcription.	- At least 45% of PP children achieve the expected standard in writing by the end of KS1. - Writing evidence show sustained progress in sentence structure, stamina, and independence. - Planning and teaching reflect targeted writing support for disadvantaged learners.
Disadvantaged children attend school regularly and consistently, reducing the impact of missed learning and improving overall outcomes.	- Disadvantaged attendance improves to at least 92%, narrowing the gap with non-PP pupils. - Reduction in persistent absence among cohort (below 10%). - Families of disadvantaged children engage with attendance initiatives and respond to early intervention strategies.
Disadvantaged children with SEMH needs are emotionally regulated, feel safe and supported, and are ready to engage with learning.	- Reduction in behaviour incidents and increased participation in classroom routines. - Staff demonstrate confidence and consistency in applying inclusive strategies such as UDL.
Disadvantaged children access a broad range of enriching experiences that build background knowledge, vocabulary, and aspiration.	- All disadvantaged children participate in at least one enrichment activity per term. - Pupil voice reflects increased enjoyment, curiosity, and connection to curriculum content. - Planning shows clear links to cultural capital development and real-world contexts.

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: £12188

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocated leadership time for Curriculum, Reading, Writing, Mathematics subject leaders to monitor and moderate teaching and learning impact for disadvantaged pupils	According to the Education Endowment Foundation (EEF), <i>“great teaching is the most important lever schools have to improve outcomes for their pupils”</i>, especially those who are disadvantaged. Subject leaders play a vital role in ensuring consistent, high-quality teaching through curriculum oversight, staff development, and monitoring.	1, 2
Allocated leadership time for Pupil Premium Champion to support, check on wellbeing and monitor and moderate teaching and learning impact for disadvantaged pupils.	According to the Education Endowment Foundation (EEF), <i>“great teaching is the most important lever schools have to improve outcomes for their pupils”</i>, especially those who are disadvantaged. Subject leaders play a vital role in ensuring consistent, high-quality teaching through curriculum oversight, staff development, and monitoring.	

Implement scheduled monitoring visits through the Little Wandle programme alongside dedicated leadership time for the phonics lead to oversee delivery, support staff, and evaluate impact on pupil progress.	Education Endowment Foundation (EEF) – <i>Improving Literacy in Key Stage 1</i>: • Recommends systematic phonics instruction as one of the most effective ways to support early reading, especially for disadvantaged pupils. • Emphasizes the importance of leadership oversight to ensure fidelity to the phonics programme and timely intervention for pupils who fall behind. Ofsted’s Reading Framework (2023): • States that “<i>leaders should monitor the quality of phonics teaching and ensure that staff are well trained</i>”. • Highlights that disadvantaged pupils benefit most when phonics is taught consistently and monitored rigorously. DfE Early Reading Guidance: • Encourages schools to use leadership time to ensure that phonics programmes are delivered with fidelity and that catch-up provision is in place for disadvantaged pupils	1, 2
Introduction of Talk Boost to support Communication and Language skills	According to <i>Speech and Language UK</i>, children who participate in Early Talk Boost (for ages 3–4) typically make six months’ progress in language development after just nine weeks of intervention The programme is especially effective for children from disadvantaged	1, 2

	backgrounds, who may lack a rich home learning environment. It helps close the gap in early language development	
Introduction of the Trust writing progression map to ensure all key skills are taught and embedded across the year	Education Endowment Foundation (EEF) Writing Practice Review (2024) The EEF highlights that <i>“a clear and structured understanding of writing development is essential for effective teaching”</i> . Schools benefit from progression maps that outline transcription, composition, and grammar skills across year groups, helping teachers plan systematically and address gap	2
Embed Universal Design for Learning (UDL) principles across teaching and learning to ensure all pupils—particularly those who are disadvantaged—can access, engage with, and succeed in the curriculum through flexible approaches to content delivery, pupil response, and motivation.	The EEF highlights that <i>“high-quality teaching that is adaptive and responsive to individual needs is the most effective way to support disadvantaged and SEND pupils.”</i> UDL aligns with this by embedding flexibility into lesson design, reducing the need for reactive accommodations.	1, 2, 4
Introduce Step Lab CPD to enhance the quality of teaching through structured, video-based professional development.	The EEF identifies repeated practice, feedback, and reflection as key features of impactful CPD. Step Lab’s model—short, focused video steps with built-in reflection—aligns closely with these principles, making it particularly effective for embedding new strategies in the classroom. Step Lab focuses on high-leverage teaching techniques—such as checking for understanding, cold calling, and modelling—which are proven to benefit disadvantaged pupils	1, 2

	by increasing participation and reducing cognitive load	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £82332

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost in EYFS	According to <i>Speech and Language UK</i> , children who participate in Early Talk Boost (for ages 3–4) typically make six months' progress in language development after just nine weeks of intervention	1
Daily Keep Up (Little Wandle)	Education Endowment Foundation (EEF) – Improving Literacy in KS1 The EEF recommends targeted phonics interventions for pupils who are struggling, noting that “ <i>short, regular sessions over a sustained period and delivered by trained staff are most effective</i> ”. Daily Keep-Up aligns with this model, offering structured, frequent support.	1, 2
Rapid Catch Up (Little Wandle)	Education Endowment Foundation (EEF) – Improving Literacy in KS2 The EEF recommends targeted phonics instruction for older pupils who have not yet mastered decoding. It states that “ <i>phonics approaches are effective for older pupils when tailored to their needs</i> ”, especially when delivered intensively and consistently.	2
1:1 Reading	The EEF states that 1:1 and small-group interventions are effective when structured, regular, and closely matched to assessed pupil needs. High-quality delivery—by a teacher or trained TA—can secure meaningful gains in reading attainment.	1, 2

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

Budgeted cost: £34255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission CSAWS (Central School Attendance and Welfare)	CSAWS provides attendance data analysis that compares school performance to national averages and identifies patterns of absence among	3

Service) for one day per week to work in partnership with the Deputy Head and Attendance Officer, providing expert guidance, targeted casework, and strategic support to improve attendance—particularly for pupils who are persistently absent or vulnerable.	vulnerable groups. This enables schools to create targeted action plans and track the impact of intervention.	
Deliver targeted SEMH support through structured lunchtime provision (e.g. lunch club) and a classroom-based SEMH toolkit, enabling pupils to regulate emotions, build relationships, and develop resilience.	Social and Emotional Learning (SEL) interventions can improve academic outcomes by +4 months, particularly for disadvantaged pupils. The EEF highlights that “<i>embedding SEL into everyday classroom practice is more effective than standalone programmes</i>”—which supports the use of toolkits and teacher-led strategies. Research from Mentally Healthy Schools and Place2Be shows that structured lunch clubs: • Reduce social isolation • Improve peer relationships • Provide safe spaces for emotional regulation	4
Full time Family Support Worker to support families, which includes signposting to additional external support services.	Department for Education (DfE) guidance on improving school attendance highlights the role of family support workers in “<i>building strong relationships with families to tackle barriers to attendance</i>”. • Schools with full-time FSWs often report: • Reduced persistent absence • Improved punctuality	3, 4

	- Increased parental engagement in learning Ofsted's Safeguarding Guidance recognises the value of dedicated pastoral staff in identifying and responding to concerns early. - Full-time FSWs provide: - A consistent point of contact for vulnerable families - Support with referrals to external agencies - Help navigating housing, benefits, and mental health services	
Provide a financial contribution of £100 per pupil to help cover the costs associated with educational visits, school uniform, essential learning materials, and participation in extra-curricular clubs and activities.	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.	5
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.	3, 4, 5
Offer funded access to Rocksteady music lessons, enabling pupils to participate in structured, inclusive band-based music education that promotes	Rocksteady's mission is to <i>"remove barriers to music education"</i>, ensuring all pupils—regardless of background—can access high-quality, inclusive music experiences. The Education Endowment Foundation (EEF) notes that <i>"arts participation can have a positive impact</i>	3, 4, 5

confidence, creativity, and collaboration—particularly supporting engagement and enrichment for disadvantaged learners.	<i>on academic outcomes, particularly when targeted at disadvantaged pupils”.</i> Rocksteady provides structured enrichment that contributes to cultural capital, personal development, and engagement—key areas under Ofsted’s inspection framework.	
Implement the OPAL (Outdoor Play and Learning) programme to transform play provision across the school, promoting inclusive, high-quality outdoor experiences that support physical health, social development, creativity, and wellbeing—particularly benefiting disadvantaged pupils through equitable access to enriching play.	OPAL is a nationally recognised programme endorsed by Sport England, Play England, and the Department for Education. Schools implementing OPAL report: • Improved behaviour and reduced incidents at breaktimes • Increased physical activity and engagement • Greater inclusion for pupils with SEND and SEMH needs The EEF notes that <i>“interventions that target social and emotional learning can have a positive impact on academic outcomes”.</i> • OPAL supports this by fostering teamwork, resilience, problem-solving, and emotional regulation through unstructured, child-led play	4, 5
Train two Thrive practitioners to provide targeted 1:1 and small group sessions for PP children with SEMH needs.	The EEF’s <i>Social and Emotional Learning</i> toolkit reports +4 months additional progress for SEL approaches when implemented effectively. The EEF’s <i>Improving Behaviour</i> guidance states that targeted SEMH interventions, when linked to a clear assessment framework, produce better	3, 4

	outcomes than reactive or unstructured support. . DfE Behaviour and Wellbeing Guidance, emphasises early intervention and the importance of emotionally literate adults who can support self-regulation.	
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Total budgeted cost: £128,775

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1

Progress in reading for disadvantaged pupils was expected (2.06)

47% reached EXP

Band A children made rapid progress (3.00)

Band B children made rapid progress (2.75)

Non-disadvantaged made slow progress (1.74)

Challenge 2

Our Deputy Head and Family Support Worker targeted and supported families resulting in improved attendance for those families. Overall attendance was 94.6% for all pupils and 89% 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 were given £100 each to contribute towards trip and club costs. Disadvantaged pupils were fully supported to join the Rock Steady. Disadvantaged pupils were invited to attend a variety of free lunch/after school clubs.

Challenge 5

Progress in writing for disadvantaged pupils was expected (2.12)

47% reached EXP

Band A children made expected progress (2.00)

Band B children made rapid progress (2.50)

Non-disadvantaged made slow progress (1.88)

Challenge 6

All

GLD 70%; Y1 Phonics 83%; KS1 Reading 77%; KS1 Writing 68%; KS1 Maths 80%.

Disadvantaged

GLD 50%; Y1 Phonics 67%; KS1 Reading 56%; KS1 Writing 33%; KS1 Maths 56%.(broadly in line with national)

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 Considine
Talk Boost	Speech and Language UK