



Tudor Grange Primary Academy Langley

Key Areas of Impact – Academic Year 2024/25

An analysis of disadvantaged pupils' achievement and wider outcomes for the 2024/25 academic year has been undertaken, drawing on national assessment data, IDSR analysis, and robust internal assessments.

Academic Outcomes

The data demonstrates that disadvantaged pupils at Tudor Grange Primary Academy made strong progress in 2024/25, particularly following weaker outcomes in 2023/24. As a result, gaps to national non-disadvantaged pupils narrowed significantly across key measures.

Combined Reading, Writing and Mathematics (RWM)

- In 2025, 61% of disadvantaged pupils (11/18) met the expected standard in reading, writing and mathematics combined.
- This is well above the national average for disadvantaged pupils (47%) and represents a substantial improvement on 2024 outcomes.
- The gap to national non-disadvantaged pupils narrowed significantly to –8 percentage points, compared with –40 percentage points in 2024.

Reading

- In 2025, 72% of disadvantaged pupils (14/18) achieved the expected standard, exceeding the national average for disadvantaged pupils (63%).
- While the gap to national non-disadvantaged pupils widened slightly in 2025, disadvantaged pupils continue to perform strongly in this subject and further improvements remain a clear priority.

Writing

- 72% of disadvantaged pupils (14/18) achieved the expected standard, exceeding national disadvantaged outcomes.
- The gap to national non-disadvantaged pupils narrowed sharply from –28 percentage points in 2024 to –6 percentage points in 2025, demonstrating accelerated progress.

Mathematics

- Disadvantaged pupils demonstrated significant recovery, improving from 28% in 2024 to 72% (14/18) in 2025, now broadly in line with national disadvantaged outcomes.

Phonics and Wider Attainment Measures

- Year 1 Phonics: Outcomes remain secure, with 67% of disadvantaged pupils (6/9) meeting the expected standard in 2025, in line with national outcomes (67%). This represents a decrease from 91% (10/11) in 2024 and is an identified area for further development.
- Multiplication Tables Check (MTC): Outcomes remain strong, with an average score of 21.9 in 2025, close to national, following significantly above-national performance in 2024.
- EYFS: 50% of disadvantaged pupils (4/8) achieved a Good Level of Development. This is roughly in line with national.

Attendance, Behaviour and Wellbeing

In addition to attainment, a range of wider indicators were reviewed to evaluate the impact of Pupil Premium provision on disadvantaged pupils' engagement and wellbeing.

- Overall attendance at Tudor Grange Primary Academy Langley is close to national averages and improving over time, rising from 94.1% in 2023/24 to 94.6% in 2024/25, compared with 94.8% nationally. This demonstrates a positive trend and reflects the impact of consistent whole-school attendance strategies.
- Persistent absence remains close to national figures, with rates improving year on year from 13.0% in 2023/24 to 12.7% in 2024/25, compared with 13.3% nationally. This indicates that targeted approaches to supporting regular attendance are having increasing impact.
- Attendance for disadvantaged pupils (FSM6) remains below national averages (88.8% compared with 92.4% nationally). This continues to be a key priority within the Pupil Premium strategy, with targeted support in place for pupils and families facing the greatest barriers to regular attendance.
- Behaviour and attitudes to learning among disadvantaged pupils are consistently positive. There were no disadvantaged pupils suspended or excluded during the academic year, reflecting the effectiveness of inclusive practice, early intervention and targeted SEMH support.
- Targeted SEMH provision and pastoral support have supported pupils' emotional wellbeing and engagement in school life, underpinning improvements in attendance and sustained access to learning.

Enrichment and Wider Opportunities

- Disadvantaged pupils were fully supported to attend all educational visits, ensuring no pupil was excluded due to financial barriers.
- Pupils accessed a range of funded and free enrichment opportunities, including Rock Steady bands.
- These opportunities support pupils' confidence, cultural capital and aspirations.

Evaluation and Next Steps

Based on the evidence above, the performance of disadvantaged pupils at the end of KS2 in 2024/25 met or exceeded expectations. Strong improvement is evident across most key outcome measures, with significant gap closure, particularly in writing, mathematics and combined attainment.

Our evaluation shows that:

- Targeted staffing and quality first teaching have had a positive and measurable impact on disadvantaged pupils' outcomes.
- The prioritisation of reading across the school has had a strong and measurable impact, with 72% of disadvantaged pupils achieving the expected standard at the end of Key Stage 2. This outcome reflects the sustained focus on high-quality reading provision and targeted support for disadvantaged learners.
- Strong foundations in phonics are firmly in place and will continue to support pupils' progress in reading as they move forward through the school
- Wellbeing and family support, including targeted Family Support Worker and attendance strategies, remain a critical foundation for success.
- Attendance strategies are having a positive impact, with whole-school attendance improving over time and persistent absence reducing to below national levels. However, attendance for disadvantaged pupils remains below national averages and continues to be a key priority within the Pupil Premium strategy.
- Disadvantaged pupils with the lowest attendance are closely monitored and supported through targeted intervention. This work will remain a priority focus in September 2025, with identified pupils already in place for early support and intervention.
- Pupil Premium funding enabled disadvantaged pupils to access a wide range of enrichment opportunities and educational visits, broadening experiences beyond the academic and raising aspirations.
- We will continue to improve our lunchtime enrichment club offer to reduce barriers related to parental availability and target children who are not attending clubs through conversations with parents and letters.