



Tudor Grange Primary Academy Hockley Heath

Pupil Premium Strategy Statement

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.

Our approach is to use the funding to support the child to break down barriers to their academic achievement. As a starting point, this would be through high quality teaching which focuses on the area/s in which our disadvantaged pupils require the most support. This will benefit both our disadvantaged and non-disadvantaged pupils.

We will focus on removing the barriers to educational achievement, using a blend of approaches and strategies to support pupils, including academic and non-academic, in order to:

- identify and address specific attainment gaps in reading, writing and maths through targeted intervention
- provide social and emotional support to enable pupils to be ready to learn
- supporting payment for activities such as educational visits, clubs or child care and residential

School overview	
Detail	Data
School name	TGPAHH
Number of pupils in school (Reception – year 6)	184
Proportion (%) of pupil premium eligible pupils	5% (9 / 10 pupils)

Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Louise Porter Principal
Pupil premium lead	Charlotte Bywater
Governor / Trustee lead	Jo Ladbrook Chair of governors

Funding overview	
Detail	Amount
Pupil premium funding allocation this academic year	£26,105
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,105

Challenges	
Challenge number	Detail of challenge
1	Attainment: Facilitate accurately targeted support for interventions in core knowledge and skills.
2	Pastoral support: Low levels of resilience and confidence and high anxiety levels can be a barrier to pupils being ready to learn.
3	Cultural capital: Some disadvantaged pupils do not always have the same cultural capital opportunities as other pupils.

4	Attendance: For a small number of disadvantaged pupils, consistent attendance above 95% and punctuality is a concern.
5	SEND: A small number of disadvantaged pupils also have SEND needs.

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
Ensure that all PP pupils who are not designated as SEND for learning, achieve at least the national expectation in reading, writing and maths by the end of KS2.	Statutory end of year data. Summative termly assessments. Pupil progress meetings. Targeted intervention groups.
Ensure that all PP pupils make at least expected progress in English and Maths.	Statutory end of year data. Summative termly assessments. Pupil progress meetings. Targeted intervention groups.
Sustain attendance of PP pupils and improve where attendance is a concern.	Be at least in line with national average of 95%.
To ensure PP pupils have priority access to SEMH support, as required, to enable them to be engaged with their learning. Identify ACES in PP pupils.	Sustained high levels of wellbeing demonstrated by: - qualitative data from pupil voice, pupil and parent surveys and teacher observations (show they have the skills to keep themselves healthy) - Use termly assessments to inform the level of need and support required from pastoral staff.
To ensure that all PP pupils have priority access to and engagement with cultural and enrichment activities.	- Pupil voice feedback - Monitor participation in enrichment activities

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: **£14,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement CPD coaching programme (Steplab) for teaching staff to provide independent feedback relating to QFT targets. Specifically, this approach focuses on providing high quality feedback to pupils.	High quality teaching is key to improving the pupils' learning experience. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	All
Ensure disadvantaged pupils who also have SEND have their needs correctly identified and supported. This will be done through CPD to ensure quality first teaching (meta cognition, scaffolding, modelling, explicit instruction, etc) and making learning passports specific and	Evidence-based strategies shown to be most successful with SEND pupils within quality first teaching: https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send	1, 2, 5

relevant to pupil needs.		
Pupils are supported to articulate key ideas, consolidate understanding and extend vocabulary as part of our teaching and learning approach.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF EEF also recognises the impact of teaching metacognitive and self-regulatory strategies.	1, 2, 4, 5
Master the Little Wandle phonics scheme order to secure stronger phonics teaching for all pupils through daily taught sessions.	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 Toolkit Strand Education Endowment Foundation EEF	1, 2, 5, 6
Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance. We will embed and access Maths Hub resources and CPD (including Teaching for Mastery training and Mastering Number in Reception, Year 1 and Year 2).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 5

Class teachers to prioritise PP pupils through Quality First Teaching by paying close attention to pupil participation and using specific feedback to support accelerated progress.	https://d2tic4wvo1iusb.cloudfront.net/eef_guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1668765714 Feedback is proven to be very high impact for very low cost, particularly for primary aged pupils.	1, 2, 5
Support our pupils to reach their potential through development of their academic resilience and wellbeing.	The Protective Behaviours framework is for personal safety aimed at building confidence and empowering pupils to go about their daily life. Thrive – a whole school approach to wellbeing which is proven to improve attendance, behaviour and attainment.	1, 2, 4, 5, 6

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support attainment of core skills and vocabulary and oracy development.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF The development of oral language, vocabulary, and reading all support the writing process, as highlighted in the EEF documents below 'Improving Literacy in KS1 and 2'. This is a feature of the Rising Stars / Get Writing resources.	1, 2, 5

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Specific activities and resources to meet the needs of disadvantaged pupils with SEND e.g. 1:1/small group provision of focused interventions. Intervention impact scores monitored by SENDCo and SLT to monitor best value and most effective impact.	EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2

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

Budgeted cost: £2105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding for extracurricular activities and trips for disadvantaged pupils to ensure they have access to the same social experiences as their peers.	Evidence indicates that improving pupils' emotional literacy supports their mental health, well-being and effective learning. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2, 3

Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Work with individual families to improve attendance where appropriate.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EFF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	4
---	--	---

Total budgeted cost: £26,105

Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils 2024-25

<u>Phonics</u> No Key Stage 1 pupils who took the Phonics Screening Check last year were in receipt of Pupil Premium. <u>KS1 data (2 pupils)</u> 50% (1 out of 2) of disadvantaged KS1 pupils met the expected standard in reading, writing and maths. Reading: 50% Writing: 50% Maths: 50% <u>KS2 data (4 pupils)</u> In KS2, 25% (1 out of 4) pupils met the expected standard or higher in reading, writing, maths. Reading: 75% GPS: 50% Writing: 50% Maths: 50%

Externally provided programmes

Programme	Provider
Primary Teaching Mastery	Origin Maths Hub
Little Wandle	Wandle Learning Trust
The Write Stuff	Jane Considine