



Tudor Grange Primary Academy
Perdiswell

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Tudor Grange Primary Academy Perdiswell
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	12.4% (42)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024'2025'/2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Oliver Norman
Pupil premium lead	Mrs Claire Evans
Governor / Trustee lead	R Faulkner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62350
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£62350

Part A: Pupil premium strategy plan

Statement of intent

At Tudor Grange Primary Academy Perdiswell, we strive to ensure that every child can access any support and intervention that we can offer in order for them to achieve their potential. Each year we receive a pupil premium allocation as part of our academy budget.

Our rationale is to use funding to support the whole child to break down any barriers to educational achievement. Our key barriers to achievement for disadvantaged children are:

- Specific attainment gaps in learning in reading, writing and mathematics.*
- Attainment gaps between Disadvantaged Boys and Girls are widening.*
- Personal, social and emotional development. Many disadvantaged children do not have similar enrichment experiences*

We can do this through

- Ensuring the teaching and learning opportunities meet the needs of the pupils.*
- Ensuring appropriate provision is provided for all socially disadvantaged children and they are robustly assessed, progress is rigorously tracked and provision well matched to offer support and challenge. Ensuring that the most disadvantaged pupils 'keep up and not catch up'.*
- To support our children's health and wellbeing to enable them to access learning activities*
- Supporting the payment for activities, educational visits and residential to enrich educational opportunities and life experiences.*

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children's gaps of attainment have widened across school in Reading, Writing and Maths.
2	Children who are not ARE are not making rapid progress due to gaps in learning not being identified and informing planning.
3	Some of our Disadvantaged children have a significant number of ACES.
4	Communication and language skills are low on entry to school. Disadvantaged pupils to achieve GLD by the end of the EYFS
5	Persistent absence is higher for disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure when they have been achieved.

Intended outcome	Success criteria
Disadvantaged children make at least expected progress in reading, writing and maths and Disadvantaged children who are not at ARE are making rapid progress.	Gap will close in progress made between Disadvantaged and Non-disadvantaged children. The percentage of disadvantaged pupils who attain ARE RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures. Disadvantaged children in lower year groups make good or accelerated progress from their starting points and are on a positive trajectory to achieve well by the end of KS2. Teachers will be confident is making adaptations to lessons to ensure inclusion of all learners. Rigorous analysis of assessments will inform where gaps in learning exist and plan for coverage in lessons.
Disadvantaged children will make good or better progress in reading – this will help vocabulary acquisition	Disadvantaged children will develop a love for reading They will be regularly heard read by an adult at home and in school and logged in their Reading Diary. The % of disadvantaged pupils who make expected or better progress from the End of EYFS to the end of KS1, then from KS1 to the end of KS2 in Reading is above national.

Disadvantaged Boys' attainment improves, and gender gap is narrowed	Reduction of gender gap of disadvantaged children particularly in reading and writing.
Identify ACES in Disadvantaged children to target nurture	ACES identified of Disadvantaged pupils across the whole school. The emotional wellbeing of all disadvantaged pupils demonstrates that they have a range of strategies which support this aspect of their development. Records of pupils receiving school based or external support for mental health and well-being show that provision has made a positive difference in almost all cases.
Targeted interventions support Disadvantaged children to catch up and keep up to achieve ARE and close their identified learning gaps	Monitoring of interventions implemented track pupil progress and evidence impact of rapid improvements to enable Disadvantaged pupils to catch up and keep up to ARE and close gaps.
Disadvantaged children access a wide range of enrichment experiences both in and out of school	Pupil voice surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed. Disadvantaged pupils who choose not to join a club in the Autumn term will be prioritised in the Spring and Summer Term. Wide range of trips, events and experiences within and out of school are attended and financial and emotional support removes barriers for disadvantaged pupils.
Disadvantaged children in Early Years achieve good levels of development.	Disadvantaged children achieve in line with pupils nationally at the end of Reception. Parents and carers receive the best support, including being signposted to other agencies where needed. Provision is evaluated and modified in response to pupil progress. Strong progress towards reaching the GLD is evident in the areas of speaking, listening and attention for disadvantaged pupils
The attendance of disadvantaged children to be no lower than the attendance of non dipils. Persistent absence % to be lower than national figure.	Attendance of disadvantaged pupils is greater than 96% and the gap between all pupils and disadvantaged pupils' attendance is low (no more than 1%)

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: £70.708

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA support across every year group promoting intervention and classroom support, literacy and numeracy in the morning and a targeted intervention program in the afternoons.</i>	EEF guide to pupil premium – targeted academic support Support Quality First Teaching in the classroom: scaffolding learning, task managing learning objectives ensuring concrete apparatus and resources are used to support learning. intervention teams to deliver targeted intervention across the whole school for children who have been identified for support through assessments, pupil progress meetings and observations in the classroom.	1, 2
<i>English (Reading and Writing) and Maths leads training to support the delivery of QFT in core subjects to ensure accelerated progress is made for our Disadvantaged pupils. Release time for subject leaders to attend network groups & CPD (English Trust leads)</i>	Research evidence that supports approach: Education Endowment Foundation (2020) Improving Literacy at Key Stage 1 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, 2
<i>Introduction of Little Wandle – EY reading lead to train and coach staff to letters and sounds.</i>	Research evidence that supports approach: EEF 2021 'Testing the impact of a systematic and rigorous phonics programme on early readers and also those that have fallen behind at the end of Key Stage 2' pilot project, preliminary findings report. :	1, 2

<i>Class teachers will continue to target and prioritise Disadvantaged pupils through QFT, playing close attention to pupil participation and use specific immediate feedback that will accelerate progress.</i>	EEF: Feedback +6	1 . 2
<i>Use of GL Assessment to baseline student attainment and monitor key progress indicators.</i>		1 2

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality First Teaching for all pupils</i> <i>Writing and reading are high priority on SIP and CPD plan</i> <i>Pupil Progress meetings track progress of Disadvantaged pupils and appropriate timely interventions are in place.</i> <i>Baseline assessments confidently analysed to identify children who need intervention to achieve GLD by the end of EYFS</i> <i>Participate in Talk Boost intervention to improve the language of Reception children, key focus</i> <i>Disadvantaged children</i>	EEF guide to pupil premium – tiered approach – quality first teaching is the top priority, including cpd. Sutton Trust – quality first teaching has direct impact on student outcome. Supporting high quality teaching is pivotal in improving children's outcome.	1,2 1 4

	New Early Years Foundation Stage Statutory Framework	
<i>DHT/Lit Lead to teach Reading Year 6 Booster intervention groups to close gaps, raise attainments and achieve ARE in core area</i>	Education Endowment Foundation (2020) Improving Literacy at Key Stage 2	1 2

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

Budgeted cost: £17.968

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>THRIVE trained member of staff to support children who are having difficulty accessing learning through behavioural or emotional issues, using the TIS approach to support their management of their own behaviour and well-being.</i>	Build on the work of TIS to improve provision for children's social, emotional and mental health needs. Social and Emotional learning – interventions which seek to improve the pupil's interaction with others and self-management of emotions including developing self-confidence. Thrive research programme is based on neuroscience, attachment theory and child development. Research evidence that supports approach: EEF: Explicit teaching of metacognitive and self regulatory strategies	3
<i>Target parents of pupils who attendance is below 95% and formulate action plan; school to agree support level and parents to agree to plan. Weekly attendance checks on all disadvantaged</i>	School Data: 2021-22 Attendance for all 94.1% Attendance for PP 91.4% 2022-23 Attendance for all 95% Attendance for PP 92.3% 2023-24 Attendance for all 94.9% Attendance for PP 90.9% EEF: Parental engagement +4 'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22	5

<i>attendance officer.</i>	February 2015). (https://www.gov.uk/government/news/shortbreaksdamage-young-peoples-futures)	
<i>Working with vulnerable families and improve parental engagement</i> Provide approaches and opportunities which engage parents to support their children with reading, ICT skills or homework. Provide opportunities for parents in their children's learning activities. - workshops/parent stop and share sessions Increase parental engagements in conversations around their child's education.	Research evidence that supports approach: EEF – parental engagement	1
<i>Cultural capital</i> <i>Allow all Disadvantaged children the same opportunities as non-disadvantaged peers - personal budget</i> <i>Experiences promoted in the curriculum</i> <i>Introducing the enrichment pathway</i> <i>Reduction in cost of trips/residentials</i>	Learning is contextualised in concrete experiences and language rich environments Research evidence that supports approach: Ofsted (2019) places emphasis on improving cultural capital particularly for disadvantaged pupils Pupil voice/surveys reflect greater enjoyment and engagement in school Enrichment activities offer children a context for learning. EEF – sports participation increases educational engagement and attainment Children can follow their interests without any financial barriers.	3

<i>After school clubs promoted to disadvantaged and encouraged to attend.</i>		
<i>Enhance the school environment both in and outside to support pupils wellbeing by developing calming spaces</i>	EDEF Guidance report – improving social and emotional learning in schools Forest school enhancements	3

Total budgeted cost: £93.176

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcomes																																																																
To improve the attainment of Disadvantaged pupils in Reading, Writing and Maths	Reading ARE 23-24 Reading 24-25 <table border="1"> <thead> <tr> <th>Yr</th><th>PP</th><th>Non-PP</th></tr> </thead> <tbody> <tr><td>1</td><td>75</td><td>77</td></tr> <tr><td>2</td><td>25</td><td>76</td></tr> <tr><td>3</td><td>38</td><td>54</td></tr> <tr><td>4</td><td>67</td><td>63</td></tr> <tr><td>5</td><td>17</td><td>52</td></tr> <tr><td>6</td><td>62</td><td>70</td></tr> </tbody> </table> Maths ARE 23-24 Maths ARE 24-25 <table border="1"> <thead> <tr> <th>Yr</th><th>PP</th><th>Non-PP</th></tr> </thead> <tbody> <tr><td>1</td><td>63</td><td>89</td></tr> <tr><td>2</td><td>50</td><td>76</td></tr> <tr><td>3</td><td>38</td><td>59</td></tr> <tr><td>4</td><td>78</td><td>78</td></tr> <tr><td>5</td><td>50</td><td>69</td></tr> <tr><td>6</td><td>54</td><td>79</td></tr> </tbody> </table> Writing 24-25 <table border="1"> <thead> <tr> <th>Yr</th><th>PP</th><th>Non-PP</th></tr> </thead> <tbody> <tr><td>1</td><td>63</td><td>91</td></tr> <tr><td>2</td><td>0</td><td>75</td></tr> <tr><td>3</td><td>63</td><td>61</td></tr> <tr><td>4</td><td>78</td><td>71</td></tr> <tr><td>5</td><td>59</td><td>61</td></tr> <tr><td>6</td><td>69</td><td>74</td></tr> </tbody> </table> Writing conferencing in Year 6 with PP allowed targeted editing skills and narrowed the gap for PP pupils	Yr	PP	Non-PP	1	75	77	2	25	76	3	38	54	4	67	63	5	17	52	6	62	70	Yr	PP	Non-PP	1	63	89	2	50	76	3	38	59	4	78	78	5	50	69	6	54	79	Yr	PP	Non-PP	1	63	91	2	0	75	3	63	61	4	78	71	5	59	61	6	69	74	Continue to focus on reading, writing and maths outcomes at KS2 Use of rigorous and effective assessment practices will be consistently used to identify gaps in learning and inform planning Regular booster groups and interventions to support disadvantaged and vulnerable learners who are at risk of not making good progress. Continue to adopt new approach to teaching fluency in ks2
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Disadvantaged children will make good or better	Reading: Year 6 PP made rapid progress in reading and writing	Embed new phonic and reading scheme in EY and Key Stage 1 - Little Wandle																																																															

progress in reading – this will help vocabulary acquisition	Year 4 PP made expected progress in reading and rapid progress in writing Year 1 PP made expected progress in reading and rapid progress in writing.	PP reading champions to hear identified PP children read daily.
Identify ACES in Disadvantaged children to target nurture	All PP identified as Band A –D. All pupils received class based Thrive Assessments during the year. Targeted group of Yr 6 PP and all Yr6 Band A/B children received additional transition to TGAW allowing a positive transition to high school. All Band A receive THRIVE	Continue to regularly update ACES on Alerts Tracker and provide appropriate THRIVE.
Disadvantaged children access a wide range of enrichment experiences both in and out of school	Spaces for WRAP were accepted by PP children on specific occasions. Club places taken by disadvantaged is only a small %	
Disadvantaged children in Early Years achieve good levels of development	There were no identified PP in Reception 2025	Continued area of focus in 2025/6 and beyond particularly in communication and language
Thrive and Nurture provision	All pupils received class based Thrive assessments; during the year, disadvantaged children received 1:1 or small group Thrive Year 6 group were supported via Thrive to make a positive transition to TGAW. Children showed an improvement in their social and emotional levels during the year. All Band A children received Thrive Both Thrive practitioner's routines and assessments are fully embedded in school.	Continue with termly class Thrive assessments for all pupils: continue with 1:1 and group provision. CT to continue working with Thrive practitioners to devise action plans.
To lower the persistent absence for disadvantaged pupils.	School Data: 2022-23 Attendance for all 95% Attendance for PP 92.3% 2023-24 Attendance for all 94.9%	School works hard to support good attendance. Attendance Officer (Mrs Davies) reports

	Attendance for PP 90.9% 2024-25 Attendance for all 96.4% Attendance for PP 94.3% Gap between all and PP has decreased to 2.1% in Summer 2025	attendance figures and information to SLT fortnightly.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Write Stuff	Jane Constantine
Little Wandle Phonics	Collins
Talk Boost	Speech and Language UK
NCETM Primary Teaching Mastery	Origin Maths Hub
The Thrive Approach	Thrive