

Pupil premium strategy statement

Tudor Grange Primary Academy

St James



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tudor Grange Primary Academy St James
Number of pupils in school (reception to year 6)	210
Proportion (%) of pupil premium eligible pupils	11.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2028/2029
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gail Duxbury (Principal)
Pupil premium lead	Gail Duxbury (Principal)
Governor / Trustee lead	His Honour Murray Creed (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,050
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	£43,050

Part A: Pupil premium strategy plan

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

Challenge number	Detail of challenge
1	Parental engagement of disadvantaged pupils is not always as high as their non-disadvantaged peers.
2	Disadvantaged pupils do not always have same access to cultural capital opportunities as their non-disadvantaged peers.
3	Disadvantaged pupils typically start school with reduced vocabulary compared to their non-disadvantaged peers and as a result they are at lower academic starting points in English and Mathematics.
4	Low levels of aspiration and resilience can lead to low confidence and disengaged learning.
5	Disadvantaged pupils are not typically prepared to start school with all the equipment necessary which can lead to disengagement and low self-esteem.

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 by the end of KS2.	Statutory end of year data. CA1, CA2, CA3 Summative termly data results
Ensure that all PP pupils make at least expected progress in English and Mathematics.	Statutory end of year data. CA1, CA2, CA3 Summative termly data results
All PP pupils to achieve at least national expected standard in PSC	Statutory PSC data in Year 1 and Year 2. Monitoring of half termly data collection from PSC checks are completed to measure progress.
Improve the engagement of disadvantaged pupils' parents.	Increased level of attendance at parents' evenings and curriculum workshops and therefore increased levels of communication and feedback. Increased attendance at school, community events.

Ensure all PP pupils have priority access to and engagement within cultural and enrichment activities	Monitor and prioritise pupils' attendance at enrichment activities. Monitor pupil engagement with enrichment activities.
Ensure all PP pupils have access to SEMH support, as required, to prepare them to be engaged with their learning fully.	Embed the six steps to success for PP pupils. Termly Thrive assessments of all pupils to assess the level of need and support required from the Thrive practitioner as required.

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: £15.700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly support assistant team meetings with the SENDco which ensure a programme of high quality, evidence-based support for teaching assistants to upskill their practice over time.	Regular attendance at meetings. The development of their subject knowledge and skills will lead to targeted learning support which will enable pupils to close gaps in learning over a short period of time. CPD logs maintained on MIS system.	1 & 4
Deliver a programme of high quality, evidence based CPD for teachers through the use of Step Lab, to ensure that Quality First Teaching for all pupils is achieved	EEF research is clear that high quality CPD is crucial in improving pupil outcomes. Specific areas of focus will be checking for understanding, teacher feedback; metacognition; and special educational needs.	1 & 3
Supporting Speaking / Language skills in EYFS. Training for all staff in the delivery of Speech and Language intervention programme- Talk Boost Programme will screen all children.	The application of the training will enhance children's speech and language development with a particular focus on pupils in EYFS.	4

Dedicated time for daily consistent teaching of reading and phonics across all three key stages and the introduction of fluency in KS2.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Support and teaching for pupils in KS2 to teach fluency and develop a love of reading	2, 4 & 5
Allocated leadership time for English and Mathematics subject leaders to monitor and moderate teaching and learning impact for disadvantaged pupils to ensure Quality First Teaching from all professionals in these core subjects.	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, 3 & 4
Ensure all staff are supported to use Thrive approaches as part of embedded approaches to supporting SEMH needs.	All adults using appropriate and standardised language enables pupils to feel secure and certain in times of challenge.	3

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

Budgeted cost: £17,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group provision of core interventions for phonics in EYFS, KS1 and KS2. The priority focus is early language skills in EYFS, reading and daily additional phonics interventions for EYFS, Year 1 and Year 2 pupils as well as additional intervention support for children in KS2 who are not secure with phase 6 phonics.	Evidence shows that an intense programme of one-to-one or small-group tuition could add as much as five months' progress to a young person's schooling, according to The EEF. Therefore, the targeted learning support enables pupils to close gaps in learning over a short period of time and accelerates progress.	1, 3 & 4
Pre- teaching sessions and in class support for specific pupils by TA/HLTA during core learning sessions	Pupils benefit from the practical encouragement and support in the lessons, which increase social and academic confidence.	3 & 4
Delivery of the Talk Boost programme in EYFS, KS1 and KS2.	It improves language acquisition and vocabulary range of disadvantaged children across school.	4

SEND support through external agencies.	Pupils with individual needs related to cognition/ learning/ SEMH need specialist support and learning programmes.	1 & 3
Implementation of platforms for English and Maths that support effective learning at home from pupil's individual starting points.	Regularly reinforcing learning helps to prevent learning loss. A programme that can accessed daily on a range of devices will support pupils on their individual learning journeys.	1, 3 & 4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Actively encourage and support disadvantaged families to maintain high standards of attendance by identifying and addressing any barriers to good attendance (such as transport issues, lack of uniform)	Pupils need to attend school regularly to benefit from their education. Research shows children with poor attendance tend to achieve less well in primary school.	3
Thrive sessions led by the Thrive practitioner.	Pupils with SEMH needs benefit from 1:1 and small group support to develop social skills and positive self-esteem.	3
Financial support with the costs of school residentials, educational visits, uniform, learning materials and access to extra-curricular clubs.	Disadvantaged families may need additional support (partial or full) to cover the cost of activities, which enrich 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.	2
Whole class theatre and immersive arts experiences	Creative learning alliance key research findings show people who take part in the arts are 38% more likely to report good health.	2

Access to before and after school club provision	Our childcare services are designed to stimulate, motivate and engage children as well as promoting physical activity. Access to before school breakfast club promotes good levels of attendance.	3
Support with the purchasing of school uniform, bags and PE kit.	Pupils' self-esteem remains high as they can dress appropriately for school.	

Total budgeted cost: £43,050

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.

-Ensure that all PP pupils who are not designated as SEND for learning, achieve at least the national expectation in reading by the end of KS2.

6 x PP pupils in Year 6, 2 of which were SEND, 100% achieved the expected standard or above in Reading – 50% achieved greater depth within the expected standard.

-Ensure that all PP pupils make at least expected progress in English and Mathematics.

62% of PP pupils made expected progress in Writing 2024-2025

77% of PP pupils makes expected progress in Reading 2024-2025

81% of PP pupils makes expected progress in Maths 2024-2025

-Ensure that all PP pupils achieve at least national expected standard in PSC

100% of disadvantaged pupils in Year 1 achieved the expected standard in PSC in June 2025.

-Improve the engagement of disadvantaged pupils' parents.

95% of parents of disadvantaged children attended parents' evening sessions over 2024-25 – this was an increase of 10% on the previous year.

Parents of PP pupils are positively targeted and engaged, to encourage attendance at school community events and celebrations to build strong relationships and parental confidence.

-Ensure all PP pupils have priority access to and engagement within cultural and enrichment activities.

Enrichment activities were logged and analysed with 100% of PP pupils engaging with school led enrichment activities over the academic year.

Support with funding to cover the costs of these activities was offered and accepted from 90% of families.

-Ensure all PP pupils have access to SEMH support, as required, to prepare them to be engaged with their learning fully.

Thrive analysis evidence indicates that all PP pupils have access to Thrive support and those that need it are supported regularly and consistently.

Support for these pupils is a priority as outlined in the academy PP core offer outline and guidance for disadvantaged banded children.

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
NCETM – Primary Teaching Mastery Embedding	Origin Maths Hub
NCETM – Primary Mastering Number for KS2 (Pilot school)	Origin Maths Hub
Little Wandle Early Reading SSP	Little Wandle
The Write Stuff by Jane Considine	The Training Space