



Pupil premium strategy statement - Tudor Court Primary School 2025-2029

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 outcomes for disadvantaged pupils last academic year

School overview

Detail	Data
Number of pupils in school	658
Proportion (%) of pupil premium eligible pupils	12.4
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	September 2026
Statement authorised by	P. Kyriacou
Pupil premium lead	D. Nemhara
Governor / Trustee lead	M. Short

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£132.030

Statement of Intent

At Tudor Court Primary School, we believe every child has the right to succeed, irrespective of background, circumstance or starting point. Our Pupil Premium Strategy reflects our unwavering commitment to equity, ensuring that disadvantage is never a barrier to achievement, aspiration or future success.

We know that pupils eligible for Pupil Premium are not a homogeneous group. Many experience multiple and overlapping challenges, including special educational needs, speech and language difficulties, English as an Additional Language, social and emotional needs or disrupted life experiences. Our strategy therefore recognises that disadvantage is complex and requires a highly personalised, evidence-informed approach.

Our ambition extends beyond narrowing national gaps. We aim for disadvantaged pupils to achieve as highly as every other pupil within Tudor Court Primary School. We refuse to place limits on what children can achieve and instead focus relentlessly on removing barriers through excellent teaching, targeted support and meaningful opportunities that enrich children's lives.

Our strategy is built upon three guiding principles.

High Quality Teaching: Research consistently demonstrates that the greatest impact on disadvantaged pupils comes from excellent classroom teaching. Therefore, our first priority is ensuring every pupil experiences consistently high-quality teaching every day. Teachers are supported through high-quality professional development to deliver lessons which are:

- ambitious
- inclusive
- adaptive
- knowledge-rich
- vocabulary-focused
- responsive to assessment
- underpinned by strong relationships and high expectations.

Our curriculum is carefully sequenced so that children know more, remember more and apply their learning confidently across subjects.

Targeted Academic Support: Where pupils require additional support, we intervene early and precisely.

Using ongoing assessment, teachers identify barriers quickly and provide carefully targeted interventions that complement, rather than replace, high-quality classroom teaching. Support includes:

- reading fluency
- systematic phonics
- precision teaching
- mathematics intervention
- speech and language programmes
- tutoring
- pre-teaching and overlearning
- adaptive classroom support.

Every intervention is monitored rigorously to ensure it improves pupil outcomes.

Wider Strategies: We recognise that academic success cannot be separated from children's wellbeing, attendance, confidence and sense of belonging. We therefore invest significantly in wider strategies which ensure disadvantaged pupils are fully included in every aspect of school life. These include:

- attendance support
- pastoral provision
- family engagement
- emotional wellbeing
- enrichment opportunities
- leadership opportunities
- educational visits
- residential experiences
- clubs
- music
- sport
- cultural experiences.

We believe these opportunities build confidence, resilience, aspiration and social capital that enable children to flourish both inside and beyond the classroom.

Reading at the Heart of Learning: Reading remains the cornerstone of our curriculum. We know that children who read confidently are better able to access every subject and develop the knowledge and vocabulary required for lifelong learning.

Our investment in systematic phonics, high-quality reading instruction, reading fluency, rich texts and vocabulary development has resulted in exceptional outcomes for disadvantaged pupils.

In 2025, 85% of disadvantaged pupils achieved the expected standard in reading, outperforming both national disadvantaged pupils (63%) and national non-disadvantaged pupils (81%). These outcomes demonstrate the effectiveness of our whole-school approach while reinforcing our commitment to sustaining this strength.

Evidence-Informed Decision Making: Every decision within this strategy is informed by:

- our Inspection Data Summary Report (IDSR)
- internal assessment information
- pupil progress meetings
- attendance analysis
- behaviour analysis
- pupil voice
- family engagement
- Education Endowment Foundation guidance
- *A School's Guide to Implementation* (EEF)
- *The EEF Guide to the Pupil Premium*
- Marc Rowland's *Addressing Educational Disadvantage*.

Leaders continually evaluate the impact of spending and adapt provision where evidence demonstrates greater effectiveness.

Our Vision: Success for disadvantaged pupils at Tudor Court is measured by far more than statutory assessment outcomes. By the time pupils leave Year 6 they will:

- achieve highly across the curriculum
- become confident readers and communicators
- demonstrate resilience and independence
- develop strong learning behaviours
- participate fully in the wider life of the school
- possess high aspirations for their future
- leave Tudor Court ready to thrive in secondary education and beyond.

Above all, we want every disadvantaged pupil to know they belong, that they are valued, and that there are no limits to what they can achieve.

Challenges

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

Rather than viewing disadvantage as a single characteristic, Tudor Court recognises that many pupils experience multiple and overlapping barriers to learning. Leaders use robust assessment, attendance information, pupil voice, pastoral records and ongoing professional dialogue to identify these barriers early and respond with evidence-informed provision.

Challenge number	Detail of challenge
1.	Remaining attainment gap in Mathematics and Combined RWM Although disadvantaged pupils achieve significantly above national disadvantaged pupils, attainment remains below that of non-disadvantaged pupils within Tudor Court, particularly in Mathematics and the combined Reading, Writing and Mathematics measure.
2.	Speech, Language, Communication and Oracy Increasing numbers of disadvantaged pupils enter school with delayed speech, language and communication skills. Limited vocabulary impacts reading comprehension, writing and access to the wider curriculum. Internal SEND referrals demonstrate growing demand for Speech and Language support.
3.	Multiple Disadvantage (SEND, EAL and Pupil Premium) A significant proportion of disadvantaged pupils are also identified with SEND and/or English as an Additional Language. These overlapping needs require carefully adapted teaching and bespoke support beyond universal provision.
4.	Attendance and Engagement Attendance for disadvantaged pupils is above national averages and continues to improve. However, a small number of pupils remain persistently absent and require intensive family support to prevent widening gaps in learning.

5.	Aspirations, Confidence and Cultural Capital Some disadvantaged pupils have fewer opportunities beyond school to develop confidence, leadership and wider experiences. These opportunities are vital for building aspiration and preparing pupils for future success.
6.	Consistently Excellent Teaching Evidence from the EEF demonstrates that high-quality teaching has the greatest impact on disadvantaged pupils. Internal monitoring confirms that adaptive teaching, responsive assessment and high expectations continue to be the greatest drivers of pupil success.

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
Exceptional Teaching for Every Disadvantaged Pupil: Every disadvantaged pupil consistently experiences excellent classroom teaching characterised by ambitious expectations, adaptive practice, explicit instruction and high-quality feedback.	• Teaching judged consistently highly effective through internal quality assurance. • Adaptive teaching evident in every classroom. • Lesson observations demonstrate consistently high expectations. • Pupil voice demonstrates high levels of engagement and confidence. • Book scrutiny evidences strong progress over time.

	Disadvantaged pupils make at least expected progress from their individual starting points.
Language, Vocabulary and Oracy: Disadvantaged pupils develop strong communication skills, enabling them to articulate ideas confidently and access the full curriculum.	- Improved vocabulary assessments across all year groups. - Increased confidence during classroom discussion. - Improved reading comprehension. - Improved quality of extended writing. - Speech and Language intervention data demonstrates accelerated progress. - Teachers consistently teach vocabulary explicitly across the curriculum.
Reading: Reading remains a significant strength of the school, with disadvantaged pupils continuing to achieve exceptionally well.	- Reading outcomes remain above national averages. - Reading age assessments demonstrate accelerated progress. - All pupils receiving intervention improve reading fluency. - Increased reading stamina. - Improved comprehension outcomes. - Reading for pleasure continues to grow.
Mathematics Achievement: The remaining attainment gap between disadvantaged pupils and their peers narrows significantly through excellent teaching and targeted intervention.	- Increased proportion achieving Expected Standard. - Increased proportion achieving Greater Depth. - Combined Reading, Writing and Mathematics outcomes improve year-on-year. - Internal assessment demonstrates accelerated progress. - Maths intervention evaluation demonstrates positive impact.
Attendance, Wellbeing and Inclusion: Disadvantaged pupils attend school regularly, feel safe,	- Attendance remains above national averages. - Persistent absence continues to reduce. - Behaviour incidents remain low. - Increased participation in clubs. - Increased participation in educational visits. - Positive pupil wellbeing survey outcomes.

develop resilience and participate fully in school life.	• Strong parental engagement.
Aspiration and Wider Opportunities: Every disadvantaged pupil experiences a rich and ambitious education beyond the classroom.	• All disadvantaged pupils participate in enrichment activities. • Increased representation in leadership roles. • Increased participation in music, sport and clubs. • Educational visits fully inclusive. • Residential participation maintained. • Pupil voice demonstrates increased confidence and aspiration.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver consistently exceptional teaching across every classroom. Funding will support teachers' ongoing development through specialist training in phonics, SEND and adaptive teaching, ensuring all	Develop consistently high-quality adaptive teaching across the school through: EEF – High Quality Teaching	6, 1

staff have the expertise to meet the needs of pupils eligible for Pupil Premium and deliver consistently high-quality teaching Develop consistently high-quality adaptive teaching across the school through: • instructional coaching • lesson study • professional dialogue • responsive assessment • curriculum adaptation • scaffolded learning • effective questioning • live modelling • explicit instruction. Teachers will use formative assessment continuously to adapt teaching whilst maintaining ambitious expectations for all pupils.	EEF – Adaptive Teaching EEF – Feedback (+6 months) EEF – Metacognition (+7 months) Rosenshine's Principles of Instruction	
Reading Across the Curriculum Continue to strengthen reading through: • explicit comprehension instruction • reciprocal reading • reading fluency • vocabulary instruction • disciplinary reading • rich class texts • reading conferences • reading for pleasure • Reading Ambassadors • school librarian intervention.	EEF Reading Comprehension (+6 months) EEF Phonics (+5 months) Reading Fluency Research National Literacy Trust	6, 1, 2

Vocabulary and Oracy Embed a whole-school Oracy Framework ensuring every classroom explicitly teaches: academic vocabulary • sentence stems • reasoning language • partner talk • discussion protocols • presentation skills • listening skills • disciplinary vocabulary. Vocabulary instruction will become an explicit feature of every lesson	EEF Communication and Language (+6 months) Voice 21 Research EEF Oracy Guidance Report Oral language approaches	2, 6
Mathematics Mastery Continue embedding Teaching for Mastery through: • NCETM principles • intelligent practice • variation • mathematical talk • manipulatives • representations • stem sentences • fluency • reasoning • problem solving. Teachers will use responsive teaching to identify misconceptions rapidly and provide immediate intervention.	EEF Mathematics Guidance NCETM Teaching for Mastery EEF Feedback EEF Metacognition Internal assessment identifies mathematics as the remaining area where disadvantaged pupils have the greatest within-school attainment gap.	1, 6
Writing Strengthen writing through: • explicit modelling • sentence level instruction • vocabulary development	EEF Literacy Guidance EEF Feedback	1, 6

• purposeful writing opportunities • editing • feedback • teacher conferencing • cross-curricular writing.	EEF Reading Comprehension Writing outcomes have improved considerably over the previous strategy period. The focus is now on sustaining improvements and increasing Greater Depth attainment.	
SEND and Inclusive Practice Strengthen adaptive practice for disadvantaged pupils with SEND through: • adaptive planning • visual scaffolds • Widgit Online • pre-teaching • overlearning • chunking • cognitive load reduction • assistive technology • specialist advice collaborative planning	EEF Special Educational Needs Guidance EEF Cognitive Science	
Professional Development Teaching responds effectively to individual needs without lowering expectations. Staff CPD to support the reading initiatives listed in the plan specifically: Training TAs to deliver the RWI programme and keep up programme	EEF Effective Professional Development EEF Implementation Guidance Education Policy Institute Teacher expertise remains the greatest school-based factor influencing pupil achievement.	6, 3, 2

Training nursery staff to deliver contingent talk in EYFS Time for the Literacy lead to work on new reading and writing programs and deliver alongside staff Training for TAs and staff on^[SEP]Speech and Language recommendations and how these can be implemented in class. Training by the SEND team on planning for SEND pupils within mainstream classes Training by the SEND team for TAs Training to support teachers across the whole school to embed writing for pleasure approach^[SEP]Partner talk training based on the^[SEP]RI approach, fine-tuning engagement and signals to ensure maximum participation Deliver a coherent professional development programme focused on: • adaptive teaching • formative assessment • feedback • vocabulary • Oracy • reading • TfM • SEND • evidence-informed practice. Professional development will include: • weekly CPD • coaching • lesson study		
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- external training - National College - Maths Hub - peer observations.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 47,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency and Reading Intervention: The development of a bespoke intervention scheme in KS2 for comprehension once pupils are off the RWI programme to ensure they are robust and systematic. Pupils should not be in keep up all year. All disadvantaged pupils become fluent, confident readers who can successfully access the full curriculum. Targeted pupils receive: - daily reading - reading fluency intervention - Reading Plus (where appropriate) - comprehension groups	EEF Reading Comprehension (+6 months) EEF Phonics (+5 months) National Literacy Trust Reading Fluency Project	1, 2, 6

• reciprocal reading • school librarian intervention • reading conferences • one-to-one reading • parental reading support.		
Mathematics Intervention: Continuing to deliver NCETM: Ready To Progress as an intervention programme for Maths. Disadvantaged pupils develop secure mathematical understanding and close the remaining attainment gap. Teacher-led intervention focusing upon: • number fluency • arithmetic • reasoning • problem solving • pre-teaching • same-day intervention • precision teaching • small group tuition • one-to-one tuition where required.	EEF Small Group Tuition (+4 months) EEF Individual Tuition (+4 months) NCETM Teaching for Mastery DfE: Ready to Progress	
Writing support Targeted support through: • teacher conferencing • guided writing	EEF Literacy Guidance EEF Feedback EEF Oral Language	6, 2, 1

• sentence construction • oral rehearsal • vocabulary development • editing support • handwriting • spelling intervention • grammar intervention.		
Phonics: Daily intervention to support 'keep up' in phonics in EYFS and KS1 to ensure all pupils reach the required standards. All disadvantaged pupils successfully acquire early reading skills and become fluent readers. • Daily Read Write Inc. • Fast Track tutoring. • Fresh Start (KS2). • Daily keep-up sessions. • One-to-one tutoring. • Parent workshops.	EEF Phonics (+5 months) Read Write Inc.	2, 6 1
Speech and language Children develop the communication skills required to access learning confidently.	EEF Communication and Language (+6 months) EEF Early Years Toolkit	2

Additional Speech and Language Therapist. Learning Support Assistant delivering programmes including: • Language for Thinking • Vocabulary enrichment • Attention and listening programmes • Communication groups.		
SEND and Multiple Disadvantage Disadvantaged pupils with SEND make strong progress from their individual starting points. Targeted support including: • precision teaching • pre-teaching • overlearning • visual supports • Widgit Online • specialist intervention • sensory support • individual learning plans.	Provision is reviewed every half-term. EEF SEND Guidance Report	3
Teacher-led Tuition: Early morning booster classes in Year 6 in Spring. Supplementation of the school's long standing tuition programme. A significant	EEF Individual Tuition (+4 months) EEF Small Group Tuition (+4 months)	4, 1, 5

proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Rapidly address identified learning gaps. Teachers provide: • same-day intervention • pre-teaching • after-school tuition • holiday booster sessions • SATs support • personalised tutoring. Where possible, interventions are delivered by the class teacher to maximise curriculum continuity.		
Pupil Progress Meetings Every disadvantaged pupil is known well by leaders and teachers.	Half-termly meetings focus on: • attainment • progress • attendance • behaviour • wellbeing • intervention • family support • enrichment participation. Leaders ask: • What is working? • What needs adapting? • What barriers remain?	6, 1

	What additional support is required?	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Punctuality: Continue to fund the Family Support Worker to support with attendance. Attendance for disadvantaged pupils remains significantly above national averages, persistent absence continues to reduce and pupils attend school punctually, ready to learn. The Attendance Team will: - monitor attendance daily - identify concerns quickly - complete first-day response procedures - undertake home visits where appropriate - provide early intervention - work closely with families - use personalised attendance plans - celebrate excellent attendance	. EEF – Parental Engagement (+4 months) DfE Working Together to Improve School Attendance	4

• liaise with external agencies. Where appropriate, support may include: • breakfast provision • transport advice • Early Help referrals • emotional wellbeing support • attendance mentoring.		
Family Engagement: Continue to improve parental engagement. Parents and carers work in partnership with the school to support learning, attendance and wellbeing. Continue to strengthen relationships through: • Family Support Worker • Early Help • parenting meetings • workshops • curriculum events • Reading Café • transition meetings • attendance meetings • regular communication • signposting to external services. Support is provided with dignity, respect and without judgement	EEF Parental Engagement (+4 months) Marc Rowland Research consistently shows that positive relationships between school and families improve attendance, engagement and achievement.	4, 5

Wellbeing and Pastoral Support: Continue to fund Learning Mentor. Disadvantaged pupils feel safe, supported and emotionally ready to learn. Provide: • Learning Mentor support • emotional check-ins • ELSA-informed approaches • therapeutic conversations • transition support • bereavement support • nurture • emotional regulation programmes • pastoral mentoring. The Learning Mentor works closely with teachers, families and external agencies to ensure barriers to learning are addressed early.	EEF Social and Emotional Learning (+4 months)	4, 5
Behaviour, Belonging and Inclusion Disadvantaged pupils experience a calm, consistent and inclusive learning environment where they feel valued and successful. Continue to develop: • restorative approaches	EEF Behaviour Guidance EEF Improving Behaviour in Schools	4, 5

• consistent behaviour expectations • relational practice • pupil leadership • celebration assemblies • positive recognition • mentoring • transition support.		
Enrichment and Cultural Capital: Fund workshops /events to inspire pupils to attain and aim high. Every disadvantaged pupil participates fully in the wider life of the school. Funding enables disadvantaged pupils to access: • educational visits • residential visits • theatre experiences • music • sporting events • competitions • after-school clubs • STEM activities • visitors • curriculum enhancement. No child is excluded from participation because of financial barriers. Leaders actively monitor participation to ensure disadvantaged pupils access	EEF Arts Participation (+3 months) EEF Physical Activity (+1 month) Education Endowment Foundation Research by UCL and the Nuffield foundation found that enrichment activities and after school clubs boosted the attainment of disadvantaged pupils. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not.	5

opportunities at the same rate as their peers.		
Leadership Opportunities: Fund workshops /events to inspire pupils to aim high. Disadvantaged pupils develop confidence, responsibility and aspiration through leadership. Encourage participation as: • House Captains • Prefects • School Council • Eco Council • Reading Ambassadors • Sports Leaders • Digital Leaders • Wellbeing Ambassadors. Leadership opportunities are actively promoted to disadvantaged pupils.	EEF Social and Emotional Learning Character Education Research Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	
Financial Support Financial hardship does not prevent pupils accessing education. Support may include: • school uniform • PE kit • educational visits • residential contributions	EEF Social and Emotional Learning	

• music tuition • resources • breakfast provision • emergency assistance.		
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Total budgeted cost: £132, 030

Part B: Review of the previous academic year

Overall impact

Disadvantaged pupils at the school continue to achieve well compared with disadvantaged pupils nationally, within the context of a high-attaining school where overall outcomes are above national averages across Key Stage 2.

Following a dip in outcomes in 2023–2024, results in 2024–2025 show a strong recovery across reading, writing and mathematics. Improvements have been particularly notable in reading, where disadvantaged pupils now perform above national non-disadvantaged pupils.

Targeted support has also led to improvements in pupils' speech, language and communication skills. Early identification of needs, targeted interventions and support from external professionals have strengthened pupils' vocabulary, speaking and listening. As a result, disadvantaged pupils are increasingly able to access the curriculum successfully and participate confidently in learning.

Reading outcomes for disadvantaged pupils are now a significant strength.

In 2024–2025, 85% of disadvantaged pupils reached the expected standard, which is:

- significantly above national disadvantaged outcomes
- 4 percentage points above national non-disadvantaged pupils

Over a three-year period, disadvantaged reading attainment (73%) remains well above the national disadvantaged average (62%). This reflects the impact of high-quality reading teaching, targeted intervention and a strong whole-school focus on reading and vocabulary development. All of the disadvantaged children improved their reading age by a minimum of 6 months due to extra reading intervention run by our school librarian.

Writing outcomes improved strongly following a decline in 2023–2024.

In 2024–2025, 75% of disadvantaged pupils achieved the expected standard, reducing the attainment gap with national non-disadvantaged pupils to 3 percentage points. The three-year average for disadvantaged pupils (69%) remains above the national disadvantaged average (59%). Leaders recognise the need to sustain this improvement to fully eliminate the remaining gap.

Mathematics outcomes for disadvantaged pupils **remain** above national disadvantaged averages, although a gap with national non-disadvantaged pupils remains.

In 2024–2025, 75% of disadvantaged pupils reached the expected standard, continuing the improving trend seen over recent years. The three-year average for disadvantaged pupils (71%) is above the national disadvantaged average (60%), though outcomes remain around 6 percentage points below national non-disadvantaged pupils.

The combined RWM measure remains the main area for further improvement.

Over the past three years, 55% of disadvantaged pupils achieved the expected standard, compared with 46% nationally for disadvantaged pupils. In 2024–2025 outcomes improved to 60%, narrowing the gap with national non-disadvantaged pupils to 9 percentage points. Leaders recognise the need to continue improving outcomes so that disadvantaged pupils consistently achieve in line with their peers across all subjects.

Overall, disadvantaged pupils achieve well compared with disadvantaged pupils nationally, with significant strengths in reading and strong improvement across subjects in 2024–2025. Leaders will continue to focus on closing the remaining attainment gap in the combined measure, particularly through further strengthening mathematics outcomes and sustaining improvements in writing.