

Pupil premium strategy statement



This statement details our school's use of pupil premium for the 2025 to 2026 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 Primary
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	23.6% (N-Y6) (104 children) (*October information)
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	Headteacher/ PPG Governor
Pupil premium leads	Rob Weightman (HT) Katie Reading (INCo)
Lead Governor for PPG	Jenny Heath (PPG Gov)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 151,270 (Nursery - Year 6)
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	£ 151,270 (Nursery - Year 6)

Part A: Pupil premium strategy plan

Statement of intent

Tudor Primary's strategy plan is responsive to the needs of the school, whether the investment is more bespoke for individuals/ families/ groups or in support of whole school aims. We think creatively, pro-actively and responsibly to do all that we can to maximise the social and educational development of those children who qualify for such additional funding as well as ensure the children and families feel fully part of a school that is central to the community.

As a school we must be accountable in our commitment to 'diminishing the differences' in the attainment and progress of these children when compared to all of our children at Tudor as well as children nationally. We are responsive to the needs of our school community. As well as knowing and understanding the children that start their primary school experience at Tudor, we must be able to support the high percentage of children that move into our school via in-year admissions, often from schools within the local area.

A key part of our PPG strategy is to ensure that in addition to consistent high-quality teaching in class, children are given high quality and sustainable catch up opportunities that are delivered outside of the normal school day whenever possible. This ensures that all children continue to receive a broad and balanced curriculum during the normal school day and all children are able to take a full part in what schools offers. A number of focus year groups are able to benefit from daily additional learning opportunities that are provided before school. This increases the access to educational support by nearly 20%. With a high focus on PPG children, they are proven to raise confidence as well as attainment/ progress. Our own research also highlighted the enhanced impact of interventions/ supports being more effective (and efficient) when delivered by members of the Tudor teaching team. This area of school success continues to be offered at Tudor.

Pupil premium remains central to our whole school evaluation activities and every member of staff is aware of how we have a duty to further enhance our delivery and provision for those children (and families) who receive additional funding.

At Tudor we value the rich diversity of backgrounds and experiences which our children bring and seek to eliminate achievement gaps that might arise from any form of disadvantage. In order to accomplish this, the 'Tudor Toolkit' for PPG is our substantial raft of approaches that we continue to develop and offer to our school community. The 'Tudor Toolkit' (further detail is included later in this strategy document) contains the following (and more):

Foci:

- *Delivering high-quality first teaching in every classroom*

- *Increased attainment and progress in writing for all pupils*
- *Targeted interventions, based on identified barriers to learning, for children who are working below, but within reach of, age related expectations, as well as those with special educational needs*
- *Enhanced curriculum provision including Forest School/ wider opportunities*
- *Daily breakfast and extra-care opportunities/ home collections for children each day*
- *Teaching assistants who offer support for children to meet age related expectations and to challenge more able learners*
- *Classes/ cohorts with higher % PPG children have increased TA capacity*
- *Curriculum innovation and investment in technology/ resources*
- *Effective and efficient access to mental health services/ support*
- *Dedicated learning support for children with higher levels of need*
- *Family and pupil support workers to enable all our families to thrive*
- *Counselling services (including school based pastoral support TA) for children with higher levels of emotional needs*
- *Additional support given to children learning English as an additional language to ensure that they are quickly able to access the curriculum as well as their peers*
- *A wide range of extra-curricular activities, which are free of charge (or subsidised) to all pupils.*
- *Subsidies for school outings and workshops to make them accessible for all*
- *Bespoke family support (in the home) including home repairs*
- *A school uniform subsidy, so that children of families on low incomes are not easily identified, or their self-esteem diminished, by their appearance.*

Our ultimate objective for all our pupils is that every child is able to become a confident learner who can flourish independently as well as working in a group. We are very proud of the academic advancement of our vulnerable learners, but also how we have endeavoured to meet the social and emotional needs of our children and families.

As evidenced by monitoring from county advisors, Tudor 'offers a range of clubs, trips, visits and experiences to bring a breadth of experience and opportunity into the lives of all children, especially those who might not otherwise get the chance. The staff have a

comprehensive knowledge of the children they work with which enables the school to provide highly individual care and support beyond the classroom. This ethos was demonstrated by all staff. This attention to detail beyond their classroom experience ensures pupils feel valued and looked after.'

Challenges

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

Challenge number	Detail of challenge
1	Reduce gaps in writing attainment by supporting development of spoken language/ vocabulary and enable PPG children to raise standards in writing outcomes for children. This is high focus in all year groups. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This negatively impacts their development as independent writers.
2	Support PPG children with reading engagement and daily reading activities. This has been identified where progress is limited due to less capacity for reading support out of school hours.
3	Continue to raise attendance of PPG children so that they have a full experience of education and provision at Tudor.
4	Ensure that ALL children are able to be fully involved with a wide range of activities at Tudor and they are able to make good progress- socially as well as academically.
5	Support children who have multiple presenting needs including high focus on SEMH.

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
Reduce gaps in writing attainment by supporting development of spoken language/ vocabulary and enable PPG children to raise standards in writing outcomes for children.	-Progress of children with PPG in writing is at least that of those who are non-PPG -PPG children are able to be more independent in writing and are able to write confidently in a range of subjects -% of PPG children to achieve greater depth in writing is higher than national average
Support PPG children with reading engagement and daily reading activities. This has	-Evidence of enhanced partnership between PPG families and school -PPG children receive daily reading interventions that increases progress.

been identified where progress is limited due to less capacity for reading support out of school hours.	-Focus year groups offer bespoke reading interventions that are well attended and increase capacity of reading support. -Use of online individualised tutoring that help increase enjoyment and engagement of reading.
Continue to raise attendance of PPG children so that they have a full experience of education and provision at Tudor.	-PPG children to achieve higher than national PPG attendance. Be within 1% of non-PPG. -PPG children respond pro-actively to attendance strategies and work in partnership with the school
Ensure that ALL children are able to be fully involved with a wide range of activities at Tudor and they are able to make good progress- socially as well as academically.	-PPG children (and families) are able to benefit from our ongoing (sustainable) PPG toolkit of supports that are in place. -PPG families recognise Tudor Primary as a key part of their community and benefit from the raft of supports that are in place. -PPG families are confident to approach Tudor Primary when they require support and/or are open to the enhanced partnership that is on offer.
Support children who have multiple presenting needs including high focus on SEMH.	-SEND children make good progress- academically and socially -Support is provided effectively for children that present increased levels of anxiety at school. -Families of children with SEND feel supported at Tudor and feedback is positive. -Children with SEND are able to comment positively about how they are supported at Tudor.

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: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase percentage of children achieving expected standard in writing:</p> <p>-Staff training on the effective organisation of the teaching of writing, including handwriting, spelling and the sharing of school strategies e.g. mighty writer.</p> <p>-Develop a whole school curriculum for Oracy.</p>	<p>Whilst feedback is positive in respect of moderation activities with other schools and writing standards are improving across the school, we will continue to with training and guidance to embed high expectations in writing across the curriculum.</p> <p>Education Endowment Foundation (EEF) findings provide evidence that on average, oral language approaches have a high impact on pupil outcomes and are particularly effective for disadvantaged pupils.</p>	<p>1</p> <p>1</p>

<p>-Increase capacity of adult support with modelling and scaffolding of high-quality writing in class</p>	<p>There IS good evidence of high-quality writing and attendance in regular moderation with other schools evidences this too but children need more exposure to bespoke support/ sharing of expectations.</p> <p>EEF Findings provide evidence that scaffolding supports all pupils and has a consistently strong, positive impact upon outcomes.</p>	<p>1,5</p>
<p>-Use of moderation (inter-school) and assessment activities to identify key gaps and develop approaches to teaching high quality writing for all</p>	<p>Moderation is able to evidence the impact of our school strategies as well as develop understanding of standards in school and in comparison with other settings.</p> <p>School also took part in county moderation in 2025- we will look to further refine our approaches in response to feedback.</p> <p>Next steps and further refinements are efficiently found and are able to be actioned in additional staff training.</p>	<p>1,5</p>

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

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PPG pupils are supported with effective approaches for oracy and writing development</p> <p>-High focus on adult support of writing including bespoke modelling, scaffolding and high capacity of working WITH children during writing tasks</p> <p>-High focus on development of writing opps/ mark making in EYFS into year 1</p>	<p>Provision continues to be refined in key stage 1 and there has been enhanced use of supports for independent writing. Impact of this in LKS2 has also been pleasing. Summer SEA report in 2025 had focus on English and feedback was excellent.</p> <p>Feedback from children (including pupil voice) evidence that children enjoy this support. Highly evident that children continue to share that that this is the most impactful support Tudor offers in respect of writing development. High levels of consistency praised with SEA report of summer 2025.</p> <p>Standards of writing have improved in year 1 and KS1 Staff have recognised clear improvement with content and structure of writing with younger children. Independence has improved significantly. High- quality as well as consistency reported within SEA feedback- most notably in summer 2025 visit.</p>	<p>1</p>
<p>Increase the confidence/ outcomes in writing of children with PPG:</p> <p>Enhance the capacity of adult support in school- extend provision and provide more support in classes with higher levels of PPG need.</p> <p>Increase support of INCo in the management of the</p>	<p>Whilst the percentage of PPG children in the school is over 23%, this investment will ensure all classes with PPG children have TA support throughout the day. In addition, year groups with a higher % of PPG children also benefit from additional support.</p> <p>Same approach had high impact last year- continue this financial commitment and investment in improving writing outcomes. Additional training has also been delivered and this leading to excellent consistency from all members of the teaching team.</p> <p>INCo remains non-class based and is able to take more time to lead/ monitor/ evaluate the success of PPG children.</p>	<p>1,2,5</p>

delivery of strategy for PPG.		
<p>PPG Children in UKS2 to achieve end of year expectations:</p> <p>PPG children to have focused reading/ writing support (additional staff capacity to provide high quality/ intensive learning/ engagement with classes including PPG children)</p> <p>Year 5 and Year 6 children (PPG focus) to have daily additional breakfast support from 8am-8.45 to enhance confidence/ support with pre-teaching and tutoring oops.</p> <p>Additional targeted daily learning opportunities out of school hours for year groups when required.</p>	<p>Following sustained improvement with this strategy, we will continue to provide increased capacity for the PPG children in KS2. Additional TA support able to engage pro-actively with the children and families. Reading support can be given as well as writing intervention.</p> <p>This strategy continues to be highly successful. Regular reviews are part of PPM process including consideration of adjusted provision when required. Also now staffed by teachers of year 5 and year 6. The impact of this enhanced attendance by the children including focus families.</p> <p>Interventions in year 1 and year 2 continue to be successful- especially with phonics in year 1 (and year 2). Once again, these have been staffed by qualified teachers including the phonics lead. For younger year groups, shorter time frames have been advantageous- eg 1 term/ half term. Review each situation as part of PPM process to consider provision of additional interventions.</p>	1,2,3,4,5

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

Budgeted cost: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tudor to offer access to wellbeing and pastoral support TA (PSTA)	<p>The pastoral support in place at Tudor ensures that children build their self-esteem, social skills and ability to cope with stress, which in turn enables them to fully participate in their learning and to feel safe and valued in their school environment. PSTA works alongside all staff to provide an additional layer of support for the children and develops positive relationships with them in order to provide appropriate support. She also liaises with external agencies, if required, to enable children to receive the full provision they need.</p> <p>Children are provided with a safe space to be able to share their thoughts and feelings. They may receive one-to-one, weekly, fortnightly or ad-hoc sessions depending on what additional support is needed. PSTA is also able to support the children's mental health and wellbeing by helping them deal with their worries and problems.</p> <p>Families are supported with any concerns they may have regarding their child's mental wellbeing which helps to promote and develop a positive family/school relationship. Teachers are</p>	2,3,4,5

	<p>supported as they are able to focus on supporting the children academically to ensure they make good progress. Feedback is given to the class teacher to ensure that the teaching team are able to follow up any class-based issues and provide more tailored classroom support. TA's can be utilized to support teachers more effectively.</p> <p>In addition, PSTA helps lead support groups and transition groups (eg for Year 6 children).</p> <p>For children that require regular (or occasional) support during lunchtimes, there is a Sunshine Club that provides them with a safe and positive space, as well as the opportunity to develop friendship groups and social skills.</p>	
<p>PPG children to continue to benefit from range of additional measures and supports (with high focus on attendance/ behaviour for learning and wellbeing) that have been put in place in recent times.</p> <p>These measures (often bespoke) are listed within our PPG dashboard/ toolkit and they can swiftly be delivered/ adapted when the need arises.</p>	<p>Tudor continues to offer a wide range of additional activities to support the children with PPG at Tudor. The school has received an audit/ review of our approaches and there has been clear/ evidenced impact.</p> <p>To ensure consistency (as well as sustainability) of these additional measures, they are listed as part of our overall offer.</p> <p>This toolkit is managed by the INCo and it is monitored closely for impact. The 'range' of approaches are recognised by the staff team and they are able to access/ use the ongoing strategies when appropriate.</p> <p>By having clear analysis/ monitoring of these approaches, we are able to keep refining our toolkit to ensure that children do benefit from them and there is an equity of access for different year groups.</p>	<p>Main focus- 2,3,4,5</p>

Total budgeted cost: £ 100000

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

Review of Progress/ outcomes for PPG pupils 2024-2025

Our management of the PPG strategy continues to be effective. It has also been used as an exemplar with other schools when evaluating how well the school supports the PPG children. The school received a county advisory visit in Spring 2023 with a focus on PPG. Headlines from the report include:

'Tudor supports attendance, self-confidence and physical wellbeing of pupils'

'Pupils felt included and fully involved, with no sense that activities were out of their reach or restricted to only certain pupils'

'The experiences made them better learners and more resilient'

'Tudor offers a range of clubs, trips, visits and experiences to bring a breadth of experience and opportunity into the lives of all children, especially those who might not otherwise get the chance'

'Staff have a comprehensive knowledge of the children they work with which enables the school to provide highly individual care and support beyond the classroom'

'(Tudor's) ethos was demonstrated by all staff'

'The team demonstrated warmth and support for pupils arriving and leaving, making sure pupils felt secure in the knowledge they are known and belong'

'Their respect for the adults in the school and to each other reflected the level of care and individual provision they have received'

'Staff...were observed giving well-structured, in the moment feedback, to provide personalised provision, moving learning forward'

'Tudor work closely with parents to boost parental engagement, aware that some parents may have had difficult experiences in school themselves'

'The leadership team place a strong emphasis on mental health and wellbeing, in the knowledge that many of the most vulnerable pupils at Tudor are managing some complex circumstances'

'Pupils said that they felt happy and safe, and that they enjoyed coming to school'

'Pupils' books and end of key stage assessments reflected the high-quality range of support and opportunities available to all children and their parents'

Our approaches to the support of our vulnerable learners has been in place for a sustained period of time now and we continue to refine and improve our techniques. Interventions that are more efficient as well as effective are prioritised and we ensure that they are rigorously delivered. High quality examples include the provision of approx. 20% more learning time per week for those targeted children. This provision is delivered in the form of breakfast (and sometimes after school) learning opportunities. For those children who initially do not take advantage of such provision, the school is able to swiftly respond to the needs of different families to ensure that interventions can be given. At times this even included providing additional interventions (including tutoring) WITHIN the existing

school timetable. Some families have not been able to support using additional time in school and we have adapted our approaches when needed.

2021/2022 Attendance- Pupil attendance is 95.0% (national 93.7%)
 2021/2022 Ever 6 free school meals- 91.6%

2022/2023 Attendance- 94.6% (national 94.0%)
 2022/2023 Ever 6 free school meals- 91.0%

2023/2024 Attendance- 95.0% (national 94.5%)
 2023/2024 Ever 6 free school meals- 91.8 (national for ALL schools 88.9%)

2024/2025 Attendance- 96% (national 94.8%)
 2024/2025 Ever 6 free school meals- 94% (national data for ALL schools has not yet been published)

Alongside the school's PPG governor, we continue to utilise our own Tudor-designed PPG provision tracker which is able to clearly highlight the provision in the school. EACH child is monitored and it shares the range of supports that are in place for that child. It also helps identify the level of impact for that child. PPG provision continues to be a key focus in ALL PPM meetings and teachers can share those provisions/ adjustments that are having the biggest impact- socially and academically.

Our curriculum is a strength at Tudor- the children have FULL access to a broad and balanced curriculum and, as previously shared, the main approach for providing additional support is using time in addition to the normal day. This ensures that the children have access to the full curricular spectrum and they can be extended/ consolidated in relation to agreed foci. The morning breakfast provision is formulated alongside the main class teachers and this ensures that the input supports the main approaches in class. As noted within the autumn HIP report: (Outcomes) reflect their impact as well as their long-standing success in supporting pupil welfare and aspirations

- Identify pupils who are vulnerable to falling behind and track progress

Due to the high focus that we place on PPG, we are able to identify where adjustments need to be made. A good range of data is able to evidence the impact of our approaches. This includes how in the vast majority of year groups our % of PPG children achieving ARE, in core subjects, increases during the academic year. The table shows the percentage of PPG children meeting ARE expectations from Reception to Y5 at the start and end of the academic year.

Reception:

Writing	100.0% (11)	45.5% (5)	54.5% (6)
	Change (%)		9.0
On Track Or Higher			
	Total	Aut1 24-25	Sum2 24-25
Number	100.0% (11)	54.5% (6)	54.5% (6)
	Change (%)		
On Track Or Higher in all			
	Total	Aut1 24-25	Sum2 24-25
Combined	100.0% (11)	45.5% (5)	54.5% (6)
	Change (%)		9.0

Year 1

		On Track Or Higher	
	Total	Aut1 24-25	Sum2 24-25
Reading	100.0% (11)	54.5% (6)	63.6% (7)
	Change (%)		9.1

		On Track Or Higher	
	Total	Aut1 24-25	Sum2 24-25
Writing	100.0% (11)	27.3% (3)	45.5% (5)
	Change (%)		18.2

		On Track Or Higher	
	Total	Aut1 24-25	Sum2 24-25
Mathematics	100.0% (11)	54.5% (6)	45.5% (5)
	Change (%)		-9.0

Year 2

		No Assessment	On Track Or Higher	
	Total	Aut1 24-25	Aut1 24-25	Sum2 24-25
Reading	100.0% (20)	5.0% (1)	50.0% (10)	75.0% (15)
	Change (%)			25.0

		No Assessment	On Track Or Higher	
	Total	Aut1 24-25	Aut1 24-25	Sum2 24-25
Writing	100.0% (20)	5.0% (1)	60.0% (12)	35.0% (7)
	Change (%)			-25.0

		No Assessment	On Track Or Higher	
	Total	Aut1 24-25	Aut1 24-25	Sum2 24-25
Mathematics	100.0% (20)	5.0% (1)	50.0% (10)	65.0% (13)
	Change (%)			15.0

Year 3

		No Assessment		On Track Or Higher	
	Total	Aut1 24-25	Sum2 24-25	Aut1 24-25	Sum2 24-25
Reading	100.0% (18)	5.6% (1)	5.6% (1)	38.9% (7)	38.9% (7)
	Change (%)				

		No Assessment		On Track Or Higher	
	Total	Aut1 24-25	Sum2 24-25	Aut1 24-25	Sum2 24-25
Writing	100.0% (18)	5.6% (1)	5.6% (1)	22.2% (4)	38.9% (7)
	Change (%)				16.7

		No Assessment		On Track Or Higher	
	Total	Aut1 24-25	Sum2 24-25	Aut1 24-25	Sum2 24-25
Mathematics	100.0% (18)	5.6% (1)	5.6% (1)	33.3% (6)	50.0% (9)
	Change (%)				16.7

Year 4

	Total	No Assessment		On Track Or Higher	
		Aut1 24-25	Sum2 24-25	Aut1 24-25	Sum2 24-25
Reading	100.0% (16)	6.3% (1)		68.8% (11)	68.8% (11)
	Change (%)				
Writing	100.0% (16)	6.3% (1)		50.0% (8)	37.5% (6)
	Change (%)				-12.5
Mathematics	100.0% (16)	6.3% (1)		62.5% (10)	62.5% (10)
	Change (%)				

Year 5

	Total	On Track Or Higher	
		Aut1 24-25	Sum2 24-25
Reading	100.0% (16)	43.8% (7)	43.8% (7)
	Change (%)		
Writing	100.0% (16)	25.0% (4)	37.5% (6)
	Change (%)		12.5
Mathematics	100.0% (16)	43.8% (7)	50.0% (8)
	Change (%)		6.2

It is pleasing to evidence how well the children performed in the 2025 year 6 SATs. As the table below evidences, there were good percentages of PPG children who were working at or above the expected standard:

KS2 outcomes:

Reading - 66.7% of the 2025 disadvantaged pupils were working at or above the reading standard, higher than the Dacorum, Hertfordshire and National average.

Disadvantaged	2021	2022	2023	2024	2025
Tudor Primary School	No Data / Suppressed	60.0	58.8	68.8	66.7
Dacorum	No Data / Suppressed	54.0	55.9	54.3	54.5
Hertfordshire	No Data / Suppressed	59.8	57.2	60.9	59.8
England	No Data / Suppressed	62.3	60.2	62.4	63.2

Writing – 46.7% of the 2025 disadvantaged pupils were working at or above the writing standard

Disadvantaged		2021	2022	2023	2024	2025
Tudor Primary School	No Data / Suppressed		60.0	47.1	62.5	46.7
Dacorum	No Data / Suppressed		47.3	46.5	49.0	47.4
Hertfordshire	No Data / Suppressed		48.8	50.0	53.2	51.7
England	No Data / Suppressed		55.2	57.9	58.5	59.4

Maths – 53.3% of the 2025 disadvantaged pupils were working at or above the maths standard, higher than the Dacorum average.

Disadvantaged		2021	2022	2023	2024	2025
Tudor Primary School	No Data / Suppressed		66.7	52.9	56.3	53.3
Dacorum	No Data / Suppressed		45.8	49.3	49.1	48.1
Hertfordshire	No Data / Suppressed		51.0	52.6	53.9	53.5
England	No Data / Suppressed		56.3	58.8	59.1	60.5

Spelling, punctuation and grammar – 73.3% of the 2025 disadvantaged pupils were working at or above the Grammar, Punctuation and Spelling Standard, higher than the Dacorum, Hertfordshire and National average

Disadvantaged		2021	2022	2023	2024	2025
Tudor Primary School	No Data / Suppressed		66.7	70.6	62.5	73.3
Dacorum	No Data / Suppressed		49.3	51.2	51.1	49.9
Hertfordshire	No Data / Suppressed		56.2	55.3	54.9	56.8
England	No Data / Suppressed		58.6	58.9	59.0	59.7

This is further supported by ongoing previous progress data from KS2. Tudor achieves higher points progress in each core area against other comparable metrics for disadvantaged pupils:

Reading-

Disadvantaged					
	2021	2022	2023	2024	2025
Tudor Primary School	No Data / Supp.	1.24	-0.30	No Data / Supp.	No Data / Supp.
Dacorum	No Data / Supp.	-2.32	-1.72	No Data / Supp.	No Data / Supp.
Hertfordshire	No Data / Supp.	-1.32	-0.98	No Data / Supp.	No Data / Supp.
England	No Data / Supp.	-0.80	-0.85	No Data / Supp.	No Data / Supp.

Writing-

Disadvantaged					
	2021	2022	2023	2024	2025
Tudor Primary School	No Data / Supp.	-0.13	-0.06	No Data / Supp.	No Data / Supp.
Dacorum	No Data / Supp.	-2.54	-2.39	No Data / Supp.	No Data / Supp.
Hertfordshire	No Data / Supp.	-1.85	-1.77	No Data / Supp.	No Data / Supp.
England	No Data / Supp.	-0.80	-0.69	No Data / Supp.	No Data / Supp.

Maths-

Disadvantaged					
	2021	2022	2023	2024	2025
Tudor Primary School	No Data / Supp.	3.16	0.36	No Data / Supp.	No Data / Supp.
Dacorum	No Data / Supp.	-2.76	-2.16	No Data / Supp.	No Data / Supp.
Hertfordshire	No Data / Supp.	-2.11	-1.81	No Data / Supp.	No Data / Supp.
England	No Data / Supp.	-1.10	-1.04	No Data / Supp.	No Data / Supp.

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

Further information on the Tudor PPG Toolkit:

Obstacles to Learning	Examples of ADDITIONAL Interventions & Spending of Funding The school has created a PPG dashboard that evidences HOW many individual children have accessed each of these PPG strategies and the IMPACT on outcomes (attendance/ assessment, etc)
<i>Wellbeing focus/ pastoral support (Personal Development)</i>	<p>Family Support Services</p> <p>Pastoral Support TA</p> <p>Parent Training sessions/ courses (well-being focus)</p> <p>Uniform Subsidy</p> <p>Lunchtime activity support</p> <p>Tudor angels- TA additional adult mentoring</p> <p>Transition support- Year 6 focus including secondary transition and positive minds</p> <p>Subsidised off site visits/ trips</p> <p>Forest School Provision</p> <p>Enhanced adult capacity at breaktimes (including play partners)</p> <p>Subsidised Residential/ school experiences</p> <p>Psychotherapy Support</p> <p>DESC support (including small group interventions)</p> <p>Sunshine Club lunchtime provision</p> <p>Early Years Nurture Focus Intervention</p> <p>Enhanced support during COVID School Closure (IT support/ phone check ins/ welfare checks)</p> <p>In school provision during COVID related closures</p>
<i>Attitudes to learning (inc attendance/ behaviour support)</i>	<p>Free/ subsidised breakfast care</p> <p>Free/ subsidised sports clubs</p> <p>Free/ subsidised after school opportunities (non sport related)</p> <p>Home Collections/drop offs (daily/ when required)</p>

	<p>After school care (when required)</p> <p>Additional Forest School Provision</p>
<p><i>Learning Support (Curriculum access)</i></p>	<p>Additional TA support in class (PPG focus)</p> <p>NELI program</p> <p>Bookmark reading program</p> <p>Non- class based INCo</p> <p>TT Rockstars maths technology</p> <p>Lexia English support prog</p> <p>FFT/ Phonics Support progs</p> <p>Year 6 Reading support prog</p> <p>Writing support- visual writing aids including clicker/ mighty writer- laptops</p> <p>Catch up Academic support/ tutoring (out of school hours) (1:1/ small group)</p> <p>Small group Academic support/ tutoring (out of school hours)</p> <p>Morning Booster Support</p> <p>Breakfast Learning Support (Year 5/6 or individual)</p> <p>Free/ subsidised (additional) music tuition (including Rock Steady/ lessons)</p>