

Pupil premium strategy statement – Pondhu Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	166
Proportion (%) of pupil premium eligible pupils	46.4%
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2028
Statement authorised by	CELT
Pupil premium lead	Heidi Gray
Governor / Trustee lead	Stuart Rednedge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,120
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£118,120

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all curriculum areas. We aim to support all disadvantaged pupils to achieve that goal, including those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who are looked after, have a social worker or are young carers.

High Quality Teaching

High Quality Teaching is at the heart of our approach. We are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner. It is our intention that non-disadvantaged pupils attainment will be sustained whilst also focussing on areas in which disadvantaged pupils require the most support. Quality First Teaching is paramount. We invest in a wide range of Continuing Professional Development for teachers to ensure high quality teaching for all.

We use a range of assessments to identify individual needs. Children's progress is tracked and appropriate interventions are put in place to overcome barriers to learning.

Support

We consider the challenges and needs of our vulnerable pupils and provide appropriate support. We access specifically trained staff to support children's social and emotional needs e.g. ELSA, HLTA, Autism champion. We also employ an Eiklan trained TA to support children with their speech and language needs as communication and interaction is our highest level of SEND need. In order to provide additional support for parents, support attendance and break down any barriers to engagement, we invest in a Parent Support Advisor. We work closely with the CELT SEND team, Educational Psychologist, CELT safeguarding lead, Speech and Language Therapist, Mental Health Support Team and CELT attendance team.

All staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	In 2024-25 the attendance of PP children was 93.57%, which was below the attendance of all children (94.86) and NPP children (95.71%). Persistent absence of our disadvantaged pupils (21.7%) is higher than that of the whole school (13.9%) and NPP children (6%)
2	In 2024-25, PP pupils attainment in EYFS GLD was 67% compared to 89% NPP. In Y1 phonics 67% PP compared to 100% NPP met the standard. In Y2 TAs Reading 29% PP 54% NPP, Writing 29% PP 54% NPP and Maths 14% PP 77% NPP. 30% of this cohort are doubly disadvantaged.
3	Assessments, observations and discussions with children indicate underdeveloped oral language and communication skills among many disadvantaged children. These are evident from Reception through to KS2.
4	Safeguarding observations, data and discussions with children and families show ongoing cases of extreme poverty, homelessness and parental mental ill health within our disadvantaged families. This impacts on children's social, emotional and mental health.
5	Many of our disadvantaged children do not have the rich and varied experiences of non-disadvantaged children.

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
1- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance in 2025-26 demonstrated by: <ul style="list-style-type: none"> • Attendance will be above national for all groups • The attendance gap between disadvantaged children and their non-disadvantaged peers will be reduced by 1% • The percentage of all children who are PA being below national • The persistent absence gap between disadvantaged children and their non-

	disadvantaged peers will be reduced by 4%
2- Improve the attainment of disadvantaged children.	<p>We will measure this intended outcome by:</p> <ul style="list-style-type: none"> • Y1 phonics attainment gap between disadvantaged children and their non-disadvantaged peers will be reduced by 10% • Significantly improving attainment in Y2 reading, writing and maths TA for PP children • Significantly improving attainment in Y6 reading, writing and maths for PP children
3 – To improve the standard of communication and language skills for disadvantaged pupils in Reception and Key Stage 1.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language for disadvantaged children. • Wellcomm and Clear speech assessments show significant progress from baseline assessments through targeted S&L interventions
4– Disadvantaged pupils will effectively manage their SEMH needs	<ul style="list-style-type: none"> • We will use CPOMS to monitor the number of behaviour incidents relating to disadvantaged pupils. The number of behaviour incidents for disadvantaged pupils will decrease over time. • Targeted interventions will support children with SEMH needs and impact will be monitored through Provision map.
5 - Disadvantaged pupils will have the same school based rich and varied experiences as their non-disadvantaged peers so that their knowledge of the world improves.	<ul style="list-style-type: none"> • Ensuring that our attendance information demonstrates that the attendance of our disadvantaged pupils at extra-curricular activities is better than or equal to the attendance of non-disadvantaged pupils. • All children will access a range of enrichment trips in 2025-26.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of RWI training and resources to secure stronger phonics teaching for all pupils.</p> <p>Staff to work with RWI specialist in CELT to improve attainment of PP children</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2,3
<p>Purchase of standardised diagnostic assessments.</p> <p>Use of Insight and Provision Map to identify gaps in learning and inform future planning, teaching and targeted interventions.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2,3
<p>Quality of teaching and learning to be prioritised in CPD with a focus on the CELT chronicles ensuring high quality teaching and learning is evident in every classroom.</p> <p>Use of coaching through Steplab for all members of staff.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>Effective Professional Development EEF</p>	2,3
<p>Enhancement of our maths teaching in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p>	2

to access Maths Hub resources and CPD (including WWN development days).	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £43,803

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use tuition funding to tutor individuals and small groups in Reading, Writing and Maths. Disadvantaged children to be prioritised.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF EEF toolkit (+4 months)	2,3
Adult-led interventions focusing on phonics, reading and comprehension (Fresh start / 1:1 RWI tutoring) Train TA to lead fresh start interventions,	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2,3
Adult led Wellcomm and Clear speech assessments used regularly to identify gaps and inform targeted S&L interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	3
Additional after school small group boosters for PP children in Maths who are not reaching the expected standard.	EEF Small group tuition (+4months)	2

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

Budgeted cost: £54,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA working with identified pupils to support SEMH needs	EEF social & emotional learning (+4 months)	1, 4
Parent support advisor employed to work full time at school	EEF parental engagement (+4 months)	1,4
Personal Budgets for families to ensure funding for uniform, clubs, trips. Breakfast club and fruit provision	EEF parental engagement (+4 months)	5
Residential and day trips can be supported through use of personal budgets and additional activities are provided for those not attending residential trip.)	EEF Physical Activity (+1 month	5
Attendance lead to continue to monitor pupils and follow up on absences: <ul style="list-style-type: none"> - Support parents with strategies to support good attendance - Ensure meet and greet is in place for vulnerable children - Follow up on absences and lateness with pupils to identify barriers and reasons for absence. Attendance lead to work with trust to ensure target families	DfE Improving School Attendance September 2024 EEF parental engagement (+4 months)	1

are identified and supported.		
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Total budgeted cost: £ 118,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In Reception, GLD results were as follows:

	2023	2024	2025
<i>PP</i>	43%	67%	67%
<i>NPP</i>	75%	90%	89%

The gap has closed between PP and NPP from 2023. In 2025, of the 21 pupils in the year group, 12 were PP. Only 1 NPP child did not achieve GLD whereas 4 PP children did not achieve GLD.

In the Year 1 phonics screen the results were as follows:

	2023	2024	2025
<i>PP</i>	75%	63%	66%
<i>NPP</i>	85%	85%	100%

In 2025, there were only 18 pupils in the year group. Of these only 6 were PP. There were only 2 children in the year group who did not pass the phonics screen and both were PP. Although the gap has not closed between PP and NPP attainment overall has significantly improved from 80% in 2023 to 89% in 2025.

In KS1 the results were as follows:

2023	Reading	Writing	Maths
<i>PP</i>	40%	33%	53%
<i>NPP</i>	82%	82%	73%

The gap between PP and NPP is wide. 15 children were PP and 11 were NPP.

2024	Reading	Writing	Maths
<i>PP</i>	77%	54%	69%
<i>NPP</i>	83%	75%	67%

In 2024, the gap closed significantly from 2023 in all subjects although there is still a gap in Writing. 13 children were PP and 12 were NPP.

2025	Reading	Writing	Maths
PP	29%	29%	14%
NPP	54%	54%	77%

In 2025, out of 20 pupils 7 were PP. 6 out of the 7 PP children were also SEND. 3 pupils had EHCPs in the cohort with significant additional needs.

In the year 4 multiplication check the results were as follows:

	2024	2025
PP	78% (average 20)	87% (average 22.8)
NPP	83% (average 22)	76% (average 21.8)

In 2024 there were 32 children in the cohort. PP children performed lower than NPP with an average of 2 marks lower. There were 14 PP and 4/5 children who did not achieve 20+ were also SEND.

In 2025 there were 23 children in the cohort and PP children outperformed NPP children by an average of 1 mark. 8 children were PP.

In KS2 the results were as follows:

2024	Reading	Writing	Maths
PP	58%	58%	63%
NPP	66%	75%	83%

In 2024, out of the cohort of 31 children, 19 children were PP and 6/19 (32%) had EHCPs. 10/19 had SEND support. The gap between PP and NPP closed slightly in Reading but the gap in Maths increased from 2023.

2025	Reading	Writing	Maths
PP	64%	64%	36%
NPP	40%	60%	40%

In 2025, there were 21 pupils, 11 of which were PP. The gap closed for PP children however 7 pupils were EAL (5 of which were NPP).

Attendance in 2022-23 was 94.77% for NPP and 91.35% for PP.

Attendance in 2023-24 was 95.6% for NPP and 91.5% for PP

Attendance in 2024-25 was 96.3% for NPP and 93.6% for PP (national 94.8%). PP attendance improved by 2.1% from 2023-24.

The intended outcomes of the plan were met for attainment in Year 4 multiplication check and Year 6 results. The gap between PP and NPP is closing in Reception GLD. Reading attainment of PP children in KS2 have improved.

Welcomm assessments have shown progress from the baseline assessments through targeted speech and language interventions.

Attendance has improved by 2.25% for PP children since 2022-23.

Behaviour incidents and exclusions have significantly decreased since 2022-23. Exclusions for PP children was 4.12% in 2022-23 (28 suspensions) to 1.2% (1 suspension) in 2024-25.

Attendance at extra-curricular activities is tracked to ensure that our PP children attend these opportunities more than or equal to our NPP children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read Write Inc Phonics	RWI Ruth Miskin
Winning with Numbers	WWN Ben Harding

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

£335 was spent on HLTA support

The impact of that spending on service pupil premium eligible pupils

Additional support ensured SEMH needs were met.

Further information (optional)

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