

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	143
Proportion (%) of pupil premium eligible pupils	46.9%
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 2026
Date on which it will be reviewed	July 2028
Statement authorised by	CELT
Pupil premium lead	Heidi Gray / Rachel Clift
Governor / Trustee lead	Stuart Radnedge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,134
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>	£108,134

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 Eklon 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 disadvantageded pupils (21.7%) is higher than that of the whole school (13.9%) and NPP children (6%) In 2025-26 the attendance of PP children was 93.8%, which was below the attendance of all children (95.0%) and NPP children (95.9%). Persistent absence of our disadvantageded pupils (18.9%) is higher than that of the whole school (12.9%) and NPP children (7.9%)
2	In 2024-25, PP pupils attainment in EYFS GLD was 67% compared to 89% NPP. In 2025-26, PP pupils attainment in EYFS GLD was 57% compared to 67% NPP. The gap has closed from 2024-25 by 12%. In 2024-25, in Y1 phonics 67% PP compared to 100% NPP met the standard. In 2025-26, in Y1 phonics 73% PP compared to 89% NPP met the standard. The gap has closed by 17% in 2025-26. In 2024-25, overall Y2 attainment was 45% reading, 45% writing and 55% maths. 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. In 2025-26, overall Y2 attainment rose to 72% reading, 61% writing and 78% maths. In Y2 only 6 children were PP. TAs reading 33% PP 92% NPP, writing 17% PP 83% NPP and maths 33% PP 77% NPP. 100% 2 of this cohort are doubly disadvantaged. The gap between PP and NPP increased but this was due to an increase in overall attainment as well as only 6 children being PP. In 2025-26, Y6 attainment was reading 62% PP and 74% NPP, writing 77% PP and 79% NPP and maths 61% PP and 74% NPP.
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.
6	Low-income families will typically suffer a material deficit ie. Insufficient food, access to transportation, Uniform costs, access to trips, lack of equipment (breakfast club, trips, personal budgets, referrals to transport, hampers, food bank vouchers)

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
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1- To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance in 2026-27 demonstrated by: • 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 3%
2- Improve the attainment of disadvantaged children.	We will measure this intended outcome by: • Y1 phonics attainment gap between disadvantaged children and their non-disadvantaged peers will be reduced by 5% • 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.	• Teacher assessments and observations indicate significantly improved speaking, listening, attention and understanding skills from baseline assessments. • Wellcomm assessments show significant progress from baseline assessments through targeted S&L interventions • Targeted intervention (based on Welcomm assessments) are in place for all children in Reception and Year 1 who did not achieve age related expectations. • Clear screen is used to assess children's articulation of speech sound production leading to referrals to the speech and language team when needed.
4– Disadvantaged pupils will effectively manage their SEMH needs EHCP No 10 SENS No 34	• 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 pupil voice.
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.	• Ensuring that our attendance information demonstrates that the offer for our disadvantaged pupils at extra-curricular activities is better than or equal to the offer for non-disadvantaged pupils. • Identify the barriers for PP children not attending opportunities and begin to remove barriers. • All children will access a range of enrichment trips in 2026-27.

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
Purchase of RWI training and resources to secure stronger phonics teaching for all pupils. Staff to work with RWI specialist in CELT to improve attainment of PP children	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2,3
Purchase of standardised diagnostic assessments. Use of Insight and Provision Map to identify gaps in learning and inform future planning, teaching and targeted interventions.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2,3
Quality of teaching and learning to be prioritised in CPD with a focus on	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality	2,3

the CELT chronicles ensuring high quality teaching and learning is evident in every classroom. Use of coaching through Steplab for all members of staff.	teaching can narrow the disadvantage gap. Effective Professional Development EEF	
Enhancement of our maths teaching in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including WWN development days).	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2

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 assessments are 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: £44,331

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: - 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 are identified and supported.	DfE Improving School Attendance September 2024 EEF parental engagement (+4 months)	1

Total budgeted cost: £ 108,134

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Attendance

Intended outcome

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Success criteria review

Measure	2024-25	End of Year 2025-26	National	Attendance gap
Attendance whole school (%)	94.5	95	94.7	
Attendance PP (%)	92.1	93.8	91.95	2.1
Attendance non-PP (%)	95.5	95.9	95.69	
PA whole school (%)	13.9	12.9	16.4	
PA PP(%)	20.7	18.9	27.2	11
PA non-PP (%)	6	7.9	9.9	

Evaluation

What worked well:

Attendance was in line or above national for all groups. All groups improved from 2024-25.

The attendance gap between PP and non-PP was 3.4 and this has reduced to 2.1 in 2025-26. Our target was to reduce it by 1% and we have reduced it by 1.3%.

The percentage of all children who are PA is 3.5% below national. The PA gap between PP and non-PP in 2024-25 was 14.1%. In 2025-26 the PA gap was 11%.

Our target was to reduce it by 4% and we have reduced it by 3.1%.

Evidence used for this was our attendance tracking systems.

Activities reviewed

- Attendance Policy
- Personalised attendance packages and tracking
- Introduction of free Breakfast Club
- Offer of 6 trips for each year group
- Pastoral mentoring and interventions
- CELT Trust SENCo support and specialist therapy services
- Accurate analysis of children's needs identified in curate and narrate folder

2. Attainment of Pupil Premium children

Intended outcome

Improve the attainment of disadvantaged children.

Success criteria review

Measure	2024-25	2025-26	Gap
PSC pass rate (%)	89%	80%	
PSC pass rate for PP (%) 11 children, cohort 20	67%	73%	16%
Double disadvantaged 4 children	0%	50%	
PSC pass rate for non-PP (%)	100%	89%	
Attainment for PP in RWM in year 2 (6 children, cohort 18)	2025 Reading 50% Writing 50% Maths 33% Combined 33%	2026 (Y2) Reading 33% Writing 17% Maths 33% Combined 0%	
Double disadvantaged – 2 children in 2026		Reading 50% Writing 0% Maths 50%	
Attainment for PP in RWM in year 6 (13 children, cohort 33)	2025 (Y5) Reading 71% 2025 Writing 64% 2025 Maths 57% Combined 43%	Reading 62% Writing 77% Maths 61% Combined 46%	
Double disadvantaged 3 children	Reading 0% Writing 0% Maths 0%	Reading 0% Writing 0% Maths 0%	

Evaluation

What worked well:

The year 1 phonics attainment gap between PP and non PP was 33% in 2024-25 and this reduced to 16% in 2025-26. The target was to reduce it by 10% but it was reduced by 17%. Y6 disadvantaged writing improved from 64% to 77%. Disadvantaged maths improved from 57% to 61%.

Evidence used was assessment data.

Activities reviewed

- Read Write Inc. Phonics Programme
- Daily targeted phonics intervention
- Reading comprehension interventions
- Maths interventions in Year 6.

Next steps

Continue to raise standards in the phonics check.

Continue to target PP children in Reading, Writing and Maths across the school.

3. Communication and Language skills

Intended outcome

To improve the standard of communication and language skills for disadvantaged pupils in Reception and Key Stage 1.

Success criteria review

Measure	On entry	End of Year	RAG	Impact / Commentary
Wellcomm all children	22% (4/18) Numbers	56% (10/18)		Need to continue targeted interventions in Y1
Wellcomm PP Double disadvantaged	14% (1/7) 0% (0/2)	57% (4/7) 50% (1/2)		43% increase

Welcomm non-PP	27% (3/11)	55% (6/11)		28% increase (EAL/EHCP children are non-PP)
Reception Speaking all	32% (6/18)	72% (13/18)		Moderated at trust level
Reception speaking PP	29% (2/7)	71% (5/7)		Moderated at trust level
Double disadvantaged	0% (0/2)	50% (1/2)		
Reception Listening, attention and understanding all	37% (7/18)	67% (12/18)		Moderated at trust level
Reception Listening, attention and understanding PP	43% (3/7)	57% (4/7)		Moderated at trust level
Double disadvantaged	0% (0/2)	0% (0/2)		

Evaluation

What worked well:

The Wellcomm assessments gave clear targets for interventions, enabling the children to make good progress in speaking, listening, attention and understanding from their baseline. Targeted intervention plans were implemented on a daily basis.

Evidence used Wellcomm assessments, targeted intervention plans and insight tracking.

Speech and language referrals were made for 5 children. 2 of these were PP children.

Activities reviewed

- Baseline assessments
- Termly Wellcomm assessments
- Use of daily intervention plans
- Focus on communication and language skills across the reception curriculum
- Introduction of Wellcomm assessments in the nursery
- Referral process reviewed for speech and language

Next steps

Continue to develop the children's communication and language skills as they move into Year 1.

4. Social, Emotional and Mental Health

Intended outcome

Disadvantaged pupils will effectively manage their SEMH needs.

Success criteria review

Measure	2024-25	2025-26	Impact / Commentary
Number of behaviour incidents PP	329	Autumn 140 Spring 131 Summer 80	Parent Support Advisor is working closely with key children and families to support SEMH needs
TEP student voice - behaviour	Autumn 25 7.3	Spring 26 7.5	Summer 26
TEP student voice – safety	Autumn 25 7.8	Spring 26 8.1	Summer 26
ELSA support	ELSA support has supported key children at risk of suspension and CIC.		
PSA support	Targeted PSA support has supported children to manage their emotions and reduce the impact of external factors on their learning.		

Evaluation

What worked well:

Staff training on logging all behaviour incidents has ensured these logs are accurate and children are supported.

Parent support advisor has worked with a range of key children to enable them to access learning and manage their behaviour.

ELSA support has been effective in supporting CIC to manage their feelings and emotions.

SEMH concerns raised at pupil progress meetings and safeguarding meetings led to targeted interventions by PSA.

Evidence used : Cpoms logs of behaviour and interventions, safeguarding meetings, pupil progress meetings

Activities reviewed

- Staff training on logging behaviour incidents
- Behaviour tracking
- Pupil progress meetings

Next steps

- Use of a vulnerable children's tracker to identify group and individual interventions.
- Support from MHST used to target children with SEMH needs.

5. Aspirations, Cultural Capital and Wider Opportunities

Intended outcome

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.

Success criteria review

Measure	2024-25	End of Year	RAG	Impact / Commentary
Participation in enrichment Poltair partnership (%)	37%	40%		All children are given the opportunity.
Average number of educational visits per class	2	6		All children had a range of trips and visits throughout the year.
Children attending residential to London / Bath	15	56		A huge increase in the number of children accessing the residential trip to Bath.

Evaluation

What worked well: Provision of Poltair sports partnership enrichment was offered to 100% of PP children however only 40% wanted to participate in this enrichment offer. Next year we will identify barriers to children participating e.g. SEMH, transport, enjoyment of sport. We are also asking parents and children what offer of after school clubs they would like to try to improve the take up of these.

Many other enrichment activities have been offered in terms of 6 trips for every child, languages day, Science stem workshops, cycling workshops for disadvantaged children, Harmony project (nature enrichment / outdoor learning), maths challenge day, author visits for all children, Bikeability, Careers Day.

Evidence used pupil tep survey, tracking data, trips spreadsheet

Activities reviewed

- Targeted mentoring for aspiration and future planning
- Subsidised/fully funded enrichment opportunities
- Financial support for educational visits and experiences

Next steps

Identify barriers to children attending Poltair sports partnership

Consult with parents and children regarding clubs offer for next year

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***

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The impact of that spending on service pupil premium eligible pupils

Further information (optional)