Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Pondhu Primary School
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Governing body
Pupil premium lead	Heidi Gray
Governor / Trustee lead	Simon Pollard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,060
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126,060 N/A

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 do this through:

High Quality Teaching

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 employ specifically trained staff to support children's social and emotional needs e.g. ELSA, HLTA, Autism champion. We also employ an Elklan 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 Educational Psychologist, CELT safeguarding lead, Speech and Language Therapist, Mental Health Support Team and Educational Welfare Officer.

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 2021-22 the attendance of PP children was 91.5% which was below the attendance of all children (92.39%). Persistent absence of our disadvantaged pupils (31.2%) is higher than that of the whole school (26.8%)
2	In 2022, Pupil premium pupils attainment in EYFS GLD was 36% compared to 70% nonPP. In Y1 phonics 56% PP compared to 91% NPP met the standard. In Y2 TAs Reading 43%PP 77% NPP, Writing 50%PP 71% NPP and Maths 57% PP 71% NPP. Attainment across the school shows a gap between PP and NPP performance.
3	Our disadvantaged pupils do not have the emotional literacy to manage their social, emotional and mental health needs.
4	There have been individual cases of extreme poverty and parental mental ill health within our disadvantaged families.
5	Many of our disadvantaged pupils do not have the rich and varied experiences of non-disadvantaged pupils.

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 – Improve the combined attainment (readiing, writing and maths) of disadvantaged pupils closing the gap between disadvantaged and non-disadvantaged.	We will measure this intended outcome by: Combined attainment will improve in all year groups with a closing of the gap between disadvantaged and non-disadvantaged.
2 - Improve the reading attainment of disadvantaged pupils.	We will measure this intended outcome by: KS2 reading outcomes in 2022/23 show that more than 70% of disadvantaged pupils meet the expected standard. Y1 phonics Attainment significantly improves from 50% towards national expectations (79%) (PP 72%) Y2 phonics – Raise attainment from 70% to 91% (PP 70%)
3 – To improve the standard of communication and language skills for	Wellcomm and Clear speech assessments show progress from baseline assessments through targeted S&L interventions.

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disadvantaged pupils in Reception and Key Stage 1.	
4 – To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	We will measure this intended outcome by: Attendance will be in line with national for all children. Poor attendance for disadvantaged pupils is addressed quickly and attendance of disadvantaged is in line with non-disadvantaged.
5 – Disadvantaged pupils will effectively manage their SEMH needs.	We will measure this intended outcome by: Using CPOMS to monitor the number of behaviour incidents relating to disadvantaged pupils. We will be successful if the number of behaviour incidents for disadvantaged pupils decreases. Targeted interventions will support children with SEMH needs and impact will be monitored through Provision map.
6 – Our 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.	We will measure this intended outcome by: 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.

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Insight and Provision Map to improve the use of regular summative and formative assessment by all staff to identify gaps in learning and inform future planning, teaching and deployment of staff.	By using this approach key pupils for support can easily be identifiable and strategies listed below can be implemented.	2
Ensure all staff are confident and effective in teaching RWI, whole class reading, and Power maths.	EEF Reading comp strategies (+6 months)	2
All staff to receive performance management targets that link to: Improving the attainment and achievement of disadvantaged pupils.	EEF Feedback (+7 months) EEF Metacognition and self-regulation (+7 months)	2
Work alongside other academies in CELT to support and train our pupil premium workforce, sharing good practice across the Trust and participate in the CELT 'Closing the Gap' strategy.	EEF Feedback (+7 months) EEF Mastery Learning (+5 months) EEF Metacognition and self-regulation (+7 months)	2,3
Staff to work with the Maths Hub (Mastery Approach and Mastering Number).	EEF Mastery Learning (+5months) EEF Phonics (+5months)	2

Staff to work with RWI specialist through CELT to improve attainment of PP children.		

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

Budgeted cost: £60,000

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 to be prioritised in Maths.	EEF toolkit (+4 months)	2
Train EYFS TA on NELI programme. DfE / EEF Nuffield Early Language Intervention (NELI) to provide additional targeted support for oral language.	Robust evaluations has lead to NELI as being the most well-evidenced early language programme available to schools in England. EEF oral language interventions (+6 months)	2, 3
Adult-led interventions focusing on phonics, reading and comprehension (Fresh start / 1:1 RWI tutoring)	RWI tutoring – EEF toolkit 2021	2
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: £49,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture support available at all times (including wild tribe)	EEF social & emotional learning (+4 months)	3, 4

ELSA working with identified pupils to support SEMH needs	EEF social & emotional learning (+4 months)	3, 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) 3, 4, 5	4
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 EWO to ensure target families are identified and supported.	DfE Improving School Attendance September 2022 EEF parental engagement (+4 months)	1, 4

Total budgeted cost: £164,110

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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

	2023	2024
PP	75%	63%
NPP	85%	85%

The gap closed considerably between PP and NPP in 2023. However there were only 8 children PP in Y1 and 1 child was new the week of the Phonics screen. This would have been 72%. The class also has a high level of additional needs with 13% EHCP.

In KS1 in 2023 results were as follows:

2023	Reading	Writing	Maths
PP	40%	33%	53%
NPP	82%	82%	73%

There was a wide gap between PP and NPP.15 children were PP and 11 children were not PP

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

2024	Reading	Writing	Maths
PP	77%	54%	69%
NPP	83%	75%	67%

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

	2023	2024
PP	90% (average 23)	78% (average 20)
NPP	88% (average 21)	83% (average 22)

In 2023 PP children performed better than the NPP with an average of 2 marks higher. There were 10 PP and only 8 NPP children.

In 2024 PP children performed slightly lower than NPP with an average of 2 marks lower. There were 14 PP and 4/5 children who did not achieve 20 + were double disadvantaged having additional SEND needs. There were 18 NPP children.

In KS2 in 2022 results were as follows:

2022	Reading	Writing	Maths
PP	58%	62%	54%
NPP	58%	70%	70%

In 2023 results improved significantly with a close of the gap between PP and NPP in maths. 77% of the cohort were PP. PP results are now in line or above national PP results (Reading 73%, Writing 71% and Maths 73%).

2023	Reading	Writing	Maths
PP	70%	75%	75%
NPP	80%	90%	80%

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

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

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.

The new plan continues to focus on addressing attendance of PP children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc Phonics	RWI Ruth Miskin
The Write Stuff	Jane Considine

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£335 was spent on TA support.
What was the impact of that spending on service pupil premium eligible pupils?	Additional tutoring ensured children achieved expected standard.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.