

Pupil premium strategy statement – Ponteland Primary School 2025-26

This statement details our school’s use of pupil premium (and recovery 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	421 Reception to Y6 59 Nursery 480
Proportion (%) of pupil premium eligible pupils	6.6% Reception to Y6
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 - 2028
Date this statement was published	1.12.25
Date on which it will be reviewed	October 2026
Statement authorised by	Claire Johnson Headteacher
Pupil premium lead	Claire Johnson Headteacher
Governor / Trustee lead	Ros Barlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,429.16
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£64,429.16

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is additional funding to help ensure that disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gap. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners.

- At Ponteland Primary School, we are determined to give our children every chance to realise their potential. We have high aspirations for our children and strongly believe that dedication and commitment to learning can make a difference. Our expectations for all pupils, including vulnerable and disadvantaged pupils, is high and we put no limitations on what we believe they can achieve, with the right support. We continuously monitor the wellbeing, progress and attainment of all pupils, with a particular emphasis on disadvantaged and vulnerable pupils, in order that we can intervene at the first signs of need.
- We aim for all of our disadvantaged and vulnerable children to reach at least national expectations in all areas. As a minimum, we aim for the attendance of our Pupil Premium funded children to improve and close the gap between PP and non PP children.
- Through high quality teaching, interventions and bespoke support for children and families, pupils gain confidence to engage fully in their learning. Through the curriculum, our pupils have the opportunity to learn and widen their knowledge.
- We are committed to all pupils becoming fluent and competent readers by the age of 7. Pupils are taught to read well through a systematic, synthetic phonics programme and our reading curriculum ensures they have good comprehension skills and a love of reading and of books.
- We have a whole school approach to oracy to ensure children's oral language development and vocabulary acquisition improve so they have the confidence and ability to articulate their learning to a range of audiences.
- We strive to give our children who are eligible for pupil premium valuable experiences outside the curriculum and we provide opportunities for them to take part in extra-curricular activities and trips, including international travel.
- We aim for all of our pupils who are eligible for pupil premium and their families to feel happy and supported in school, and their wellbeing is at the centre of everything we do. We want them to have access to a wide range of extra-curricular activities and ultimately, reach their full potential so they can confidently move on to the secondary phase of their education and beyond.

- Key principles include a detailed analysis of needs and barriers to learning, regular review and refinement and a whole school approach to providing “excellence for all”.

Challenges

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

Challenge number	Detail of challenge
1	Children with SEND are often PP. Many of our PP pupils are also on the school’s SEND register or being monitored for additional needs.
2	Our pupil premium pupils often have lower starting points in communication and language, thus impacting on their verbal skills. This then impacts on their access to the curriculum, including reading.
3	Our pupil premium pupils often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.
4	The attendance and punctuality of our pupil premium children is lower than that of non pupil premium children.
5	There are social and economic challenges experienced by families including housing, finance, family literacy, domestic violence, children’s health and parental anxieties and skills.
6	Our pupil premium children are more likely to have limited experiences outside of school, limited experience of further education and therefore lower aspirations for the future.

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
PP and SEND pupils are supported well to make good progress in their learning	Additional barriers for PP and SEND pupils are identified through deliberate mechanisms (e.g. separate, targeted reporting in pupil progress meetings; reviewed at SLT meetings and Inclusion Team meetings) and reduced, allowing pupils to make good progress from their starting points and progress in line with others.

<p>Children’s communication and language skills are improved, impacting their capacity to engage with reading and writing.</p>	<p>Early assessment and identification of language difficulties informs appropriate intervention and ensures they receive high quality targeted provision resulting in better outcomes.</p> <p>As a result, by 2028 PP achievement in EYFS GLD will match or exceed national and the gap between PP and others will be reduced.</p> <p>By end of Key Stage 2 there will be no identified significant gaps between PP and their peers.</p> <p>By 2028 the number of PP pupils that pass the phonics screening in Y1 will be 100%.</p>
<p>PP pupils have a wider variety of strategies and skills for dealing with their emotions and anxieties, leading to positive health and well being.</p>	<p>Swift identification of pupils and parents with emotional and mental health needs ensures that they receive a program of effective support and strategies.</p> <p>PP pupils and their families will have an increased awareness of self regulation strategies to support their mental well being which reduces the impact on their daily lives so that learning can continue.</p>
<p>PP children’s attendance and punctuality is improved and in line with national expectations.</p>	<p>PP children’s attendance is in line with national / in line with the rest of the cohort with 97% by 2028.</p> <p>PP persistent absence matches that or is lower than the rest of the cohort and is broadly in line with national.</p>
<p>Families have the confidence to seek out advice and support in order to improve their lives.</p> <p>Ensure support, advice and signposting of external agencies is available to all families.</p>	<p>High quality guidance provided by the school signposts vulnerable families to outside agencies and supports in improving parent relationships with the school.</p> <p>Attendance advisory support, foodbank support, early help, school counsellor and other wellbeing services are embedded for PP families and support them to make positive contributions to the school and community.</p>

	Parents of PP pupils engage more fully in whole school activities.
Curriculum design is relevant and engaging and provides opportunities for the children to have high aspirations.	<p>Pupils are able to talk confidently about their learning and the wider global curriculum</p> <p>PP pupils demonstrate good attitudes to learning and have raised aspirations for their future education and lifestyle.</p> <p>PP children have access to a range of enrichment experiences (creative, the arts, sports, residential visits in the UK and overseas) throughout their time at Ponteland Primary.</p>

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accessible SEND support and half termly SEND surgeries to support teachers in planning to meet the needs of SEND pupils within their class/ phase	Evidence suggests that pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The EEF guidance report suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils; flexible grouping; support staff to better meet the needs of pupils with SEND. cognitive and metacognitive strategies; explicit instruction; using technology to	1

	<p>support pupils with SEND; and scaffolding.</p> <p>In house research and past experiences have proven that children with SEND and PP who receive tailored support make more progress due to specific strategies being implemented for these pupils.</p>	
<p>High quality SEND training for support staff (including lunchtime supervisors)</p> <ul style="list-style-type: none"> -Oracy (Voice 21) -Neurodiversity -Zones of regulation -SEMH -Pedagogical approaches -Effective interventions -Behaviour support -Precision Teach 	<p>Past experiences have shown that support staff and lunchtime supervisors do not always have the skills and information needed to meet the needs of pupils with SEND barriers.</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools which focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment improve outcomes. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.</p>	1
Curriculum	The curriculum enables the children to grow their cultural capital,	1,3,5,6

<p>-high expectations -aspiration -global approach</p>	<p>develops them socially and makes them increasingly aware of their role in the world.</p> <p>Research cited by Jonathan Sharples for York University suggests that such strategies may be promising in improving outcomes for children living in poverty.</p> <p>The external links we establish help to widen the horizons for PP children to help set aspirations of achievement beyond those experiences in their domestic lives.</p> <p>Opportunities for residential visits in the UK and internationally (France) broaden children's horizons.</p>	
<p>SENDCO and Behaviour and Family Support Worker delivering Friends Resilience</p>	<p>Research shows that interventions which target social and emotional learning improve pupils' interactions with others and the self management of emotions. This has a positive impact on attitudes to learning and therefore aids increased attainment.</p>	<p>1,2,3</p>
<p>Develop our approach to oracy across school through involvement in and training with Voice 21 to ensure that language skills are consistently developing and improving.</p>	<p>An EEF report from 2017 found that children in schools participating in a dialogic teaching study (with the aim of improving attainment and engagement through better classroom talk) made two months' additional progress in English and science, and one additional month's progress in maths.</p> <p>Launchpad for literacy used to identify gaps in skills and interventions put in place.</p> <p>Speechlink to support speech production.</p>	<p>1,2</p>
<p>Engagement in EEF research programme: Maths Whizz</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>1</p>

Maths subject lead will work with secondary colleagues to ensure that the curriculum is meeting the needs of all pupils, particularly those who are disadvantaged.	<p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language identification and intervention in EYFS	Previous work within school shows that early intervention increases the opportunity for the child's needs to be met and to make appropriate progress.	1,2
Small group interventions (including research trials through What Worked Education)	Research shows that intensive individualised or small group tuition is highly effective. The approach outlined in the DfE "School-led tutoring" handbook enables the tutor to focus exclusively on a small number of pupils and for a structured number of sessions and have a positive impact on closing gaps.	1,2
School-led tutoring Provide teacher led maths and reading tutoring in UKS2	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils who are identified as having low prior attainment or gaps in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked to normal lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,4
Provide 1:1 and small group reading tuition (BRP) & Little Wandle) in EYFS, KS1 & LKS2 to enable pupils to catch up and keep up with their peers.		1,2,3,4

	https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=1668439120	
Social and emotional learning through pastoral interventions	Historical evidence within PPS shows that PP children with social and emotional needs who work closely with the pastoral and behaviour support staff are able to engage more with learning and have increased positive attitude towards themselves and their learning.	1,3,5
SENCO to support early identification of learning needs in EYFS. SENCO to guide staff in adapting provision to reduce the SEN barrier. - SEND surgeries	Previous work within school shows that early intervention increases the opportunity for the child's needs to be met and to make appropriate progress.	1,2,3,6
School counsellor - targeted support and intervention for children on caseload who are PP and SEND	Individualised instruction and support has a positive effect on the progress of learners. Personal, tailored interventions have proved to be effective	1,2,3
Art teacher to deliver Drawing and Talking therapy for children with identified SEMH need	Drawing and Talking enables school staff to assess the social and emotional skills of young people quickly and effectively and identify triggers, ensuring they can respond in a healthy way. Targeting support and action plans can be put in place almost immediately, with tailored strategies and activities that meet the needs of the individual student.	1,2,3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Family Support Adviser and SLT to identify and meet PP families whose attendance is at risk of falling below national and to create bespoke plans to support improving attendance.</p>	<p>Children with high attendance perform well in school. There is less scope for gaps to appear in their learning and they are able to more easily maintain positive social circles and friendships.</p> <p>Pupils with the highest attendance throughout their time in school gain the best GCSE results. The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.</p> <p>Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.</p> <p>The Education Hub - Department for Education'</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p>	<p>4,5</p>
<p>A strategic plan for pastoral support including wellbeing and therapeutic interventions focus on social skills, developing positive friendships and creating positive attitudes to learning.</p>	<p>Social and emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self management of emotions, rather than directly focusing on the academic or cognitive elements of learning. The EEF notes that when well planned these interventions can equate to an average of 4+ months progress in pupil attainment.</p>	<p>5</p>
<p>School counsellor sessions with PP children and parents</p>	<p>Historically work undertaken within PPS has seen improved mental health for children who have received this level of therapeutic support.</p>	<p>5</p>
<p>Parent workshops dedicated to supporting SEMH needs (de-escalation</p>	<p>Research has shown that parental engagement with the school has a positive impact on pupil's attitude</p>	<p>3</p>

strategies to use at home)	and success at school (EEF - T& L toolkit 2018)	
Parent workshops with a reading and phonics focus	Research has shown that parental engagement with the school has a positive impact on pupil's attitude and success at school (EEF - T& L toolkit 2018)	2,4
A programme of enrichment activities including sport, the arts and languages	Enrichment experiences provide children with positive benefits on academic learning and impact on more vulnerable pupils is even higher (EEF, T& L toolkit 2018) Previous evidence for this strategy shows that pupils develop teambuilding, resilience and problem-solving skills through a range of extracurricular activities, and that this has a positive impact on resilience and motivation towards learning.	3,4,6

Total budgeted cost: £75,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and progress - Reception to Y6

Reception

- 1 child (1.7% of the cohort) was eligible for PP in 2024-25.
- The child also has English as an additional language.
- The child achieved age related expectations in all strands of two of the prime areas (Personal Social and Emotional Development and Physical Development).
- The child was below age related expectations in the prime area of Communication and Language and in the specific areas. However, the child received targeted intervention and made progress from all starting points.

Year 1 phonics

- 4 children (7% of the cohort) were eligible for pupil premium and all (100%) passed the phonics screening check.

Year 6 Outcomes

- 4 children (7% of the cohort) were eligible for PP in 2024-25.
- Pupil premium children achieved above national average EXP+ judgements, however there were no GD judgements.
- 75% of PP children achieved the expected standard in reading, writing and maths

Quality of teaching for all

Early identification of communication and language delay within the EYFS was established and timely interventions put in place. As a result children's needs were met at their starting points and strategies in place to support progression. PP children made good progress against their starting points. Children who were identified with communication and language delay made accelerated progress, closing the gap between them and their peers.

Sensory circuits and sensory spaces including timetabled sessions have aided development

An increased focus on developing children's emotional literacy through Zones of Regulation has had a positive impact on children's self-regulation and attitude to learning.

Targeted support

At the end of the year 2024-25 - 17% of PP children (8/45) were being monitored for attendance as under 90%. This compares with 6.67% of the school population generally being monitored for attendance.

- The school's family support worker has well-established relationships with families, which enabled the school to identify families where support could be offered and their openness to share if support is needed. This is particularly crucial for harder to reach families.
- Targeted support and challenge to families to improve attendance and lateness was in place, with support from SLT. Meetings of the inclusion team have helped ensure clear monitoring and communications are in place. Additional support from the EWO has been accessed as needed.

Other approaches

Through visible leadership, continuous communication and targeting of vulnerable families we have established strong and secure relationships with parents and carers. Parents speak to school openly and share challenges, seeking advice and support. We continue to encourage families to check for PP eligibility and this is supplemented by regular checks from the school's admin team.

Signposting parents and families to known agencies has been very successful again this year, particularly in supporting families with mental health and / or domestic violence support.

Visible and relational leadership has been key throughout 24-25, As a result we were able to support families with their needs and we continue to support them into 25-26.

All children had opportunities to engage in an after school club across 2024-25. As a result, children were engaging in activities that they would not normally have available to them e.g. judo, football, dancing, art, multi-sports, musical theatre. 28% of PP pupils accessed a club that they were eligible for.

Take up of music lessons has increased across school - PP pupils are prioritised for tuition and have a good uptake rate. 10.56% of musicians were PP pupils.

The opportunity to attend a 3 day residential for year 5 was provided for 9 PP pupils.

The opportunity to attend a 5 day residential to Northern France for Y6 was provided for 3 PP pupils (heavily subsidised by additional funding from Turing Scheme).

These residential experiences consolidate work in our global curriculum and give the pupils wider experiences than their families can ordinarily provide. This in turn raises their aspirations and motivates them to engage with school.

School uniform was provided free of charge for 26 out of 36 pupils (72%).

All school trips were provided free of charge for all children eligible for pupil premium.

Externally provided programmes

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

Programme	Provider
Friends Resilience	Friends Resilience (delivered by school staff)
Drawing & Talking Therapy	Drawing & Talking (delivered by school staff)
In-school counselling	Ask Psychology
In-school counselling	Northern Guild (trainee therapist)
Ed Psych support and training	Ask Psychology
Speech and Language intervention	Jigsaw Therapy