



# Pupil Premium Strategy Statement 2025-2026

*'Love as our foundation; wisdom as our guide'*

## Aims

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 effect that last year's spending of pupil premium had within our school.

## School Overview

Detail	Data
School name	Fishponds CE Primary
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michelle Omoboni
Pupil premium lead	Jacqui Noble
Governor / Trustee lead	Rachael Illsley

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,164
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£185,164

# Part A: Pupil Premium Strategy Plan

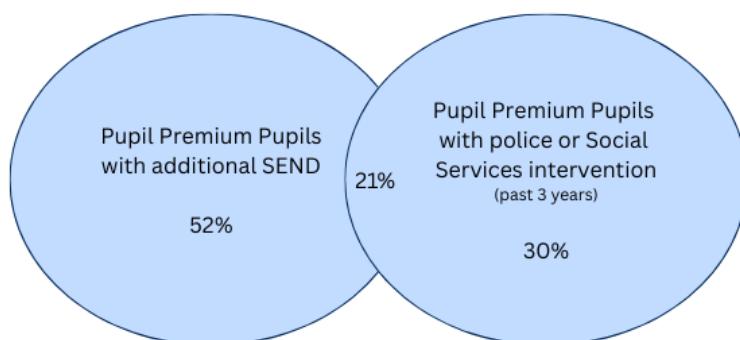
## Context

Fishponds CE Primary is a larger than average (NOR 310), multi-cultural, two-form entry, Church of England primary school. It is part of the Lighthouse Schools Partnership and is located in the east of Bristol. The school became part of the Lighthouse Schools Partnership Trust in January 2025. The school serves an area of socio-economic disadvantage. A proportion of pupils live within the 10% most deprived areas of England (Income Deprivation Affecting Children Index 2025).



The proportion of children eligible for Pupil Premium is above the national average (40%). Fishponds is a vibrant and diverse community: there are 167 children with English as an Additional Language (54%) and across the school, 27 first languages are spoken. 74% of the children are from Black and Minority Ethnic groups. The school has an above average number of pupils with Special Educational Needs and Disabilities (31%). 24 children have an Education, Health and Care Plan (7.7%) and 9 children are in receipt of additional High Needs Block SEND funding from the local authority (2.8%). Mobility rates are becoming more stable but still high. Only 78% of the school population have been with the school since Reception. Many who join the school mid-year arrive with little or no spoken English.

The Venn diagram below identifies other groups that apply to pupils in receipt of pupil premium funding at Fishponds CE Primary School:



## Objective

The ultimate objective for the Fishponds CE Primary Pupil Premium Strategy is to ensure that disadvantaged children acquire the necessary knowledge, skills and cultural capital to succeed in the next phase of their education and in their life in general. Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:

1. Ensuring and supporting great teaching
2. Providing targeted academic interventions
3. Using a wider range of strategies to overcome barriers to learning

Our aim of the strategy is:

- › Performance of disadvantaged pupils becomes broadly in line with their non-disadvantaged peers nationally
- › Attendance of disadvantaged pupils becomes broadly in line with their non-disadvantaged peers nationally
- › Pupil Premium pupils' mental, social and emotional well-being is improved.

## Vision

As a staff we believe that all the children at Fishponds CE Primary should be able to succeed however, no children are the same and one size will not fit all. Success for all encapsulates the school's vision and we ensure our children have the tools they need for self-actualisation. It is important to us that all children within the school see themselves reflected within our learning and have tailored our curriculum to meet this desire. We aim to provide the right environment where children experience success so their confidence grows and they are enthused and excited by the curriculum which will broaden their horizons and shower them with cultural capital. We also work hard to involve families in their children's learning which also promotes cohesion and supports our journey towards becoming a fully inclusive community. This vision underpins the key principles of our Pupil Premium strategy plan.

## Key Principles

Fishponds CE Primary School will:

- › Have a deep understanding of its local context and the effect that socio-economic disadvantage can have on a child's education.
- › Hold the highest ambitions and hopes for all pupils including disadvantaged pupils and those with SEND.
- › Inform the strategy using the best and most secure educational research evidence.
- › Focus resource and attention on the quality of teaching in all lessons.
- › Provide effective keep-up and catch-up academic interventions to prevent children from falling behind.
- › Enable all parents to feel like valued co-educators who are able to be involved in the life of the school.
- › Establish an ethos which creates a safe environment where all children thrive.

At Fishponds CE Primary School, we use research from leading bodies (including the Education Endowment Fund) to ensure we:

- › use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate
- › accept no excuses
- › take time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly
- › intervene early and effectively, track progress and change approaches where necessary

## Clarification

As not all pupils who are socially disadvantaged are registered or qualify for Pupil Premium status, we reserve the right to allocate Pupil Premium to support any pupil or groups of pupils the school has identified as vulnerable.

## Challenges

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Detail of challenge
1	Low levels of language and communication on entry impacting levels of attainment of reading and writing
2	Limited range of experiences and access to opportunities
3	Increased social emotional mental health needs, often linked to ACEs (adverse childhood experiences)
4	Low levels of engagement, resilience in learning, self-regulation and self esteem
5	Limited capacity to support learning at home
6	Limited range of experiences and access to cultural opportunities

## 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
To improve academic outcomes across the school	The gap between academic outcomes for pupils with PP and their non-PP peers will narrow.
Attendance to continue to improve	Attendance become broadly in line with National averages, and a decrease seen in PP pupils with persistent absence compared with non-PP pupils

Disadvantaged children will access a rich range of curricular and extra-curricular opportunities and experiences during their time at Fishponds CE Primary School	Children will be able to talk about opportunities and experiences they have had at school and have the cultural capital necessary to succeed in their next phase of education.
The SEMH needs of children are comprehensively met	Children with SEMH needs are increasingly able to access learning within the classroom
Increase engagement in school events.	Parent survey indicates that more families feeling engaged

## 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.

### Ensuring High Quality First Teaching

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned lessons that challenge and stretch all pupils through adaptive teaching. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions. This year, over 50% of staff CPD focuses on closing the gap through high quality first teaching, adaptive teaching and the use of clear and consistent routines.

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Further develop the skills of early reading with support from the English Hub and embed the ULS scheme</i>	“Phonics has a positive impact overall (+5 months) with very extensive evidence, and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” - EEF	1
<i>Teaching monitoring and support: Time + TLRs for 3xTeaching Team Leaders</i>	“Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” - EEF	1
<i>Release time for teachers for coaching/mentoring; peer observations</i>	“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.....Professional Development that arranges social support is, therefore, more likely to improve pupil	1

	outcomes and this could be offered using a variety of methods.”	
<i>Communication meetings with whole year group during Monday assembly</i>	EEF guidance on ‘Making the best use out of teaching assistants’ indicates that ‘Schools should provide sufficient time for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.’	1
<i>Use of pre and over learning in preparation of securing lesson</i>	‘The one teaching intervention that could most benefit a range of students, including those in disadvantaged groups, is the use of pre-learning and over-learning’ – Daniel Sobel – Narrowing the Attainment Gap.	1

## Targeted Academic Support

Example - tutoring, one-to-one support structured interventions

Budgeted cost: £ 73,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention specialist Lightning Squad £6000	Lightning Squad.  The lightening squad is a research-based reading intervention. Research has shown that children make 3 to 4 months progress in reading fluency after 6 weeks tutoring.	1, 4
WellCOMM speech and language toolkit, assessment and intervention system £10,000	“The ability to communicate – to say what you want to say and to understand what other people are saying – is fundamental to life chances” Jean Gross, Time to Talk, 2013  ‘Wellcomm is designed to be a complete language tool, from screening to intervention. This approach to teaching communication and language is now used widely across regions and providers types. Understanding the evidence base for the approach has enabled providers to increase its effectiveness and impact on children’s CL outcomes in their setting.’ Early Years Stronger Practice Hubs	1

1:1 and small group tuition in phonics, reading, writing and maths, using our own expertise £25,000	“There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils. Evidence indicates that one to one tuition can be effective, providing approximately +5 additional months progress on average.” - EEF	4
Specific phonics Intervention support for children across the school including those who are new to English. £16,000	“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” – EEF	1
EAL support £20,000	“Our 10 years of research has found overall that it is the ability to speak English well which has the greatest impact on the attainment of EAL schoolchildren.” The Bell Foundation	1

## Wider Strategies

For example, related to attendance, behaviour and wellbeing.

Budgeted cost: £ 86,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – analysis of attendance data by attendance officer and first day calling. Further connection between family support and attendance through new role.	The overall absence rate for pupils eligible for free school meals (FSM) was more than double that of their peers amid the Covid-19 pandemic - Department for Education. Personalised letters and text messages to parents of persistently absent children could increase attendance rates. - EEF	3
Extra-curricular opportunities. Sport, music and singing opportunities	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is also important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. - EEF	2
Family Link Worker to support families and children with SEMH needs	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for	6

	pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. - EEF	
ELSA (Emotional Literacy Support Assistant)	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. - EEF	4
Nurture Hub provision	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. - EEF	4
Support group and coffee mornings for parent /carers Use of Family Link worker and Nurture Teaching Assistant	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. - EEF	5

## 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 2024 to 2025 academic year.

Pupil Premium pupils enjoyed the benefits of the strategy projects last academic year and well-being increased (shown through pupil surveys). Parents are more engaged as a whole and relationships between the parental community and school are strong, despite language often being a barrier. They participated in a greater and broader range of enrichment activities and expanded on their cultural capital, taking part in educational visits and performances. Pupil Premium pupils attained equally as high as their peers in the Year 1 Phonics Screening Check. Unfortunately, the combined result for Reading, Writing and Maths for Pupil Premium pupils was well below that of their peers and below the national averages at the End of Key Stage 2 results. It is important to recognise, however, that many areas of the strategy were in their infancy and the school continued to experience in addition to increased numbers of pupils with limited or no English upon arrival at the school and those with SEND. Results are indicating that, whilst pupils often start the school with a low baseline, we need to do more to ensure these pupils catch up throughout the years at Fishponds to fall in line with their peers nationally in individual subjects. The school will have a renewed focus on achieving the combined result.

### Externally Provided Programs

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

<b>Programme</b>	<b>Provider</b>
ULS	Letters & Sounds