

Pupil premium strategy statement – Fen Ditton Primary School

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	136
Proportion (%) of pupil premium eligible pupils	32%
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)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2026 (but updated yearly)
Updated	January 2025
Statement authorised by	Emily Thompson
Pupil premium lead	Cara Hearn
Governor / Trustee lead	Xavier Castelino

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including LAC)	£66,210
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>	£66,210

Part A: Pupil premium strategy plan

Statement of intent

At Fen Ditton Primary school, we create the best opportunities and experiences for every single pupil at the school. The aim of the strategy plan and the money provided, is to close attainment, emotional and progress gaps between Pupil Premium children and their peers. By creating a welcoming, safe and inclusive school, all children are encouraged to fulfil their potential. We aim to develop the necessary skills to equip all children for life and encourage a love of learning that will continue after their time here. Our current Pupil Premium strategy works to achieve these goals by:

Teaching: High-quality teaching is at the heart of our approach to meet identified needs. This is achieved by providing personalised support to ensure pupils make the best progress they can. Our approach is responsive to common challenges and individual needs, rooted in continuous assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified and monitor progress
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Targeted Academic Support: The type of support a child receives will be determined through constant assessment and will consist of (where appropriate) small group, in class and 1-1 teaching. This includes, but not exclusive of, the teaching of new concepts or revisiting already taught learning to ensure they are embedded in the children's long-term memory. Early reading and writing will continue to be a focus.

Wider strategies: Children's emotional, social and sometimes physical well-being continues to be a high priority at Fen Ditton Primary. We have trained teachers in mental health and have recently employed a family support worker to provide more support to our children and families. We put a great emphasis on providing opportunities for children to wider their experiences of the world which can include trips and opportunities for sporting events and clubs.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in basic skills which is sometimes due attendance
2	High levels of children with SEND eligible for Pupil Premium – approximately 50%
3	Poor language skills impacting on verbal, written and reading abilities
4	Attendance and punctuality for some Pupil Premium children.

5	Percentage of Pupil Premium children with SEMH needs
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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
Well – being of Pupil Premium children	To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils. To establish ELSA and opportunities for SEMH interventions.
Attendance of Pupil Premium pupils	Sustained attendance by 2026 demonstrated by: <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced The percentage of all pupils who are persistently absent being no more than 0.5% lower than their peers.
Narrow the attainment gap	A greater percentage of Pupil Premium children leaving Year 6 with RWM at national average
Parental Engagement & Support:	Increased numbers of parents of disadvantaged children engage with school events, to enhance their child's school experience Increased parent engagement across the school in 2025 through: <ul style="list-style-type: none"> Increased attendance at Parent Workshops, drop in and workshops held by Family Support Worker & Executive Leadership team. Increased parent attendance at Parent's Evening with class teacher.

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: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching of staff by maths and English leads	<p>EFF effective professional development shows the process to support teachers make lasting change.</p> <p>EEF-Effective-PD-Recommendations-Poster.pdf</p> <p>The DfE non-statutory guidance has been produced to develop high-quality reading and writing skills :</p> <p>Developing high-quality reading and writing skills: theory - Support for early career teachers - GOV.UK</p> <p>The EEF guidance is based on a range of the best available evidence for improving Literacy:</p> <p>Improving behaviour in schools</p>	1,3,5
Employment of a full time SEND teacher	<p>At Fen Ditton Primary, a large percentage (62%) of our pupils eligible for Pupil Premium are also on the SEND register. The EFF research shows that access to small group teaching is beneficial for the progress and attainment of these pupils.</p> <p>Special Educational Needs in Mainstream Schools—Recommendations</p>	1,2,3,4,5

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

Budgeted cost: £ 5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
New phonics scheme and training for staff.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3
Maths tuition for Year 6 children to ensure they transition successfully	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1,3

	- Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour lead to model and create a positive attitude towards learning of the most vulnerable pupils in lessons.	The importance of creating individualised and independent learning behaviours to ensure that all children can learn and progress : EEF Blog: What are effective Learning Behaviours - and how can... EEF Improving Behaviour in Schools EEF	2, 3 ,5
ELSA programme sessions for identified children	As suggested by EEF COVID-19 Support Guide for Schools Funding for ELSA resources: EEF COVID-19 Support Guide for Schools EEF	5
To ensure that the relationship between home and school is a productive one.	The DfE report identifies that having committed pastoral staff and/or a dedicated space for families helped to further build positive relationships; this included through employing family support workers or having 'parent rooms' within schools to increase engagement. Engaging parents and families	1,2,3 and 4
Financial support for school trips and residentials	To break the financial barrier to providing wider opportunities for children eligible for Pupil Premium. The EEF Guide to the Pupil Premium EEF	4 and 5

Total budgeted cost: £66,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The table below shows the attainment of our pupil premium children in 2023 – 2024:

	Maths	Reading	Writing
<i>Year 1</i>	20%	40%	20%
<i>Year 2</i>	50%	50%	50%
<i>Year 3</i>	33%	33%	44%
<i>Year 4</i>	25%	25%	0%
<i>Year 5</i>	75%	50%	38%
<i>Year 6</i>	50%	50%	50%

The table below shows the progress of our pupil premium children in 2023 – 2024:

	Maths	Reading	Writing
<i>Year 1</i>	80%	67%	33%
<i>Year 2</i>	83%	60%	20%
<i>Year 3</i>	88%	50%	63%
<i>Year 4</i>	100%	67%	67%
<i>Year 5</i>	86%	50%	25%
<i>Year 6</i>	50%	50%	50%

The progress for children eligible for pupil premium funding has been brought more in line this year with their peers. However, there is still a significant difference in the attainment of pupil premium children in writing and reading.

What has worked well this year:

- The maths lead has taught maths and this has meant that our curriculum can be taught in single year group maths sessions. This has enabled all groups of learners to progress and as the data shows pupil premium children have made excellent progress.
- The SEND teacher has taken fundamental groups of maths KS1 to support the teachers and provide more individualised learning for those children who needed it.
- Time to talk sessions, mentoring from Cambridge United and Play therapy and sessions with our SEND teacher to ensure that children with complex SEMH needs are supported.
- SENCO out of class to support our teachers with high quality teaching and adaptations for SEND children as well as making relationships with parents.
- Inclusive classrooms: there was much CPD of teachers to ensure that all classrooms are inclusive to ensure that everyone can learn and progress.
- Maths lead led groups of maths interventions in Upper Key Stage 2.
- Maths and English lead led coaching sessions for various members of staff.
- (HLTA) deployed to support Year 2 maths and English 2 days per week and Reception interventions 1-2 afternoons per week.
- (HLTA) deployed to run year 3 pre-teach maths group 3 x week and support Year 6 maths and English 2-3 times per week.
- Deputy head carried out Maths interventions for Year 6 pupils which had a positive effect on the progress and attainment of all children including those eligible for pupil premium.
- CPD programme to be delivered to all staff with a focus on ordinarily available provision to support outcomes of PP children.

Our evaluation of the approaches delivered last academic year indicates that the early identification and support for disadvantaged pupils, with additional SEND needs, has impacted positively on outcomes for all children. When analysing the feedback from both teachers and the pupils it has shown that the interventions provided by staff have been the most engaging and target the specific needs of the children. Through support from carefully allocated Teaching Assistants as well as teacher led interventions, a closely monitored programme of intervention support has begun to take place.