

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	115
Proportion (%) of pupil premium eligible pupils	33 (29%)
The years in which the strategy is effective	2026 - 2028
Date this statement was published	January 2026
Date on which it will be reviewed	December 2028
Updated – tracking changes	
Statement authorised by	Emily Thompson
Pupil premium lead	Cara Hearn
Governor / Trustee lead	Lindsay Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including LAC)	£65,145
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£65,145
<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>	

Part A: Pupil premium strategy plan

Statement of intent

At Fen Ditton Primary School, we are committed to providing the highest-quality opportunities and experiences for every pupil. Our Pupil Premium strategy is designed to ensure that all children, regardless of background, can thrive academically, socially and emotionally. The funding is used strategically to reduce gaps in attainment, progress and wellbeing between disadvantaged pupils and their peers, ensuring equity of access to a rich and ambitious curriculum.

We are proud to be a welcoming, safe and inclusive school where every child is known, valued and supported to fulfil their potential. Our aim is to equip pupils with the knowledge, skills and personal qualities they need for the next stage of their education and for life beyond primary school. We nurture curiosity, resilience and a love of learning that continues long after their time with us.

Our current Pupil Premium strategy supports these aims through these key strands:

- **High-quality teaching** is central to our approach and is the most effective way to improve outcomes for disadvantaged pupils. We prioritise:
- **Ambitious curriculum expectations** for all pupils, including those who are disadvantaged.
- **Responsive teaching**, informed by ongoing assessment, to address misconceptions and close gaps swiftly.
- **Personalised support** to ensure pupils make strong progress from their starting points.
- **A whole-school culture of high expectations**, where every member of staff takes responsibility for disadvantaged pupils' outcomes.

Our teaching approaches complement one another and are designed to secure long-term learning, not short-term fixes.

- Targeted support is informed by continuous assessment and tailored to individual needs. This may include:
- Small-group teaching
- In-class support
- 1:1 intervention
- Pre-teaching and over-learning
- Focused support in early reading, phonics and writing

These interventions reinforce and deepen classroom learning, ensuring key knowledge is embedded in pupils' long-term memory.

We recognise that pupils' emotional, social and physical wellbeing is essential for successful learning. Our wider strategies include:

- A strong focus on **mental health and wellbeing**, supported by trained staff
- A dedicated **Pastoral Lead** to strengthen home-school relationships and provide early help

- Opportunities that broaden pupils' experiences, including educational visits, sporting events, clubs and enrichment activities
- Support for attendance, behaviour and readiness to learn

These strategies ensure that disadvantaged pupils can access the full curriculum and benefit from the same rich experiences as their peers.

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 to 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	Higher SEMH needs
5	High pupil turnover and children entering with EAL

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
Disadvantaged pupils will experience improved emotional wellbeing and a richer all-round school experience, enabling them to feel safe, confident and ready to learn each day.	<ul style="list-style-type: none"> • Improved emotional wellbeing demonstrated through reduced incidents logged, positive behaviour records and increased engagement in learning. • Regular participation in ELSA or SEMH sessions with pupils able to talk about strategies they use to manage feelings. • Increased readiness to learn shown through improved focus, smoother transitions and fewer adult prompts needed. • Greater involvement in wider opportunities such as clubs, trips and enrichment activities, with disadvantaged pupils represented proportionately. • Positive pupil voice feedback indicating that children feel safe, supported and happy in school..

Attendance of Pupil Premium pupils	<p>Sustained attendance by 2028 demonstrated by:</p> <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	<p>A greater percentage of Pupil Premium children leaving Year 6 with RWM at national average</p>
Parental Engagement & Support:	<p>By 2028, we will increase parent engagement across the school through:</p> <ul style="list-style-type: none"> Higher attendance at Parent Workshops, drop-ins and information sessions led by the Pastoral lead and Executive Leadership Team, ensuring families can access guidance, support and practical strategies. Increased attendance at Parents' Evenings, enabling regular, high-quality dialogue between parents and class teachers about progress, next steps and how to support learning at home. Improved communication pathways, ensuring parents receive timely updates, clear information and accessible support tailored to their child's needs. Greater participation in school events, including curriculum showcases, celebration assemblies and enrichment opportunities, helping families feel connected to the wider school community.
All disadvantaged pupils secure phonics and early reading skills so they can access the full curriculum confidently and independently.	<ul style="list-style-type: none"> By July 2027, 80% of disadvantaged pupils will have secured the phonics knowledge needed to access the curriculum, with all pupils passing the phonics screening check or making accelerated progress from their baseline. Pupils read age-appropriate texts with increasing accuracy and fluency, using taught phonics strategies independently. Pupils apply phonics knowledge in their writing, showing improved spelling of decodable words and common exception words. Parents engage with early reading support through workshops, reading records and home-school communication.

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: £44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing coaching from English leads strengthens staff expertise in early reading and ensures that pupils are well-supported to achieve KS2 outcomes in line with national expectations.</p>	<ul style="list-style-type: none"> - High-quality teaching has the greatest impact on disadvantaged pupils, and instructional coaching is one of the most effective ways to improve classroom practice (Education Endowment Foundation – <i>EEF</i>). • EEF research shows that effective professional development can add up to +5 months of progress, particularly when it focuses on subject knowledge and pedagogy. • Strong early reading provision is essential for later attainment, with secure phonics and fluency strongly linked to improved KS2 reading outcomes (DfE Reading Framework). • Schools with consistent coaching models show improved curriculum delivery, especially in reading and writing, leading to more equitable outcomes for disadvantaged pupils (EEF – <i>Effective Professional Development</i>). • Targeted coaching helps ensure fidelity to phonics and reading approaches, reducing variation in teaching quality and improving progress for struggling readers (DfE Reading Framework). • Improved teacher confidence and consistency in reading instruction directly supports pupils to meet age-related expectations by the end of KS2 (Ofsted Research Review: English). 	1,3,5
<p>Employment of Pastoral Lead and inclusion assistant</p>	<ul style="list-style-type: none"> • Improves attendance by addressing barriers at home and supporting early intervention (evidence: strong link between family engagement and improved attendance outcomes – <i>Education Endowment Foundation</i>). 	1,2,4,5

	<ul style="list-style-type: none"> • Strengthens home–school relationships, increasing trust and communication with disadvantaged families (evidence: parental engagement has a positive impact equivalent to +4 months' progress – <i>EEF</i>). • Provides early help for SEMH needs, reducing escalation and improving readiness to learn (evidence: early intervention improves wellbeing and behaviour – <i>DfE Mental Health in Schools Guidance</i>). • Supports behaviour and emotional regulation, enabling pupils to access learning more consistently (evidence: pastoral support improves engagement and reduces behaviour incidents – <i>EEF Behaviour Guidance</i>). • Increases parental engagement in workshops, meetings and school events (evidence: parental involvement is strongly associated with improved outcomes – <i>EEF Parental Engagement Review</i>). • Removes wider barriers such as housing, finance, routines and attendance challenges (evidence: wider barriers significantly affect disadvantaged pupils' attainment – <i>DfE Pupil Premium Guidance</i>). • Ensures equitable access to enrichment, improving cultural capital and participation (evidence: enrichment improves motivation and engagement – <i>Ofsted Research Review: Personal Development</i>). 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening early reading provision and targeted interventions in KS2 to ensure all pupils develop the fluency and comprehension needed to access	<ul style="list-style-type: none"> • Strong early reading provision has the greatest long-term impact on pupils' ability to access the full curriculum, particularly for disadvantaged learners (<i>EEF – Improving Literacy in Key Stage 2</i>). • Targeted reading interventions in KS2 can add up to +4 months of progress, especially when they focus on 	1,3

<p>age-appropriate texts confidently.</p>	<p>decoding, fluency and comprehension (<i>Education Endowment Foundation</i>).</p> <ul style="list-style-type: none"> • The DfE Reading Framework emphasises that secure phonics and fluency remain essential beyond KS1, and older struggling readers benefit from continued explicit teaching. • Reading fluency is directly linked to improved comprehension, enabling pupils to access age-appropriate texts across all subjects (<i>EEF Literacy Guidance</i>). • Early identification and intervention reduce the risk of widening gaps, particularly for pupils who did not secure phonics or early reading skills in KS1 (<i>DfE Reading Framework</i>). • Ofsted's English Research Review highlights the importance of systematic, consistent reading instruction in KS2, especially for disadvantaged pupils who may require additional practice and over-learning. 	
<p>Targeted reading and maths tuition for Year 6 pupils to strengthen key skills and ensure a successful transition to secondary school.</p>	<ul style="list-style-type: none"> - Small-group and 1:1 tuition can add up to +4 months of progress, particularly effective for disadvantaged pupils (<i>EEF – Small Group Tuition</i>). - Targeted maths and reading interventions in upper KS2 accelerate progress, helping pupils close gaps before moving to secondary school (<i>EEF – KS2 Literacy & Numeracy Guidance</i>). • High-quality tutoring is especially impactful when delivered by trained staff, linked closely to classroom learning (<i>EEF – Teaching & Learning Toolkit</i>). • Year 6 pupils benefit from focused pre-teaching and over-learning, improving confidence and reducing anxiety about secondary transition (<i>DfE Transition Guidance</i>). • Improved reading fluency and mathematical reasoning directly support access to the KS3 curriculum, reducing the risk of widening gaps (<i>Ofsted Research Review: English & Maths</i>). • Disadvantaged pupils often require additional consolidation of core knowledge, and structured tuition is proven to narrow attainment gaps (<i>DfE Pupil Premium Guidance</i>). 	<p>1,4</p>
<p>Personalised timetables that provide targeted support and structured</p>	<ul style="list-style-type: none"> - Personalised support improves engagement and reduces barriers to learning, particularly for disadvantaged pupils (<i>EEF – Special Educational Needs in Mainstream Schools</i>). 	<p>1,2,4</p>

<p>adjustments to help disadvantaged pupils access learning effectively.</p>	<ul style="list-style-type: none"> Structured adaptations help pupils regulate, focus and participate more consistently, improving access to the curriculum (<i>EEF – Behaviour in Schools Guidance</i>). Targeted use of time for interventions leads to accelerated progress, especially when aligned with classroom learning (<i>EEF – Small Group Tuition</i>). Flexible timetabling supports pupils with SEMH needs, reducing anxiety and improving readiness to learn (<i>DfE – Mental Health and Behaviour in Schools</i>). Individualised approaches help maintain inclusion, ensuring pupils remain connected to the classroom while receiving the support they need (<i>Ofsted Research Review: SEND</i>). 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,145

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Promoting the physical and mental wellbeing of all pupils through targeted support, structured wellbeing provision and mentoring partnerships, including our work with Cambridge United.</p>	<ul style="list-style-type: none"> - Whole-child wellbeing is strongly linked to improved academic outcomes, attendance and engagement (<i>DfE – Mental Health and Behaviour in Schools</i>). - Targeted SEMH support reduces behaviour incidents and increases readiness to learn, particularly for disadvantaged pupils (<i>EEF – Improving Behaviour in Schools</i>). • Physical activity and structured sports mentoring improve confidence, resilience and emotional regulation, supporting pupils' wider development (<i>Ofsted Research Review: PE</i>). • External mentoring programmes, such as Cambridge United's mentoring, provide positive role models, build self-esteem and support pupils' social and emotional development (<i>EEF – Mentoring</i>). • Strong wellbeing provision helps pupils feel safe, connected and supported, which is essential for accessing learning and thriving in school (<i>DfE – Promoting Children's Wellbeing</i>). 	<p>4</p>
<p>To promote positive behaviour and strong attitudes to learning among our most vulnerable pupils, both in lessons and across the wider school environment.</p>	<ul style="list-style-type: none"> • Positive behaviour approaches improve engagement and attainment, particularly for disadvantaged pupils (<i>EEF – Improving Behaviour in Schools</i>). • Consistent routines and expectations reduce anxiety and increase readiness to learn, especially for pupils with additional vulnerabilities (<i>DfE – Behaviour in Schools Guidance</i>). • Targeted pastoral support helps pupils develop self-regulation and resilience, improving their ability to participate successfully in lessons (<i>EEF – Social & Emotional Learning</i>). • A focus on attitudes to learning strengthens motivation and independence, leading to better long-term outcomes (<i>Ofsted Research Review: Behaviour & Attitudes</i>). • Supportive relationships with trusted adults improve behaviour and wellbeing, particularly for pupils facing disadvantage (<i>DfE – Mental Health and Behaviour in Schools</i>). 	<p>2,4</p>

<p>To strengthen productive, supportive relationships between home and school so that families are fully engaged in their child's learning and wellbeing.</p>	<ul style="list-style-type: none"> • Parental engagement has a positive impact equivalent to +4 months' progress, particularly for disadvantaged pupils (Education Endowment Foundation – Parental Engagement). • Strong home–school relationships improve attendance, behaviour and learning outcomes, especially for vulnerable pupils (DfE – Working Together to Improve School Attendance). • Clear, consistent communication increases parental confidence, enabling families to better support learning at home (EEF – Guidance on Effective Communication). • Early help and partnership working reduce barriers to learning, improving stability and readiness to learn for disadvantaged pupils (DfE – Supporting Families Guidance). • Positive relationships with school staff increase parental participation in workshops, meetings and events, which is linked to improved pupil progress (Ofsted Research Review: Parents and Schools). 	<p>1,2,4</p>
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Total budgeted cost: £65,145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Data 2024 - 2025

Reading Strengths:

- **Year 1 PP** – 75% have made *expected or better progress*, showing strong catch-up momentum.
- **Year 2 PP** – 50% achieved ARE+ and 50% made expected progress, indicating secure progress for half the cohort.
- **Year 3 PP** – 63% made expected or better progress, demonstrating strong progress even where attainment is lower.
- **Year 4 PP** – 60% made expected or better progress, showing effective support for disadvantaged pupils.
- **Year 5 PP** – 80% made expected or better progress, with progress significantly outstripping attainment.
- **Year 6 PP** – overall cohort outcomes are strong (84% ARE+), suggesting PP pupils likely benefited from whole-school improvements.

Reading Strengths Summary

- **Progress for PP pupils is consistently strong across the school**, with most year groups showing 60–80% making expected or better progress.
- **Year 1, 3, 4 and 5 PP pupils show particularly strong progress**, indicating effective early reading and KS2 intervention strategies.
- **Where attainment is lower, progress is strong**, showing that PP pupils are catching up even if not yet at ARE.

Writing Strengths

- **Year 1 PP** – 50% made expected progress.
- **Year 2 PP** – 16% ARE+ but 16% made expected progress; small numbers but progress is evident.
- **Year 3 PP** – 88% made expected or better progress, a significant strength.
- **Year 4 PP** – 80% made expected or better progress, showing strong writing development.
- **Year 5 PP** – 100% made expected or better progress, a major success.

- **Year 6 PP – 100%** made expected or better progress, a major success.

Writing Strengths Summary

- **KS2 writing progress for PP pupils is a major strength**, especially in Years 3–6.
- **Year 5 and 6 PP pupils show exceptional progress (100%)**, demonstrating highly effective teaching and intervention.
- **Year 3 and 4 PP pupils also show very strong progress**, indicating consistent improvement across the phase.

Maths Strengths

- **Year 1 PP – 75%** made expected or better progress.
- **Year 2 PP – 66%** made expected or better progress.
- **Year 3 PP – 75%** made expected or better progress.
- **Year 4 PP – 60%** made expected or better progress.
- **Year 5 PP – 60%** made expected or better progress.
- **Year 6 PP – 70%** made expected or better progress.

Maths Strengths Summary

- **Progress for PP pupils in maths is consistently strong**, with most year groups achieving **60–75%** expected or better progress.
- **Year 1, Year 3 and Year 6 PP pupils show particularly strong progress**, indicating effective early maths teaching and intervention.
- **Across KS2, PP progress remains stable and positive**, demonstrating sustained support.

Overall Strengths for Pupil Premium Pupils

- **Progress is a clear strength across Reading, Writing and Maths**, with most PP pupils making expected or better progress in almost every year group.
- **KS2 PP progress is particularly strong**, especially in Writing (Years 3–6) and Reading (Years 3–5).
- **Early years/KS1 PP pupils show strong progress even where attainment is lower**, indicating effective catch-up provision.
- **Early interventions working**, as progress rates are consistently higher than attainment rates.
- **Fen Ditton successfully closed gaps over time**, especially in Writing and Maths.

- **High proportions of PP pupils are making accelerated progress**, demonstrating the impact of targeted support, coaching, and structured interventions.

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