

Pupil premium strategy statement 2024/25 to 2027/2028

School overview

Detail	Data
School name	Ditton Church of England Junior School
Academic year/years that our current pupil premium strategy plan covers	2025–2028 (3-year plan; updated annually)
Date this statement was published	December 2025
Date on which it will be reviewed	Termly (with annual published update by 31 December)
Statement authorised by	Headteacher
Pupil premium lead	Pupil Premium Champion / AHT
Governor / Trustee lead	Named PP Governor/A Oldershaw (DoE)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78 780
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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>	£ 78 780

Part A: Pupil premium strategy plan

Statement of intent

At Ditton Church of England Junior School, we are committed to ensuring that all pupils, regardless of disadvantage, achieve well academically, attend regularly, and leave our school equipped with the knowledge, skills and confidence to succeed in the next stage of their education.

This Pupil Premium Strategy is rooted in a clear understanding of our pupils' needs and the barriers that prevent some disadvantaged pupils from achieving as well as their peers nationally. Current school and national data show that disadvantaged pupils at Ditton experience significant gaps in attainment in reading, writing and mathematics, alongside high levels of persistent absence, weak foundational knowledge in literacy and numeracy, and a high prevalence of social, emotional and mental health needs. Limited access to enrichment and cultural experiences further impacts pupils' engagement, confidence and readiness to learn.

Our strategy follows the DfE and Education Endowment Foundation (EEF) tiered approach, with high-quality teaching at its core. We prioritise consistent, evidence-informed classroom practice in writing, mathematics and reading, ensuring that disadvantaged pupils benefit from clear modelling, explicit instruction, strong curriculum sequencing and adaptive teaching that meets individual needs. This is underpinned by ongoing professional development, Trust-wide moderation and robust quality assurance.

Where high-quality teaching alone is not sufficient, we provide targeted academic support that is precisely matched to pupils' assessed needs. Interventions are structured, time-limited and closely linked to classroom learning, with a particular focus on reading fluency, mathematical fluency, writing accuracy and oral language development. Progress is reviewed regularly to ensure that interventions accelerate learning and close gaps rather than replace high-quality classroom provision.

We recognise that academic success cannot be secured without addressing wider barriers. Therefore, wider strategies form a critical part of this plan. Improving attendance is a key priority, with a strong emphasis on early identification, family engagement and rapid support for pupils at risk of persistent absence. Targeted pastoral and SEMH provision supports pupils' emotional regulation, behaviour and readiness to learn, enabling them to engage positively in lessons. We are equally committed to broadening pupils' experiences through a clear enrichment entitlement, ensuring that disadvantage does not limit access to trips, clubs, music and wider cultural opportunities.

This strategy is a three-year plan (2025–2028) with clear, measurable outcomes and annual review points. Leaders and governors will evaluate impact through robust assessment, attendance and behaviour data, alongside qualitative evidence such as pupil voice, work scrutiny and case studies. Funding decisions are guided by evidence of what works best for disadvantaged pupils and are reviewed regularly to ensure the best possible use of resources.

Through this approach, we aim to significantly reduce barriers to learning, close attainment gaps, improve attendance and wellbeing, and ensure that disadvantaged pupils at Ditton Church of England Junior School achieve outcomes that reflect their potential.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils enter school with underdeveloped speech, language and communication skills and more limited exposure to language-rich interactions and cultural experiences , which can lead to weaker vocabulary, oral and written expression, reduced phonological awareness and early reading comprehension. This is often compounded by low confidence or anxiety around speaking and fewer s to practise formal talk or leadership, alongside variable staff expertise in consistently delivering high-quality, structured classroom talk and oracy routines.
2	Low attainment in writing and maths for disadvantaged pupils: Writing EXS 50% vs 78% national non-disadvantaged (gap 28pp); Maths EXS 20% vs 80% (gap 60pp); Combined R/W/M 20% vs 69% (gap 49pp).

	Weak foundational knowledge / fluency: MTC average 16.7 vs 20.6 national; writing attainment significantly below national for pupils with SEN (Writing EXS 20% SEN Support vs 72% national).
3	Significantly high persistent absence: Disadvantaged PA 54.4% vs national 24.4%; whole-school PA 26.2% vs 14.3%.
4	Low proportions achieving greater depth (GDS): Writing 4% vs 13%; Maths 16% vs 26%; Reading 29% vs 33% (2025 provisional).
5	High levels of SEMH need impacting engagement and behaviour: 11 SEN Support SEMH + 1 EHCP SEMH; FSM6 suspensions 6% vs 2.33% national.
6	Limited cultural capital / inconsistent enrichment access: disadvantaged pupils participate less in clubs, trips and music tuition (school monitoring).

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 by July 2028 (three-year targets)
Attainment improves in R/W/M for disadvantaged pupils	RWM EXS disadvantaged: attainment to be in line with all pupils
Persistent absence reduces substantially	Disadvantaged PA: 54.4% → <25% ; Whole-school PA: 26.2% → ≤15%
Greater depth outcomes increase	Writing GDS 4% → 10%+ ; Maths GDS 16% → 22%+ ; Reading GDS 29% → 35%+
Fluency and foundational knowledge strengthen	MTC average 16.7 → ≥20 ; PP pupils make ≥1 year progress per year in maths
SEMH and readiness to learn improves	FSM6 suspensions 6% → <3% ; improved SEMH indicators for majority of PP pupils (Boxall/SDQ)
Enrichment participation improves	90% disadvantaged attend ≥1 club each term; 100% participate in ≥2 curriculum enrichment events per year
Disadvantaged pupils develop stronger spoken language, vocabulary and early communication foundations that support reading and writing.	Formative assessment (e.g., oracy/vocabulary rubrics) shows clear improvement in vocabulary breadth, sentence construction, and communication skills, with fewer pupils requiring SLCN support at transition points. Disadvantaged pupils demonstrate stronger outcomes reading comprehension across key stage.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school writing improvement programme	High-quality teaching is the strongest lever for improving outcomes for disadvantaged pupils. Explicit instruction, modelling and feedback improve sentence construction and composition.	1, 3, 4
Maths mastery implementation with daily fluency	Well-sequenced maths teaching using CPA and variation theory improves conceptual understanding and retention. Fluency practice strengthens automaticity.	1, 3, 4
Adaptive teaching and SEND-focused CPD	Responsive teaching, scaffolding and pre-teaching improve access to learning for disadvantaged pupils and those with SEND.	1, 4, 5
Explicit vocabulary development across the curriculum	Systematic teaching of Tier 2 and Tier 3 vocabulary improves comprehension, writing quality and curriculum access.	1, 4, 6
Whole-class reading fluency routines	Structured fluency practice supports comprehension and access to increasingly complex texts.	1, 4
Implement a Trust-wide Oracy Framework with clear progression, shared talk protocols, and consistent classroom routines.	EEF evidence shows that high-quality, structured classroom talk and explicit vocabulary teaching can add around six months' progress for disadvantaged pupils, and that embedding these routines through consistent frameworks and instructional coaching is an 2 - 5 effective way to improve teaching practice and pupil outcomes at scale.	1 - 7

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily structured reading interventions	Targeted reading interventions are effective when frequent, time-limited and linked to diagnostic assessment.	1, 4
Maths tutoring (Y4 and Y6 priority)	Small-group and 1:1 tuition accelerates progress when aligned to curriculum content and assessment.	1, 3, 4

Writing intervention cycles (Y5/6)	Targeted writing support combining instruction, practice and feedback improves fluency and independence.	1, 3, 4
Speech, language and communication support	Improving oral language supports writing, reading comprehension and engagement with learning.	1, 4, 5
Precision teaching for times tables and number facts	Short, frequent recall practice improves automaticity and supports maths attainment.	1, 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school attendance strategy	Targeted attendance systems and family engagement are more effective at reducing persistent absence.	2
Targeted SEMH and pastoral support	Pastoral interventions improve emotional regulation, engagement and readiness to learn.	5, 2
Behaviour and inclusion strategy	Consistent relational and restorative approaches reduce exclusions and improve behaviour.	5
Enrichment and cultural capital entitlement	Removing cost barriers increases participation and improves engagement and aspiration.	6, 2, 5
Parent partnership and community engagement	Strong school–family relationships support attendance, behaviour and engagement.	2, 5, 6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To be completed in Autumn 2026

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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