

# Pupil premium strategy statement for Ditton Church of England Junior School **2025-2028**

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	209*
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	Revised for Dec 2025
Date on which it will be reviewed	August 2026
Statement authorised by	B McKenzie (Interim HT) S Ward (Headteacher)
Pupil premium lead	S Ward (Headteacher)
Governor / Trustee lead	Paul Bailes

## 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)	£0
<b>Total budget for this academic year</b> <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>	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Ditton CE Junior School, our Pupil Premium strategy is designed to ensure that disadvantaged pupils—particularly those eligible for FSM6, looked-after children and previously looked-after children—achieve highly and secure strong outcomes in reading, writing and mathematics.

Our intent is to remove the most significant barriers faced by disadvantaged pupils at Ditton, which currently include:

- Persistent absence significantly above national (FSM6 PA: 54.4% vs 24.4%)
- Low attainment in core subjects, particularly maths and combined RWM (RWM EXS: 20% vs 69% national non-disadvantaged)
- Weak foundational fluency in writing and maths
- Lower-than-national MTC outcomes (Year 4 average: 16.7 vs 20.6)
- Growing SEND needs (18 disadvantaged pupils also SEN) and a growing baseline of children where SEMH needs and demands are evident in day to day regulation, even if not SEN diagnosed.

Our strategy aligns with school, trust and national priorities:

- High-quality teaching is the most effective lever for improving outcomes.
- Targeted academic support addresses specific gaps in reading, writing and mathematics.
- Wider strategies—including attendance, behaviour, SEMH and cultural capital—ensure pupils can access learning consistently and confidently. A focus on belonging and ‘irresistible school days’ is at the heart of our improvement plans.

Our long-term aim is that by Summer 2027, disadvantaged pupils achieve in line with, or above, national averages in reading, writing and mathematics, and that persistent absence for disadvantaged pupils is no longer significantly above national.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Low attainment in writing and mathematics for disadvantaged pupils</p> <ul style="list-style-type: none"> <li>• Writing EXS: 50% disadvantaged vs 78% national non-disadvantaged (–28pp)</li> <li>• Maths EXS: 20% disadvantaged vs 80% national non-disadvantaged (–60pp)</li> <li>• Combined R/W/M: 20% disadvantaged vs 69% national non-disadvantaged (–49pp)</li> </ul> <p>These gaps reflect historic inconsistency in curriculum sequencing, weak foundational fluency, and the compounded impact of persistent absence. Strengthening core teaching, modelling, vocabulary and adaptive practice is a central driver in the 180-day plan.</p>
2	<p>Very high persistent absence, particularly for disadvantaged pupils</p> <ul style="list-style-type: none"> <li>• Disadvantaged PA: 54.4% vs 24.4% national</li> <li>• Whole-school PA: 26.2% vs 14.3% national (significantly above)</li> </ul> <p>Persistent absence is the single greatest barrier to progress. Improving attendance is a priority across the school and trust, with relational practice, early intervention and consistent follow-up forming a major strand of the 2026 strategy.</p>
3	<p>Low proportions of pupils achieving Greater Depth</p> <ul style="list-style-type: none"> <li>• Writing GDS: 4% vs 13% national</li> <li>• Maths GDS: 16% vs 26% national</li> <li>• Reading GDS: 29% vs 33% national</li> </ul> <p>This indicates a need to strengthen challenge, reasoning, vocabulary and disciplinary literacy so that more disadvantaged pupils can access deeper learning and demonstrate mastery.</p>
4	<p>Weak foundational knowledge in number, times tables and writing fluency</p> <ul style="list-style-type: none"> <li>• MTC average score: 16.7 vs 20.6 national</li> <li>• Writing EXS for SEN Support: 20% vs 72% national</li> </ul> <p>Gaps in number recall, sentence fluency and transcriptional accuracy limit pupils' ability to access age-related content. This aligns directly with your 180-day focus on manipulatives, modelling, explicit vocabulary and structured practice.</p>
5	<p>High levels of SEMH need affecting engagement and readiness to learn</p> <ul style="list-style-type: none"> <li>• 11 pupils on SEN Support with SEMH as primary need; 1 EHCP SEMH</li> <li>• Suspensions for FSM6 pupils: 6% vs 2.33% national</li> </ul> <p>SEMH needs impact attendance, behaviour, and sustained engagement. Strengthening relational practice, predictable routines, and targeted pastoral support is essential to securing readiness to learn.</p>
6	<p>Limited cultural capital and inconsistent access to enrichment</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils attend fewer trips, clubs, leadership roles and music tuition (school monitoring)</li> </ul> <p>This limits pupils' confidence, vocabulary, background knowledge and sense of belonging. Our 2026 plan to widen participation, reduce financial barriers and embed pupil leadership directly addresses this.</p>

## Intended outcomes

Intended outcome	Success criteria - Success Criteria (Across 3 Years)
<b>Improved attainment in reading, writing and maths for disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>- RWM EXS for disadvantaged rises from <b>20%</b> → <b>55%+</b> by 2027.</li> <li>- Maths EXS for disadvantaged from <b>20%</b> → <b>60%</b>.</li> <li>- Writing EXS for disadvantaged from <b>50%</b> → <b>75%</b>.</li> </ul>
<b>Persistent absence dramatically reduced.</b>	<ul style="list-style-type: none"> <li>Disadvantaged PA falls from <b>54.4%</b> → <b>&lt;25%</b> by 2027.</li> <li>- Whole-school PA falls from <b>26.2%</b> → <b>≤15%</b>.</li> </ul>
<b>Increased proportions of pupils achieving GDS.</b>	<ul style="list-style-type: none"> <li>- Reading GDS from <b>29%</b> → <b>35%+</b>.</li> <li>- Writing GDS from <b>4%</b> → <b>10%+</b>.</li> <li>- Maths GDS from <b>16%</b> → <b>22%+</b>.</li> </ul>
<b>Stronger mathematical fluency and times-table recall.</b>	<ul style="list-style-type: none"> <li>MTC average rises from <b>16.7</b> → <b>≥20</b> by 2027.</li> <li>- All PP pupils show ≥1 year's progress in maths per year.</li> </ul>
<b>Improved SEMH, behaviour and readiness to learn.</b>	<ul style="list-style-type: none"> <li>Reduction in FSM6 suspensions from <b>6%</b> → <b>&lt;3%</b>.</li> <li>- Majority of PP pupils show improved SEMH indicators (Boxall/SDQ).</li> </ul>

The aspiration of school leaders is that Ditton Junior School will become a hub for provision for those with vulnerabilities and provide our staff with training and development that enables them to meet complex need in class so that few moments are wasted and days at school are enjoyable and productive. Given the small nature of the cohort, we want to move to ever more bespoke awareness of the nuances of need – beginning with prioritising this with our most disadvantaged and vulnerable children.

## 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) £47400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Whole-school writing improvement programme</b> <ul style="list-style-type: none"> <li>Shared writing progression with explicit grammar instruction.</li> <li>Trust-wide moderation and CPD.</li> <li>Daily sentence-level instruction.</li> </ul>	<a href="#">The writing framework - GOV.UK</a>	1, 3
<b>Maths mastery implementation and fluency focus</b> <ul style="list-style-type: none"> <li>Embedding best practice with White Rose adaptive and responsive teaching</li> <li>Consistent CPA modelling and variation theory.</li> <li>Use of NCTEM “5 Big Ideas” as CPD core and further engagement with local Maths Hub.</li> <li>Fluency sessions daily for PP pupils.</li> </ul>	<a href="#">Five Big Ideas in Teaching for Mastery   NCETM</a>	1, 3, 4
<b>Adaptive teaching training (CPD priority)</b> <ul style="list-style-type: none"> <li>Embedding best practice with White Rose adaptive and responsive teaching</li> <li>Consistent CPA modelling and variation theory.</li> <li>Use of NCTEM “5 Big Ideas” as CPD core.</li> <li>Fluency sessions daily for PP pupils.</li> </ul>	<a href="#">Special Educational Needs in Mainstream Schools   EEF</a>  <a href="#">SEND code of practice: 0 to 25 years - GOV.UK</a>	1,2,3,4,5
<b>Vocabulary development across curriculum</b> <ul style="list-style-type: none"> <li>Tier 2/3 vocabulary taught explicitly in all subjects.</li> <li>Reading spine enriched to reflect diversity and challenge gaps.</li> </ul>	<a href="#">Vocabulary   EEF</a> Closing the Vocabulary Gap (Quigley)	1,3,
<b>Implement Trust-wide Oracy Framework</b> with clear progression, shared talk protocols, and consistent classroom routines. 1 5 and 6	High-quality, structured classroom talk and explicit	1, 3 & 6

	vocabulary teaching can add around six months' progress for disadvantaged pupils	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions) £15,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Maths tutoring (Year 4 &amp; Year 6 priority)</b> <ul style="list-style-type: none"> <li>Morning maths tutoring focusing on number sense and tables.</li> <li>Targeted booster groups for disadvantaged pupils.</li> </ul>	<a href="#">One to one tuition   EEF</a>	
<b>Writing intervention</b> <ul style="list-style-type: none"> <li>6-week writing booster programmes in Y5/6.</li> <li>Small-group writing conferencing for PP pupils</li> </ul>	<a href="#">One to one tuition   EEF</a>	
<b>Speech, language and communication support</b> <ul style="list-style-type: none"> <li>Targeted EAL vocabulary and SLCN approaches</li> </ul>	<a href="#">Oral language interventions   EEF</a> <a href="#">Best start in speech, language and communication (SLC) - GOV.UK</a>	

**Wider strategies (for example, related to attendance, behaviour, wellbeing) £15780**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Whole-school Attendance Strategy</b> <ul style="list-style-type: none"> <li>Weekly attendance clinics.</li> </ul>	<a href="#">DfE – Working Together to Improve School Attendance (Statutory Guidance)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2

<ul style="list-style-type: none"> <li>Attendance officer caseload for PP pupils.</li> <li>Fast-track procedures for PA.</li> <li>Incentives and community engagement events</li> </ul>	<a href="#">Attendance interventions rapid evidence assessment   EEF</a>	
<p><b>SEMH and pastoral support</b></p> <ul style="list-style-type: none"> <li>ELSA-trained staff delivering SEMH programmes.</li> <li>Mentoring for PP pupils with the highest barriers.</li> <li>Restorative practices embedded.</li> </ul>	<p><a href="#">5 - WELL Project ELSA Evaluation Survey March 2024.docx</a></p> <p><a href="#">Parental engagement   EEF</a></p> <p><a href="#">EEF – Behaviour Interventions (Teaching &amp; Learning Toolkit)  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	5
<p><b>Behaviour and inclusion support</b></p> <ul style="list-style-type: none"> <li>Therapeutic behaviour training for all staff.</li> <li>Daily check-in/check-out for targeted pupils.</li> </ul>	<p><a href="#">EEF – Behaviour Interventions (Teaching &amp; Learning Toolkit)  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2, 5
<p><b>Cultural capital and enrichment entitlement</b></p> <ul style="list-style-type: none"> <li>Fully funded places on trips, clubs and music lessons for PP pupils.</li> <li>PP pupils guaranteed participation in at least one enrichment club per term.</li> <li>Use of Picture News weekly to bring the world to the pupils</li> </ul>	<p><a href="#">Arts participation   EEF</a></p> <ul style="list-style-type: none"> <li>Highlights the importance of <b>wider strategies</b> that build aspiration, engagement and attendance.</li> <li><a href="#">Pupil premium - GOV.UK</a></li> </ul> <p><a href="#">Social Emotional and Mental Health (SEMH) toolkit - KELS!</a></p> <p><a href="#">Disadvantage - Education Policy Institute</a></p> <p>Picture news -</p>	2,5,6

**Total budgeted cost: £78780**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Ditton CE Junior School opened as a new academy in November 2023 and therefore does not yet have a long-term trend of performance data. However, the 2024–2025 academic year provides the first reliable picture of the school’s starting point and the early impact of the systems and strategies introduced since academisation. Both the Interim Headteacher and the Trust Director of Education (DoE) note that disadvantaged pupils continued to face significant barriers to learning, including low attainment in core subjects, high levels of persistent absence, and growing SEMH needs that limited engagement and readiness to learn.

#### Reading, writing and maths combined attainment 2024/25

Measure	All pupils	Disadvantaged	National (All)
R/W/M Combined	44%	20%	62%
Reading EXS+	69%	50%	74%
Writing EXS+	64%	50%	72%
Maths EXS+	53%	20%	73%

#### Persistent Absence

Year	All Pupils	All Pupils National	Disadvantaged	Disadvantaged National
2023/24	24.9%	14.6%	59.6%	27.1%
2024/25	25.3%	13.3%	56.9%	24.5%

#### SEMH

There is a growing need for **school-based support for resilience and emotional regulation**. Daily observations and casework show that for a number of pupils, difficulties with emotional and mental-health regulation significantly limit their engagement with learning and wider school life.

During the year, leaders established new systems for assessment, curriculum implementation, pastoral support, attendance monitoring and teaching improvement. These foundations underpin

the three-year Pupil Premium strategy and have begun to secure early improvements. monitoring visits from school improvement advisors from Aletheia Trust and internally significant change to the systems for quality assurance and curriculum review, has strengthened its approach to high-quality teaching, introduced more consistent intervention structures and improved the rigour of monitoring and evaluation.

While attainment gaps remain—particularly in mathematics and greater depth outcomes—the combined evidence from leaders, the Interim Headteacher and the DoE indicates that the school is now on a more secure improvement trajectory. The systems introduced in 2024–2025 have begun to take effect, and the next phase of the strategy will focus on deepening consistency, accelerating progress and further reducing the barriers faced by disadvantaged pupils.

## 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
PiXL Assessment Provides standard tests, QLAs and analysis of cohorts and individuals which support granular knowledge of children’s learning journey,	<a href="#">PiXL</a>
Timestables Rockstars	<a href="#">Timestables Rockstars</a>
Little Wandle	<a href="#">Letters and Sounds   A complete Phonics resource to support children</a>
Accelerated Reader	(under review)
White Rose Maths	<a href="#">White Rose</a>
White Rose Science	<a href="#">White Rose</a>
Kapow <ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• Art / DT</li> </ul>	Kapow <a href="#">Primary School Schemes of Work, Lesson Plans and CPD</a>
Charanga	<a href="#">Charanga Music</a>
Picture News	<a href="#">Picture News for Schools: Teaching Resources for Assemblies</a>

## 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**

None

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)

We have secured some additional funding from the support of the trust to make some capital improvements which will provide increased opportunities for enriched learning and support for all pupils, but particularly pertinent to the needs of our disadvantaged/pp children. These are outlined below- the groundwork and preparation for these endeavours will take place across Summer 2026 – and then be reflected in our updated PP Strategy in Dec 2026.

**Daily enriched outdoor learning** — timetabled short sessions each day that link outdoor play to curriculum goals: fluency stations for number and writing, practical science and DT tasks, and vocabulary-rich talk activities.

**Oracy Training and Development:** Access to C Quigley’s oracy framework training has provided CPD which will feed into developments in oracy. This Summer CPD will focus on how this can be better embedded into core practices – and we will modify our PP Strategy based on the development plan and resources needed. We understand the critical importance of oracy for the disadvantaged and will use the CPD/research and resources available to mirror the development and embedding of vocabulary and reading.

There is also an Oracy focus in the ATT Trust Teaching & Learning Group and Pupil Premium Group that the school will be engaged with.

**Supported regulation and intervention spaces** — on-site, resourced zones for small-group tuition, precision fluency work and SEMH regulation; staffed by trained adults and available every day.

**Whole-school Zones of Regulation** — consistent language, visual prompts and routines across classrooms and playgrounds so pupils learn self-regulation as a taught skill.

**Relational practice as core pedagogy** — staff CPD and coaching to prioritise predictable routines, restorative approaches and family-facing engagement so belonging drives attendance and participation.

**Guaranteed enrichment entitlement** — fully funded places for PP pupils in at least one club per term, music lessons and termly on-site enrichment weeks to build cultural capital and curriculum background knowledge. We are using the Summer Term 2026 to set the best foundations for the weekly, termly offer so that it moves from opportunity based to entitlement based.