Pupil premium strategy statement

Before completing this template, you should read the guidance on using pupil premium.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Ditchingham Primary
Number of pupils in school	71 (based on academic year 2024/2025)
Proportion (%) of pupil premium eligible pupils	16.9% (based on academic year 2024/2025)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Heather Brand
Pupil premium lead	Maria Adcock
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,665

Part A: Pupil premium strategy plan

Statement of intent

At Ditchingham Primary School we want all children to have the best educational opportunities and to achieve to the best of their potential. We want all children to make expected progress in reading, writing and maths. We believe in offering the same opportunities to all children and this includes our extra-curricular activities and visits that enhance the learning experience.

Our ultimate objectives for disadvantaged pupils are:

- To make expected progress in reading, writing and maths
- To narrow the attainment gap
- To fully embrace the whole curriculum offer, with funding support for extra-curricular activities

We aim to meet these objectives in the following ways:

- Ensure children have quality first teaching that is scaffolded to support children where necessary
- Ensure appropriate scaffolding and interventions are in place to support children's learning and help to close the gaps in their knowledge.
- Thorough question level analysis of assessments to ensure we are targeting the correct gaps.
- Supporting families with payments to extra-curricular clubs and enrichment where needed

Challenges

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

Challenge number	Detail of challenge
1	Poor engagement with reading for pleasure
2	Poor vocabulary – expressive and receptive
3	Academic progress may be slower for disadvantaged pupils
4	Some of our pupil premium children do not have the varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary is limited
5	

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 engagement with reading for pleasure.	Children will engage with Kingfisher Reading Wings – our weekly class reward for reading at home. Parents will be more aware of the importance of reading at home and sharing books together.
For children to be able to express themselves clearly and use a wider range of vocabulary.	Children will be able to express themselves and make themselves understood.
For PP children to have access to extra-curricular activities and visits to enhance learning	PP children will take up opportunities with extra-curricular activities and attend visits and residential.
For disadvantage children to make good progress from their starting points	Children will have made progress from their starting points

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL to help identify learning gaps by using summative questions formatively. Enables reliable benchmarking using ready-made assessments.	EEF states that: Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1, 2, 3
Read Write Inc. synthetic phonics programme	Education Endowment Foundation (EEF) Phonics. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1, 2, 3
Sharing afternoons with parents with a reading focus to support parents in how we teach reading and comprehension to enable them to support their child within the home.	EEF Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.	1,2, 3, 4

Use of Ed Shed for the specific teaching of spelling	Ed Shed says spelling and word knowledge are key components in the process of learning to read and write. Spelling Shed makes the acquisition of these key skills fun and engaging for students and easy for teachers to implement. Our approach follows the Science of Reading	3
Implementation of Zones of Regulation across the school	EEF states that metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through structured discussion.	3

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

Budgeted cost: £5165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support Reading and maths additional intervention Investment in TA provision enables targeted support, for example, pre teaching and specific interventions to take place	EEF Small group tuition (+4 months progress, on average, over the course of a year) EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year)	1,2,3
Wellcomm assessment package and intervention	*EEF* Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low attainment or are struggling in particular areas.	2, 3, 4
Literacy Gold to support and improve spelling	Literacy Gold is an evidence-based programme to help pupils progress with spelling and reading	1, 2, 3,
Precision Teaching for reading and spelling	*EEF* Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on	1, 2, 3

	average. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low attainment or are struggling in particular areas.	
RWI fast track tutoring	*EEF* Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low attainment or are struggling in particular areas.	3

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support children to attend extra-curricular clubs and visits to enhance learning School pays 50% of a club and visit each half term.	EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	4
Contingency fund for any issues that may arise during the course of the year.	Based on previous experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 16665

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.

The table below compares our school to the national PixI results and shows the difference between the two.

Subject/Paper	Year 5 PiXL	Year 5 School	Year 5 Difference	Year 4 PiXL	Year 4 School	Year 4 Difference	Year 3 PiXL	Year 3 School	Year 3 Difference	Year 1 PiXL	Year 1 School	Year 1 Difference
Reading	59%	50%	-9.4%	57%	53%	-4.4%	58%	59%	0.6%	56.4%	73.0%	16.6%
Reading Paper 2												
GPS	55%	48%	-7.1%	56%	57%	0.9%	61%	55%	-5.3%			
G & P	55%	46%	-8.7%	55%	64%	9.1%	60%	56%	-3.6%			
Spelling	56%	53%	-3.1%	58%	43%	-15.5%	61%	54%	-7.5%			
Maths	52%	54%	1.1%	55%	53%	-2.4%	51%	44%	-6.4%	63.0%	78.0%	15.0%
Paper 1	63%	58%	-4.7%	70%	64%	-5.6%	58%	51%	-6.7%	58.7%	78.0%	19.3%
Paper 2	46%	51%	5.2%	49%	43%	-5.9%	43%	37%	-6.0%			
Paper 3	48%	51%	3.5%	43%	48%	5.2%						
Average	56%	51%	-5.1%	56%	54%	-2.0%	57%	53%	-3.7%	59.7%	75.5%	15.8%

Disadvantaged attainment on its own

Pupil Premium Data Report 2024-2025

Blue text = Spring term notes

Purple text – Summer Term

Ditchingham

Year 6	Reading		Writing		Maths		Combined	
	Exp	GD	Exp	GD	Exp	GD	Exp	GD
National % 2024	74%		72%		73%		61%	
National PP % 2024	64%		60%		61%		47%	
Autumn Term 4 chn	50%		75%		75%		50%	
Spring Term 3 chn	100%	33%	66%		66%		66%	
Summer Term 3 chn	66%	33%	66%		66%		33%	
Difference to PP 2024	+36%		+6%		+5%		-14%	
Notes	There has been progress made on pixl scores for these children, after their second assessment in the autumn term. 2 of the 4 have been coming into school early one morning to get some small group focussed work and this is proving successful. 1 child has moved schools due to relocating so we now have 3 Y6 at PP. Their scores have increased in assessments over the year. The focussed work before school has been a part of this impact. There has been focussed work in school time to support following question level analysis of assessments. 1 child who we thought would get expected in reading didn't quite get there – 98 scaled score.							

		R – Exp	R – GD	W – Exp	W – GD	M – Exp	M – GD	C – Exp	C - GD
	National % 2024	74%		72%		73%		61%	
Year 5	National PP % 2024	64%		60%		61%		47%	
	Autumn term 1 child	100%		100%		100%		100%	
	Spring Term 1 child	100%		100%		100%		100%	
	Summer Term 1 child	100%		100%		100%		100%	
	Difference	+36%		+40%		+39%		+43%	

- We are putting in support for this child because although they are expected they are down as E2, which means they are on track to be expected but may need support. The child remains at E2 in spring term. However, progress has been made in all assessments, Maths has seen huge progress from a score of 26 in the autumn term to 40 in the spring term. The child remains at E2 so just at expected, progress has been made, and if he continues, we expect him to reach expected next year with appropriate interventions.

	National % 2024	74%		72%		73%		61%
Year 4	National PP % 2024	64%		60%		61%		47%
	Autumn term 3 chn	33%		33%		0%		0%
	Spring Term 3 chn	33%		0%		0%		0%
	Summer Term 3 chn	33%		33%		66%		0%
	Difference to PP 2024	-31%		-60%		-61%		-47%

Notes: 1 of these children is also on the SEN record and we will be looking at applying for an EHCP needs assessment next term. There are interventions in place to support them. We have applied for the EHCP needs assessment in March. All children have made progress in their scores from autumn to spring term assessments. 1 child will be having an EHCP issued. We need to try and work on combined measures as there are different children at expected in reading and writing. 1 child also needs support with behaviours for learning as we are seeing a dip in attitude, especially after a holiday.

	National % 2024	74%		72%		73%		61%
Year 3	National PP % 2024	64%		60%		61%		47%
	Autumn term 1 child	0%		100%		100%		0%
	Spring Term 1 child	100%		100%		100%		100%
	Summer term 1 child	100%		100%		100%		100%
	Difference to PP 2024	+36%		+40%		+38%		+53%

Notes: This child joined our school in September and there were attendance issues at their last school so lots of gaps in learning. Since joining us attendance has not been an issue. There is also an FSP currently running for this family, so lots happening at home.
This child has really settled well and are making excellent progress. The FSP is now being ran by the High school as older sister attends there, and this is the main reason for the FSP to continue, it is not so much about the child attending here. The child has made significant progress within their assessment scores from the autumn to spring term. This child is at E2 so we need to continue to ensure progress is made as they are just at expected. Their attendance was dipping toward the end of the academic year so this is something we will need to continue to monitor.

Year 1	National PP % 2023	54		44		56	54	
	Autumn term 1 child	0%		0%		0%		0%
	Spring Term 1 child	0%		0%		0%		0%
	Summer Term 1 child	0%		0%		0%		0%
	Difference to PP 2024	-54%		-44%		-56%		
Notes: This child joined our school in September and there were attendance issues at their last school so lots of gaps in learning. Since joining us attendance has not been an issue. There is also an FSP currently running for this family, so lots happening at home. This child has really settled well and are making progress. The FSP is now being ran by the High school as older sister attends there, and this is the main reason for the FSP to continue, it is not so much about the child attending here. They have made some progress since their starting points, interventions are in place. Mum is also going to be going to the Doctors regarding a possible ADHD assessment. This child is making slow progress and still working about a year behind. Interventions are being implemented to support.								

	National % 2023	68	19	60	8	71	16	56
Year 2	National PP % 2023	54		44		56	54	
	Autumn term							
	Spring Term							
	Summer Term 1 child	0%		0%		0%		0%
	Difference to PP 2024	-54%		-44%		-56%		
Notes: This child has been added to the PP list in the summer term. There has been a discussion about her possibly joining the SEN record next academic year as progress is slow and she has already been having interventions to support.								

EYFS		GLD	Notes
	National % 2024	67.7%	This child is making progress. At the end of the autumn term they have made progress in their RWI assessment. They have made progress again within RWI assessments. They are finding comprehension difficult now and they are making progress with other areas of the Early Learning Goals. 1 child has been added to the PP list. We are now at 50% achieving GLD, the other child (who was added in the summer term) is not at expected, interventions have been happening.
	National PP % 2024		
	Autumn Term 1 child	0%	
	Spring Term 1 chikd	0%	
	Summer Term 2 chn	50%	
	Difference to PP 2024	-17.7%	

Teaching and learning

In 2024/2025 we had 73% reach expected standard in maths at the end of Key Stage 2, 64% in reading and 64% in writing. We had 2 out of 3 children reach expected from those Year 6 that are disadvantaged. As these outcomes show, results when comparing our school to the national Pixl schools are broadly in line, where they are below it is not by a big margin. With such small cohorts in most cases we are thinking about 1 more child at age related expectations would mean we would be in line with Pixl national scores. We have seen improvements in the cohorts throughout the year as a result of quality first teaching and the careful analysis of assessments to ensure when we use interventions we are targeting the specific gaps for those children. With regards to our disadvantaged data we again have very small numbers in cohorts when comparing to the national data. From monitoring that has taken place over the academic year, we have seen evidence of the progress children have made from their starting points. Staff have carefully used the question level analysis data from our Pixl assessments to ensure they have a clear picture of where children are and then plan for the gaps they have in their learning. We have carefully planned staff CPD throughout the year, which in turn has meant we have quality first teaching in every class and the records of interventions for each class has shown an impact on learning. At pupil progress meetings, staff are able to confidently talk about their class and where progress has been made, they can also identify where the gaps are and what they are doing about those gaps.

Targeted Support

Children made good progress across the curriculum, evidenced through use of low stakes quizzes at key points and use of other assessment tools. Pupils were able to speak confidently about the knowledge they had learnt and demonstrate this in the work that they produced.
Our RWI fast track tutoring is seeing success, we saw a 70% pass rate in phonics this year. Literacy Gold has successfully been used throughout the year with good progress being made.

Wider Strategies

A range of experiences were offered to all children, with excellent engagement in clubs offered each day. We have after school clubs each day that are offered to all children and we will support those disadvantaged to attend these.
All children, apart from 2 took part in our residential trips at KS2 and those disadvantaged were given support financially. The children were able to build their social skills by working with other children. The children that didn't take part was due to their personal preference in not wanting to attend rather than anything else.