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Pupil premium strategy statement – Duxford Church of England Community Primary School

This statement details our school's use of pupil premium (and recovery 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	170 (2023/24) 156 (December 2024/25) 143 (December 2025/26)
Proportion (%) of pupil premium eligible pupils	14% (December 2023) 15% (December 2024) 15.4% (December 2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	Annually in December with a final review in December 2026
Statement authorised by	Sarah Medley (Co-Headteacher)
Pupil premium lead	Sarah Medley
Governor / Trustee lead	Dr Andrew Jackson

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,845
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0



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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>	£34,845
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Part A: Pupil premium strategy plan

Statement of intent

At Duxford Church of England Community Primary School, all stakeholders share a strong commitment to ensuring that disadvantaged children receive the best possible support to make excellent progress and achieve as well as their peers. We aim for our disadvantaged children to:

- Flourish socially and emotionally, by providing support to develop their mental health and emotional wellbeing when necessary.
- Make strong academic progress in reading, writing and maths, so that they are well prepared to thrive in the next stage of their education.
- Make strong progress in the wider curriculum, by having access to a broad range of subjects, which are well sequenced and progressive.

It is important that our ultimate aims for disadvantaged children are ambitious and aspirational. All stakeholders are committed to ensuring that there are no limits set on children's capacity or achievements, and are aware that children only get one chance at primary education. We recognise that a proportion of our disadvantaged children also have Special Educational Needs, (30%), and we work hard to ensure that they make excellent progress in relation to their starting points. Equally, we want to ensure that higher attaining disadvantaged children also make strong progress from their higher starting points. It is important that our strategy is rooted in recent, well respected research, so that we can be confident that the plans we enact have the best chance of a positive impact for our children. We also recognise that many of the approaches we use to support disadvantaged children will impact positively on non-disadvantaged children, particularly in respect to CPD for teachers and focused strategies in the classroom. We aim for our teachers to have access to the best quality training and development, so that all children flourish and make strong progress.

Challenges

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



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Challenge number	Detail of challenge
1	Assessments and observations indicate a weakness in learning behaviours, eg lack of independence or resilience; taking responsibility for their own learning
2	Discussions with parents and teachers indicate that some disadvantaged pupils have social and emotional difficulties
3	Lower academic attainment compared to non-disadvantaged pupils, particularly in reading, writing and maths
4	Limited opportunities for enrichment opportunities due to family circumstances

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 narrow the attainment gap between disadvantaged and non-disadvantaged pupils (3)	Disadvantaged pupils will be closing the gap on the attainment of non-disadvantaged pupils. Analysis of interventions will show a positive impact on pupils' learning and has helped to accelerate progress.
Pupils and families with identified social, emotional or health needs are well supported by school so that needs are alleviated. (1,2)	Support is provided for pupils and families. Identified pupils attend ELSA, Nurture, mentoring or counselling sessions. Fewer behaviour reports are received. Observations show improved behaviour for learning in class. Families are supported via EHA referrals or work with other external agencies
Pupils have a breadth of experiences that enable them to enrich their learning. School will deliver an engaging curriculum and provide enrichment opportunities. (4)	Teachers plan a stimulating, well sequenced curriculum. Pupils access enrichment and sporting opportunities both within, and outside of the school day. Subject coordinators have time and resources to develop their curriculum areas. The curriculum is adapted to ensure that it can be accessed by all pupils.



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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year, 2025 – 26** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English training from Cambs LA for all staff and resources to support teaching and learning	Research shows that: 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' EEF Effective Professional Development Guidance Report Oct 21 Professional development on evidence-based approaches, for example adaptive teaching, feedback, metacognition, reading comprehension, phonics or mastery learning EEF	3
Use of English Lead to further develop teaching and learning across the school – monitoring, teaching support (English Lead regularly released from class teaching)		1,3
Maths training from Cambs LA for all staff and resources to support the teaching and learning of maths.		3

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

Budgeted cost: £ 10,000



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Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions to support academic learning	EEF Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver	1,3
Purchase of schemes and assessment materials to better target teaching and learning.		3

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour management and support for children's social and emotional development - Regular 1:1 ELSA sessions for identified children, 1:1 teaching assistant support to manage behaviour	EEF Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours. The interventions themselves can be split into three broad categories: Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;	1,2
Therapeutic Thinking tutor training for 1 member of staff and time to deliver and oversee this in school	Universal programmes which seek to improve behaviour and generally take place in the classroom; and More specialised programmes which are targeted at students with specific behavioural issues	1,2,3



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To continue the trauma-informed training designed to help relevant adults in schools and educational settings meet the needs of children who have experienced significant adversity and complex (relational) trauma.	Research shows that: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.' EEF Social and emotional learning EEF Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	2
Training for the SENDCO to share with the staff.		2
Funding for enrichment activities	Extracurricular activities, including sports, outdoor activities, arts, culture and trips – EEF EEF - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Music lessons, drama club and art club participation is encouraged and is subsidised.	4

Total budgeted cost: £ 35,000



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Part B: Review of the previous academic year 2024 - 25

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments shows that **all** disadvantaged pupils made progress with their learning during 2024/25. Many of our disadvantaged pupils achieved age related expectations.

Increasing attainment in writing remains a whole school target for disadvantaged and non-disadvantaged pupils alike.

It should be remembered that 40% of our disadvantaged pupils in 2024/25 were also on the SEND register, with 4.3% having an EHCP. However, despite some strong individual performances, the attainment of the school's disadvantaged pupils in 2024/25 was below our aspirations.

Our observations and assessments demonstrated that the behaviour of some disadvantaged pupils remained a concern last year, with challenges in relation to wellbeing and mental health being significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Pupil Premium overview Summer term 2025

Total Pupil Premium children =23

Reading

Progress Autumn 2024 to summer 2025 = 95% (100% of children who attended school during this period)
At Age Related Expectation or higher = 39%

Writing

Progress Autumn 2024 to summer 2025 = 90% (100% of children who attended school during this period)
At Age Related Expectation or higher = 22%

Maths

Progress Autumn 2024 to summer 2025 = 95% (100% of children who attended school during this period)
At Age Related Expectation or higher = 35%

Year 1 phonics screening: the number of children eligible for pupil premium funding was 0.



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Externally provided programmes

No non-DfE programmes used for pupil premium (or recovery premium) Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on developing the skills of two members of staff