

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Fenstanton and Hilton Primary School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Richard Martin
Pupil premium lead	Richard Martin
Governor lead	Mike Gregory

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53675

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and attain well in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We aim to address the main barriers our pupil premium children face: access to phonics and reading support; access to equipment / technology; access to a healthy diet, particularly breakfasts and break time snacks; access to appropriate school uniform; access to enrichment activities (school trips, extra-curricular clubs, music lessons); support for social and emotional wellbeing. We believe that removing these barriers will improve chances of increased curriculum progress and attainment.

All pupils, including those from disadvantaged backgrounds, will be best served by the focus on high quality teaching and learning. This is achieved through assessment, monitoring and teacher support to ensure that the right children are targeted with the most appropriate scaffold / intervention to support their needs. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also links to wider school plans to provide targeted support through the use of class teacher intervention for pupils whose education needs the most support, including non-disadvantaged pupils. To support this, we also use teaching assistant interventions, parent volunteers and prefect (Year 6 pupils) support, all of which include targeting our pupil premium children.

To ensure our approaches are effective we aim to:

- ensure staff have the highest expectations of all pupils, irrespective of backgrounds or barriers to learning
- ensure that effective teaching, learning and assessment meet the needs of all pupils through the analysis of data at pupil progress meetings
- ensure disadvantaged pupils are challenged in the work they are set
- act early to intervene at the point need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will be supported to meet these needs, through in-school 1:1 SEMH, or through referrals to external services and the completion of Early Help Assessments (EHAs) where appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning are more evident in disadvantaged pupils. These findings are supported by national studies. Consistent quality-first teaching and rigorous assessment needed to address this alongside interventions.
2	Phonics assessments and observations have identified that some disadvantaged pupils have greater difficulties with phonics, which negatively impacts their reading progress. There is a gap between disadvantaged pupils' progress in reading and non-disadvantaged pupils.
3	Some of our disadvantaged pupils have a lack of support from home e.g. inconsistent routines, support for reading and homework.
4	Assessments, observations and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils.
5	There is a high level of disadvantaged pupils with SEND and additional needs (33% against 24% across the whole school).
6	Our records, observations and discussions with pupils and families have identified social and emotional issues for more pupils and an increase in pupils requiring support with social skills and SEMH needs. These challenges particularly affect disadvantaged pupils and their attainment.

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
The majority of PP children will make accelerated progress, in reading, writing and maths, over the year.	The % of PP children making accelerated, positive progress is greater than 50%.
Vocabulary will improve among disadvantaged pupils. This will be supported through learning environments, pre-teaching, interventions, and the use of the Little Wandle phonics scheme.	Assessments and observations will indicate improved understanding of vocabulary among disadvantaged pupils. This will be supported by reading scores and writing outcomes.
To provide wellbeing support for identified pupils in our school, including disadvantaged children, through targeted 1:1 SEMH support.	Improvement in pupil wellbeing, evidenced by pupil voice, social behaviours and teacher observations and formal reporting.
Parents/carers of disadvantaged children feel engaged and involved in their child's learning and wherever possible are able to support their child's learning at home.	100% of PP parents attend at least one parent's evening per year, and the majority attend twice a year. PP parents engage with workshops on phonics/reading.

Adults will be directed to deliver effective in-class support and interventions. Staff will be given appropriate training in interventions, including those as part of Little Wandle.	Assessment data and monitoring show increased pupil progress and attainment.
Targeted children and families will be provided with access to extra-curricular clubs and supported with access to uniform, including appropriate PE kit.	Analysis of club-attendance shows access to PP children. PP children are appropriately clothed and provided with resources to access learning.

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: £18715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and coaching support for teachers on making effective assessment and adaptations for learning, to ensure all children can access lesson content.	EEF evidence promotes the use of diagnostic information to address errors and target areas for improvement through appropriate levels of scaffolding, support, and challenge. This approach to adaptive teaching and assessment is integral to high quality teaching.	1,2,4,5
Input and support as part of our work with the English Hub to strengthen our delivery of systematic synthetic phonics (SSP) through Little Wandle, and improve the quality of teaching in guided reading lessons across the school..	The EEF evidence suggests that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	1,2,4
Dedicated weekly leadership release time for the Early Reading Lead, to monitor the delivery of Little Wandle and arrange follow-up feedback and training where necessary.	The EEF states that phonics approaches are 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. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	1, 2, 4

Purchase more decodable reading books.	EEF evidence suggests that phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	2
Improve the quality of social and emotional learning through dedicated adult-support time for pupils.	EEF evidence shows that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	6
Support an increase in parental engagement with child learning.	EEF evidence shows that parental engagement has a positive impact on children's progress, on average four months' additional progress.	3

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

Budgeted cost: £26070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Over & In coaching to provide class teachers with intervention time to support targeted children.	Planned and targeted interventions that meet specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. EEF.	1,2,4,5
Teaching assistant intervention time to support targeted children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. EEF.	1,4, 5
Ensuring up-to-date training alongside Little Wandle modules. Release time for staff to observe practice in order to maintain effective skills and delivery.	The EEF states that phonics approaches are 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. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	1, 2, 4, 5
Additional weekly reading for all disadvantaged pupils, using volunteer support.	Our data shows that disadvantaged pupils who had daily reading make accelerated progress in reading.	2

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

Budgeted cost: £8890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff Cambridgeshire Therapeutic Thinking (a therapeutic approach to behaviour) training (including external) for staff, and consistency of use of the CTT strategy in school.	EEF research: Both targeted interventions and universal approaches can have positive overall effects. Consistency is important to pupils, their families and all school staff, so that boundaries are clear, school feels fair and safe, and teaching, learning and positive relationships can thrive.	6
EYFS and KS1 staff to run workshops for parents on how to support their children's learning at home, e.g. phonics, reading.	EEF Toolkit – parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic achievements.	3
Group SEMH intervention sessions. Small social skills groups and lunchtime clubs.	The EEF Toolkit suggests that targeted SEMH interventions matched to specific children with particular SEMH needs or behaviour issues can be effective especially for older children	6
Tracking attendance at parents' evenings, school events, reading records and homework books.	EEF Toolkit - parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic achievements.	3
Establishing extra-curricular clubs based on sports, games and curriculum activities, and ensuring PP children are able to access these without a financial charge.	GOV.UK research: Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).	1, 6

Total budgeted cost: £53675

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 2023 to 2024 academic year.

Intended Outcome 1: The majority of PP children will make accelerated progress, in reading, writing and maths, over the year.

The data tables below show that PP children were able to make additional progress broadly in line with non-PP pupils. This data is 'skewed' slightly by the school's removal of the 'Just At' grading for assessment, which meant pupils moved 'back' to 'Below' expected progress.

Pupil Premium Progress - Reading, Writing, Maths (Summer 2024 – Summer 2025)

Expected progress or higher in all subjects

34.8% (8)

	No Assessment	Below Progress	Expected Progress	Above Expected Progress
Reading	20.7% (6)	21.7% (5)	65.2% (15)	13.0% (3)
Writing	20.7% (6)	47.8% (11)	47.8% (11)	4.3% (1)
Mathematics	20.7% (6)	39.1% (9)	52.2% (12)	8.7% (2)
	No Assessment in one or more	Below Progress in one or more	Expected Progress or higher in all	Above Expected Progress in all
Combined	20.7% (6)	51.7% (15)	27.6% (8)	

Whole-school progress - Reading, Writing, Maths (Summer 2024 – Summer 2025)

Expected progress or higher in all subjects

36.9% (41)

	No Assessment	Below Progress	Expected Progress	Above Expected Progress
Reading	21.3% (30)	28.8% (32)	57.7% (64)	13.5% (15)
Writing	21.3% (30)	45.0% (50)	47.7% (53)	7.2% (8)
Mathematics	21.3% (30)	42.3% (47)	53.2% (59)	4.5% (5)
	No Assessment in one or more	Below Progress in one or more	Expected Progress or higher in all	Above Expected Progress in all
Combined	21.3% (30)	49.6% (70)	29.1% (41)	

Intended Outcome 2: Improved vocabulary among disadvantaged pupils. This will be supported through learning environments, pre-teaching and interventions.

This outcome has been partly achieved, thanks largely to the school's continued focus on improving the quality of Guided Reading lessons, alongside support from the Local Authority, and the improvement in the quality of phonics provision. Little Wandle guides the school's phonics teaching. Under the leadership of the Early Reading Lead, interventions, groups and lessons are all effective.

Intended Outcome 3: To provide wellbeing support for identified pupils in our school, including disadvantaged children.

We have committed to providing dedicated 1:1 or small-group support work from a skilled Higher Level Teaching Assistant. In the 2024-2025 academic year this time was protected to ensure the HLTA could support pupils for a series of sessions, during lunchtimes, and for ad hoc sessions at short notice. These interventions are recorded on Provision Map. Waiting times for external services are several months long and the offer of this in-school support has been effective and well-received by pupils and parents/carers.

Intended Outcome 4: All parents/carers of disadvantaged children feel engaged and involved in their child's learning and are able to support their child's learning at home as appropriate.

This outcome has been partially achieved. We use registers from our parents' evening appointments to ensure appointments were made, either on the evenings or at later convenient times, to meet parents/carers of disadvantaged pupils and create a connection between them and the school. This has meant directing staff to meet with these community members outside of usual meeting times. Our use of the Provision Map system to create, deliver and review APDRs has also ensure our parent community are linked to the 'live' plans for their children. The school SENCo has introduced a system to link these live plans through individual parent logins.

Intended Outcome 5: Adults will be directed to deliver effective in-class support and interventions.

This outcome has been partially achieved. The school, partly due to its PP funding, has been able to retain some Teaching Assistants to support, this support reduced by 90 hours per week in April 2025. This support is commonly provided to PP children, who are targeted because of this category, particularly where attainment or progress is a concern. Working with school leaders, staff are increasing confidence in the range of interventions they lead and support they provide. This provision is delivered particularly effectively because of the leadership of the school SENCo. Individual Teaching Assistant timetables direct staff to support a range if interventions, provisions, classrooms support and activities.