

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

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	Downham Feoffees Primary Academy
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 – 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Benita Sherrington
Pupil premium lead	Lorna Greaves
Governor / Trustee lead	Sarah Lycett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27 901.25
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	£27 901.25

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Downham Feoffees Primary Academy (DFPA) we have high aspirations for all children, ensuring that every child makes at least good progress across all subject areas. We recognise the challenges faced by many of our vulnerable and disadvantaged children and place high-quality teaching at the heart of our approach. This enables staff to understand how best to support every individual, ensuring that no child is left behind.

All stakeholders share a strong commitment to ensuring disadvantaged children receive the best possible support to thrive academically, socially and emotionally. Our ambition is for disadvantaged children to achieve as well as their peers, make excellent progress and leave primary school fully prepared for the next stage of their education and life beyond.

- We aim for our disadvantaged children to:
 - **Be confident, articulate, and self-motivated learners**, engaging positively in all aspects of learning and wider school life.
 - **Achieve strong academic progress** in phonics, reading, writing, and maths, meeting at least national standards and being well prepared for the next stage of education.
 - **Access a broad, well-sequenced curriculum**, making strong progress across all subjects.
 - **Flourish socially and emotionally**, with access to in-school therapeutic services and support for mental health and well-being.
 - **Attend well**, with attendance above 96%, so gaps in learning are minimised and progress is not affected by absence.

Our strategy is rooted in recent, well-respected research to ensure the greatest impact. Many of the approaches we use to support disadvantaged children also benefit non-disadvantaged children, particularly through high-quality CPD and focused classroom strategies.

To achieve our aims, we will:

- Invest in staff training and development.
- Use evidence-informed practice, rooted in robust diagnostic assessment.
- Ensure collaboration between Pupil Premium leads, Headteachers, and SENDCos across the Trust.
- Ensure all disadvantaged children are challenged appropriately in the work they are set.
- Act early to intervene at the point need is identified.
- Effectively utilise additional TA support.
- Plan personalised interventions where appropriate.
- Provide counselling and non-academic support where appropriate.
- Seek parental/carer engagement to support learning at home.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language</p> <p>Assessments, observations, and pupil discussions highlight under-developed oral language skills and vocabulary gaps among some disadvantaged children. These challenges are evident from Reception through to Key Stage 2 and are generally more pronounced in disadvantaged children compared to their peers. Addressing these gaps is a key priority, as strong language skills underpin success across the curriculum and support social and emotional development.</p>
2	<p>Special Educational Needs and Disabilities (SEND)</p> <p>A significant proportion of children in receipt of Pupil Premium funding also have Special Educational Needs and Disabilities (SEND), which can influence overall attainment data. As of December 2025, 40% of our disadvantaged children are on the SEND register. This dual disadvantage presents additional challenges, and our strategy prioritises tailored support to ensure these children make strong progress from their individual starting points.</p>
3	<p>Social and Emotional Well-being</p> <p>We are seeing a growing level of social, emotional and mental health (SEMH) need across our school community. This SEMH need can affect the children's learning and be a barrier to social, emotional and academic progress. In addition, there is an increasing demand for social care and related support among some of our disadvantaged families, which can impact children's emotional well-being and readiness to learn.</p>
4	<p>Attainment</p> <p>Internal assessment and teacher monitoring indicates that attainment for some disadvantaged children is below that of our non-disadvantaged children in Reception, KS1 and KS2.</p>
5	<p>Attendance</p> <p>Attendance monitoring demonstrates that attendance levels for disadvantaged children are lower than non-disadvantaged children. Gaps in learning then develop which can it more difficult to sustain progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged children.	<ul style="list-style-type: none"> Disadvantaged children show measurable improvement from baseline in oral language and vocabulary. EYFS and KS1 children meet age-related expectations in Communication and Language. Greater use of tiered vocabulary evident in speech and writing. Targeted interventions demonstrate impact through progress data. Improved confidence in speaking and listening observed across subjects.
SEND children show progress from their starting points	<ul style="list-style-type: none"> Graduated approach is used effectively to identify and meet the needs of all children. Effective adaptive teaching enables children to show good levels of progress. Evidence informed interventions used to ensure accelerated progress.
Improved mental health and well being	<ul style="list-style-type: none"> Effective support for families through school funded provision. Increase in enrichment activities participation from disadvantaged children. Qualitative data from pupil voice, parent/carer questionnaires and teacher observations. In school provision for mental health support for all through whole class input. Access to Ely Mental Health Support Team
Improved attendance	<ul style="list-style-type: none"> Disadvantaged pupil attendance reaches 96%+ by year-end. Persistent absence reduced to below 8%. Attendance gap with non-disadvantaged children is less than 1%. Early interventions and parental engagement consistently evidenced. Termly data shows sustained improvement.
Children to reach national standard in GLD, phonics, reading, writing and maths	<ul style="list-style-type: none"> Phonics outcomes at least in line with national. Standardised assessments – outcomes demonstrate achievement and attainment. End of KS2 outcomes to show that at least 65% of disadvantaged children meet the expected standard in reading, writing and maths.

	<ul style="list-style-type: none"> • Increase in number of disadvantaged children who achieve greater depth.
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Approx. £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing Development of Oracy</p> <p>Purchase resources and fund staff training time.</p>	<p>We are continuing to strengthen oracy within our curriculum by embedding dialogic activities that support oral language development. This ongoing work ensures children can confidently use vocabulary, articulate ideas, and express themselves effectively—skills that underpin reading comprehension and wider learning.</p> <p>To sustain this progress, we will purchase additional resources and allocate staff training time, enabling teachers to refine and deepen their practice. Our approach is guided by the EEF evidence base, which indicates oral language interventions can lead to up to +6 months of progress.</p> <p>As part of this commitment, we will continue implementing NELI (Nuffield Early Language Intervention) to provide targeted support for children requiring additional oral language development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 3, 4
Continuing CPD and strengthening phonics provision	<p>We continue to work closely with Meridian Trust colleagues and the New Wave English Hub to ensure high-quality delivery of Little Wandle with fidelity across the school. This partnership provides bespoke, targeted CPD for teachers and support staff, enabling them to refine practice and embed consistent approaches.</p> <p>To further strengthen provision, we will purchase additional resources and training materials for the DfE-validated Systematic Synthetic Phonics programme, ensuring robust teaching from Reception through to Key Stage Two. This will support children who are not yet secure in phonics by providing structured, rigorous teaching that builds on prior learning and accelerates progress.</p>	1, 2, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Maths Hub – Embedding Mastering Number in Key Stage 2	<p>We are continuing to work with the Maths Hub to embed the Mastering Number program across Key Stage 2. This evidence-based programme focuses on developing deep conceptual understanding, fluency, and reasoning skills for all children. Through high-quality CPD, collaborative planning, and access to resources, teachers are supported to deliver lessons that build secure foundations and address gaps in learning.</p> <p>This approach aligns with the EEF guidance on mastery learning, which can lead to up to +5 months of progress when implemented effectively. Our aim is to ensure consistency in pedagogy, strengthen problem-solving skills, and raise attainment for disadvantaged children.</p>	1, 2, 4
High quality staff CPD. All staff leading training are released to ensure effective preparation. ECTs accessing the ECF two year induction programme delivered by EDT and Cambridgeshire and Peterborough Teaching School hub	<p>High quality professional development is prioritised across the school. Staff leading training are provided with dedicated release time to ensure thorough preparation and delivery, maximising the impact of CPD on classroom practice. This ensures that strategies such as metacognition and self-regulation are recognised across classrooms, leading to improved independence and resilience in learning for our children.</p> <p>The Early Career Framework (ECF) induction programme, delivered by Teach First and the Cambridgeshire and Peterborough Teaching School Hub, provides ECTs with structured mentoring and evidence-based practice. This reduces variability in teaching quality and ensures disadvantaged children benefit from consistently strong instruction.</p> <p>The Education Endowment Foundation identifies metacognition and self-regulation as high-impact approaches, with potential to accelerate progress by up to +7 months. Embedding these strategies within CPD and ECF mentoring directly supports disadvantaged children in closing attainment gaps.</p> <p>High-quality mentoring and CPD build staff expertise and confidence, creating a culture of continuous improvement. This ensures that disadvantaged children are taught by teachers who are well-supported, reflective, and equipped with strategies proven to raise achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers-ects	
<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional learning approached to be embedded.</p>	<p>Embedding Respectful Relationships (Therapeutic Thinking) ensures children feel safe, valued, and supported, reducing barriers to engagement. Additional and ongoing training and support for staff to be confident in implementing this approach.</p> <p>Disadvantaged children benefit from consistent, high-quality support that develops resilience, independence, and self-regulation, directly improving engagement, attendance, and attainment</p> <p>Liaison with Mental Health Support Team (MHST) specific input for children in Year 6 and wider provision for all staff through CPD.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.thriveapproach.com/</p>	1, 2, 3, 4, 5
<p>Engagement in the Faster Reading Project for Year 4 children.</p>	<p>Our work with the research-informed Faster Reading Project is designed to support the engagement of Year 4 children, especially those who are disadvantaged, supporting them to make accelerated progress in fluency and reading comprehension.</p> <p>Reading comprehension strategies EEF</p>	1, 4
<p>Engagement in the H4L reading fluency intervention for Year 5 and 6 children</p>	<p>We use the research-informed Herts for Learning (H4L) Reading Fluency Intervention to boost fluency and comprehension for children in Year 5 and 6 who need support to reach Age-Related Expectations. The programme combines repeated oral reading and comprehension strategies, delivered by trained staff, to accelerate progress and close gaps for disadvantaged learners.</p>	1, 4
<p>Purchase of standardised diagnostic assessments</p>	<p>Use of standardised assessments to identify gaps and monitor progress, ensuring interventions are precisely matched to children’s needs.</p> <p>Formative assessment can improve children’s learning by ensuring that teaching is planned precisely to meet learning needs.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p>	2, 4

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

Budgeted cost: Approx. £7,901.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Small-Group Interventions	<p>Targeted programmes in reading, writing, and maths, informed by diagnostic assessments.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • H4L Reading Fluency for Years 5 & 6 • Little Wandle Rapid Catch-Up for Reception, KS1 and KS2 phonics • NELI oral language support <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Use of 'Appropriate Provision' on the school site to support with specific individuals.</p>	1, 2, 3, 4, 5
Targeted before school reading and maths boosters	<p>Extended learning opportunities for upper Key Stage 2: Targeted after school reading, writing and maths booster sessions provide additional instructional time beyond the core school day.</p> <p>The Education Endowment Foundation identifies extending school time as having a positive impact (+3 months progress), with disadvantaged children often benefiting most.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Focused booster sessions ensure disadvantaged children receive tailored support in core subjects, helping to accelerate progress and reduce gaps with peers.</p> <p>School leaders prioritise strategies to maximise attendance and engagement of disadvantaged children, ensuring they access and benefit fully from the extended provision.</p>	1, 2, 4, 5

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

Budgeted cost: Approx. £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular Opportunities –	<p>Ensures disadvantaged learners can engage fully in enrichment opportunities beyond the classroom.</p> <p>Extra-curricular activities support the development of confidence, social skills, and cultural capital.</p> <p>Positive impact on disadvantaged children: Greater inclusion in wider school life strengthens wellbeing, engagement, and long-term outcomes.</p>	1,2, 3, 4, 5
Pastoral support for children. 1-1 support and small group support.	<p>Appointment of a school therapeutic counsellor ensures children have access to specialist support for emotional wellbeing.</p> <p>Zones of Regulation: This framework is embedded to help children recognise and manage their emotions, building self-regulation and resilience.</p> <p>Focused pastoral, counselling, and regulation strategies help disadvantaged children build resilience, engage in healthy peer relationships, and regulate emotions, reducing barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2, 3, 5
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>Senior Leaders and Office Staff working with families.</p>	<p>Attendance data shows that children in receipt of Pupil Premium have lower attendance than their peers; targeted interventions aim to close this gap.</p> <p>Principles from the DfE’s <i>Improving School Attendance</i> guidance are embedded to strengthen whole-school systems and expectations</p> <p>Relevant school staff work closely with families to identify barriers, provide guidance, and secure engagement.</p> <p>Improved attendance supports readiness to learn, continuity of progress, and better long-term outcomes for disadvantaged children.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1, 2, 3, 4, 5

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 children in the 2024-2025 academic year.

GLD: 1/14 children in the Reception cohort were in receipt of Pupil Premium. 100% of our disadvantaged children reached GLD by the end of the academic year.

Year 1 phonics screening: 75% (3/4) of our disadvantaged children achieved the required standard for the phonic screening, versus 81% of the whole cohort including Pupil Premium children.

KS1: 18% of the children in the Year 2 cohort in receipt of PP have special educational needs.

Subject	All children (22) ARE+	Pupil Premium children (3) ARE+
Reading	70%	100%
Writing	60%	66.6%
Maths	75%	100%

KS2: 15.7% of the children in the Year 6 cohort in receipt of PP have special educational needs.

Year 6 SATS data		
Subject	All children (17) ARE+	Pupil Premium children (3) ARE+
Reading	61%	66.6%
Writing	72%	33.3%
Maths	83%	66%
GPS	77%	33.3%
RWM Combined	61%	33.3%

A number of children have had their emotional and social wellbeing supported closely by the school. As a result of the support they have received, they have been able to engage in learning and continue to make progress, despite often challenging circumstances.

Externally Provided Programmes

Programme	Provider
Little Wandle	Harper Collins
Reading Fluency Project	Herts for Learning
Faster Reading Project	UKLA/NATE
Therapeutic Thinking/Respectful Relationships	Therapeutic Thinking – Beacon Innovation Centre
Mastering Number	NCETM