

Pupil premium strategy statement – Dunchurch Boughton Church of England Junior Academy

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	264
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emma Darragh
Pupil premium lead	Emma Darragh
Governor / Trustee lead	Mike Nokes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£59,435

Part A: Pupil premium strategy plan

Statement of intent

At Dunchurch Boughton Church of England Junior Academy, our mission is to inspire and empower every child to grow academically, socially, morally, spiritually, and culturally, knowing they are loved by God and valued within our school community. Guided by our Christian vision, “Encourage one another and build one another up” (1 Thessalonians 5:11), and our motto, “Together we are stronger”, we are committed to ensuring that all pupils, regardless of background or barriers, thrive and flourish.

Our Pupil Premium strategy is rooted in the belief that disadvantage should never define a child’s future. We aim to close attainment gaps, nurture wellbeing, and provide equitable access to opportunities so that every pupil can experience “life in all its fullness” (John 10:10). We recognise that disadvantaged pupils may face additional challenges, including social, emotional, and academic barriers, and we will act early and effectively to address these.

Our approach will:

- Prioritise high-quality teaching as the most powerful lever for improvement, ensuring all pupils receive a broad, balanced, and knowledge-rich curriculum.
- Provide targeted academic support, including structured interventions in reading, writing, and mathematics, underpinned by robust diagnostic assessment.
- Implement wider strategies to promote attendance, wellbeing, and positive learning behaviours, fostering resilience and self-worth.
- Adopt a whole-school responsibility for disadvantaged pupils’ success, raising expectations and celebrating achievement.

We will use evidence-based practices in line with the Department for Education’s menu of approaches and the Education Endowment Foundation’s guidance. Our strategy will be dynamic and responsive, reviewed regularly to ensure impact and sustainability.

Through this work, we seek to build a community where every child feels safe, supported, and encouraged to be the best they can be, academically and personally, prepared to live well together and make wise choices as responsible global citizens.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of disadvantaged pupils present with SEMH (Social, Emotional and Mental Health) barriers that affect engagement, resilience and readiness to learn.
2	Many disadvantaged pupils have SEND and some lack consistent family advocacy to support their education progress.
3	A proportion of disadvantaged pupils experience challenging family situations, often involving social services or external agencies. These circumstances impact not only continuity of learning but also pupils' emotional wellbeing, social development and sense of safety and security.
4	Disadvantaged pupils have fewer opportunities to take part in enrichment activities, educational visits, wider experiences that broaden knowledge and understanding of the world and have less access to additional academic support beyond the classroom.
5	Attendance and punctuality for disadvantaged pupils are consistently below that of their non-disadvantaged peers, impacting attainment and wellbeing.

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
Disadvantaged pupils demonstrate improved emotional wellbeing, resilience, and positive learning behaviours, enabling them to engage fully in school life and learning.	<p>Pupil voice and wellbeing surveys show sustained improvement in self-esteem and sense of safety.</p> <p>Reduction in SEMH-related incidents and behaviour referrals.</p> <p>Increased engagement in lessons and positive attitudes to learning observed through learning walks.</p> <p>Pastoral support plans reviewed termly show progress against targets.</p>
Disadvantaged pupils with SEND receive timely, tailored support, and families are engaged as partners in their child's education.	<p>Individual provision maps and IEPs demonstrate progress in targeted areas.</p> <p>Increased parental engagement in reviews and workshops.</p>

	<p>Evidence of early identification and intervention through pupil progress meetings.</p> <p>Positive feedback from families in engagement surveys.</p>
<p>Disadvantaged pupils feel safe, supported, and emotionally secure in school, with barriers caused by home instability mitigated through strong pastoral systems.</p>	<p>Safeguarding and pastoral logs show timely interventions and reduced repeat concerns.</p> <p>Attendance of vulnerable pupils improves and is monitored fortnightly.</p> <p>Pupils report feeling safe and supported in pupil voice surveys.</p> <p>External agency involvement is coordinated effectively, evidenced by multi-agency meeting notes.</p>
<p>Disadvantaged pupils access a wide range of enrichment activities and experiences that broaden horizons and support personal development.</p>	<p>Increased participation of disadvantaged pupils in clubs, trips, and enrichment activities (tracked termly).</p> <p>Pupil voice reflects enjoyment and perceived benefit of enrichment opportunities.</p> <p>Curriculum planning includes enrichment for all pupils, with targeted invitations for disadvantaged pupils.</p> <p>Evidence of improved confidence and social skills through teacher observations.</p>
<p>Attendance and punctuality of disadvantaged pupils improves to be in line with or above national expectations and closer to non-disadvantaged peers.</p>	<p>Attendance for disadvantaged pupils is at least 95% and persistent absence reduces term-on-term.</p> <p>Punctuality improves, evidenced by reduced late marks.</p> <p>Fortnightly monitoring and follow-up actions recorded in attendance logs.</p> <p>Positive feedback from families following support interventions.</p>

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)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exemplary behaviour for learning and whole school behaviour CPD (including Behaviour 360 resource).	Effective behaviour strategies focus on consistency, relationships, and proactive approaches . Teaching learning behaviours, using simple routines like greetings and praise, and tailoring support for individuals—combined with whole-school consistency—reduces disruption and improves engagement. Improving Behaviour in Schools EEF	1, 2 & 3
SEND CPD for teaching staff.	Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Special Educational Needs in Mainstream Schools EEF	2

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

Budgeted cost: £29,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics groups for identified pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF	1, 2 & 4

Small group intervention to close gaps in English and Maths.	Short, regular sessions over a set period of time, appear to result in optimum impact. Small group tuition EEF	1, 2 & 4
1:1 targeted support for non-SEND pupils and SEND pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition EEF	1, 2 & 4

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

Budgeted cost: £25,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for disadvantaged pupils to access enrichment opportunities and increase their cultural capital eg. Music lessons, clubs, trips, residential, uniform.	Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations. Life skills and enrichment EEF	4
Targeted pastoral and wellbeing interventions for individuals and groups eg. Drawing and talking therapy, dog therapy.	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning EEF	1, 2, 3, 4 & 5
Attendance team (includes Pastoral Lead).	Evidence shows that improving school attendance is most effective when schools, families, and communities work together in a proactive and supportive way. Research highlights that strong relationships with parents, early identification of issues, and consistent communication—combined with targeted interventions—significantly reduce persistent absence and promote better engagement.	3 & 5

	<u>Working together to improve school attendance (applies from 19 August 2024)</u> <u>Supporting school attendance EEF</u>	
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Total budgeted cost: £59,435

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance data for 2024-25 is as follows:

Summary of 210 Pupils ((from 2024-2025) in Years 3–6)

Attendance percentage

Disadvantaged	93.7%
Not Disadvantaged	96.2%
National	95.3%
Local Authority	95.5%

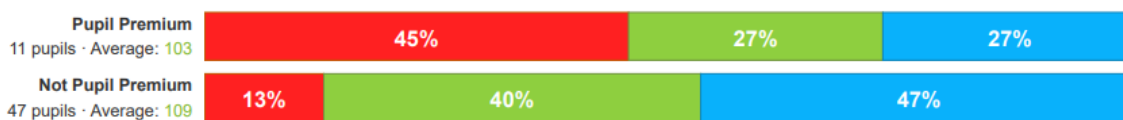
The attendance data shows a small gap between the attendance of our disadvantaged and non-disadvantaged pupils. The national and LA data shown is for all pupils and is there to give the local and national context.

KS2 SATs data is as follows:

Attainment Overview for Pupils (from 2024-2025) in Year 6 - 2024-2025 Summer 2 - SAT Scaled Score

Reading

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



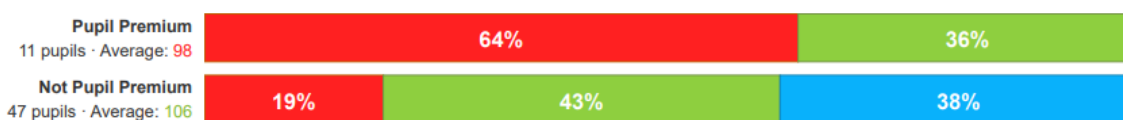
Writing

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Maths

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



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
N/A	

