

Brackley C of E Junior School Pupil Premium Strategy Statement

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	224
Proportion (%) of pupil premium eligible pupils	14%
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)	2025-2028
Date this statement was published	19.12.25
Date on which it will be reviewed	01.12.26
Statement authorised by	Beth Akers
Pupil premium lead	Ben Faulkner-Gant
Governor / Trustee lead	Ben Faulkner-Gant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49595
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>	£49595

Part A: Pupil premium strategy plan

Statement of intent

At Brackley C of E Junior School, our vision “*Life in all its fullness*” (John 10:10) inspires us to ensure that every child can thrive academically, socially, emotionally, and spiritually.

Our Pupil Premium strategy is guided by our Christian ethos and core values: Caring, Celebratory, Courageous, Christ-Inspired, and Rooted in Love. These values shape how we nurture, support, and challenge every pupil, ensuring that disadvantage does not define a child’s potential or limit their opportunities.

We understand that children may face barriers to learning due to social, emotional, or economic factors. Our approach is holistic, evidence-based, and driven by a belief that every pupil can succeed. Through high-quality teaching, targeted academic support, and inclusive pastoral care, we aim to remove barriers, raise attainment, and help every pupil experience *life in all its fullness*.

Our Pupil Premium strategy aims to:

- Ensure high-quality teaching that meets the needs of all learners.
- Raise attainment and accelerate progress throughout the curriculum, specifically in writing and maths.
- Build confidence, resilience, and self-belief, empowering pupils to build their growth mindset and perseverance.
- Support pupils’ social, emotional, and mental well-being through strong pastoral systems and nurturing relationships.
- Provide enrichment opportunities that broaden experiences, vocabulary, and aspiration.
- Strengthen home - school partnerships to support learning, attendance, and well-being.

Challenges

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

Challenge number	Detail of challenge
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1	<p>Our attendance data over the last 2 years demonstrates that the attendance of our disadvantaged pupils has been lower than those of their non-disadvantaged peers. 2024/2025: 88.89%, 2025/2026: 91.27%</p> <p>48% of disadvantaged pupils have been 'persistently absent' and this is negatively impacting their progress.</p>
2	<p>Discussions, observations and pupil voices have indicated social and emotional issues for many disadvantaged pupils, which impacts their learning and behaviour. Almost half of our disadvantaged pupils attend regular group sessions with our pastoral lead.</p>
3	<p>Assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Throughout 2024/2025, 75% of disadvantaged pupils were working below age related expectation.</p>
4	<p>Through discussions with pupils, it has been highlighted that many of them do not feel connected to or able to access the wider experiences of our school community, including clubs, trips and other school experiences. Furthermore, many do not read at home. Many children mention not having access to any books or reading material at home.</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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall unauthorised absence rate for all pupils is no more than 92%
To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained social and emotional wellbeing will be measured through qualitative data from pupil voice and surveys, parent surveys and teacher observations.</p> <p>More opportunities for disadvantaged children to access social/emotional support and development within school, nurture groups, ELSA, MHST.</p>
Improved maths attainment for disadvantaged pupils	KS2 maths outcomes in 2026/27 show that more than 40% of disadvantaged pupils met the expected standard.
To improve the richer school experience for disadvantaged pupils	Monitoring of participation in clubs/school trips and partial/full funding provided for disadvantaged pupils.

	Free/funded trips/opportunities to include disadvantaged pupils.
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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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead	EEF – using research and data to inform the needs and plan for pupil premium	all

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

Budgeted cost: £27495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Number stacks intervention programme	Regular practice of key skills over time and the opportunity to continually revisit improves pupils' confidence. EEF- Teaching and Learning Toolkit 1:1 Tuition- 'On average 1:1 tuition is very effective at improving pupil outcomes'	3
Teaching Assistant Support- best deployment	Making best use of teaching assistants (EEF) Strategic planning to support priority pupils to complement the class teaching effectively maximising impact	3

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

Budgeted cost: £19948.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time pastoral worker	<p>To promote a culture in which children are able to be heard, contribute to discussions and take responsibility for their learning; talk with an empathetic adult about difficult issues. EEF- Parental engagement</p> <p>High attendance and punctuality has a positive impact on children's academic confidence and attainment. Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Enrichment opportunities beyond the curriculum: subsidising funding for clubs/ music lessons/ residential/ trips	Continuation of effective practice. Wider opportunities increase confidence and self-esteem for pupils. This will enhance and motivate positive attitudes towards school and learning. EEF- Teaching and Learning Toolkit- Arts/ Physical activity recommendations to increase engagement in learning leading to improving outcomes	2, 4
Where identified provide financial support for school uniforms to promote wellbeing and being part of the school community.	Ensuring all children have access to a school uniform, despite their economic hardships will support our children to feel part of our community and therefore will support with improving their wellbeing and attitude to school.	4

Total budgeted cost: £47443.15

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Brackley C of E Junior School, staff and governors continue to hold a shared responsibility for the achievement, wellbeing and inclusion of all pupils. We recognise that vulnerability can arise at any point during a child's school journey and that not all pupils requiring support are eligible for Pupil Premium funding. During the 2024 academic year, we maintained a strong commitment to meeting the pastoral, social and academic needs of all pupils within a nurturing, inclusive environment, guided by our Christian vision of "Life in all its fullness".

Pupils in receipt of Pupil Premium funding remained a key focus within our strategy. These pupils were valued, respected and supported to achieve their full potential through carefully targeted provision, underpinned by high-quality teaching.

***Attendance** continued to be a priority throughout 2024. While attendance for pupils in receipt of Pupil Premium remained lower than that of their peers, sustained efforts were made to address this through a robust monitoring and review process. Regular meetings with parents, alongside close collaboration with the Local Authority School Attendance Support Officer, helped to strengthen relationships with families and improve engagement. Targeted pastoral support and a strong focus on pupil wellbeing ensured that barriers to attendance were identified early. Although progress has been made, attendance remains an ongoing priority moving forward.*

***Academic outcomes** for pupils in receipt of Pupil Premium funding were closely monitored across the curriculum. Just over 20% of these pupils also had identified special educational needs, making personalised provision essential. High-quality teaching remained the foundation of our approach, supplemented by targeted interventions delivered through one-to-one and small group support. During 2024, we made effective use of the National Tutoring Programme; however, reductions in this funding and changes in staffing required the school to adapt. In response, new in-house intervention capacity was successfully established to ensure continuity of support. This flexibility ensured that pupils continued to make progress, particularly in key priority areas.*

*Supporting **emotional and physical wellbeing** remained central to our Pupil Premium strategy. We recognise that children must be emotionally ready to learn in order to achieve their potential. The use of a RAG-rated identification tool enabled early identification of pupils requiring additional support. Provision included yoga sessions, drawing and talking therapy, meet-and-greet support, emotional resilience groups, ELSA interventions and access to counselling. During 2024, this provision was further strengthened through the employment of a qualified counsellor as part of our SEMH pathway and enrolment in the NHS Mental Health Support Teams (MHST) programme.*

Close collaboration between the SENDCo, staff, external professionals and families ensured a joined-up approach to pupil wellbeing.

*Investment in **quality first teaching** continued to be a key driver for improvement. Pupil Premium funding was used strategically to support staff professional development, ensuring that teaching and learning remained consistently strong across the school. This commitment ensured that all pupils, regardless of background or starting point, benefited from high expectations, effective teaching strategies and inclusive classroom practice.*

In summary, the 2024 Pupil Premium strategy had a positive impact on attendance engagement, academic progress and pupil wellbeing. While challenges remain—particularly in attendance—the systems and support structures in place are robust, reflective and responsive. The priorities identified within this review will continue to shape our strategy moving forward, ensuring that Pupil Premium funding is used effectively to remove barriers and enable all pupils to flourish.

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