

Pupil premium strategy statement – Dunchurch Boughton CofE Infant Academy and Nursery

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	172 pupils
Proportion (%) of pupil premium eligible pupils	19 pupils 11%
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 th December 2025
Date on which it will be reviewed	19 th December 2028
Statement authorised by	Mrs Suzanne Marson
Pupil premium lead	Mrs Hannah Owen
Governor / Trustee lead	Mr Michael Nokes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665
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>	£16,665

Part A: Pupil premium strategy plan

Statement of intent

At Dunchurch Boughton C of E Infant Academy and Nursery, we have high expectations and ambitions for all our pupils, including those eligible for pupil premium funding. Our aim is that all children within school, regardless of background, make good progress and achieve to the best of their ability. Achievement is based not only on academic success but also encompasses developing learning behaviours and enabling the living out of our vision 'roots to grow, wings to fly'. We aim that each child will acquire the key knowledge and skills for their year group across all subject areas, enabling them to achieve the best that they possibly can. We also recognise the importance of social development and emotional wellbeing and include this within our strategy. The aim of the pupil premium strategy is to consider the challenges faced by vulnerable children such as those who qualify for free school meals, those who have or have had a social worker, those who have a family support worker or are young carers, or those who the school considers disadvantaged for other reasons. This is implemented through carefully assessing children and their gaps in learning. In school assessments identify where children are experiencing difficulties e.g. retrieval in reading comprehension or the use of high-level vocabulary in writing. The information included in the strategy aims to support the needs of these identified children enabling them to achieve well, along with those throughout the school, regardless of if they are disadvantaged. Ensuring that an effective teacher is in front of every class and that every teacher is supported to keep improving is the top priority for our pupil premium spending as this is proven to have the greatest impact on closing the disadvantaged attainment gap. This will benefit not only the disadvantaged children, but those who are non-disadvantaged. Therefore, 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.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 2-4% lower than for non-

	disadvantaged pupils. Of the children who were persistently absent in 2023-2024, 60% of these were disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Our assessments (including parent survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their feelings of belonging and their ability to thrive.
4	6 pupils (all of whom are disadvantaged) currently require additional support with social and emotional needs, with these children receiving a small group interventions and breakfast in the morning.
5	High quality first teaching for all. With the squeeze in school budgets, the number of staff in school to support children has reduced. A focus on high quality teaching for all needs to be in place to support all children to achieve the best that they possibly can.

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.	Sustained high attendance demonstrated across the school over the next 3 years. This will be evident by: - Improved attendance levels for those identified with current low attendance - A focus on the improvement in attendance of each disadvantaged child where attendance falls below 96% - Work taking place with the Local Authority where attendance is identified to be a concern and thresholds have been met
All teaching for all children in school is of a high quality, with strategies used to target disadvantaged children within the gradual release model and focus on oracy.	High quality teaching for all. Gradual release model applied effectively in all lessons, with targeting of disadvantaged children during questioning. Children eligible for pupil premium make good progress from their starting points. Oracy as a focus from October 2026.
Disadvantaged children are well supported within school, with those who are eligible for pupil premium supported to apply for this	Those children who are disadvantaged are supported to apply for pupil premium Working closely with Dunchurch Park Hotel Family Support drop ins offered on a regular basis,

	providing support through a staff member trained in Early Support.
Disadvantaged parents will receive financial support to enable them to support their children to play a full part in school life	Pupils are able to participate fully in all aspects of school life due to the minimising of some socioeconomic barriers which can impact on learning and wellbeing.
Disadvantaged children are ready to learn at the start of the school day enabling them to engage positively with their learning and make improved academic and social progress.	Children eligible for Pupil Premium who access a daily breakfast demonstrate improved readiness to learn. They are more settled at the start of the school day, show increased concentration and engagement in lessons, and are better able to regulate their behaviour. As a result, these children are more likely to sustain attention, participate positively in learning activities, and make improved academic and social progress compared to when breakfast was not consistently accessed.

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: £ 7793

Activity	Evidence that supports this approach	Challenge number(s) addressed
A focus on quality first teaching, with teachers, and TAs where appropriate, receiving support from a teaching coach (£5700) Focus to be on the children's teaching of vocabulary and oracy (Writing focus). Implementation	The use of a highly skilled, instructional teacher coach has shown to have an impact on the improvement of teacher pedagogy. Evidence suggests the use of metacognitive strategies used as part of the gradual release model can be worth the equivalent of an additional +7 months' progress when used well. The EEF five a day strategy demonstrates that explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology are well evidenced as providing a positive impact on learning, all of which are focussed on as part of coaching sessions. Metacognition and Self-Regulated Learning EEF EEF blog: What exactly is explicit instruction? EEF	2, 5

of Drawing Club in reception, including CPD for teachers.		
Training focused on staff supporting children with SEMH needs. Educational Psychologist- 1 full day (all staff)- £1080 Zones of Regulation resources- £450 Beacon Schools- £563 Total: £2093	Educational psychologist leading training on Zones of Regulation. Beacon Schools training and school input. The Zones of Regulation Research and Evidence	3, 4

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

Budgeted cost: £ 2250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club and small group intervention.	https://www.gov.uk/government/publications/free-breakfast-clubs-guidance-for-schools-and-trusts/free-breakfast-clubs-guidance-for-schools-and-trusts-for-phase-1-of-the-national-rollout-from-april-2026 GOV.UK https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs	4

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

Budgeted cost: £6925

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. (£3800 – equivalent of 2 days per half term)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Link between attendance and attainment - GOV.UK Why school attendance matters, and what we're doing to improve it – The Education Hub	1
A budget allocated to each pupil premium child, supporting payment of uniform (up to £100), payment of school trips and extra curricular clubs. This supports children to play a part in the life of the school and build cultural capital. (£2500)	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance Arts participation EEF	3
A set of uniform provided for each child who joins the school as an asylum seeker, promoting emotional wellbeing and a sense of belonging (£625)	Research has shown that building an inclusive culture for all has a positive impact on wellbeing, therefore impacting on academic attitudes and achievement.	3

Total budgeted cost: £ 16,968, of which £16, 665 is funded by the pupil premium grant.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the current academic year, the focus of Pupil Premium funding has been on reducing barriers to learning through practical support for families, strengthening the quality of teaching, and maintaining strong outcomes in early reading.

Support has been provided to ensure pupils have access to appropriate school uniform and to enable participation in after-school clubs, supporting inclusion, wellbeing and engagement in school life.

Investment in a teacher coach has supported staff to continue developing high-quality teaching and learning across the school, ensuring consistently strong classroom practice for all pupils, including those eligible for Pupil Premium.

Attendance remains a key priority. Whole-school attendance for last academic year (2024-2025) was 96%, with attendance for disadvantaged pupils at 93.7% which is an improvement of 1.5% from last academic year and 5.3% from the year before (2023-2024). While this remains below the whole-school figure, it reflects sustained improvement over time. As a result, attendance has been added as a key focus within this year’s Pupil Premium plan to continue supporting disadvantaged pupils and work towards attendance that is increasingly in line with their peers.

The school continues to review the impact of Pupil Premium spending to ensure it effectively supports pupils’ academic progress, wellbeing and engagement with school.

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	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

N/A
