

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	Branston Junior Academy
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	23 % (FSM and E6)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 – 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachael Shaw, Headteacher
Pupil premium lead	Amanda Simpson, SENCO
Governor / Trustee lead	Andrea Bayes-Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 60, 680
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	£ 60, 680

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Branston Junior Academy is to ensure that all pupils, no matter what their backgrounds are, have the ability to reach their full potential. We aim to support disadvantaged pupils to overcome their barriers to learning and close the gap in academic achievements and to promote excellence. We also strive to support our children's emotional development and well-being, with a specific focus on ensuring children are 'ready to learn.'

In order to best support our children, we believe that high-quality teaching alongside timely and effective intervention is the key driver. As stated in the EEF guidance document, "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." Alongside the needs of disadvantaged pupils, we strive to also provide opportunities for non-disadvantaged pupils to narrow the attainment gap where relevant. As the EEF guidance document states, "Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect."

At Branston Junior Academy, we think it is important to look at the whole child as an individual. We know our pupils exceptionally well, and as a result, we are efficient in identifying bespoke needs, to best overcome a child's individual barriers to learning (including the most significant non-academic barriers to learning). Disadvantaged children are given opportunities and encouraged to access extra-curricular activities such as well-being clubs, music clubs, sports activities and homework clubs, alongside their peers.

As part of our whole school ethos, the achievement of pupil premium children is at the forefront. We focus on their academic achievement, and the ways that their learning needs can be met.

The key drivers of our pupil premium strategy are embedded in these key whole school approaches:

- We ensure we have high expectations, and want all children to make good progress, for all our pupils irrespective of background, whilst being mindful that the children's backgrounds can be very varied and need to be considered.
- We encourage all of pupils to take risks in their learning and to strive to achieve their very best- this approach is embedded through our whole-school 5R approach (Resilience, Relationships, Respect, Reflection and Responsibility).
- We provide high quality teaching for all pupils is essential and is proven to have a positive impact on all children.

- We undertake regular and on-going assessment and analysis to help ensure we can provide timely and need-driven interventions and support.
- All staff are made aware of the needs of all pupils, including children in receipt of pupil premium. They are held accountable for the progress of these pupils and have high expectations for all pupils, including those receiving pupil premium.
- Before we can focus on academic achievement, at Branston Junior Academy we feel that it is essential that children’s emotional well-being is supported to ensure that they are ‘ready to learn,’ With this in mind, one of our key drivers within our Pupil Premium strategy, is to ensure that we offer emotional support to our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Behavioural and emotional needs and barriers to learning, including attendance</p> <p>Some PP children have behavioural and emotional needs which affect their engagement with learning and can lead to them having a challenging time in class. Some of our children in receipt of Pupil Premium face other barriers to learning. This includes SEND, social worker involvement, families under TAC or pupils who may be Young Carers. Each of these factors can result in attainment falling to levels lower than expected.</p> <p>The regular attendance of pupil premium children is less in comparison to non-pupil premium children (this relates predominantly to a minority group of pupils whom the school is working with closely).</p>
2	<p>Closing the attainment gap following transition</p> <p>Our tracking data highlights the attainment of lower KS2 non pupil premium children compared to pupil premium children is considerably higher and there is a significant gap (the gap closes throughout their time at BJA).</p>
3	<p>Attainment and engagement with reading</p> <p>We have found that the engagement of reading at home is a challenge for many of our disadvantaged pupils. 50% of disadvantaged pupils, on entry to Year 3, have not completed the Read Write Inc programme and require further phonics and support with engaging with reading.</p>
4	<p>Attainment and engagement with writing</p>

	Our data indicates that whilst our disadvantaged children start with writing attainment below their peers, and make progress through school, there is still an attainment gap between them and their non-disadvantaged peers.
5	<p>Emotional and mental health</p> <p>We have identified through class teacher/ TA referrals and increasingly self-referrals from pupils, that an increasing number of children find dealing with emotions and mental health concerns extremely challenging and this in turn is impacting on learning.</p>
6	<p>Wider opportunities and cultural capital</p> <p>Pupil premium children may lack opportunities for extra-curricular learning and experiences- including sports clubs, music lessons and opportunities to explore the arts, so we need to continue to deliver a cultural capital rich curriculum for all.</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
<p>Behavioural and emotional needs and barriers to learning, including attendance</p> <p>The emotional and behavioural needs of children in receipt of Pupil Premium and Young Carers are met.</p> <p>Attendance will improve and mean fewer missed learning opportunities.</p>	<p>Records show:</p> <p>Branston's '5 R's' are actively and robustly promoted throughout all aspects of school life.</p> <p>Focus on positive behaviours within whole school assemblies, where children strive to achieve their 'class trophy' each week.</p> <p>Improved levels of focus, particularly within younger year groups.</p> <p>Improved team work, turn taking and collaborative skills both within the classroom and in the playground.</p> <p>Improved ability to deal with difficult/ challenging social interactions.</p> <p>Children demonstrate more resilience to learning challenges.</p> <p>Children have been offered additional emotional support from staff, including the Pastoral Lead.</p> <p>Robust tracking system in place to identify patterns in attendance (including lateness).</p> <p>Proactive work to identify and attempt to support families with attendance and lateness issues,</p> <p>Sustained high attendance demonstrated by the overall absence rate for all pupils being no more than 5%, and</p>

	<p>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. The percentage of pupils classed as persistently absent being below 5%.</p>
<p>Closing the attainment gap following transition We aim for the attainment and progress of pupil premium children to be more closely in line with non-pupil premium children.</p>	<p>Records show: In all data reports the pupil premium figures will be explored by subject leaders, the SENCo and the class teachers. The needs of these children will be addressed through a variety of actions. The gap between pupil premium and non-pupil premium will narrow as they progress through school and will close sooner. Close transition with the Infant school to minimise impact of transition.</p>
<p>Attainment and engagement with reading and writing We want pupil premium children to have access to support to complete their reading and homework tasks set by their teachers.</p>	<p>Records show: Homework clubs will be offered to all children across the school and those children who have been noted to struggle to complete homework are encouraged to attend the club where they can have individualised support where necessary. Their attendance at the clubs will be promoted and encouraged. The range of books that the children can select their reading from is of high quality and refreshed as often as possible and includes a wide range of genre and authors from a range of backgrounds. Reading for Pleasure is promoted across the entire school, with time being dedicated to this on a daily basis for all children. 'How to support your child at home' sessions are run during the academic year that are open to all and immediately after school to aid child care. Literacy Lead has completed NPQ on leading literacy (including reading) and is trialling and/ or implementing ideas stemming from this. Data shows that disadvantaged children will have made good progress from their starting point, year on year. Data shows that disadvantaged children achieve in-line with their peers (when no other affecting factors are present) with 75% or more achieving ARE.</p>
<p>Emotional and mental health Achieve and sustain high well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Records show: Reduction in repeated referral to the ELSA programme. Teacher feedback indicates improved class well-being with less time being spend on supporting SEMH in such a way as it impacts on teaching time. Reduction in playground incidents, as pupils become more aware of how to deal with difficult and emotional situations Sustained high levels of wellbeing, demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice

	<ul style="list-style-type: none"> • Children are all aware who they can approach for emotional support, including the newly appointed Pastoral Lead and the ELSA trained teaching assistants (in addition to their class teachers). • Children are confident that adults will acknowledge their SEMH needs and support them.
<p>Wider opportunities</p> <p>We aim to facilitate all pupil premium children in having access to the clubs which may interest and inspire them, alongside their non-pupil premium peers.</p>	<p>Records show:</p> <p>The school offer a range of extra-curricular activities both during the school day (lunch time) and after school. Clubs are run both by school staff and external providers. Parents are welcome to request funding to support their child's attendance at clubs and other events.</p> <p>Pupil voice will indicate that the uptake on after school or lunchtime clubs is through individual children's personal preference and not lack of ability to attend.</p>

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of TAs to support high quality teaching in class and to run specific intervention groups	EEF 'Feedback' +6 'Individualised instruction' +4 'Teaching Assistant intervention' +4	1, 2, 3, 4
Expansion of pastoral support roles	EEF 'Social and Emotional Learning' +4 'Metacognition and self-regulation' +7 'Behaviour interventions' +4	1, 2, 3,4
Staff training on reading support	EEF 'Reading comprehension strategies' +6	2, 3
Autism Education Trust Tier 1 training Autism and Anxiety Autism and PDA	AET Schools Making Sense of Autism	1, 3, 5

Targeted academic support (for example, tutoring, external professionals)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of TAs to run intervention groups and offer 1:1 interventions, including ELSA and CBT programmes	EEF teaching assistant interventions +4 EEF behaviour interventions +4 EEF oral language interventions +6 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,2,4,
Employment of pastoral lead to	EEF Social and emotional learning +4	1, 4

support families and children.		
Homework club	EEF homework +5 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2, 3
Investment and training for SEMH needs. Investment for supporting phonics and early reading	Developing our RWI resources and embedding this into practice so that all teachers are familiar with the programme. EEF phonics +5 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2, 3

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshops-including helping your child with Maths and English, supporting your child through SATs	EEF parental engagement +4 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	2
Continue to embed and further explore how to develop Social and Emotional learning	EEF personal and emotional learning +4 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1, 4
Provide funding to support extra-curricular activities and experiences	EEF arts participation +3 EEF physical activity +1 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	6
CASY counselling available to all pupils, with specific focus on PP.	Independent counselling has enabled us to provide professional support for those children who need it. We have also been able to use this service for parents.	1, 2, 4
Pastoral Lead appointed to support families and children.	Pastoral Lead is working hard with TAC families and also supporting children in school.	1, 2, 4

	Training in a range of areas being accessed in order to support families as fully as possible.	
To give experiences of cultural capital in and out of school	Against all odds report, DFE.	5, 6
To improve attendance across school.	Following DFE advice and guidance. Following local policy and school policy robustly. Seeking timely advice when patterns emerge through frequent attendance scrutiny. Working with families of persistent absentees. Work with EWO.	1, 4

Part B: Review of outcomes in the previous academic year 2023-24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<p>Challenge 1: There has been an observed decrease in children finding the classroom environment challenging. There are fewer children struggling to enter the school in the mornings and the need for 'soft landings' has decreased notably.</p>
<p>Challenge 2: The transition from Infants to Juniors has been carefully planned and starts early in the children's Year 2 whereby parents and children are invited into school to have a tour around the school and meet staff members.</p> <p>There are several events through the children's Year 2 to support transition, intensifying during the summer term.</p> <p>The teachers at both schools liaise and identify which combination of children in each class is most likely to be successful in terms of the children's needs.</p> <p>The SENCos at both schools discuss the children and their needs in detail, early in the summer term, prior to transition. This includes the BJA SENCo (or Head Teacher) attending formal review meetings (or informal, where appropriate) prior to children transitioning.</p> <p>Parental voice indicates that children have generally settled into the junior school quickly and there has been an decreased need for pastoral intervention within the transitioning cohort.</p>
<p>Challenge 3: Introduction of 'wow boxes' to promote reading for pleasure. This approach has been embedded across all classes and is supportive of children's reading.</p> <p>Children are observed to share books positively with each other and also enjoy sharing what they have read with adults in school.</p>
<p>Challenge 4: Appointment of a pastoral lead and upskilling of teaching assistants through training in how to support SEMH needs has been extremely beneficial. Many children across school access this support either on a regular or a 'as needed' basis.</p> <p>Pastoral lead is proactive in accessing training modules in order to broaden her area of support and to enable efficient sign posting for families.</p>

<p>Challenge 5: Increased attendance of parents at parents' evening and for Individual Learning Plan reviews. Positive feedback from parents following on from parents' evenings.</p> <p>Website holds lots of details regarding external avenues of support – this is updated frequently.</p>
<p>Challenge 6: All children have equal access to wider opportunities such as trips, 'wow days' and school-based clubs (lunchtime and after school). Music lessons and other clubs are offered to all.</p>
<p>Challenge 7: Attendance for a few pupil premium children remains a challenge. These families are supported by the Head Teacher, Pastoral Lead and school administrator. Many strategies and approaches are explored and reviewed with families.</p>

Externally provided programmes (including training)

Programme	Provider
ELSA training (Emotional Literacy Support Assistant)	<p>Lincolnshire Psychology Service provided this training.</p> <p>It is an intensive training programme lasting for 5 weeks. It provides ELSAs with a robust understanding of social, emotional and mental health needs.</p> <p>The training covers areas such as understanding and managing emotions, effective peer relationships and bereavement and loss.</p> <p>ELSAs can plan and implement bespoke individual or group interventions.</p>
Feelings Detectives	<p>Training provided by Lincolnshire Psychology Service.</p> <p>The intervention is a 12-week coping skills programme designed for 7 – 13 year olds (particularly for those with communication and interaction difficulties, including ASD).</p> <p>The programme teaches children how to manage anxiety using cognitive behavioural therapy (CBT).</p>
FRIENDS for Life Intervention by Paula Bartlett	<p>Training provided by The Psychology Tree'.</p> <p>FRIENDS for life is a social skills and resilience curriculum that is an effective</p>

	<p>told set to prevent anxiety in children and to help them bounce back from adversity:</p> <p>Feelings (talk about your feelings and care about other people's feelings)</p> <p>Relax (do "milkshake" breathing, have some quiet time)</p> <p>I can try! (we can all try our best)</p> <p>Encourage (step plans to happy home)</p> <p>Nurture (quality time together doing fun activities)</p> <p>Don't forget – be brave! (practice skills everyday with friends /family)</p> <p>Stay happy</p>
Times Table Rockstars	A fun and motivational computer based programme which can be accessed at home and at school to build fluency with times tables.
IDL intervention	<p>IDL.co.uk</p> <p>An on-line intervention package to support the development of literacy and maths skills.</p>
Clicker	Crick Software
Talk for Writing	Talk4writing.com
Morphy Mastery	A new approach for those children struggling to develop their spellings skills. Written by Louise Selby. More members of staff are due to be trained in January 2025.
Precision Teaching training	Aimed at improving reading and spelling. Training to be delivered by the Specialist Teaching team in December 2024.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have now employed a non-teaching Pastoral Leader who is responsible for overseeing Pastoral support. They provide pastoral support to ensure that all children and parents have access to information and advice for emotional health and well-being.

	<p>The School offers both informal and targeted support for the children who have deployed parents.</p> <p>All new pupils are assessed within the first week so that any gaps in their knowledge are identified. Gaps in learning are addressed by targeted support.</p> <p>SEND support is offered immediately if large gaps are identified, this is to ensure the Service children are not disadvantaged in the SEND process because of frequent school moves within the UK or overseas.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Service children perform well in assessments, in both terms of attainment and progress, especially when there are no other factors affecting them (such as the presence of SEN).</p> <p>The school is mindful that children who move frequently or who come from overseas postings are disadvantaged if they need assessing for SEND/Emotional support with external agencies.</p> <p>Provision is made daily to support children who find it difficult to enter school in the morning due to anxiety (for whatever reason).</p>

Further information (optional)

Our pupil premium strategy is additionally compensated through the everyday work we do in the classroom, with classroom practitioners made fully aware of pupil premium students in their class, and where required additional support structures are put in place to help them achieved to their full potential. Furthermore, we also have additional actions in place to meet the needs of all our pupils, including those in receipt of pupil premium funding:

- A planned structure of interventions are in place, which meet the needs of pupils both academically and socially/emotionally
- Counselling services are offered to all pupils identified as requiring them.
- Utilising a [DfE grant to train a senior mental health lead](#).
The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- We offer a range of extra-curricular activities focusing specifically on developing engagement and confident in the arts, sports and technology. We encourage ALL children to participate and would fund access for any PP child for whom this was creating a barrier.

Improving the outcomes of disadvantaged pupils is at the heart of everything we do. When undertaking work scrutinies, we ensure that pupil premium students are always included within our selection of work- this enables us to triangulate the data, planning and books to develop a wider picture of the attainment and progress our pupil premium students make.

At Branston Junior Academy, we aim to build a picture of the whole child. By doing this, we are able to focus on the individual needs of our pupils and we use part of our pupil premium funding to support those pupils who may have additional needs both inside and outside the classroom to further extend the support our school can offer to disadvantaged pupils, in order to narrow the attainment gap and improve the outcomes for these children.