Pupil premium strategy statement – *Long Buckby Junior School 2026/27*

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	180
Proportion (%) of pupil premium eligible pupils	17%
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)**	2026/27
Date this statement was published	
Date on which it will be reviewed	April 2027
Statement authorised by	T Cox
Pupil premium lead	T Cox
Governor / Trustee lead	J Bowman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47190
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*	£47190

Part A: Pupil premium strategy plan

Statement of intent

Long Buckby Junior School believes that there should be no barriers to learning for its children. To do this we want to create a community of resilient, motivated, compassionate and confident learners who have a sense of belonging at school. As part of these we want to engage with the parents and carers, breaking down any perceived barriers between home and school so that they too feel that Long Buckby Junior School is here to help them.

A key part of this is to identify what those potential barriers and challenges are and to use the school's resources to work towards removing them. AS a result, the current PP Plan focuses on four key areas:

- Removing the barrier of low levels of literacy
- Early identification of and support for families when attendance drops
- Support children so that they can access the learning and identify themselves as learners, regardless of individual needs.
- Support families who may be struggling.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy – • Salford Reading Tests when the children join the school at the beginning of Year 3 show that 44% of the children classed as disadvantaged have reading ages over two years below their chronological age. Another 22% are below their chronological age but within two years. • Of the 11 children who were Ever 6 FSM in Year 6 2025/26 100% of them were not at the expected standard for writing at the end of KS1 when they joined the school. 56% of the children were not at the expected standard in Reading at the end of KS1 when they joined the school. Of the 6 children who are Ever 6 FSM in Year 6 2026/27, 67% of them were below the expected standard for writing at the end of KS1 when they joined the school. 50% of those children were not at the expected standard in Reading when they joined the school at the beginning of Year 3.

2	Attendance – • Persistent absence data for the children in receipt of Ever 6 or FSM shows that, of the 30 children who met the criteria, 5 (16.7%) are persistently absent. This compares with 5.8% of non-FSM or Ever 6.
3	Cognition – • 45% of the children with an EHCP are in receipt of PP or PP+. This is 17% of the total number of PP children compared to 3% of the non-PP/PP+ children on roll.
4	Family pressures – • Of the 14 families supported by Early Help/Family Help Conversations over the last two academic years, 79% of them were in receipt of PP.

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
Reciprocal Reading is introduced as an intervention for children in Years 5 & 6.	Monitoring shows that all groups of children are making accelerated progress dependent on baseline assessments.
The LBJS Reading Pathways is providing children with the comprehension skills they need to succeed.	80% of children assessed make at least 4 months more than expected progress when assessed.
Online resources are developed to support the needs of children, providing a sharper focus to planning.	Monitoring shows that teachers are able to draw upon appropriate resources for all learning.
The Senior Mental Health Lead has a clear, strategic overview of the needs of the children and how best to match provision to demand.	Monitoring shows that there is a clear process for referral and also a method of assessing impact of interventions used with children who need emotional support.
The newly establish SEMH Team are meeting the needs of children who are struggling with their mental and emotional health.	The numbers of children who are persistently absent due to concerns over emotional well being reduces so that the PA level is in line with national.
Children in receipt of pupil premium have access to the wider life of the school.	All children on FSM have been contacted re: opportunities.

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: £ 13998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading lead given time to continually train staff 1 x afternoon a week.	EEF Teaching and Learning Toolkit shows the development of children's reading comprehensions skills as vital – 18 months progress in 12 months.	1
Increased TA support to allow time for the teacher to give regular children feedback and inform them of their next steps.	Studies have shown that children make accelerated progress when they receive quality feedback, 1:1 more frequently. Teaching and Learning Toolkit – *20 months progress in 12 months.*	1 & 3

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

Budgeted cost: £ 7331

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Lead to attend FFT training on Reciprocal Reading.	EEF Teaching and Learning Toolkit shows the development of children's reading comprehensions skills as vital – *18 months progress in 12 months.*	1 & 3
Use of Nessy intervention strategy across key groups. Books used for the Reading Pathways checked and updated. Books in the library updated to match current popular authors. Cracking Comprehension Online is in use across the school to develop comprehension strategies.	EEF Teaching and Learning Toolkit shows the development of children's reading comprehensions skills as vital – *18 months progress in 12 months.*	1 & 3
Online resources are developed to support the needs of children, providing a sharper focus to planning.	Use of online resources and technology has been shown to have a positive impact on outcomes as well as allowing teachers to use their time more effectively.	1 & 3

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

Budgeted cost: £ 24767

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Mental Health Lead (SMHL) given 1 x day per week to meet with staff, train staff and liaise with outside agencies.	The latest research on developing Meta-cognition in children which was part of the EEF teaching and Learning Toolkit– assists in developing children's ability to and willingness to learn – 17 months progress in 12 months	2 & 4
Subscribe to Boxall Profile Online to give regular information on the children and interventions.		2
Resources purchased for the SEMH Team to use during sessions.		2 & 4
School subscribes to the local Educational Psychology Service.		1 & 3
Member of staff trained up to deliver Protective Behaviours - Foundation Level		2 & 4
Member of staff delivering Protective Behaviours ½ day per week.		2 & 4
School appoints a member of staff to run interventions 5 x mornings per week.		2 & 4
Children in receipt of pupil premium have access to the wider life of the school – reduced fees for music and clubs.	Arts Participation has been shown to have a positive impact on rates of progress for the children in the EEF research. 14 months progress in 12 months.	2 & 4

Total budgeted cost: £ 46096

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Data for 2025/26 suggests that the gap has widened for disadvantaged children when compared with their peers in Reading, Writing and Maths combined. When analysed, however, 0% of children in receipt of PP achieved expected standard or above in all three key subjects at the end of Key Stage 1, compared to 38% at the end of KS2.
- The progress being made by PP children in reading has risen from -3.2 in 2022 to -0.3 in 2026 (above the national average). The gap between PP and non-PP children has also closed over the same period from -3.6 to -0.7.
- Progress in writing made by PP children has risen from -1.8 in 2022 to 2.7 in 2026. This is 2.4 more than non-PP children.
- Progress in Maths is not as secure as other subjects and there is a need to adapt the curriculum to meet the needs of the children who arrive in Year 3 with-out a secure understanding of number. This priority has been reflected in the school's Improvement Plan as it is a whole school issue.
- Salford Reading test data has shown that the disadvantaged children who were more than 2 years below their chronological age when they joined the school at the beginning of Year 3 close the gap rapidly with their peers.