

Bounds Green Junior School

Pupil premium strategy statement 2024-25

This statement details Bounds Green Junior School's use of pupil premium (and recovery 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	Juniors:342 (October 2024 census)
Proportion (%) of pupil premium eligible pupils	Juniors: 21.6% (at budget setting)
Academic year/years that our current pupil premium strategy plan covers	Juniors: 2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	Juniors: Nov 2025
Statement authorised by	Nadine Lewis (Headteacher)
Pupil premium lead	Jess King (Assistant Head)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation 24/25 Financial Year	Juniors: £112,790
Recovery premium funding allocation 24/25 Financial Year	Juniors: £5,691.50
Pupil premium funding carried forward from previous years	Juniors: £0
Total budget for this academic year	Juniors: £118,481.50

Part A: Pupil premium strategy plan

Statement of intent

Bounds Green School is proud to be an inclusive and diverse school in a large and vibrant inner London borough. Our Pupil Premium numbers are broadly in line with national averages but the community we serve is a particularly diverse one with children coming from a wide range of economic backgrounds. Recently, our Pupil Premium numbers have been slowly decreasing so we continually review how we spend our funding to ensure we achieve best possible value. Our school staff are highly committed to achieving the best outcomes for all children from every background.

The core principle underpinning our PP Strategy is to ensure that opportunities are available for all our pupil premium children and the attainment/achievement gap between our disadvantaged and non-disadvantaged pupils is narrowed and ultimately closed. Our intention is that all pupils, irrespective of their background or the challenges they face, have equal cultural opportunities, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

Our Key Objective is therefore "To accelerate progress of disadvantaged/vulnerable pupils, especially those at risk of underachievement, and to provide access to a range of cultural experiences".

Our approach will be responsive to common challenges and individual needs, rooted in close observations and robust assessment.

To ensure they are effective we will:

- Provide access to a range of cultural opportunities
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what all children can achieve through pupil progress reviews

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from on-entry to the Junior School

	through to end KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments & observations indicate disadvantaged pupils generally have greater difficulties with reading fluency, stemming from less secure phonics, underdeveloped vocabulary, less secure contextual & syntactic cueing, etc. than their peers. This negatively impacts their development as readers, and impacts on progress in wider curriculum
3	Internal and external (where available) assessments indicate that attainment in the core areas of RWM is variable among disadvantaged pupils and often below that of non-disadvantaged pupils in our school.
4	Our assessments and observations indicate that our disadvantaged children are less likely to access enriching experiences (such as school journey, external visits, stimulating experiences from visiting speakers) than other pupils and that this sometimes affects wellbeing. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils in this post-Covid world. These challenges particularly affect disadvantaged pupils, including their attainment. This has resulted in significant barriers to learning.

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
Improved oral spoken and written language skills and vocabulary among disadvantaged children	Evidence from book looks, oral assessments, ongoing formative assessment, attendance and engagement in learning at age-appropriate level
Improved attainment in Reading, Writing and Mathematics at the end of KS1 for disadvantaged children	Evidence from book looks, oral assessments, ongoing formative assessment, end of year summative assessments are better than National and in line with Haringey for disadvantaged children
To improve the quality of quality first teaching to impact on achievement of disadvantaged pupils (thorough research indicates this is the pivotal factor in raising achievement of disadvantaged pupils)	Improved Achievement of PPG pupils across school leading to differences or gaps diminishing Increased frequency of high-quality teaching through triangulated M&E Disadvantaged pupils meeting / exceeding progress targets
To accelerate progress and attainment of disadvantaged pupils through use of targeted TA support and interventions	Improved achievement of PPG pupils across school leading to differences or gaps diminishing Increased frequency of quality first teaching through triangulated M&E Disadvantaged pupils meeting / exceeding progress targets

	<p>Access to one-to-one mentoring for selected children (with a focus on children with Black heritage)</p> <p>Access to NIA online school for children with Black heritage</p>
<p>To enable wider access for disadvantaged/FSM pupils to specialist Music tuition, Spanish MFL and Art tuition</p> <p>To support disadvantaged pupils to attend Y6 school residential</p>	<p>Achievement of PPG pupils leading to differences or gaps diminishing</p> <p>Quality of T&L in these areas and attainment of pupils continues to be outstanding</p> <p>>%PPG pupils attend school journey impacting on self-esteem/confidence</p>
<p>To support disadvantaged/vulnerable pupils to develop self esteem/confidence to impact on 'capacity to learn'</p>	<p>Improved attendance for targeted pupils</p> <p>Improved behaviour data</p> <p>Improved achievement</p>
<p>Ensuring high quality and quantity of CPD (delivered internally & externally) to develop staff & improve quality of teaching & learning</p>	<p>Support days provided by SIP / CLPE / Mathematics teaching for mastery fully taken up</p> <p>Identified teachers receive tailored CPD (internal and external) which is well matched to need</p>
<p>Ensure Subject/Middle Leaders have regular, sufficient leadership & management time to support staff & improve quality of teaching & learning</p>	<p>Greater consistency in teaching</p> <p>Phase Leaders' roles are fully developed and impact on consistency in teaching, learning, assessment, behaviour, staff well-being</p> <p>Foundation subject curriculum planning and assessment fully in place</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)

Junior Budgeted cost: £56,771.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leadership Team to lead the school in developing	<p>NfER report on supporting the attainment of disadvantaged pupils</p> <p>Ofsted's reports on the pupil premium</p>	1, 2, 3

outstanding teaching & learning, targeting pupil groups, etc, thereby raising overall quality across the School, and so raising achievement of pupils. (50% of full Junior salary cost)	EET & Sutton Trust reports on effective use of PPG evidence-based approaches:	
High quality and quantity of CPD (delivered internally and externally) to develop staff and improve quality of teaching and learning, e.g. peer observation	We know that Quality of Teaching impacts disproportionately on the progress of disadvantaged children (Sutton Trust). To secure good teaching, we have invested in professional development for staff so that children receive high quality teaching in their daily lessons NfER / Ofsted reports on attainment of PPG EET and Sutton Trust reports on effective use of PPG	1, 2, 3
Ensure Subject/Middle Leaders have regular, sufficient leadership & management time to support staff & improve quality of teaching & learning Juniors: 22% of L&M time (Subjects leaders and phase leads)	We know that Quality of Teaching impacts disproportionately on the progress of disadvantaged children (Sutton Trust). To secure good teaching, we have invested in professional development for staff so that children receive high quality teaching in their daily lessons NfER / Ofsted reports on attainment of PPG EET and Sutton Trust reports on effective use of PPG	4

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

Junior Budgeted cost: £20,812.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y3 and Y4 Little Wandle “catch up” in place	Impact proven in previous years. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those falling behind both 1 to 1 and in	2, 3

	<p>small groups (EEF Reports: One to one tuition and Small group tuition)</p> <p>Little Wandle is a DfE approved Synthetic Phonics Teaching Scheme which has very strong evidence base for efficacy</p>	
<p>Junior: 21% Contribution to Y3 and 4 TA salary costs to support: In & out of class TA support/interventions</p>	<p>Impact proven in previous years. Tuition targeted at specific needs and knowledge gaps has been shown to be an effective method to support low attaining pupils of those falling behind both 1 to 1 and is small groups (EEF Reports: One to one tuition and Small group tuition)</p>	1, 2, 3
<p>Juniors: Beanstalk (x2) and an additional 2 independent volunteers for out of class 1:1 reading support</p>	<p>Impact proven in previous years. 1:1 reading support allows volunteers to focus on each child's individual needs and has been shown to improve children's general attitude to learning. It also develops confidence and self-esteem and social and emotional presentation</p>	1, 2
<p>Juniors (Y3) - (x3) for out of class 1:1 support in building confidence in Maths</p>	<p>Succeeding in Maths increases self-esteem and involvement in continued education and education as a whole and has been shown to have positive effects on life chances. Early stage support is important for mastering key concepts, building confidence and engaging in classroom lessons. The 1:1 aspect allows the volunteers to hone in on each child's individual needs and tailor the sessions accordingly.</p>	3
<p>Juniors: NIA academy for identified under-achieving children from Black heritage backgrounds</p>	<p>Saturday morning programme for Y4 – 2 and Y5 – 2 children of Caribbean or African heritage with a focus on key reading and writing skills through texts that show diversity cultures and community. Nia Academy aims to promote academic excellence within a strong cultural context, through which a sense of purpose, identity, and belonging will be emphasised.</p>	3, 4

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

Juniors Budgeted cost: £53,778.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enabling wider access for disadvantaged children to specialist music tuition. Infants: 10% PPG contribution specialist singing teaching R - Y2 Juniors: 21% PPG contribution to specialist music teaching SLA for Y4</p>	<p>M&E evidence of enrichment to all pupils but especially disadvantaged who have less access to either extra-curricular or individual paid tuition</p>	<p>4</p>
<p>Enabling wider access for disadvantaged children to specialist Art teaching. Infants: 10% of Y2 PPG contribution... 21% PPG contribution to specialist MFL teacher</p>	<p>M&E evidence of enrichment to all pupils but especially disadvantaged who have less access to enrichment</p>	<p>4</p>
<p>Enabling wider access for disadvantaged children to specialist Spanish MFL teaching. Infants: 10% of Y2 PPG contribution... 21% PPG contribution to specialist MFL teacher</p>	<p>M&E evidence of enrichment to all pupils but especially disadvantaged who have less access to enrichment</p>	<p>4</p>
<p>Support disadvantaged / vulnerable pupils to develop self-esteem / confidence to impact on 'capacity to learn' Specialist Art therapist SLA Music Therapist SLA, & Learning Mentor support costs to improve learning behaviours, attitudes, self-esteem by supporting vulnerable pupils</p>	<p>Impact in previous years on vulnerable at risk pupils eg. no exclusions, improved attendance, behaviour data & feedback, etc. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>4</p>

Financial support to families of PPG/vulnerable pupils to enable attendance/inclusion on Y6 residential journey	M&E evidence of enrichment to all pupils but especially disadvantaged who have less access	4
Therapeutic support for identified children: Learning mentor to provide support for emotional needs	Some children's barrier to learning is their emotional needs and they are not able to access learning in class unless these needs are met. Tracking over time shows therapeutic input enables children to engage with learning and so to make progress	3,4

Junior Total budgeted cost: £131,362.49

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment and Progress

At Bounds Green, we have high expectations for all our children, whatever their starting points. The table below shows that in the 2023-24 academic year, disadvantaged children at our school achieve better than disadvantaged children nationally in Phonics and, by the end of KS2, better in Reading, Writing and Maths combined, with particularly significant outcomes for this group in Reading.

Outcomes for 2023-24 academic year

	School Dis	School non-Dis		National Dis	Haringey Dis
KS2 R,W,M EXS+	46%	69%	46%	53%	
KS2 R,W,M GDS	0%	4%	3%	5%	
KS2 Reading EXS	73%	87%	63%	69%	
KS2 Reading GDS	27%	57%	18%	22%	
KS2 Writing EXS	55%	75%	59%	67%	
KS2 Writing GDS	0%	7%	6%	14%	
KS2 Maths EXS	50%	81%	59%	64%	
KS2 Maths GDS	5%	29%	13%	16%	

Our internal data shows that in-year progress for our disadvantaged pupils in 2023-24 was better than for other pupils throughout KS2 in Reading, Writing and Maths meaning that the attainment gap has diminished. Where progress is not as rapid, it remains strong except in one year group. We know that we still need to do more in order to ensure the best possible outcomes for all our children.

Junior Attendance for PPG children is 91.31 % compared to 95.46% for non-PPG.

We use information we glean from daily observations and assessments at key points across the year to help us identify children and families whose wellbeing and mental health is impacted for one reason or another or by Covid related and subsequent costs of living factors. We find that there is a disproportionate impact of societal pressures such as these on our disadvantaged families and so we concentrate teacher focus and accountability for attainment and progress of disadvantaged pupils through Pupil Progress Reviews to ensure that all teachers are ambitious for these children. We understand that children are vulnerable to underachievement because of the impact of years of low family income. We also know that learning requires an emotional readiness and so we work together in all of our capacities in

Safeguarding, SEND, attendance, behaviour, pastoral care and personal development to act quickly and appropriately to support children who come to school with barriers to their learning.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Wandle Learning Trust
Mastering Number (Reception and KS1)	NCETM in collaboration with London Central Maths Hub
Beanstalk Reading Volunteers	Coram Beanstalk registered charity
Number Champions	Number Champions registered charity
Art Therapy	Coram Beanstalk registered charity
Music Therapy	Coram Beanstalk registered charity
NIA academy	Haringey Education Partnership
Power of Reading	Centre for Literacy in Primary Education
Mathematics Teaching for Mastery	NCETM in collaboration with London Central Maths Hub