

Bounds Green Junior School - Pupil premium strategy statement 2025-26

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 | 344 |
| Proportion (%) of pupil premium eligible pupils | 21.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2028 |
| Date this statement was published | 18 th December 2025 |
| Date on which it will be reviewed | October 2026 October 2027 October 2028 |
| Statement authorised by | Nadine Lewis - Head Teacher Governing Body |
| Pupil premium lead | Jess King – Assistant Head for Teaching and Learning, and Assessment |
| Governor / Trustee lead | TBC |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £123,030 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £123,030 |

Part A: Pupil premium strategy plan

Statement of intent

At Bounds Green, we seek to ensure that our children in receipt of the Pupil Premium Grant achieve as highly and thrive as well as children nationally. We strive to achieve this by understanding the specific challenges of our disadvantaged children and by breaking down barriers through evidence-informed activities including high-quality teaching, targeted support, specialist learning programmes and a wide offer of extra-curricular activities which are designed to enrich children's experiences of school and foster a sense of belonging and self-worth.

We use data to provide information and clarity about the performance of our PP children. We look at achievement information in individual subject areas, within and across year groups, across ethnicities and mobility, attendance and behaviour. We use this to help us identify barriers to the achievements of all children but we understand that these barriers may be compounded for disadvantaged children. We ensure teaching approaches and decisions about interventions and learning programmes are based on national evidence and research into best practice.

Bounds Green School is proud to be an inclusive and diverse school in a vibrant Inner London Borough. 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 | Attainment in the core areas of Reading, Writing and Mathematics is below that of non-disadvantaged children though the gaps are sometimes less pronounced in Mathematics |
| 2 | Low levels of oral language and vocabulary gaps among many disadvantaged children |
| 3 | Low prior levels of attainment for some disadvantaged pupils, particularly within reading fluency, stemming largely from less secure phonic knowledge and contextual and syntactic cueing |
| 4 | High levels of EAL among disadvantaged children |
| 5 | Emergent understanding among staff about the difficulties that may be faced by disadvantaged children and best ways to mitigate these |
| 6 | Low aspiration among child/family – poor understanding of how education links with future success and lack of role models in the home community |
| 7 | Lack of cultural experiences |
| 8 | Poor / unstable housing / temporary housing with families at risk of eviction |
| 9 | Poor attendance |
| 10 | Pastoral and behaviour issues |

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 | Outcome 2025-2026 | Outcome 2026-2027 | Outcome 2027-2028 |
|---|---|-------------------|-------------------|-------------------|
| Pupil Premium pupils make at least good progress from their starting points across Reading, Writing and Mathematics | <p>Attainment gaps are smaller than national averages</p> <p>Attainment gaps between Dis and non-Dis decrease year-on-year</p> <p>Attainment gaps are smallest for the children who have been in Bounds Green the longest</p> | | | |
| Where starting points are low, accelerated progress is evident for identified pupils | <p>Attainment gaps are smaller than national averages</p> <p>Attainment gaps between Dis and non-Dis decrease year-on-year</p> <p>Attainment gaps are smallest for the children who have been in Bounds Green the longest</p> | | | |
| Progress of Pupil Premium pupils is in line with or stronger than that of non-PP pupils within the same cohort | PP progress \geq non-PP progress | | | |
| Attendance of Pupil Premium pupils is improving year-on-year | <p>Attendance of Pupil premium pupils improves year-on-year</p> <p>Attendance gap between PP and non-PP pupils narrows or remains stable</p> | | | |

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: **£108,865.07**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| To continue to develop high quality teaching and assessment –senior leadership supporting the development of outstanding teaching across the school through robust monitoring and evaluation and combining Instructional Coaching with self-selected CPD (Walkthrus) | <p>Evidence indicates that consistent, high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. EEF toolkit</p> <p>Ensuring that teachers are provided with high quality CPD is crucial in improving pupil outcomes. Evidence shows effectiveness of Wiliam's 5 Formative assessment strategies</p> <p>EEF Effective professional development</p> | 1-5, 9-10 |
| English Lead to sustain and develop earlier work in teacher focus on language comprehension and development of reading comprehension strategies through whole class reading sessions and integrated into wider curriculum subjects | <p>A wealth of evidence shows that development of reading skills has the most significant impact on attainment EEF</p> <p>Explicit teaching of a wide range of reading strategies (clarifying, predicting, visualising, activating prior knowledge, inferencing, summarising, drawing conclusions etc)</p> | 1-5, 9-10 |
| To ensure Subject Leaders have sufficient and regular leadership and management time to support staff and improve quality of T&L | Evidence indicates that consistent, high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. EEF toolkit | 1-4, 9-10 |

| | | |
|--|---|--------------|
| To develop staff understanding of feedback (verbal and written by teacher or peer) | Evidence shows that specific feedback on how to improve has high impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | 1-5, 10 |
| To develop understanding of Mastering Number programme through PD for 3 x lead teachers and to support whole class implementation of the programme from Y3 to Y5 | Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupil and in Mathematics The Mastering Number programmes secure strong number sense for all children, developing fluency in calculation and a deep understanding of internal structures. Emerging research shows that children's numeracy outcomes have substantial, positive association with adult socio-economic status. Mastering Number programme has impact on attainment of PP children in Mathematics | 1-5 |
| To ensure curriculum continues to be well-planned and well-resourced and continues to embed newly selected approaches e.g. Power of Reading and Mastering Number | A well-built curriculum plays an important role in the development of cultural capital for disadvantaged children | 1-5, 7, 9-10 |
| To develop oracy through embedding Power of Reading activities, daily story including discussion, structured questioning, explicit focus on new vocabulary found in texts, teacher modelling high quality speaking and listening | Evidence shows that children from disadvantaged backgrounds are more likely to lag behind their peers in oral language development (from the earliest years but this often impacts progress later on). High-quality teaching in these areas are known to have significant impact. EEF | 1-5, 7, 9-10 |
| To continue Pupil Progress Review focus on PP children's achievement and discussion around identification of barriers and how to overcome them | Effective PPRs have been shown to improve teaching efficacy by identifying support needs and facilitating collaboration across the year group therefore driving continuous improvement National College | 1-5 |

| | | |
|---|---|---------------|
| Continue to develop music tuition for Y4+ through the WCIT programme and continue to enable rich experiences through specialist music tuition SLA for Y4-Y6 | A broad and balanced curriculum in which creativity is valued provides multiple ways for children to experience success and pride in their learning. EEF Toolkit highlight a positive impact for arts participation EEF – Arts participation | 1-5, 7, 10-11 |
| To continue to enable rich experiences through specialist Art teacher | A broad and balanced curriculum in which creativity is valued provides multiple ways for children to experience success and pride in their learning. EEF Toolkit highlight a positive impact for arts participation EEF – Arts participation | 7 |
| To continue to enable rich experiences through specialist MFL teacher | Provides enrichment to all pupils but especially disadvantaged children who have less access to a wide range of cultural experiences | 1-5,7 |
| To continue to enable rich experiences through specialist Dance teacher | A broad and balanced curriculum in which creativity is valued provides multiple ways for children to experience success and pride in their learning. EEF Toolkit highlight a positive impact for arts participation EEF – Arts participation | |

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

Budgeted cost: **£33,793.54**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| To continue targeted interventions to support reading development through Little Wandle phonics | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind. Little Wandle is a DfE approved Synthetic Phonics Teaching Scheme with a strong evidence base for efficacy | 1-4 |
| To deploy two full-time teaching assistants supporting high-quality intervention within the classroom and delivering rapid catch-up interventions outside the classroom when appropriate | Small group work has been shown to impact positively on attainment as a result of greater feedback from the teacher of work which is closely matched to the pupils' needs and studies show that PP children receive additional benefits from small group tuition. EEF small group tuition | 1-5 |

| | | |
|--|--|-----|
| To continue to support children with SEND 2 x P/T specialist SEND teachers) in English and Mathematics | Small group work has been shown to impact positively on attainment as a result of greater feedback from the teacher of work which is closely matched to the pupils' needs and studies show that PP children receive additional benefits from small group tuition. EEF small group tuition | 1-5 |
| To supply laptops for identified children to support outcomes in Writing | Digital technology in writing lessons can significantly improve children's confidence, writing quality and engagement | 1-5 |
| Speech and language therapy for 11 children (8 PP children) | Particularly in the post-pandemic context, speech and language development is shown to be significant in improving academic outcomes for disadvantaged pupils, leading to substantial improvements in literacy and numeracy. Pupil premium recovery premium evaluation DfE | 1-5 |
| Volunteer reading helper – x 10 Y6 children (6 PP children) two 30-min sessions per week | A wealth of evidence shows that development of reading skills has the most significant impact on attainment EEF Explicit teaching of a wide range of reading strategies (clarifying, predicting, visualising, activating prior knowledge, inferencing, summarising, drawing conclusions etc) supports children in communication skills, wellbeing, confidence and self-esteem as well as making progress against age-related expectations | 1-5 |
| Beanstalk x 8 children Y3-Y5 for 30 mins per week | A wealth of evidence shows that development of reading skills has the most significant impact on attainment EEF Explicit teaching of a wide range of reading strategies (clarifying, predicting, visualising, activating prior knowledge, inferencing, summarising, drawing conclusions etc) supports children in communication skills, wellbeing, confidence and self-esteem as well as making progress against age-related expectations | 1-5 |
| To raise attainment in Maths through SLT (DH and AHT T&L) and class teacher-led daily small group support (1:9 x 3 – | Research shows that, particularly in Mathematics, smaller class sizes enable higher quality interactions, a change in learning behaviours, increased flexibility for organising pupils and quality and quantity of verbal and written feedback | 1-5 |

| | | |
|---|---|-----------|
| 14 PP children) for Y6 in Mathematics | pupils receive and this is achieved due to a change in teaching approach. International research shows that smaller class sizes can have a greater positive impact on disadvantaged children than their peers | |
| To raise attainment in Writing through SLT (AHT T&L) additional teacher for English Y6 (1:16) | Smaller class sizes enable higher quality interactions, a change in learning behaviours, increased flexibility for organising pupils and quality and quantity of verbal and written feedback pupils receive and this is achieved due to a change in teaching approach. International research shows that smaller class sizes can have a greater positive impact on disadvantaged children than their peers. | 1-5 |
| Number Champions x 3 1:1 tuition for 9 PP children linked to daily maths lessons | Intensive individual support outside normal lessons for children with low prior attainment. EEF show strong impact of one-to-one tuition . Succeeding in Mathematics increases self-esteem and involvement in continued education and has been to have positive effects on life chances. | 1-5, 9-10 |

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

Budgeted cost: **£14,983.11**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To provide therapeutic and counselling support to children with additional pastoral needs through deployment of Learning Mentor | Tracking over time shows that therapeutic input enables children to engage with learning and so to make progress. It is recommended to have this focus for PP funded children. Previous experience has shown that this intervention supports children in overcoming emotional barriers to learning Improving Social and Emotional Learning in Primary Schools | 9-10 |
| To continue to support pupils social, emotional and behavioural needs through Art therapy x 4 children per half term | This is an important offer for children experiencing a range of social, emotional and mental health difficulties and impacts positively on general wellbeing | 9-10 |
| To continue to develop pupil voice through School Council where genuine power and budgetary decision-making is devolved to children | Previous years' experience has shown us that children develop significant strengths through their involvement in School Council and running Class Council session supporting pupil success and wellbeing. It encourages agency and citizenship skills and improves pupil-staff relationships. National Governance Association | 1-4, 9-10 |
| To continue to support pupils social, emotional and behavioural needs through UKS2 Mentoring programme | Evidence from previous year shows that mentoring has a positive effect on learning outcomes as well as positive changes in confidence and well-being. Some studies show that impacts are greater for children from disadvantaged backgrounds | 9-10 |
| To engage in positive communications with parents of PP children who are falling behind | Evidence shows that positive communication with parents improves attainment and attendance through acknowledging successes and supporting parents to engage in their child's learning effectively at home Parental Engagement Guidance Report | 6, 9-10 |
| Extra-curricular, after school clubs | Targeting PP children for engagement in After-School extra-curricular activities has a positive effect on wellbeing and | 7, 9-10 |
| Y6 residential | Whilst it is not clear that outdoor adventure activities have a positive effect on academic outcomes, research does show that disadvantaged children experience greater resilience, self-confidence and motivation. Outdoor Adventure Learning EEF | 7,10 |
| To review attendance of Pupil Premium pupils frequently and to adapt strategies in response to what is working or not working | Some research has shown positive outcomes on attendance due to granularity of data exposing patterns (days of week, particular lessons on a particular day etc) How Attendance Data can Transform Pupil Lives | 9 |

Total budgeted cost: £157,641.72

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 outcomes from 2024-2025 academic year: 85 children of whom 27 pupil premium funded. Figures in brackets denote National outcomes.

Indicates school outcomes for disadvantaged children at or above National

Indicates school outcomes for disadvantaged children within 5% of National

| | All | Disadvantaged | Non-disadvantaged |
|-------------------------|---------------------------------------|--|--|
| KS2 Combined EXS | 55% (62%) | 33% (47%) | 66% (69%) |
| KS2 Combined GDS | 14% (8%) | 0% (4%) | 21% (11%) |
| KS2 Reading EXS | 77% (75%) | 67% (63%) | 81% (80%) |
| KS2 Reading GDS | 44% (33%) | 22% (21%) | 53% (39%) |
| KS2 Writing EXS | 60% (72%) | 33% (59%) | 72% (78%) |
| KS2 Writing GDS | 18% (13%) | 0% (7%) | 26% (16%) |
| KS2 Maths EXS | 81% (74%) | 70% (60%) | 86% (84%) |
| KS2 Maths GDS | 34% (26%) | 22% (15%) | 40% (31%) |
| Y4 MTC | Av = 22 33% (37%) = 25 74% ≥ 20 | Av = 20.6 (19.3) 27% (27%) = 25 80% (56%) ≥ 20 | Av = 22 (21.7) 33% (41%) = 25 66% ≥ 20 |

Attainment for disadvantaged children compared to National disadvantaged is strong for Y4 MTC, end KS2 Reading and end KS2 Maths. Attainment in Writing was lower and does not reflect our usual outcomes for this subject. Very high SEND needs compared to other cohorts, relatively high inward mobility in UKS2 and unstable or temporary housing impacted detrimentally on attainment data (see table below). As a result, our Writing attainment fell below National and this in turn impacted outcomes at the combined measure. Progress for our disadvantaged children was excellent with an average progress measure of above expected, and progress for this group was highest in Writing. Over the last 3 years, progress for the disadvantaged group has been strong, often making at least as much progress as their peers.

Raising attainment in Writing is a focus on our SDP and we are confident that the focus on teacher feedback to improve pupil learning and the Power of Reading approach introduced at the start of 2024-25 academic year will continue to support all children in oracy, reading and writing, leading to improved attainment outcomes at the end of this academic year and beyond.

2024-25 Y6 inward mobility by year of arrival:

| Academic year of arrival | Pupil Premium | Non-Pupil Premium |
|---------------------------------|----------------------|--------------------------|
| Y3 | 1 | 2 |
| Y4 | 0 | 1 |
| Y5 | 2 | 4 |
| Y6 | 2 | 3 |

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 |
|------------------------------|---|
| NIA Academy | HEP – Leaps & Bounds |
| Art Therapy | Coram/Tavistock |
| Power of Reading | Centre for Literacy in Primary Education |
| WCIT | Haringey Music Service |
| CPD | Haringey Education Partnership |
| Mastering Number | NCETM – National Centre for Excellence in the Teaching of Mathematics |
| Little Wandle | Letters and Sounds (DfE approved) |
| Number Champions | Number Champions |
| Beanstalk Reading Volunteers | Coram Beanstalk |

Service pupil premium funding (optional)

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

Further information (optional)

In addition to those listed above, we also ensure that Pupil Premium children are targeted to take part in a range of other activities not dependent on pupil premium funding. These include choir and choir performances at Alexandra Palace, additional PE sessions for identified SEND / Pupil Premium children, and Taekwondo, and Dance Club.

The highlight for this year, is the award of a Turing Scheme grant which allows the school to take 30 children from Y5 on a fully-funded trip to meet and work together with pupils in a partner school in Lanzarote. The Turing Scheme states that *“projects should support social mobility and expand international opportunities for students across the UK, particularly for those who might not otherwise get the chance to study abroad”*. We have had take-up from 67% of our Pupil Premium children.

Our Pupil Premium strategy is informed by thorough analysis of pupil data, contextual information, and pupil, parent and staff voice. Planning is informed by national research, including the Education Endowment Foundation guidance, alongside an evaluation of what has and has not worked well in our own setting. Identified barriers are reviewed annually and prioritised to ensure funding is directed towards approaches that demonstrate impact.

Implementation prioritises high-quality teaching in every classroom as the most effective way to improve outcomes for disadvantaged pupils. This is supported by targeted interventions with a strong focus on language development and reading fluency. Wider strategies address attendance, behaviour, wellbeing and access to enrichment opportunities, recognising the impact of learning and engagement. Clear leadership and accountability are in place, with staff trained to deliver interventions consistently and effectively. Named leaders are responsible for different elements of the strategy.

Evaluation is continuous. The impact of the strategy is measured through pupil progress and attainment data, phonics and reading assessments, attendance figures and qualitative evidence such as pupil voice and parental feedback. Interventions that do not demonstrate sufficient impact are adapted or discontinued. Findings from evaluation directly inform future planning to ensure the strategy remains responsive, evidence-based and focused on improving outcomes for disadvantaged pupils.