

Bounds Green Infant 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	263 (+ 46 or 34.5 full time equivalent in Nursery)
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026 October 2027 October 2028
Statement authorised by	Nadine Lewis (Head Teacher) and Governing Body
Pupil premium lead	Jess King – Assistant Head for Teaching and Learning, and Assessment
Governor / Trustee lead	Alex Glasner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,505.47
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£72,505.47

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: £30,308.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise attainment in reading and writing through structured and regular small-group and daily phonics lessons using Little Wandle SSP programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support all children. Little Wandle is a DfE approved Synthetic Phonics Teaching Scheme with a strong evidence base for efficacy	1-4
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)	Evidence indicates that consistent, high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. EEF toolkit 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 EEF Effective professional development	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	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)	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 delivery of the programme from YR to Y2	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
To continue to enable rich experiences through specialist MFL teacher in YR and Y2	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 teachers	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: £40,055.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise attainment in reading through small group intervention using Little Wandle SSP catch up programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support all children. Little Wandle is a DfE approved Synthetic Phonics Teaching Scheme with a strong evidence base for efficacy	1-4
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
SaLT Speech and language therapy for 10 children for 6 weeks and 30 mins per week for all children with EHCPs	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
To support children in developing their talking and understanding of words through Talk Boost for identified 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
Number Champions x 3 1:1 tuition for 9 PP children in Y2 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: £ 2,141.72

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 develop pupil voice through School Council where genuine power and budgetary decision-making is devolved to children (Y2 only)	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 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
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: £ 72,505.72

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GLD and Y1 Phonics outcomes from 2024-2025 academic year: 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
Y1 Phonics	81% (80%)	64% (67%)	83% (83%)
GLD	76% (68%)	67% (51%)	76% (72%)

Attainment for disadvantaged children is well within 3% of National for Y1 Phonics and above for GLD at end of Reception. Attainment trends at both these measures show overall increases over the last 3 years.

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
Coram	Coram
Power of Reading	Centre for Literacy in Primary Education
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
Talk Boost	Speech and Language UK

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
The impact of that spending on service pupil premium eligible pupils

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.

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.