



Pupil premium strategy statement

Bournes Green Infant School

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	5%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr Travis Martinson Executive Headteacher
Pupil premium lead	Mrs Goy Inclusion Lead/Deputy Headteacher
Academy Committee	Mrs Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18095
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<i>Total</i>	£18095

Part A: Pupil premium strategy plan

Statement of intent

At Bournes Green Infant School we have high aspirations and ambitions for all our children and firmly believe that a child should not be held back by circumstance. We intend to remove barriers to learning, and for all our pupils to achieve their potential.

Our strategy plan centres on delivering high quality teaching to meet the needs of our disadvantaged children and all children in our school community.

We will also address the gaps that disadvantaged children may have with targeted academic support.

Children need to be ready to learn and our well-being provision for those who need it is an integral part of our plan.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with our children and their families informs us that the emotional well-being of our children is an issue for many of our children from disadvantaged families. This has an impact on their readiness to learn and this affects academic outcomes.
2	Attainment data currently shows a small gap between children who are disadvantaged and not for writing

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from pupil voice, parent surveys and teacher observations.
Improved writing attainment among our disadvantaged pupils.	<p>KS1 outcomes and EYFS ELG in 2025/26 will show that PP children have at least met or exceeded national outcomes for the same group.</p> <p>Phonics screening assessment will show PP children have at least met or exceeded national outcomes for the same group.</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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify and fill gaps as they arise. HLTA targeted in class support. Support will be provided by HLTA or use of HLTA will allow more individualised attention from the teacher.	“Research on TAs delivering targeted intervention in 1:1 or small group settings shows a consistent impact on attainment of approximately 3-4 months progress.” EEF	2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller group teaching to boost identified children at assessment points	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>EEF</p> <p>"Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial." EEF</p>	2

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

Budgeted cost: £ 14020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion HLTA well-being support and interventions.	<p>"On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." EEF</p>	1
Subsidies for families to ensure children can access all school activities as their peers.	<p>Children should not miss out due to financial constraint of their families.</p>	1

Total budgeted cost: £ 18095

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

Attendance between disadvantaged pupils and non-disadvantaged peers does not show a significant gap

Achievement (RWM)

Data currently does not show a discernible gap in attainment for reading or maths. There is a gap for writing although numbers are small which make statistics less valid.

100% children leaving in year 2 in 2025 in receipt of pupil premium had achieved phonics standard.

Well-being

Children were well-supported. All children and families who were identified as needing pastoral and emotional support received this.

