



## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Bournes Green Junior School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	9.5%
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	37,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,425

# Part A: Pupil premium strategy plan

## Statement of intent

At Bournes Green Junior 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 want to remove the barriers to learning and intend 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 the plan.

We have found that an increasing number of children need social, emotional and mental health support, and we intend to continue to provide that support where needed.

## 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	Assessments have identified there is a gap in attainment between disadvantaged children and their peers in mathematics

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
To achieve and sustain good wellbeing, social and emotional health, for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, parent surveys and teacher observations. Quantitative data from individuals.
Improved maths attainment among our disadvantaged pupils.	KS2 outcomes in 2025/26 for PP children have at least met or exceeded national outcomes for the same group. Pupils will show good progress in their class work and school assessments.
Disadvantaged pupils who are also identified as having SEND, will make good progress	Reviewed ISPs will evidence good progress from pupils' own starting points

## 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. TA targeted in class support.	<b>“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.”</b> EEF	2

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

Budgeted cost: £18908

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition to be provided for children to help close identified gaps.	Small group tuition has an average impact of four months’ additional progress over the course of a year. EEF “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Evidence also	2

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

Budgeted cost: £24906

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Learning Mentor -SEMH interventions for children.	"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	1
Subsidies for families to ensure children can access all school activities as their peers.	Children should not miss out on an opportunity that the majority of peers are taking, e.g. class trip	1
Play Therapy		1

**Total budgeted cost: £ 37, 425**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### Well-being

All children and families who required support received this in the 24-25 year. Resources were used extensively with new children joining the school.

#### Attainment

Outcomes at KS2 were above national overall and for those identified as disadvantaged.

There is currently no gap across the school between children in receipt of pupil premium and those not for reading and the gap for writing is small.

#### Inclusion

All children were able to attend all events and trips, and no child was excluded for financial reason including those with SEND.