

Pupil premium Strategy



Bond Primary School

2025-2026

Pupil premium strategy statement – Bond Primary School

This statement details our 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	36.52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2023-2024 to 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	<i>Miss Michelle Bennett</i>
Pupil premium lead	<i>Miss Michelle Bennett</i>
Governor / Trustee lead	<i>Afua Boaten</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,044
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£156,044

Part A: Pupil premium strategy plan

Statement of intent

At Bond Primary School, we are collectively committed to ensuring that all children have the opportunity to excel and reach their potential. Within this we also understand the genuine barriers that our families and thus our children face as a result of economic factors. Many of our families who face these challenges may well not be eligible for pupil premium funding but will require additional support during their time at Bond Primary School. We will endeavour to ensure that regardless all children receive the support they need. Our intention is that all pupils, irrespective of their background or the challenges they face, 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 that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Any learning intervention has the greatest impact when high-quality teaching is at the core and part of the children's daily classroom diet. High quality classroom teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. High quality teaching not only supports our most disadvantaged children but also those who are not. As such access to high quality CPD is key to securing high quality teaching in classrooms for all children.

Our strategy is within the context of dealing with the impact of a pandemic (Covid hangover) and the cost of living crisis which have both caused disruption to children's learning and progress particularly to those who are disadvantaged. As such the school has supported families through providing hampers, food vouchers, purchasing uniform items as well as paying for school trips. We also do our utmost to ensure that after school clubs can be delivered with no cost to parents/carers. We have secured the position of our Family Support Advisor to ensure that families have someone they can talk to and have support to gain access to services.

We measure the impact of our pupil premium strategy by:

- Analysis of attainment and progress data
- Monitoring of the quality of teaching and learning - observations, learning walks, pupil discussions, book looks

- Monitoring the quality of support given to specific groups of children through interventions and other support provision
- Working with external partners to support evaluation of strategies for key children
- Analysis of behaviour and welfare concerns and other relevant information pertaining to safeguarding and social care involvement
- Analysis of attendance and punctuality

Our approach is and will continue to be responsive to emerging challenges and individual needs. To this end, we will ensure they are effective by:

- Ensuring all children access high quality English lessons and intervention to support the acquisition of early reading and language skills as well as extensive vocabulary
- Implementing high quality high impact support to target specific gaps
- Implementing strategies that focus on barriers to learning including social and emotional development, cost of living, attendance, family and child well being.
- Working hard with our parents to secure good attendance for all children

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 children including disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, developing fluency in reading and writing than their peers.
3	Internal and external assessments indicate that the biggest gaps in attainment between disadvantaged and non disadvantaged groups are in writing and maths across the school. This reduces as children move through the school but is still apparent by the end of KS2.

4	Our assessments, observations and work with families have supported our identification of a vulnerable cohort of children. Of this cohort 60% are disadvantaged children
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 2023-2024 – attendance for disadvantaged children was 91.6% vs 94.5% 2024 -2025 – attendance for disadvantaged children was 91.1% vs 93.8
6	Our analysis of welfare incident indicate that there is a disparity in number between disadvantaged and non-disadvantaged children in the following areas of concern – behaviour and welfare concerns and those requiring ongoing wellbeing check ins from Family Support Advisor
7	Disadvantaged children often have other barriers to learning including SEND with approximately 49% of SEND children also being disadvantaged. Main area of need for these children is communication and interaction followed by social, emotional mental health
8	Disadvantaged children often have other barriers to learning including EAL with approximately 31% of EAL children also being disadvantaged
9	The importance of working in partnership with parents/carers is important. Attendance to workshops aimed at equipping parents/carers with the tools to support learning at home has not always been well attended. EYFS have developed an effective model for parent/carer engagement and we want to replicate this across the school.

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 language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Improve reading attainment by end of key stage 2 to close gap between disadvantaged and non-disadvantaged children. To be at or above national for performance on disadvantaged children.

Improved maths attainment for disadvantaged pupils at the end of KS2.	Improve maths attainment by end of key stage 2 to close gap between disadvantaged and non-disadvantaged children
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils • a reduction in behaviour incidents and suspensions
Pupils with social emotional and mental health needs are supported well	<ul style="list-style-type: none"> • Nurture provision meets the needs of the pupils as identified through Boxall profile entry data and evaluation of exit data • Staff are well trained to deliver nurture provision • External agencies work effectively with the school to support pupil wellbeing
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance 2025/26 to be at or above national</p> <p>Reduce persistent absence for all children</p> <p>Attendance target 96%</p> <p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • reduced overall unauthorised absences • reduction of the percentage of all pupils who are persistent absence • reduction of the percentage of disadvantaged pupils who are persistently absent
Disadvantaged pupils with SEND make good progress from their starting points towards their targets	<ul style="list-style-type: none"> • Teachers have a good working knowledge of the ordinarily available guidance and implement these in their daily practice to meet the needs of SEND pupils

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: **£115,325.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Train staff on the delivery and analysis of diagnostic standardised testing ensuring accurate assessment of pupils strengths and weaknesses and feedback.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. St</p>	<p>1, 2, 3, 4</p>
<p>Purchase further resources and secure additional CPD for all staff to secure stronger phonics teaching for all pupils and securing staffing to deliver small group interventions daily.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Bond Primary uses Little Wandle Phonics to deliver phonics teaching. Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Provide CPD to all staff to: embed principle of Trauma informed approach ensure Nurture provision is delivered by skilled practitioners</p>	<p>Relationship based approaches place greater emphasis on the development of positive adult-child relationships to influence positive behaviour choices. Developing children’s understanding of self and creating the conditions for children to feel safe reduce incidents of behaviours which impact learning EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>5, 6</p>

Revisit use of dialogic activities across the school curriculum through teacher and TA CPD.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, reading aloud are inexpensive to implement with high impact on reading. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher and teaching assistant training and release time.</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1,2
CPD for teaching assistants to deliver targeted support	<p>Teaching Assistants play a significant role both in supporting learning in the classrooms as directed by class teacher but also in the delivery of key interventions to support groups of children across the school. Ensuring that they have the skills and knowledge to deliver is crucial to the impact these will have on pupils' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,7
Whole School training on developing Maths Mastery provision for all	<p>KS2 maths results were below national average for 2024-2025. Pedagogical practice in Maths mastery has developed and the school needs to keep abreast of the changes and support staff to become highly effective maths practitioners. This requires modelling and coaching support from lead.</p>	All
Purchase of specific resources to support screening for speech and language disorders	<p>Many children experience difficulties in the area of speech and language for many this is a significant barrier to learning. The purchasing of resources to screen for disorders will also provide</p>	

	evidence-based interventions that can be used with groups of individuals from trained teaching assistants	
Dyslexia training for two staff members	Developing specialism within the school increases capacity to support children who may otherwise have to wait for a formal diagnosis followed by strategies. Trained individuals in school who can deliver dyslexia strategies allows children to access what they far quicker.	
Inference Training delivered to all teaching assistants	Approximately 56% of children with identified cognition and learning needs are disadvantaged. Although children may be able to decode effectively assessment data is a strong indicator of children failing to get full meaning from their reading	
Secure high quality teaching and learning support to ECTs	ECTs are supported by Deputy Headteacher and/or member of middle leadership team to ensure that highly effective whole class teaching is in place – Good quality first teaching has the greatest impact on outcomes for all children and particularly disadvantaged children.	

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

Budgeted cost: **£22150.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading and communication and language interventions: <ul style="list-style-type: none"> Little Wandle Phonics keep up/catch up/reading squads 	Teachers used their formative and summative assessment to identify areas of strength and weakness for individual children. Alongside teaching assistants and as required with support from SENCO, they plan and deliver interventions monitoring their impact regularly and adapting accordingly.	1

<ul style="list-style-type: none"> • Group reading • 1:1 reading • Yr 6 booster groups • 1:1 speech and language support • Bucket time (EYFS) • Music teaching <p>Targeted Maths support</p> <ul style="list-style-type: none"> • TTRS <p>Targeted OT interventions:</p> <ul style="list-style-type: none"> • Fine motor • Gross motor • Sports coaching 	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>There's strong research indicating the benefits of targeted intervention support in small groups</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Small group teaching of reading in year 6 delivered by SENCO and Headteacher</p>	<p>Children with greatest barrier receive teaching by highly qualified teaching staff.</p>	
<p>Fidelity to phonics scheme ensures that children with greatest need are supported daily by highly skilled practitioners including senior leaders in KS1 and into KS2</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Nurture provision supported by specialist teachers in art, music and sports</p>	<p>There is a noted positive impact of physical activity on academic attainment (+2 months) particularly so when children access high quality physical activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Pupils participation in artistic endeavours offer an opportunity for e-engage children who might otherwise have difficulty in the classroom. Learning the art of trial and error and how to manage these transfers into children's learning in other academic subjects such as English and Maths</p>	

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Continuing to secure access to after school sports/dance clubs free of charge	Disadvantaged pupils may not have access to other structured physical activities outside of school due to cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Dyslexia screening and support delivered by trained staff members	A number of children show dyslexia traits however accurate assessment is needed to identify specific learning difficulties and ensure correct provision is in place	

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

Budgeted cost: **£18568.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Nurture provision to support children with SEMH needs	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Referrals to pastoral support have increased and we have an increasing number of families reporting mental well being concerns for family members or children. We have increased the provision for this and yet we still have more	5

	<p>children who would benefit from the support.</p> <p>‘Evidence associating childhood social and emotional skills with improved outcomes at school and later life’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Deliver whole school CPD on restorative approaches to complement strategies already in place – Zones of Regulation, Emotional Coaching, Trauma Informed Approach</p>	<p>Higher number of suspensions in previous year in response to the increased SEMH needs across the school. Trauma informed practice encourages staff to have a consideration to possible (and likely) influences of behaviour and understanding that building positive relationships is key to support children to regulate and improve behaviour.</p> <p>There is much evidenced based research on the impact of restorative approaches on wellbeing, pupils engagement in learning, improving relationships, reducing incidents of bullying and reducing suspensions.</p>	
<p>Continue to engage with Merton Schools Wellbeing Team to access further therapies and training</p>	<p>Merton Schools Wellbeing team offer access to therapeutic programmes for both children and families. As well as supporting the strategic development of well being across the school to benefit all children</p>	
<p>Family Support Advisor offers support to our vulnerable families many of whom are disadvantaged</p>	<p>This role is integral to signposting and engagement with agencies who can support families with needs which will</p>	

	impact on pupils wellbeing and engagement in learning.	
3 trained ELSA teaching assistants to support children with SEMH needs	With the increase in number of pupils presenting SEMH needs and the long waiting lists for therapeutic support offered through CAMHS, ELSAs provide a level of interim support to ensure that pupils are able to access learning and develop strategies to self regulate.	
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>Further develop the role of the team supporting attendance. Family Support Advisor in place with increased capacity to support creating and monitoring of attendance plans.</p>	<p>Difficulties faced by families often lead to poor attendance. Our Family Support Advisor alongside our attendance admin support ensures that families can be targeted for support i.e. Early help, EWO, parenting programmes</p> <p>2024-2025 Attendance remained below national. Persistent absence figures were in line with national.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified i.e. food vouchers, support with purchasing uniform, trips	All
Offer Off the Record therapeutic support and counseling to pupils and their families	Pupils need safe spaces to explore their own thoughts and feelings sometimes requiring specialist support. This further supports our holistic approach to supporting physical and mental well being	
Offer Shine programme to our disadvantaged children	We offer participation in Shine Saturday school programme 30 days over the year.	

<p>Offering parent workshops and building on existing communication methods to foster greater parental engagement</p>	<p>Parental engagement has been well documented as having a positive impact on children's progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
---	--	--

Total budgeted cost:

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Outcomes for Disadvantaged groups:

	Disadvantaged	Non disadvantaged	In school gap ppt	National gap-between disad and non disad groups
Key stage 2 EXS				
Reading	42%	29%	13%	18%
Writing	46%	59%	13%	19%
Maths	35%	41%	6%	19
RWM	35%	41%	6%	22%
Key stage 2 HS/GD				
Reading	12%	29%	17%	18%
Writing	8%	6%	2%	9%
Maths	12%	18%	6%	17%
RWM	0	6	6%	7%
Phonics				
Year 1	79%	60%	19%	17%
Year 2	82%	88%	6	11%
EYFS				
GLD	71%	61%	10	

Nationally:

KS2: In reading, writing and maths (combined), 47% of disadvantaged pupils met the expected standard in 2025 compared to 69% of other pupils, keeping the gap at 22 percentage points. In 2025, 4% of disadvantaged pupils met the higher standard in reading, writing and maths (combined), while 11% of other pupils met the higher standard.

Phonics: 67% of disadvantaged pupils met the expected standard in the phonics screening check in year 1. National gap: 17%pts

EYFS GLD: 52% vs 70.4% (2024)

The data demonstrates that our disadvantaged pupils performed:

- below national comparisons
- The proportion of disadvantaged children passing the phonics screen check was above national (67%). 79% of disadvantaged children passed phonics screening check in year 1
- The gap between advantaged and disadvantaged in year 2 Phonics is smaller than national by 5ppt
- School EYFS GLD for disadvantaged was higher than National(2024) – School 71% vs National 51.5%(2024)

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. 30.1% disadvantaged pupils met persistent absence threshold for academic year 2024-2025 (2.4% severely absent) vs 23.1% persistent absence (1% severely absent) for all children.

The data demonstrated that where for disadvantaged children SEMH was the broad area of need and attendance was low (of which the cohort is very small), children did not meet expected standard across core subjects by end of KS2.

The data demonstrated that where for disadvantaged children communication and language was the broad area of need and attendance was low (of which the cohort is very small), children did not meet expected standard across core subjects by end of KS2.

Based on all the information above, the performance of our disadvantaged pupils *remains behind the attainment of non-disadvantaged children in KS2* particularly in maths and writing where the gap was most significant, with the gap widening between school and national in 2024-2025.

Our evaluation of the approaches delivered last academic year indicates that:

- Standardised assessments have provided useful gaps analysis information to inform in class provision and intervention
- Live feedback model is showing where children have responded well to feedback. Discussions with pupils show that they understand and recognise when they are given feedback to improve their learning and act on it.
- Little Wandle Phonics scheme continues to have impact on raising standards in year 1 and year 2.
- Provision in EYFS to develop children's early reading and writing skills has been effective for disadvantaged children
- Access to maths hub has maintained outcomes for children in maths in KS1 and shown improvements in outcomes by end of EYFS

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Off the record counselling	Off the Record
Little Wandle Phonics	Wandle teaching Hub
Maths Mastery	SW London Maths Master Hub
TT Rockstars	Maths Circle Ltd
Shine Programme	Shine
Learning By Questions	Learning By Questions
Sports mentoring	Sean McGuinness
Learning Village	Learning Village

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- reviewing feedback approaches- continuing to embed more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Further developing Nurture provision to meet the needs of pupils with SEMH to support reduction in suspensions
- Further develop skills and knowledge of teaching assistants to support delivery of structured interventions for groups of children
- Securing access to high quality CPD opportunities for all staff

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.