

Pupil premium strategy statement – Bohunt School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 24 academic year) funding to help improve the attainment and progress 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	Bohunt School
Number of pupils in school	1836
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 23-Sept 26
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Neil Strowger, Headteacher
Pupil premium lead	Alison Woodage Assistant Headteacher
Governor lead	Barbara Campbell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,432
Recovery premium funding allocation this academic year	34,914
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£230,346

Part A: Pupil premium strategy plan

Statement of intent

The objectives of our Pupil Premium strategy plan are to improve outcomes and accelerate progress for all disadvantaged students at Bohunt School.

We will achieve this by:

- *Prioritising the improvement of literacy for all learners, especially those arriving below age-related expectations – through the implementation of EEF's literacy recommendations*
- *Ensuring quality-first teaching, every lesson, every day*
- *Implementing highly tailored and impactful interventions – every child being known*
- *Minimising barriers to achievement*
- *Keeping aspirations on track*
- *Broadening cultural capital, including through outdoor learning*
- *Placing relationships at the heart of all we do*

Key principles:

Our strategy is focused on disadvantaged students, defined more broadly than those eligible for Pupil Premium and including:

- *Students arriving below age-related expectations in literacy and numeracy*
- *Students with significant vulnerabilities, including financial and social*

Our overarching strategy for disadvantaged students is developed from Bohunt Education Trust's 'Virtual School Plan' and is firmly rooted in research and evidence-based practice. This plan is framed around the following key areas:

- *Improving literacy*
- *Improving long-term memory and learning to learn*
- *Developing cultural capital by improving opportunity through design*
- *Growing character – resilience; aspiration; motivation and self-regulation in learning*

In deciding how to use our Pupil Premium Grant, we drew upon the following sources:

- The Education Endowment Foundation's Guide to the Pupil Premium, updated September 2023 (found [here](#)).
- The Education Endowment Foundation's Teaching and Learning Toolkit (found [here](#)).
- The Department for Education's Guide to Using the Pupil Premium, March 2023 (found [here](#)).
- The combined professional experience of Bohunt Education Trust and our school of what works best for ensuring all students become "gamechangers" and achieve widely.

Challenges

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

Challenge number	Detail of challenge
1	Attendance - Historically, disadvantaged students have lower levels of attendance than their advantaged peers. This is especially the case with KS4 PP cohorts, most markedly Y11 PP boys - extreme persistent absence (below 50%) is most prevalent in this learner group thus impacting outcomes and opportunities.
2	Wellbeing – Some students' wellbeing was disproportionately impacted through remote-learning. ImpactEd data indicates this increases through older year groups, with impacts higher for girls than boys. This is particularly evident in year 10 and 11 and has led to some emotional based attendance concerns.
3	Literacy and oracy - Historically high numbers of disadvantaged learners arrive with below age-related expectations for literacy, and these gaps reduce but persist through the school. Gaps are largest in years 9 and 10.
4	Metacognition and self-regulation – Some students lack resilience, motivation and learning-skills, with lockdown amplifying this for some - this has led to some knowledge and skills gaps. School reflection suggests this is reported highest in Y9 but is a theme across all year groups.
5.	Self efficacy – Although all students are aspirational, some do not yet believe in their full potential to achieve in school, career and life. Student survey data tells us this is a more significant issue for disadvantaged students in KS4
6	Parental and Family Engagement – Routine and highest-quality engagement with all families remains a high priority. Work is being done with all year groups to positively engage and work collaboratively to support students development and progress.
7.	Participation and skills for aspiration-realisation. Our aim is to close the gap in participation beyond the curriculum experiences between learner groups. Our challenge is to ensure equality of experience and opportunity for DA students and to develop skills in aspiration-realisation for both students and families.

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
Progress 8	Disadvantaged Progress 8 in 2 nd quintile or higher compared to similar schools ¹
Attainment 8	Disadvantaged Attainment 8 in 2 nd quintile or higher compared to similar schools
Percentage of Grade 4+ in English and Maths	4+ Basics in 2 nd quintile or higher compared to similar schools
Ebacc entry	Better than national average EBacc Entry for all pupils (40% in 2019)
Attendance	Disadvantaged learner attendance to be higher than national average with lower than average persistent absence
Wellbeing	Wellbeing ImpactEd scores to close between PP and Non PP

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: 115,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-teaching through CPD for • Literacy (inc. oracy)* • Retrieval Practice • Deliberate Practice Driven through CPD, incremental coaching and Red Lines.	• Very significant evidence for impacts of retrieval (e.g. here) and deliberate practice (e.g. here) • DfE - Quality-first teaching has greatest impact on disadvantaged	3, 4, 5

¹ EEF Family of School comparison data

Identifying and addressing gaps in literacy from entry for all students in Year 7 and 8 through implementation of Reading plus and whole-class reading approaches*	• Significant evidence for impacts of effective literacy curriculum (e.g. +0.45 for exposure to reading; 0.58 for spelling programmes) • EEF studies for Lexia impact on disadvantaged (+ 2 months) and BET / ImpactEd studies show impact	1, 3, 4, 5
Supernumerary recruitment and retention in English	• DfE - Quality-first teaching has greatest impact on disadvantaged	3, 4, 5
Implementation of tutor-group oracy programme	• Voice 21 evidence of impact • EEF Teaching and Learning Toolit – oral language interventions +6 months	3, 4, 5
Purchase of standardised diagnostic assessments to identify gaps in literacy from entry for all students in Year 7 - rising stars	• Significant evidence for impacts of effective literacy curriculum (e.g. +0.45 for exposure to reading; 0.58 for spelling programmes - Hattie)	3, 4
Implementing 1:1 Ipad scheme into year 7, 8 and 9 curriculum, developing lessons and confidence to have a greater impact on learning in every subject - implementation of project ERA	• Allowing the students the opportunity to have and use technology within lessons can add 4 months - EEF	3,4

*Linked to EEF literacy strategy implementation

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

Budgeted cost: 57,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and 3:1 NTP tutoring in English and Maths – targeting Y7 and KS4	• EEF Teaching and Learning Toolit – 1:1 tuition + 5 months • BET research study (Autumn 21) of tutoring impact suggests large effect size • Tuition partner impact studies • John Hattie – Visible Peer tutoring effect (+0.53)	1, 3, 4, 5,6
Small group tutoring through School-Led-Tutoring fund (both internal and external) – targeting Y7 literacy and numeracy	• EEF Teaching and Learning Toolkit – small group tuition + 4 months	1,3,4,5

Support for those who are NSR via reading recovery and small group maths support	John Hattie – Visible Learning – small group learning effect size +0.47	
Academic mentoring of pupils identified with poor progress and high vulnerability – including high parental engagement	EEF Teaching and Learning Toolit – Metacognition approaches +7 months	3, 2, 6
Metacognition seminar programmes for targeted students (identified through ImpactEd survey data)	EEF Teaching and Learning Toolit – Metacognition approaches +7 months	4
Tutor ‘class readers’ - challenging novel for students to read together during tutor time as per TT programme Reading programme introduced with 80min of curriculum time allocated per week.	- On average, disadvantaged students are less likely to own a book of their own and therefore will not have exposure to more challenging whole texts: https://docs.google.com/document/d/1WV2NdOAq5OGkFkP6fFu-RBcq7828xK8/edit?usp=sharing&oid=117758029939791269905&rtpof=true&sd=true - Reading exposure has 0.43 positive effect size (Hattie)	3, 4
Year 12/13 reading mentors	Individualised opportunity to read with a mentor daily - enhancing reading comprehension can add 6+ months to reading age Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2, 3, 4, 5

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

Budgeted cost: £ 57,586

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Vulnerability Index toolkit to identify higher vulnerabilities	Academic Resilience Approach (University of Brighton)	1, 2, 5
Offer a breadth of culturally rich experiences for disadvantaged students – emphasis on outdoor learning and including targeted programmes for vulnerable students Outdoor classroom, Duke of Edinburgh and year camps	- Significant evidence for key role of cultural capital in educational achievement - John Hattie – Visible Learning –Outdoor Learning +0.43 - Positive Impact of ‘adventure therapy’	1, 2, 5, 7

Implement 'Game-changers like me' initiative – guest speaker programme - young people from disadvantaged backgrounds - supported by MyTutor – targeting Y10 and 11	• Role models from within students' narrative play key role in improving self-efficacy (e.g. see Carol Fuller research here)	5
Recruitment and retention of additional Attendance officer	• Attendance and attainment are directly linked (see DfE paper here)	1, 2
Summer School Programme 2024 for Y6 and targeted disadvantaged (inc. additional tutoring) – includes strong focus on parental engagement	• BET summer schools evaluation 2021 shows high impact • EEF Teaching and Learning Toolit – Summer Schools +4 months with existing staff	1, 2, 6, 7
Create a safe place for students to work outside of school hours, that allows them to use a wider range of resources to support homework and revision	• Extending a student's school day can have a impact of 3 months which can be found on the EEF	1, 2, 4, 5, 6
Targeted wellbeing sessions, including co curricular clubs and Jamie's farm	• Targeted social and emotional learning can have an impact of 4 months - EEF	1, 2, 5, 6
Enhanced access to local careers events to support student aspirations and opportunities for next steps	Careers and Enterprise BIT report bit67-cec-report_v3.pdf (careersandenterprise.co.uk)	1, 2, 5, 6, 7

Total budgeted cost: £230,346

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 2021 to 2022 academic year.

Key Outcomes:

Of the students who undertook examinations in 2022/23 26 year 11 students, and 2 year 9 students were categorised as pupil premium. Within the year 11 figures there were a small number of outliers who significantly impacted the overall figures.

Contextually PP performance is significantly above average for the local authority (Hampshire -0.96) and national (-0.57) this includes Basic 4, P8 Best of both English and Ebacc.

Family of schools data is yet to be updated therefore comparisons below are drawn against the 2021/22 data that is currently available.

PP basics - against 2021/22 data, we would be in the ____ quintile of similar schools

PP A8 – against 2021/22 data, we would be in the ____ quintile of similar schools.

Outcomes for learners who regularly attend school were positive with P8 measuring at +0.46 demonstrating that disadvantaged learners can achieve well within the school if they are present.

Attendance:

Overall average PP attendance in 2022/23 was lower than their counterparts. Persistently absent and extremely persistently absent figures for PP students were also higher than their counterparts (this was significantly skewed by a small proportion of students).

P8 for PP students with over 90% attendance was calculated as +0.46 which is significantly above the National Average thus supporting our hypothesis that if students attend school they will make progress and succeed in their examinations.

Attendance remains a key focus of the school, building on work done in 2022/23 to ensure that every student is known and that robust tracking and support is in place to ensure that every student is attending school and accessing learning. Priority messaging will be in place regarding the impact of non attendance on progress and opportunity in order to support the student and parent aiming to reduce emotional based school refusal. Incentivised

programmes introduced in 2022/23 have proven to be successful for many key students and will continue in 2023/24.

Regular communications between home and school are essential to ensure that students make the progress that they are capable of and achieve their potential.

Literacy programmes:

Lexia has been utilised with a majority of year 7 students this academic year alongside a pilot programme of reading plus with 2 year 7 classes.

Year 7 students received weekly timetabled Lexia lessons alongside time allocated in the tutorial programme and homework to support their development and progress in literacy. Students focus on word study, grammar and comprehension, PP students made positive progress across all disciplines within the academic year with 84% meeting intermediate and advanced level for word study and a 10% increase in comprehension in the advanced category. Overall data shows that in 2022/23 students show on average more than 12 months progress in reading when using SS scores. Nurture provision provided by Solaris also demonstrated a significant impact on students writing across the academic year.

Reading plus will be the programme of choice for 2023/24 following the successful cross trust pilot with students improving their literacy/ reading levels across the academic year.

Recovery funding and tuition programmes:

Funding for the tuition programmes came predominantly via recovery funding. On-site tuition programmes have been undertaken with year 11 students in English and Maths in 2022/23 and have been structured as 1:3 due to previous findings that such structure has greater impact on outcomes (data for 2021/22). Sessions were scheduled on site and ran from 8:30am-9:30am on a Friday morning, 38 students (5 PP students) actively engaged in the programme, positive impacts on self-efficacy and learning behaviours were evident across the duration of the programme.

Additional offsite tutoring provision was accessed by identified students to support learning and progress, this included My tutor and Academy 21 and was utilised on a 1:1 basis.

On site small group tuition was adopted in English with all year 10 PP and key students receiving weekly support in the summer term via appointing a qualified English teacher. Impact of this will be evident in the academic year 2023/24 when students undertake mock examinations and terminal assessments.

Wider strategies:

Co-curricular provision was back to pre-pandemic levels in academic year 2022/23 with many trips and visits returning including international travel.

PP students in year 7 regularly participated in on site co-curricular provision enhancing their social and cultural experiences and opportunities, this was not as consistent in years 8-11 with fewer numbers participating in each year group. A majority of PP students attended year 7 camp. 100% of year 9 PP students participated in outdoor classroom sessions and Duke of Edinburgh training activities.

100% of PP students in years 9,10 and 11 accessed careers related opportunities learning about the variety of provision available post 16 and post 18, including attending a careers fayre with over 50 employers and providers to allow them to explore potential opportunities and next steps. Bespoke support plans/ opportunities have also been provided in year 10 and 11 to secure provision and ensure that no students are NEET (Not in employment, education or training) upon leaving school. 100% of PP students leaving Bohunt School in 2023 have an intended destination and careers plan.

Service Pupil Premium Funding:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support - identifying wellbeing needs and providing additional support and mentoring as required Academic interventions and support including providing additional/ enhanced resources in curriculum areas Enhanced careers support and opportunity to access a range of next steps activities including FE and HE to widen breadth and depth of knowledge linked to next steps and career opportunities.
What was the impact of that spending on service pupil premium eligible students?	As required students had access to additional mentoring services. Developed breadth and depth of understanding of post 16 and post 18 provision and opportunities available beyond school - 0% NEET figure for over 6 years Resources supported student learning beyond the classroom

LAC and PLAC (Pupil Premium Plus) Funding:

The allocation of funds for looked after children and post looked after children is determined on a case by case basis. Individual needs and circumstances will be taken into consideration when planning and allocating provision in collaboration with the student and carers.

Examples of funding allocation may include but are not limited to; specific teaching and learning interventions, emotional support including programmes such as ELSA (emotional literacy support assistance) and enhanced co-curricular support and opportunities to nurture and develop engagement.