

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	2008
Proportion (%) of pupil premium eligible pupils	10.1 %
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 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Neil Strowger, Headteacher
Pupil premium lead	Peter Whitworth Assistant Headteacher
Governor lead	Ian Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150717
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	£150717

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 disadvantaged cohorts.
2	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 leaving 2026 and 2027.
3	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.
4	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 years leaving 2026 and 2027 and has led to some emotional based attendance concerns.
5.	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.
6	Transition - There are key transition points throughout a child's time in school. Our aim is to ensure that all disadvantaged students have the best transition they can into each key stage. Our challenge is to remove the barriers, to ensure funding is available, and that each student is aware of what is available to them.
7.	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.
8.	Metacognition and self-regulation – Some students lack resilience, motivation and learning-skills - this has led to some knowledge and skills gaps. The introduction of Project ERA and the continuation of the 1-1 iPad scheme will lead to greater confidence, equity in learning and increase to independently develop knowledge, and work at home.

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
<i>Progress 8</i>	Removed for this academic year
Attainment 8	Disadvantaged Attainment 8 in 4 th quintile or higher compared to similar schools
Percentage of Grade 4+ in English and Maths	4+ Basics in 4 th quintile or higher compared to similar schools
Attendance	Disadvantaged learner attendance to be higher than national average and in the top of 5 of similar schools report (DfE).
Wellbeing	Wellbeing ImpactEd scores to close between disadvantaged and non disadvantaged
Experience	90% of disadvantaged students will engage in co-curricular experience
Parental engagement	For 90% of disadvantaged parents to attend consultation evenings and information evenings

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: 75,359

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. Continuation of tutor group reading/oracy programme	• 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 • Voice 21 evidence of impact • EEF Teaching and Learning Toolit – oral language interventions +6 months	2,, 5, 8
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* . Year 7 bedrock team to be implemented to identify literacy needs and ensure interventions are in place, combining with attendance and the impact this has.	• 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, 2, 4, 6
Supernumerary recruitment and retention in English and Maths	• DfE - Quality-first teaching has greatest impact on disadvantaged	2, 7, 8
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)	2, 6
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	1, 2, 5, 6, 8

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)	2,
Professional learning development through introduction of staff library	Purchase of books for the staff library relating to pedagogy and practice in order to maintain quality of teaching, inspire new ideas, develop understanding of metacognition and develop staff.	1, 2, 8
Implement Bedrock team to ensure regular and appropriate interventions are put in place	- Gains to be had from small collaborative learning approaches here - Significant impact from small group work here - Every child known, clear team of people working with specific groups to monitor and improve progress.	2, 3, 4, 5, 7, 8

**Linked to EEF literacy strategy implementation*

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

Budgeted cost: £37679

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring and small group work in English and Maths – targeting leavers in 2030 and small group work in tutor time with leavers in 2026	- 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)	2, 5, 7, 8
Academic mentoring of pupils identified with poor progress and high vulnerability – including high parental engagement. This will build confidence,	EEF Teaching and Learning Toolit – Metacognition approaches +7 months	2, 4,

encourage them to see their growth, and help them to teach others The use of junior reading buddies and KS4 reading mentors in local primary schools will boost our disadvantaged student's literacy confidence and literacy skills. Year 12/13 academic mentors meeting with disadvantaged students in Year 11 to work through homework, discuss challenges and support	- Individualised opportunity to read with a mentor weekly - enhancing reading comprehension can add 6+ months to reading age Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) - EEF Teaching and Learning Toolkit – Metacognition approaches +7 months	
1:1 mentoring after report cycle Individualised support with each student so that they understand what their report says, celebrate successes and work on areas for development. Communicate report with parents and make them aware of agreed targets, creating a collaborative relationship between school and home.	EEF Teaching and Learning Toolkit	2, 4, 7, 8

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

Budgeted cost: £ 37679

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, 3, 4, 6
Offer a breadth of culturally rich experiences for long term disadvantaged students – emphasis on outdoor learning and including targeted programmes for vulnerable students to ensure that cultural capital is rich in all. 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, 4, 5
Implement ‘Game-changers like me’ initiative – guest speaker programme - young people from disadvantaged backgrounds -	Role models from within students’ narrative play key role in improving self-efficacy (e.g. see Carol Fuller research here)	1, 5

Recruitment and retention of attendance and safeguarding apprentice	Attendance and attainment are directly linked (see DfE paper here)	1, 4
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, 4, 8
Targeted wellbeing sessions, including co curricular clubs, Ocean Youth Trust and Jamie's farm	Targeted social and emotional learning can have an impact of 4 months - EEF	4
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)	5
Attendance phone calls for all students that are off on their second day of absence Attendance meet and greet, getting parents and students in school to discuss attendance and find ways to improve it with the relevant people	- Informing parents of number of days off leads to small improvements	1, 3, 4
Improve attendance of disadvantaged students through monitoring of data and putting supportive measures in place to remove barriers e.g. providing uniform, iPads, etc.	Attendance and attainment are directly linked (see DfE paper here)	
Improve parental engagement at events, parents evenings, in mentoring etc.	EEF toolkit evidence that parental engagement has +4 months impact .	3

Total budgeted cost: £150, 717

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

The Pupil Premium strategies have been successfully implemented across all tiers, with clear improvements in academic performance, engagement, and overall support for disadvantaged students. Academic outcomes have shown a notable uplift, with Basics 4 increasing from 59% to 64%, meeting our quintile 4 target, and a significant improvement in Basics 5, rising from 18% to 56%. Intervention sessions were well-attended and had a demonstrable positive impact on pupil

progress. Reading Plus has also had a strong effect, with KS3 PP students increasing their reading age by nearly two years on average.

Attendance

Overall PP attendance in 2024-2025 is lower than Non PP. Persistent absence and severe absence are higher in Non PP than they are in PP, with a small number of students heavily skewing this data.

Attainment 8 for PP students who had attendance of 90% or greater was 54.3, with basics 4 at 79% and basics 5 at 64%, thus supporting our hypothesis that if students attend school regularly they do make progress, but it is noted that this is not solely the barrier to them meeting expectation and succeeding in examinations. Overall Attainment 8 is in quintile 5 compared to similar schools.

Attendance remains a key focus of the school, building on work done previously 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. The student champion team and attendance officer should provide more oversight, encouraging attendance, both of that is positive and has room for improvement. 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. We continue to look at how we can incentivise attendance, following its previous successes, as well as looking into ways in which we can encourage parents to work with the school, understand the impact that attendance has on a child's education and the impact for their future.

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

Wider strategies

The "every child known" approach had a particularly positive impact on relationships within the classroom, fostering stronger connections between staff and students, and contributing to a more inclusive learning environment. Co-curricular engagement has risen significantly, with 44% of PP students taking part in activities compared to 28% the previous year. There was also a 33% increase in uptake of the Silver Duke of Edinburgh Award among PP students, demonstrating improved confidence and participation in wider school life.

Parental engagement has also improved, with consultation evening attendance increasing by up to 15% in year 9. This reflects the success of our work to strengthen relationships with families. Our Forces Families community was successfully launched and continues to grow, offering targeted support to service pupil premium students. Two thirds of pupil premium Year 6 students attended the Summer Camp in August and early identification of these vulnerable students during the transition process has enabled support to be put in place from September, helping to ease the move to secondary school.

Barriers to learning have been reduced through the provision of essential equipment, including personal calculators and loan iPads for students without access to devices. This has ensured all

students were able to engage fully with the curriculum. Participation in enrichment opportunities also improved significantly, with 84% of Year 8 and 82% of Year 9 PP students taking part in ERA Week trips—some attending their first school trip. In addition, every PP student in Year 11 and Year 8 received one-to-one academic mentoring, offering tailored guidance and support at key stages.

The next steps will focus on maintaining the momentum in co-curricular engagement and continuing to target academic support for students working just below national standards. A new additional focus on HPA students who are not achieving their full potential. We continue to improve life chances for our disadvantaged students looking beyond Basics 4 and 5. Attendance will remain a high priority, with further efforts to engage families and provide early support where needed.

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. Relationships strengthened between forces families with the launch of the webpage with links to available support and how to contact Student Champions.
What was the impact of that spending on service pupil premium eligible students?	As required students had access to additional mentoring services. Forces students community is developing as they are more aware of the student champion support available, a breakfast club and casual mentoring is launched as well as trip opportunities. 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.