

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2027 academic year) 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	Bohunt Horsham
Number of pupils in school	1123
Proportion (%) of pupil premium eligible pupils	12
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	1 November 2025
Date on which it will be reviewed	1 November 2027
Statement authorised by	Georgette Ayling
Pupil premium lead	Clare Jenkins
Governor / Trustee lead	Paul Hickox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,000
Recovery premium funding allocation this academic year	£0
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	£169,000

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 Horsham.

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*

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 which is also shown in national trends. We also see the trend of attendance dropping as we rise through key stages. Year 11 in particular is a priority group for 2025-6
2	Parental Engagement – Routine and highest-quality engagement with all families remains a high priority. Ensuring that communication is regular, purposeful and engaged with both off site and on site to ensure parents/ carers are empowered to support their young person and consent to their engagement with extra curricular activities.
3	Wellbeing/SEMH – We wish for all students to enjoy school and feel a strong sense of belonging, they want to learn and feel part of our community, however access to a rich cultural capital is limited by the cost of living crisis and national attendance figures are dropping compared to pre-pandemic. Highest priority is for our KS4 students where we see reducing attendance and reports of wellbeing particularly with year 11.
4	Reliable access to iPad - As an iPad 1:1 school, access to in classroom learning and additional learning resources comes through the iPad and is a major investment. Ensuring that even with breakage/ loss this and WiFi is continually available reduces any gaps. This is particularly important as our students transition from year 9-10 where an opportunity to reinvest in an iPad is offered to ensure up to date technology within the classroom and access to relevant apps.
5	Equity of access to curriculum Historically high numbers of disadvantaged arrive below age-related expectations for literacy, and these gaps reduce but persist through the school. We find the largest gaps in KS2 prior attainment for reading and writing in year 9 and 11 (2025). Literacy interventions for those below age related expectations are offered to ensure students have opportunities to move up to their chronological expectations.
6	Primary phase is a secure foundation for all phases of education We are aware of the vital importance of closing the gap between learners as soon as it is evident and so our reception/ KS1 classes are a vital place to begin intervention, early identification begins in the summer before children start with us during visits to both their nursery settings and their homes and then with an emphasis on phonics and the wider early learning goals we have a continual focus this year on inviting parents in to support home learning, from understanding phonics at the start of reception year to literacy workshops in

	autumn 2 and sharing work such as our drawing clubs with families so that the language we use in school can be consistently used at home.
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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
Attendance	Improve attendance to >94% and proportion of students who are persistently absent <15% for all groups of students.
Parental engagement	Improving attendance to events to 90%. Improving engagement with communications to ensure that 90% of families are engaging with regular communication.
Wellbeing/SEMH	Wellbeing ImpactEd scores disadvantage-advantaged gap closes Fund 100% of students access to ERA week Fund uniform for disadvantaged students who need financial support Fund music and drama lessons for disadvantaged students
Reliable access to iPad	Ensuring all students have access to WiFi and iPad during time with us
Equity of access to curriculum	Disadvantaged in 4th quintile or higher compared to similar schools for attainment 8 as well as % 5+ basics measures.
Attainment 8	PP Attainment in the top quintile of similar schools and to be in line with non PP student nationally
Basics 4	Basics 4 in top quintile or higher compared to similar schools. Target of 70%
Primary	School readiness: we aim for 75% of children in our reception class to achieve a good level of development at the end of Reception year.

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: £84,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-teaching through CPD for · Literacy · Retrieval Practice · Deliberate Practice Driven through both whole school and curriculum CPD, incremental coaching, red lines and curriculum time	• 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	1,4,5
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 * In addition to CPD on Bohunt Horsham Reads and Writes strategies.	• Significant evidence for impacts of effective literacy curriculum (e.g. +0.45 for exposure to reading; 0.58 for spelling programmes)	5
Supernumerary recruitment and retention in English and maths	• DfE - Quality-first teaching has greatest impact on disadvantaged	1,4,5
Investment in project payments to support retention of staff but also maximising use of staff skill sets outside of curriculum areas	• DfE - Quality-first teaching has greatest impact on disadvantaged	2,3,4,5
iPads pedagogy implementing “Project ERA” to support quality of explanations and modelling, feedback and pupil practice in addition to bringing about equity of access to resources	• EEF - Allowing the students the opportunity to have and use technology within lessons can add 4 months - EEF	2,4,5
Whole Education network for shared practice to model excellent curriculum provision - In primary this year we have only one Reception class teacher and so we will invest in supporting her to go and visit other centres of excellence during INSET days and to see examples of best practice and to share planning with partner schools in our network outside of BET using the Whole Education membership	• Clear evidence of the need to invest in developing teachers and for teachers to be able to build a network to do this together	1,4,5

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

Budgeted cost: £42,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring English, maths and Science through Study Support and tutor time catch up. Study Smarter enabling metacognition skills to be developed for year 11 students.	- 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)	1,2,3,4,5
Priority given to coursework catch up through after school sessions and holiday revision sessions ensuring tailored drop down sessions	- Evidence from GCSE analysis suggests that this is an area where improvements can be made before entering exam season - Students attendance to subjects that they opt into through options process tend to be within open bucket subjects that have greater coursework components	1,2,3,5
Tutor reads programme ensuring access to high quality text	- 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 - Reading exposure has 0.43 positive effect size (Hattie)	1,2,3,5
Academic mentoring of pupils identified with poor progress and high vulnerability using Horsforth quadrants	EEF Teaching and Learning Toolit – Metacognition approaches +7 months	1,2,3,5
Investment in LSAs/ LCs to support targeted interventions	- Impact reviews on provision map of: One to one and small group intervention - reduction in PEX following establishment of: Alternative provisions	1,2,3,5

Increasing transparency of data to support student understanding of qualification success and home engagement	Pupil progress	1,2,3,5
Investment in Emotional Literacy Support Assistant to support emotional wellbeing of students	ELSA network evidence for supporting child mental health, attendance and academic success through development of resilience	1,3
Outdoor Education being embedded within curriculum time and being used as intervention support	EEF Evidence for impact on access to outdoor education on supporting non-cognitive skills such as resilience and motivation	1,2,3,5
Investment in external expertise to decrease gaps in access to curriculum for EYFS learners	Speech and language therapy with identified children in Reception class - evidence supporting benefits of ‘getting in early’ with this particular intervention	1,2,3,5
ImpactEd data used to identify	EEF Teaching and Learning Toolit – Metacognition approaches +7 months	1,2,3,5

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

Budgeted cost: £42,250

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)	1,2,3,5
Offer a breadth of culturally rich experiences for disadvantaged students – emphasis on outdoor learning and including targeted programmes for vulnerable students and ensuring all students are able to attend residential trips	- Significant evidence for key role of cultural capital in educational achievement - John Hattie – Visible Learning –Outdoor Learning +0.43 - Positive Impact of ‘adventure therapy’	1,2,3
Attendance strategy	Attendance and attainment are directly linked (see DfE paper here)	1,2,3,5
Resourcing iPads	EEF - Allowing the students the opportunity to have and use technology within lessons can add 4 months - EEF	4
Careers focussed careers provision against Gatsby benchmarks through careers lead	EEF- RIsing aspirations believed to incentivise improved attainment	2,3,5

meeting with students and parents in addition to interventions and learning		
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 Toolkit – Summer Schools +4 months with existing staff	1,2,3
Focus on participation through investment in staff around participation, AHT, community and attendance officer	TLAC impact of students feeling like they belong on attendance and attainment	1,2,3,5
Focus on participation through investments of music & drama lessons	Students feel like they belong and and improve their sense of wellbeing.	1,4
Wild walks provision in primary - Use of the outdoor lead from secondary to build in an outdoor curriculum into EYFS provision from first term with the wild walks	Forest schools research into young people's self confidence and self esteem - demonstrates the benefits of this program for mental and physical wellbeing	1,2,3,5

Total budgeted cost: £140,698

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 2025 academic years.

The data across external examinations demonstrates that disadvantaged pupils are benefiting from our personalised approach. This has been vitally important as we work with them to overcome the impact of covid and support them as we move forwards as a school and a Trust.

Results for our 2024-2025 cohort have placed us above national average in both Basics 4 and Basics 5 measures for our disadvantaged cohorts (based on comparison to 2024 data which at time of writing was the best comparator available) Our attainment 8 value is also above national average. Compared to 2023 data of similar schools' progress 8 was quintile 2, attainment 8 quintile 3/4 and percentage of grade 5+ quintile 3/4. The year group upon which this data is pulled is a half size cohort and therefore the impact of a few outliers can be reasonably significant. For some of these students, the priority was not about filling their progress 8 "buckets" with a large number of qualifications but supporting them in having a broad curriculum that opened up opportunities beyond their time with us. However, even with those outliers considered, our Basics 4 and Basics 5 figures are above national at 53% and 42% respectively (compared to 48% and 29% nationally), Overall attainment was also above national at 39.9 compared to 37.6

Attendance outcomes were positive for all and PP compared to national average figures as was suspension rate.

Attendance at the end of the academic year was 92.5%, whilst attendance for PP students was 84.6%. Persistent absence fell across the academic year to 17%, whilst for PP students was 35%. This is in line with national figures and it remains a key focus for the school building upon work done to ensure tracking and support is in place for all learners.

EBacc entry was targeted in the previous outcome and was attained almost in line with national. Again, the impact of a few outliers and adaptive decisions in response to individual circumstances meant not all students completed the full EBacc suite of subjects to attain this.

When measuring parental engagement with bulletin information, events and parent/ carer consultation evening, there has been an increase in engagement enabling key information to be distributed to all families and support extended beyond the classroom. As an example with current year 11s, there was a 14% increase in PP families attending parent/ carer consultation evenings. We consulted with families over the best format for this to enable engagement and took action to ensure this was in place

Wellbeing was an area of focus starting with a comprehensive transition programme that starts through meeting the students in year 6 on their site into a summer school and transition activities in September and beyond allows for a smooth start particularly for our more vulnerable learners. An early Meet the Tutor aligned with iPad distribution allows a trusted adult to be built for learners and parents to allow for tailored support. On a settling-in survey, our results showed the positive impact of this with over 99% of students identifying friendships that they had within the school and enjoyment of school that was the highest across comparative figures.

Wellbeing survey data last year in our two most vulnerable year groups (8 and 10) showed that 75% of students said that they enjoyed school and 81% of students said that they felt safe at school. These were both the highest scoring categories in the survey. 68% of students across these year groups said that they have a trusted adult in school. We did work with students on the importance of a trusted adult and it is worth noting that in this year's survey, the same year groups showed 74% having a trusted adult in school.

Last year, 20 out of a total of 27 students on a children's services care plan were Pupil Premium. With our increased capacity in the pastoral team, we are now able to meet consistently with our dedicated schools team to ensure that the most appropriate level of support is in place for our most vulnerable students. These meetings are now held every 4 weeks.

Pastoral systems have also changed to increase capacity in both pastoral and academic support allowing staff to work closely with vulnerable students and their families. The recruitment of an Attendance Officer has also ensured that issues with attendance are examined and followed up on in a timely manner.

Ensuring access to a rich cultural experience for all students including those entitled to Pupil Premium funding including residential experiences is now embedded into the school starting from Year 7 onwards. Significant support for funding these trips, including funding curriculum 'ERA Week' experiences at £1 per student for families entitled to free school meals ensures 100% of students leave having had the opportunity to engage in a residential experience.

Attendance and participation in co-curricular activities rose from 45% to 80% last academic year with our PP students' engagement also rising to 73% (an increase from 35% in the previous academic year).

All students from Year 7 to 11 have access to our iPad scheme through our partners at Edutech, with students who are eligible for Free School Meals having heavily subsidised payment plans available to them which reduces the cost of a new device to as little as £3 a month. 89% of families took advantage of the iPad scheme in the last academic year with 11% of families opting to secure their own device. Less than 1% of students have been unable to secure a device, in which case the school has provided a temporary device for students.

A robust loan system is in place for all students, including those from disadvantaged backgrounds. If an iPad requires repair, the school has a stock of loan devices available for short, medium and long term loans ensuring that coverage in our iPad one to one year groups is maintained at 100%.

Over 100 hours were invested into the Continuous Professional Development of our staff, with an explicit focus on key areas of teaching and learning that support our most disadvantaged learners. A school wide focus on literacy has been in place for many years, with staff embedding the Bohunt Horsham Reads literacy strategies into their practice.

CPD last year included:

- 7 hours of SEND training
- 3 hours of extended writing training
- 27 hours of Curriculum Specific CPD that identified and developed strategies to support our most underperforming disadvantaged learners

Our iPad one to one scheme offers access to a range of online learning platforms that are free at point of use to all disadvantaged learners, including Sparx Maths, Reading Plus, Educake, Showbie and Seneca. The utilisation of digital resourcing enables students to access their learning wherever they are and no matter their circumstance.

A comprehensive intervention programme ran last year, specifically targeting disadvantaged learners. This included:

- Wednesday Period 5 and 6 English Tutoring

- Wednesday Period 5 and 6 Maths Tutoring
- Homework club
- English Literature Re-reads
- Reading interventions
- Bohunt Horsham Tutor Reading

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

Support for service premium students looks at their unique experiences of transitions. For students joining us at start of reception/ year 7, this could be through vulnerable transitions in addition to the usual transitions in the summer before entry. For in year admissions, a bespoke programme is put together by the Student Support Manager who has a new role looking at transitions and therefore can explore what is required. For some of these students this also looked at things like EBSA provision and support through YES advisory services to support with attendance and ensure smooth transition.

The impact of that spending on service pupil premium eligible

With a small number of students, continuing to work on individual needs and pathways will support growing progress in pastoral requirements as the child progresses through the school and interacts with new transitions each year brings. This also may look like alternative provisions both inside and out of the regular school day.