

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-2026 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 Farnborough
Number of pupils in school	607
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 -2026
Date this statement was published	1 November 2025
Date on which it will be reviewed	1 November 2026
Statement authorised by	Daryl Bond Headteacher
Pupil Premium Lead	Tom Hibbs AHT
Governor / Trustee lead	Julie Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,720
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	£248,720

Part A: Pupil Premium Strategy Plan

Statement of intent

Statement of Intent for Pupil Premium / Disadvantaged Students

Purpose

At Bohunt Farnborough, we are committed to ensuring that all students, regardless of background or circumstance, are able to succeed. Our Pupil Premium / disadvantaged student strategy is driven by the principle that equity and excellence go hand in hand. We will actively close attainment and opportunity gaps, support wellbeing, and foster aspiration so that disadvantaged pupils become confident, independent learners and contributors to society.

Our overarching strategy for disadvantaged students is developed from Bohunt Education Trust's 'Equity Improvement Strategy' and is firmly rooted in research and evidence-based practice.

Intent & Key Objectives

We intend to:

1. **Improve outcomes and accelerate progress** for disadvantaged students so that their achievement is on par with national and local benchmarks.
2. **Remove barriers to learning** — whether academic, social, emotional, behavioural, or practical— so that students can fully access the curriculum.
3. **Provide high-quality teaching and learning** that is inclusive and responsive: ensuring that every lesson meets the needs of disadvantaged pupils.
4. **Deliver carefully targeted interventions**, informed by data, to support those students with the greatest need.
5. **Develop students' learning habits and metacognitive skills** so that they can become independent and effective learners.
6. **Broaden cultural capital and enrichment opportunities**, ensuring that disadvantaged pupils have access to the full range of experiences (trips, arts, clubs, outdoor learning, leadership) that support aspiration and vocabulary, and close experiential gaps.
7. **Foster strong relationships & engagement**: with pupils, parents, carers, and communities, to build trust, support and shared accountability.

Core Principles / Beliefs

- A **"every lesson matters"** philosophy: high-quality, inclusive, evidence-based teaching is the foundation of closing gaps.

- The “**every pupil known**” approach: we tailor support to individual needs, not a one-size-fits-all solution.
- Use of **evidence and research** (e.g. Education Endowment Foundation, national guidance) to inform approaches and evaluate impact.
- Recognising that **disadvantage is multifaceted**: some challenges are academic, others are non-academic (attendance, wellbeing, home environment), and many are intertwined.
- Long-term commitment rather than short-term fixes: building capacity, sustainability and continuous improvement.

Defining Disadvantaged Students - Vulnerability Index

Vulnerable, Disadvantaged or Pupil Premium students are those who:

- Are eligible for Pupil Premium funding (or equivalent in our funding model)
- Arrive below age-related expectations in literacy or numeracy
- Face financial, social, emotional, or structural barriers that impede learning or engagement
- Are at risk of underachievement due to external factors (e.g. attendance, home instability, limited access to resources)

We adopt a **broad and inclusive** definition so that intervention is timely and preventive, not only remedial.

Key Focus Areas

In implementing this intent, we will prioritise:

1. Literacy

- Early diagnostic assessment and screening to identify gaps
- Structured literacy interventions and catch-up programmes
- Encouraging reading volition, vocabulary development, purposeful talk across the curriculum

2. Quality-first teaching and curriculum design

- Professional development, coaching, and peer collaboration to embed inclusive pedagogies
- Use of retrieval practice, spaced practice, formative assessment, scaffolding and differentiation
- Curriculum planning that ensures scaffolding and progression

3. Targeted support & intervention

- Small-group tutoring, mentoring, and 1:1 support where needed
- Structured homework support and guided independent learning
- Catch-up schemes, revision programmes, booster sessions

4. Non-academic support & barrier removal

- Attendance monitoring and early intervention for absence / persistent absence
- Wellbeing, mental health, pastoral and counselling interventions
- Financial support for uniform, equipment, trips, technology access
- Family engagement strategies (e.g. workshops, home-school liaison, accessible communication)

5. Cultural capital & enrichment

- Ensuring all disadvantaged students can access extracurricular activities (music, sport, drama, clubs)
- Removing cost barriers for trips, visits, fieldwork
- Leadership, mentoring, and aspiration programmes (e.g. visits to universities, careers work)

Success Criteria & Impact (How We'll Know It's Working)

We expect that by the end of each strategic cycle:

- Disadvantaged students will show **progress and attainment** in line with or better than comparison group from other similar schools and accelerate gaps to national.
- The **gap in outcomes** (progress, attainment, basics in English & Maths) between disadvantaged and non-disadvantaged will shrink.
- Attendance and persistent absence rates among disadvantaged pupils will improve (closing the gap).
- Disadvantaged pupils will have access to and participate in enrichment opportunities at the same rate as their peers.
- Wellbeing/student voice data will show diminishing disparities between pupil premium and non-pupil premium groups.
- The interventions funded will demonstrate measurable impact, and spending decisions will become increasingly evidence-informed.

Challenges

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

Challenge number	Details of the challenge
1	Attendance- Historically, disadvantaged students have lower attendance rates than their more advantaged peers. - There are rapid improvements in the current years 7 and 8. This gap is most prevalent in legacy current years 11, 10 and 9.
2	Literacy- Historically, a larger proportion of disadvantaged students arrive below age-related expectations for literacy than non-disadvantaged students. Whilst these gaps do reduce over time, they persist throughout school. Year 7 Reading Ages for disadvantaged students show significant intervention is required. The gaps are identified on entry and monitored throughout the key stages.
3	Self-efficacy – Although all students are aspirational, some do not yet believe in their full potential to achieve in school, in their career, and in life. Student survey data tells us this is a more significant issue for disadvantaged students in KS4.
4	Well-being – Some students' well-being is significantly below that of their peers. This is particularly evident in year 9 and year 10.
5	Parental Engagement – Routine and quality engagement with all families remains a high priority. Families want the best for their children and high-quality educational support for options after 16.
6	Self-regulation – Some students lack resilience, motivation and learning skills. This has led to some knowledge and skills gaps.
7	Cultural Capital - A significant number of students have not had the same experiences as their peers. This is evident in all years, but particularly prevalent at entry in year 7.

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
Attainment 8	<i>Disadvantaged Attainment 8 continues to close the gap with non-PP students.</i> Target: The school's attainment is in the 3rd quintile compared to similar schools.
Percentage of Grade 4+ and Grade 5+ in English and maths	<i>PP 4+ and 5+ Basics increased from 2024 - 2025.</i> Target: PP Basics 4+ In the 4th quintile compared to similar schools (FFT); PP Basics 4+ and 5+ above average (IDSR)
Attendance	<i>FSM Attendance improved 2% in 24-25 vs 23-24.</i> Target: Reduction in PP persistent absence from 2024-25. FSM Attendance to be in line with the average for similar schools (DfE).
Wellbeing	Target: Wellbeing ImpactEd scores indicate that the disadvantage-non-disadvantage gap is closing.

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: £ 124,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching and retention of high-quality teachers. A broad and balanced, knowledge-based curriculum which responds to the needs of ALL pupils.	- The EFF guide to pupil premium document. - The evidence summary states that “great teaching is the most important lever schools have to improve pupil attainment.” EEF - For pupils with SEND (many of whom may also be disadvantaged), EEF recommends embedding powerful teaching strategies — scaffolding, explicit instruction, adaptive teaching within mainstream classrooms instead of over-relying on separate pull-out programmes. The Link School - Sunderland+1	2,3
Mentoring and coaching for teachers. Trust and school staff will coach and provide support across a range of subjects, with a particular focus on Science.	The DfE document suggested approaches to drive teaching standards and outcomes.	2,3
Quality first teaching developed through CPD. Driven through CPD, coaching and instructional support for all teaching staff. Use of Steplab.	- Very significant evidence for the impacts of retrieval and deliberate practice. - DfE - Quality-first teaching has the greatest impact on disadvantaged	2
Recruitment/retention of a literacy coordinator supports improvement in the quality of Literacy teaching.	Significant evidence for impacts of effective literacy curriculum (e.g. +0.45 for exposure to reading; 0.58 for spelling programmes)	2
Recruitment/retention of teaching staff.	EFF guide to pupil premium document.	2,6

	The evidence summary states that “great teaching is the most important lever schools have to improve pupil attainment.” EEF	
Recruitment of LSAs to support students in lessons.	EEF Teaching and Learning Toolkit – literacy interventions +6 months	2,3

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

Budgeted cost: £62,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Bridging. All for staff delivering action and planning for the most vulnerable. Academic mentoring for pupils identified as having poor progress and high vulnerability. Significant time for all staff dedicated to supporting academic bridging.	In-class support: quality first teaching adapted to the needs of pupils (especially vulnerable or disadvantaged) gives a solid foundation for learning and helps close gaps.	
Comprehensive workshop programmes, inc. summer school (academic) and in-holiday workshops Focus on year 11 and year 7.	EEF Teaching and Learning Toolkit – Metacognitive approaches +7 months	1,2,3,4
Retention of the EAL co-ordinator and assistant to deliver interventions and support high high-vulnerability EAL students.	EEF guide to pupil premium document.	5
Family support workers support the mental health of students during times of stress.	EEF guide to pupil premium document.	4
Academic intervention for the most vulnerable students. HOY identifies the most vulnerable students who are not making expected progress and supports targeted interventions.	“High-quality one to one and small group tuition” can be powerful, especially for pupils not making good progress. EEF	2,3,4
Use of Reading Plus and Lexonic to support students who are not at expected levels.	However, it recognises that for some pupils, “universal” high-quality teaching may not be enough; they may need additional, “high-quality, structured interventions” (e.g. small-group tuition, literacy or numeracy	

	sessions) to catch up or access the curriculum properly. EEF+1	
Identifying and addressing gaps in literacy for all students in Year 7. All students are to be tested using the ART reading test and supported with a comprehensive Reading Plus.	- Significant evidence for impacts of effective literacy curriculum (e.g. +0.45 for exposure to reading; 0.58 for spelling programmes) - EEF studies for impact on disadvantaged (+ 2 months)	2,3
The exams officer is a trained teacher and will deliver intervention using MedlyAI during tutor sessions.	“High-quality one-to-one and small group tuition” can be powerful, especially for pupils not making good progress. EEF	3

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 62,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Pupil Premium Champion.	<i>EEF Guidance Report</i> <i>Working with parents to support children's learning</i>	1, 3, 4, 5
Retention of the attendance officer. Link between school and home. The attendance officer and wider pastoral team will lead on a range of activities to increase attendance.	<i>DfE consultation hub.</i>	1
Outdoor Ed program for all PP students.	- Significant evidence for the key role of cultural capital in educational achievement - John Hattie – Visible Learning –Outdoor Learning +0.43	4,6
One-to-One: Turn style mentoring for the most vulnerable PP students. One-to-one sessions and group sessions.	Where universal provision isn't sufficient (for example, for persistent absence, disadvantage, low attainment), schools should provide targeted interventions based on careful diagnosis of need — and this includes academic content, behavioural support, SEND support, or wider support as necessary. EEF+1	4
Provide access to the Brilliant Club Scholars Programme to raise the aspirations of high-ability, disadvantaged students.	The EEF guide to pupil premium document.	6

Appointment of 3 Assistant Heads of Year and 5 Heads of Year - Focus on support for PP students who are below expected academic levels. This is to include dedicated time to academic bridging.	EEF Teaching and Learning Toolkit indicates that well-implemented behaviour interventions yield, on average, +3 additional months' progress for pupils receiving them (compared with similar pupils not receiving them). EEF+1	1,3,5
An inclusion coordinator has been appointed to support behaviour and culture. Supports focused classrooms, one-to-one conversations, and behaviour support in times of crisis.	The EEF "Behaviour interventions" entry in the EEF Teaching and Learning Toolkit indicates that well-implemented behaviour interventions yield, on average, +3 additional months' progress for pupils receiving them (compared with similar pupils not receiving them). EEF+1	4
Support families of disadvantaged students in purchasing academic equipment, books, revision guides, IT and technology curriculum resources, to ensure equitable access to the curriculum.	- EFF guide to pupil premium document. <i>EEF Guidance Report –</i> <i>Working with parents to support children's learning</i>	5
Support families of disadvantaged students in purchasing uniforms and PE kits to encourage participation in the full, broad curriculum.	EFF guide to pupil premium document.	7
Delivery of strengthening minds in the 'MAP'.	Where universal provision isn't sufficient (for example, for persistent absence, disadvantage, low attainment), schools should provide targeted interventions based on careful diagnosis of need — and this includes academic content, behavioural support, SEND support, or wider support as necessary. EEF+1	2,3,4

Part B: Review of outcomes in the previous academic year

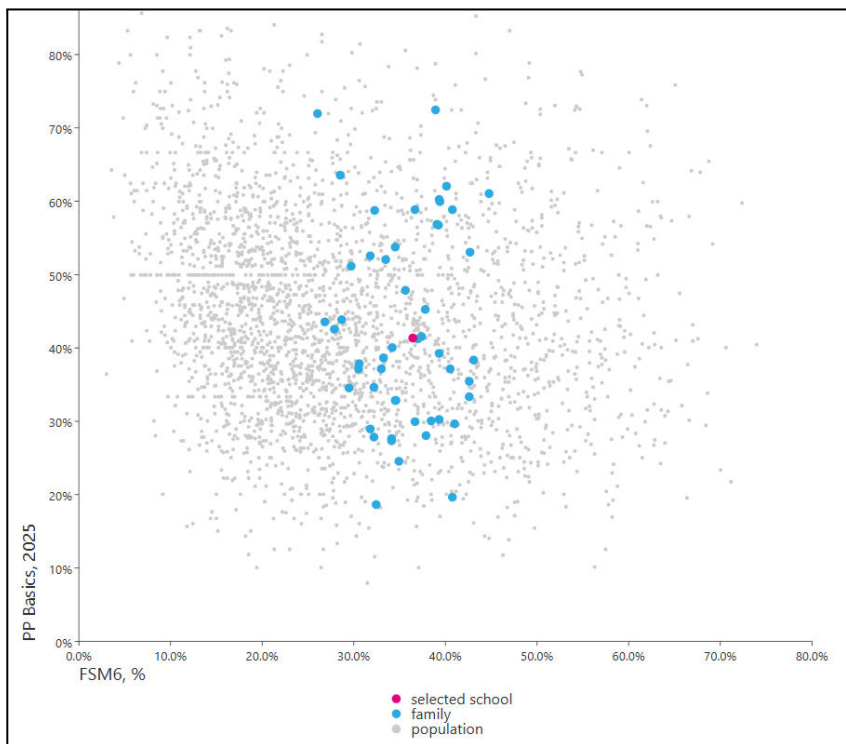
Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Review of 2024–25 Outcomes

Our 2024–25 data for Pupil Premium (PP) students shows a marked improvement compared to 2023–24. There were significant gains across all key performance measures: (there is no P8 measure for this year group)

- **Attainment 8:** improved by **+0.52**, also moving from the 1st to the 3rd quintile (FFT).
- **PP Basics 4+ (English and Maths):** increased by **2%**, moving from the 2nd to the 3rd quintile.



- **PP Basics 5+ (English and Maths):** increased by **13%**, moving from the 4th to the 3rd quintile.

These are highly positive outcomes, reflecting the sustained impact of our activities designed to raise attainment for disadvantaged learners.

The outcomes targeted in our previous strategy were successfully achieved by the end of 2024–25. Our focused work on improving Pupil Premium outcomes made a tangible difference; however, we recognise that further progress is needed to close the attainment gap fully. This remains a key priority for 2025–26.

School Culture and Pastoral Support

We have significantly strengthened our whole-school culture and behaviour systems, resulting in a more focused and purposeful classroom environment. This has benefited all students, with Pupil Premium pupils in particular thriving under increased academic rigour and consistency.

Funding was also used to expand pastoral capacity, enabling more targeted support for PP pupils and reinforcing the positive culture shift across the school.

Attendance and Engagement

Attendance for Pupil Premium pupils in 2024–25 remained broadly consistent with 2023–24, though it remains lower than that of their peers and below the national average for disadvantaged pupils. Improving attendance and engagement is therefore a major focus for 2025–26. There has already been a significant improvement in 2025-26. For the first term of 2025-26, attendance among PP students increased by 6%.

We are implementing a series of strategies to increase PP attendance.

Wellbeing and Mental Health

Pupil well-being and mental health continued to be an area of priority, with disadvantaged pupils particularly affected. Pupil Premium funding was used to provide both universal and targeted wellbeing interventions, ensuring timely support for those most in need. We will continue to build on this approach in our new plan. Student surveys have shown that students feel overwhelmingly safer, happier, and supported in school. In the 2025 survey, 91.60% of students reported feeling safe at school. A 52% increase from the previous year. 86.10% of students also reported that the behaviour in the lessons is good, which is 2% above the BET average.

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

A weakness was identified last academic year. This year service pupils will be supported in the following ways:

- A key staff member who will monitor movement within the family.
- Alerting staff to potentially stressful situations the family may be experiencing.
- Schools' engagement in cluster schools activity for service families.
- Use the Thriving Lives toolkit to guide support provided.

The impact of that spending on service pupil premium eligible pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

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