

Pupil premium strategy statement

This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Bohunt School Worthing
Number of pupils in school	906
Proportion (%) of pupil premium eligible pupils	20% (178)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23/4 - 25/26
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Paul Collin
Pupil premium lead	Lucy Ruzgar
Governor / Trustee lead	Lesley Shears

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,265
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	£174,265

Part A: Pupil premium strategy plan

Statement of intent

At BSW, our intent is to remove barriers so that every student, whatever their background, can thrive and achieve alongside their peers. We believe deeply in fairness and opportunity for all, and we are driven by the conviction that disadvantage should never define a child's future, and that equity is the key driver behind education.

Our ethos of Enjoy, Respect, Achieve shapes everything we do. It reflects our belief that every student should feel valued, challenged and supported to reach their full potential. We want all learners to experience success, enjoy their education, and leave school confident in who they are and what they can achieve.

At the heart of our intent is a commitment to excellent teaching that meets the needs of every child. We believe that high-quality learning experiences are the most powerful way to secure equity and open doors for disadvantaged students.

Above all, we want every student to feel a strong sense of belonging and purpose within our community. Our intent is that all young people, especially those who face disadvantage, have equal access to opportunities that enrich their learning, broaden their horizons and help them grow into confident, compassionate individuals ready to make their mark on the world.

Challenges

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

Challenge number	Detail of challenge
I	Literacy Development A significant proportion of disadvantaged students enter secondary school with literacy skills below age-related expectations, presenting a persistent challenge. Data from baseline assessments indicate that a substantial percentage of Year 7 disadvantaged pupils have reading ages at least two years below their peers,

	requiring intensive intervention. While progress is made over time, gaps remain evident, particularly in reading comprehension and vocabulary acquisition.
2	Attendance and Persistent Absence Attendance rates for disadvantaged students have historically been lower than their non-disadvantaged peers, with current data confirming this ongoing trend. Persistent absenteeism (PA) among disadvantaged students, particularly girls, remains a critical concern.
3	Attainment Gaps Post-Pandemic The educational disruptions caused by the COVID-19 pandemic have disproportionately impacted disadvantaged students. The absence of Key Stage 2 data for Year 11 students highlights the challenges of identifying and addressing learning gaps effectively. These students, many of whom entered secondary school without foundational readiness, demonstrate significant disparities in core subjects, particularly in mathematics and English.
4	Wellbeing and Emotional Resilience The wellbeing of disadvantaged pupils remains an acute challenge, with resilience, motivation, and learning skills notably affected by the pandemic. Surveys conducted internally reveal heightened levels of anxiety and disengagement among disadvantaged students. Our school's vulnerability index identifies primary concerns such as poor engagement, irregular attendance, and adverse family circumstances, with these factors contributing to instability and reduced academic performance.
5	Student regulation Our analytics and observations suggest that some students struggle with self-regulation and this disproportionately affects our disadvantaged students. As a result, their behaviour may present, at times, as challenging and the number of disadvantaged students who are being internally and externally suspended are higher than their peers. This means that the equitable education opportunities we strive for are negatively impacted.
6	Access to Co-Curricular Opportunities Despite having aspirations, disadvantaged students face significant barriers to participation in extracurricular activities. Attendance metrics reveal lower engagement in sports, arts, and enrichment programs, particularly among Year 9 students, due to external commitments such as part-time work, caregiving responsibilities, and limited financial resources. These challenges restrict the development of cultural capital and soft skills, which are critical for long-term success.

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 DUE TO NATIONAL DATA SET
<i>Attainment 8</i>	Fourth quintile against similar schools - FFT
<i>Percentage of grade 5+ in English and maths</i>	Basics in third quintile or higher compared to similar schools and above national; Basics 5+ above national
<i>Attendance</i>	Improve disadvantaged attendance year-on-year to above average for disadvantaged students (DfE Similar Schools) with a focus of being 3% above national
<i>Open entry</i>	To ensure that disadvantaged students have equitable access, engagement and achievement across all open subjects, so that their learning experiences, cultural capital and qualification outcomes expand their long-term life choices, including post-16 pathways, careers, and personal development. By August 2026, we will raise PP A8 (Open) by 2.0+
<i>Wellbeing</i>	The gap between advantaged and disadvantaged students closes in Trust Wellbeing Surveys .

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: £94,164

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Improve the quality of professional development of teachers with focus on literacy and oracy in whole staff CPD sessions.</i>	• Significant evidence for impacts of effective literacy curriculum (e.g. +0.45 for exposure to reading; 0.58 for spelling programmes) • Marc Rowland Research Schools Network delivery 10th November 2021 focused on the importance of reading for student progress. • Targeted improvement strategies - enhanced supernumeracy, and strengthened tutor-time reading will provide daily reinforcement of core skills and raise long-term outcomes for disadvantaged students. • Focussing on adaptive strategies in staff CPD sessions based upon Rosenshine principals	1, 3
<i>Focus on quality-first teaching to build student abilities in metacognition, retrieval, memorisation.</i>	• 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, 3
<i>Embed a consistent approach to Reading Plus including home learning strategy across YR7.</i>	EEF studies for Lexia impact on disadvantaged (+ 2 months) and BET / ImpactEd studies show impact	1, 3
<i>Consistent implementation of tutor group literacy programme</i>	Marc Rowland (Research Schools Delivery) highlighted impact of learning new words and the impact that has on pupil progress. • Voice 21 evidence of impact • EEF Teaching and Learning Toolit – oral language interventions +6 months	1, 3
<i>1:1 iPad scheme Y7-11 – ensure impact for disadvantaged through: Equitable access Engagement of parents with scheme – understanding the ‘why’ High quality curriculum implementation</i>	Allowing the students the opportunity to have and use technology within lessons can add 4 months - EEF	1,3

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

Budgeted cost: 46,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Conduct literacy and numeracy interventions in English and Maths across KS3 and KS4</i>	• EEF Teaching and Learning Toolkit – 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
<i>Mentoring students in YR7 and 11 who are disadvantaged.</i>	EEF Teaching and Learning Toolkit – Metacognition approaches +7 months	2, 3, 4, 5
<i>Deploy funding and embed approaches to tutoring, including external and school-led.</i>	• EEF Teaching and Learning Toolkit – small group tuition + 4 months John Hattie – Visible Learning – small group learning effect size +0.47	2, 3, 4, 6
<i>Targeted LSA support for disadvantaged students based on their educational needs - including in class and out of class interventions to address further support required</i>	EEF Toolkit: Teaching Assistants (LSAs): when used effectively, can add around +4 months' progress. Small-group tuition delivered by LSAs typically adds around +4 months' progress. One-to-one support led by LSAs can deliver around +5 months' progress.	1,3,4,5

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

Budgeted cost: £33,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve parental engagement at events, parents evenings, in mentoring etc.</i>	EEF toolkit evidence that parental engagement has +4 months impact .	4, 5
<i>Increase disadvantaged engagement/attendance to extra-curricular clubs, trips and activities (e.g.</i>	• Significant evidence for key role of cultural capital in educational achievement	3, 5, 6

<i>Summer School, Cricket Club visits, University).</i>	• John Hattie – Visible Learning – Outdoor Learning +0.43 • Impact of summer schools EEF Teaching and Learning Toolkit – Summer Schools +4 months with existing staff	
<i>Improve attendance of disadvantaged students through targeted and structured actions, including: regular monitoring of attendance data; 1:1 attendance support; removal of practical barriers such as providing uniform; access to breakfast and pastoral support</i>	• Attendance and attainment are directly linked (see DfE paper here)	2, 4, 5
<i>Pastoral support - Vulnerable student coordinator; CWCF coordinator; Pastoral support assistants, Reflection lead. Targeted staff who provide daily support with check ins, behaviour support and therapy referrals, etc. for our disadvantaged pupils.</i>	EEF Toolkit: • SEL programmes: approx. +4 months' progress for disadvantaged pupils. • Behaviour interventions: around +3 months' progress. • Mentoring: around +1 month's progress.	1,2,3,4,5,6

Total budgeted cost: £174,265

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

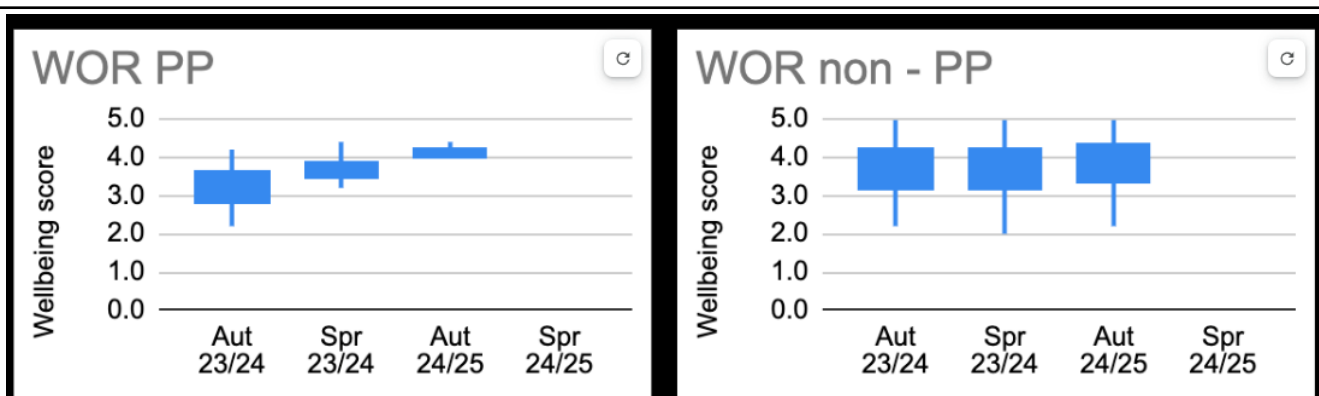
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

2024-25 was the second year of our Pupil Premium 3 year strategy, as we enter into the final year of our strategy here are the reflections on the previous academic year.

Disadvantaged attendance continues to be a strong focus for us at BSW, and FSM attendance rates were above the median for our similar schools (DfE annual attendance report) - with our attendance being 88.3% vs 85% and PP PA being 5% lower (better) than national. Attendance has further improved in Term 1 of this academic year.

Overall, GCSE outcomes for our disadvantaged studies were mixed in 24-25. We are continuing to work towards our A8 target of being in Quintile 4 against similar schools. Although BASICS 4+ increased overall last year, 4+ rate dropped for disadvantaged students, essentially due to the disproportionate impact of a severely-absent sub-cohort and a weaker overall cohort (as indicated by CAT data in the absence of SATs). Basics 5+ held on 23-24 - Our ambition and objective is to improve these outcomes significantly. .

We saw success in our vocational subjects where disadvantaged students made great progress - one of the contributing factors was due to immersion days whereby students were able to focus on the coursework element of their subjects. This is something we will continue to implement next academic year. We are on track to meet our objective regarding disadvantaged wellbeing, with Trust student wellbeing data showing strong improvements over the last 3 years, with the wellbeing gap closing significantly.



We have also seen that disadvantaged pupils were at the forefront of staff CPD last academic year, with a clear focus on adaptive practice, as well as specific CPD sessions dedicated to how staff can collectively improve the outcomes of our most vulnerable pupils. The result of this has contributed to our whole school ethos of 'every child, same chance' being put into practice.

Students continue to benefit from an expanded extracurricular and outdoor education offer. Our Outdoor Education Coordinator leads targeted Year 7 engagement through beach trips, the Big Day Out and the Big Sleepover. The Co-Curricular Coordinator has widened the programme further, with external groups providing support for vulnerable pupils. Pastoral staff deliver focused interventions and EBSA workshops in morning tutor time, and a new Vulnerable Coordinator role now supports disengaged parents. ERA Week is also being reviewed to ensure a varied range of experiences that build cultural capital and wellbeing.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have three service students on roll; while they do not currently require financial support, iPads are available if needed, and the school can also provide food and cookery ingredients as well as uniform vouchers to remove any barriers to participation.
What was the impact of that spending on service pupil premium eligible pupils?	Families feel supported through not having to worry about sourcing uniform or ingredients for lessons which will in turn improve attendance and support families who may struggle with consistency due to their services background.

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.

Further information (optional)

Our Pupil Premium strategy is supported by additional areas that are not covered by the pupil premium or recovery premium grants. These include:

- Metacognitive approaches such as knowledge organisers that have a whole school benefit but we know will support pupil premium students to achieve highly. EFF Evidence hugely supports the use of metacognitive approaches and is mentioned above to close COVID learning gaps, but it is worthwhile also using it here to support our approach. The use of this has been evidenced through book looks, learning walks and subject leadership meetings where the low stakes test scores are reviewed. It is also a key curriculum driver for this year with a series of CPD sessions taking place throughout the year on the best use of knowledge organisers. We are working to improve the use of the resource on a lesson-by-lesson basis as a piece of feedback on learning walks.*
- Targeted support from external agencies local to us such as Sid Youth, who work with small groups of students but do not have a specific pupil premium focus. Students who use this in some cases have reported improved attitude to learning scores and better attendance and engagement.*
- A broad extra-curricular clubs programme, with academic focus in some areas but also opportunities. Opportunities are open to all and whilst we will fund some via Pupil Premium, over 95% of our clubs are free and we target Pupil Premium students to attend through tutor time conversations. We are focusing on improving the engagement of disadvantaged to clubs in YR7 and 8 in particular.*
- Off-timetable days called ERA Week open up wider participation opportunities for all students. Many of these are no-cost for students and take place within the school day, supporting learning in different subject areas but also in PSHE (for example first aid training). Any costed activities will be supported by Pupil Premium for appropriate students.*
- We are following a Disruption Free Learning approach in school to support behaviour and wellbeing. Whole school training has been given which we hope will allow us to reduce overall behaviour incidents amongst students, but will also have a knock-on effect on the gap between Pupil Premium and non-Pupil Premium behaviour incidents. We are working to close the gap between negative behaviour incidents perpetrated by Pupil Premium students and those perpetrated by non-Pupil Premium.*

Our virtual school head supports our implementation for Pupil Premium as we are a Multi Academy Trust (MAT). The priorities from this feed into our priorities at school level and have some impact on choices and funding.

The Trust supports us in identifying our priorities and curating those to our context. This includes regular meetings and visit to analyse the progress of our plan.

As highlighted above in our intended outcomes section, we have used a wide range of data to allow us to evaluate our plan. This includes internal assessment data, learning walk and book scrutiny focused on Pupil Premium, analysing attendance to events to highlight parent engagement and these help us to understand the challenges faced by Pupil Premium students.