

Pupil premium strategy statement – Bohunt Wokingham

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1323
Proportion (%) of pupil premium eligible pupils	9.68% (128 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 to 2026-2027
Date this statement was published	October 2025
Date reviewed	October 2025
Date of final review	October 2027
Statement authorised by	David Bibby, Interim Headteacher
Pupil Premium lead	Sophie Tanner, Assistant Headteacher
Governor / Trustee lead Greig Trout	Greig Trout

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,000
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year	

2022 to 2023 cannot be carried forward to 2023 to 2024.	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112,000

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 School Wokingham, striving to close any gap between them and their less disadvantaged peers.. This is part of the Bohunt Education Trust's vision of "every child same chance" and an absolute conviction that outcomes change children's lives.

We will achieve this by:

- Ensuring highly effective, data-driven responsive teaching every lesson, every day for all students. Both the Sutton Trust (2011) and the Social Mobility Commission (2014) state that this is the single most important level to improve outcomes to disadvantaged students.
- Prioritising the improvement of literacy for all learners, especially those arriving below age-related expectations – this will be done through the implementation of EEF's literacy recommendations, supported by all staff.
- Prioritising attendance and engagement of vulnerable students and families with the school and its culture.
- Implementing highly tailored, impactful and tiered interventions – every child being known.
- Minimising barriers to achievement.
- Unconditional high expectations to enable students to become "game changers", supported by highly effective personal development.
- Broadening cultural capital to ensure unparalleled opportunities for all students, including through outdoor learning.
- Placing relationships and unconditional positive expectations of students at the heart of all we do. For example, using relational approaches to behaviour for learning such as PACE (further information available <https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>).

Key principles:

Our strategy is focused on disadvantaged and vulnerable 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,
- Some of the interventions in place for students in receipt of the Pupil Premium will also benefit other less disadvantaged students; other measures cannot be separated out into student groupings such as ensuring high quality whole class teaching for all students. This is done to promote outstanding progress for all students.

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

- Improving long-term memory and metacognition (learning to learn)
- 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 2024 (found

<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-2024.pdf?v=1727884053>).

- The Education Endowment Foundation’s Teaching and Learning Toolkit (found <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>).

- The Department for Education’s Guide to Using the Pupil Premium, March 2025 (found https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf).

- The combined professional experience of Bohunt Education Trust and our school of what works best for ensuring all students become “game changers” 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 - Disadvantaged students have lower attendance than their peers. Attendance of disadvantaged students is a primary obstacle to their success, and addressing this will receive relentless focus from all staff.
2	Literacy and oracy - Historically, high numbers of disadvantaged students arrive below age-related expectations for literacy, and these gaps reduce but persist through the school. Year 9 (cohort 27-28) has the highest proportion of students below age related expectations in literacy (based on Key Stage 2 results), and this will be addressed through identification to staff and ongoing, focused intervention and a commitment that “every teacher is a teacher of literacy”.

3	Self efficacy – Although all students are aspirational, some do not yet believe in their full potential to achieve in school, career and life. Bringing the Trust's ERA Culture (Enjoy Respect Achieve) to life in tangible ways for all students, through a lens of championing equity, remains a constant focus. Evidence of lower proportional participation rates is engagement with our co-curricular programme, with students in Years 7-8 participating more widely than students in Years 9-11.
4	Wellbeing – Some students' wellbeing was disproportionately impacted through remote-learning. Cross-referenced wellbeing data shows Years 8 and 9 have the highest vulnerabilities amongst Pupil Premium students. The school continues to embed the Vulnerability Index (VI) to more precisely target academic and pastoral support to key students.
5	Parental Engagement – There are greater barriers to parental engagement for some families. Year 10 and 11 are a focus as historically parental engagement from our most vulnerable families has reduced at this vital stage.

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6	Meta-cognition 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. Years 8 and 10 for example have the greatest need for supporting resilience in learning and self-regulation.
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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
Attainment 8	PP Attainment in the top quintile (5) of similar schools to be in line with non PP students nationally. Target of 45.00. (APS - 4.5)
Percentage of Grade 4+ in English and Maths	PP Basics 4 in top quintile or higher compared to similar schools. Target of 64%. PP Basics 5 target 45% (2025 national figure for all)
Improved Literacy in all subject areas	Student attainment data and lesson observations to show that disadvantaged students have developed greater word consciousness and expended subject-specific vocabulary when

	compared with their starting points. Proportion of students below ARE by end of Y9 reduces each year of plan
Student Wellbeing	Sustained high levels of student wellbeing by the end of the strategy plan in 2026-2027. This will be evidence from student survey data (including ImpactEdScores), qualitative data from student panels and similar, parent surveys and wellbeing data.

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: £58,000

Activity	Evidence that supports that approach	Challenge number(s) addressed
High-quality teaching and CPD structured around “best bets” for accelerating the learning of all students (including PPG). This will	Retrieval practice is strongly supported by over 100 years of research and is one of only two learning techniques rated by Dunlosky et al (2013) as having	2, 3, 6

include, but is not limited to: • Literacy (including oracy) • “Project ERA” as a vehicle for utilising technological innovation to improve quality first teaching and assessment (data-driven responsive teaching) • Meetings to be used as an opportunity for collaborative planning and coordinating targeted academic intervention • Whole school coaching from September 2024 to enhance quality first teaching.	‘high utility’ for classroom practice. (implementation evidence here) • DfE - Quality first teaching has the greatest impact on disadvantaged students (further reading Supporting the attainment of disadvantaged pupils - Briefing for school leaders - GOV.UK; EEF Summary; 1. High-quality teaching EEF). • Coaching contains many of the mechanisms identified as being central to effective professional development (EEF, 2021), supporting it to have an impact on classroom teaching and pupil attainment (Gregory et al. 2017).	
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, through Bedrock.	• 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 positive impact on all students.	1, 2, 3, 4
Recruitment and retention of high quality staff, including supernumerary recruitment in English and Maths	DfE - Quality-first teaching has greatest impact on disadvantaged students. • Developing students’ literacy and numeracy facilitate progress across the 2, 3 5 curriculum and improve life chances Our focus on literacy and	2, 3,

	numeracy – what it means in practice	
Embedded whole school literacy and oracy strategy. This will include continual refinement of the PSHE and personal development programme and tutor group reading and oracy programmes (“Resilient Readers”).	Jerrim and Moss (2018) – the ‘fiction effect’ • Research evidence on reading for pleasure (2012, DfE) • Benefits of Reading Aloud –Centre for Teaching, University of IOWA • Voice 21 outline evidence of impact for high quality oracy education. • EEF Teaching and Learning Toolkit – oral language interventions +6 months	2, 3, 4

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

Budgeted cost: £27,000

Activity	Activity Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring through	• EEF Teaching and Learning Toolkit – small group tuition = +4 months	1, 2, 3, 4

School-Led-Tutoring fund (both internal and external) – targeting Y7 literacy and numeracy	• John Hattie – Visible Learning –small group learning effect size +0.47	
1:1 and small group tutoring in English and Maths – targeting students in Year 7 and Key Stage 4.	• EEF Teaching and Learning Toolkit – 1:1 tuition = 5 months • BET research study (Autumn 2021) of tutoring impact suggests large effect size from the intervention • Tuition partner impact studies • John Hattie – Visible Peer tutoring effect (+0.53)	2, 3, 4
Academic Bridging for all year groups.	• 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 positive impact on all students.	2, 3, 6

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

Budgeted cost: £27,000

Activity	Activity Evidence that supports this approach	Challenge number(s) addressed
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Improve the impact of Vulnerability Index (VI) toolkit to identify students with higher vulnerabilities, and ensure a more precise use of monitoring and support.	VI adapted from Academic Resilience Approach (University of Brighton). Link here: https://research.brighton.ac.uk/en/projects/academic-resilience-approach	4
Promote a breadth of culturally rich experiences for disadvantaged students – emphasis on outdoor learning, addressing any social isolation and including targeted programmes for vulnerable students as part of a programme of unparalleled opportunities.	Significant evidence for key role of cultural capital in educational achievement • John Hattie – Visible Learning–Outdoor Learning +0.43 • Positive Impact of ‘adventure therapy’	3, 4, 5
Increase of capacity of Educational Welfare Officer to support attendance, in collaboration with the school’s Attendance and Welfare Officer and wider pastoral system. We will implement the trust three year attendance strategy to support with this.	Substantial evidence linking high school attendance with positive outcomes by the end of Key Stage 4 https://educationhub.blog.gov.uk/2023/05/school-attendance-important-risks-missing-day/	1, 5
Annual Summer School Programme	EEF Teaching and Learning Toolkit – Summer Schools +3 months with	3, 4, 5

for incoming Year 6 students, focusing on disadvantaged students and establishing high parental engagement from the beginning of Key Stage 3.	further benefits such as establishing the school's high expectations of students and building effective working relationships between students, school staff and families.	
Increase the capacity of Early Help provision for our most disadvantaged students within school, so that Early stage intervention for their emotional wellbeing ensures that they can access education	Links between students health and wellbeing and academic achievement https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf Substantial evidence linking high school attendance with positive outcomes.	4
Focus on maximising parental engagement across the age and ability range, prioritising students from disadvantaged backgrounds. This will include, but is not limited to: - Establishing information evenings for each year group and key groups such as families of students with diverse needs/SEND. - Ensuring a wider audience for regular school communications such as the - Weekly Parent Bulletin. Establish personalised communications for	EEF Teaching and Learning Toolkit - parental engagement = +4 months, with very high evidence strength and relatively low cost to implement. Where appropriate, this will be coupled with academic mentoring (EEF Teaching and Learning Toolkit = +2 months)	1, 3, 4, 5

vulnerable families regarding attendance and curriculum Enrichment. - Holiday workshop and intervention programmes.		
Targeted financial support so that students are able to access school and the curriculum and ensure that our curriculum is inclusive by design	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	4

Total budgeted cost: £112,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Key Outcomes:

- There were 23 disadvantaged students in Year 11 during 2024-45
- Disadvantaged students achieved an Attainment 8 score of 46.67, which compares to 53.6 for the whole school. National white British attainment 8 is 30.2 and 50% of this cohort was white british.
- Our basics 4 is 9% above national and our basics 5 is 15% above national. 61% of our disadvantaged students achieved Basics 4. We didn't quite meet this very ambitious target but we were aiming rightfully high.

- EBacc entry for disadvantaged students was 65.22% which is 15% above the target of 50%. Ebacc entry for the Year 11 cohort as a whole was 73% of the Year 11.

Improved literacy in all subject areas

- Improved identification and visibility of PP literacy needs:
All disadvantaged students with low KS2 literacy profiles—including the high-proportion Year 9 cohort—have been clearly flagged to staff through ClassCharts and reading-age data. This has ensured literacy needs are addressed consistently across subjects.
- Whole-school literacy strategy driving improvements:
Staff training on disciplinary literacy, teaching of Tier 3 vocabulary, and command words has strengthened classroom practice. Learning Walk evidence shows a clear increase in modelling, vocabulary-rich environments, and explicit literacy routines, supporting disadvantaged students' access to the curriculum.
- Attainment 8: 46.67
This represents a positive movement for PP learners, supported by greater literacy access across subjects (particularly in extended-response subjects like English, History, and Geography).
- Basics 4+: 61%
The strong Basics performance suggests that literacy-focused intervention—especially around reading, comprehension and command words—has supported more PP students to achieve a standard pass in English and Maths.
- Targeted intervention for cohorts below expected literacy levels:
The Year 9 (27–28) cohort received focused small-group reading support, peer reading opportunities (Y7/Y10), and structured vocabulary teaching. Monitoring shows: improved accuracy in written responses, more confident verbal participation, greater resilience with extended tasks
These gains indicate that gaps are beginning to narrow, particularly for students starting significantly below expected literacy levels.
- Strengthened literacy routines across subjects:
Knowledge Organisers with topic vocabulary, oracy priorities in the SIP, aural/oral rehearsal, literacy codes in feedback, and consistent modelling have embedded a literacy-rich culture. This has helped disadvantaged students better understand complex texts and disciplinary language.
- Reading culture and provision significantly enhanced:

Y7 Reading Plus
Resilient Readers tutor-time programme
Provision of books for all Y7 joiners
GCSE English Literature texts fully funded

- Early signs of gap reduction, though gaps remain:
Progress tracking shows improvements in:
vocabulary retention
structure and clarity of written responses
decoding and comprehension
participation in oracy activities
The improvements support the shift reflected in 61% Basics outcomes, though further work is required to fully close the gap for the targeted Year 9 cohort.

Attendance:

- A new attendance officer and attendance has been appointed with new protocols implemented to improve pupil premium attendance. The strategies have started to have an impact on pupil premium attendance moving from the 9th to 8th Decile.

Teaching:

- All students were taught by subject specialists (not just English and Maths) by September 2024. All students, including those in receipt of the Pupil Premium, benefitted from this approach. Teaching across core subjects was collaboratively planned and guided by fortnightly Core Groups meetings, led by the school's leadership team. This drove data-informed responsive teaching for all students, but accelerated the progress of the most vulnerable.
- All middle leaders received specialist, bespoke training in coaching to underpin their leadership and quality assurance of every subject. This student-focused approach will enhance quality first teaching and enable even greater in-class support and intervention for disadvantaged students.
- The school's quality of education has been enhanced through a refinement of every subject's intent and implementation, working within the ambitious BET Curriculum for all schools in the trust. Such ambition and unconditional positive expectations will improve the educational outcomes for all students, but

disadvantaged students in particular.

- Oracy was embedded across the school's curriculum, through the appointment of a literacy co-ordinator and underpinned by the work of Subject Directors for the Bohunt Education Trust.

Targeted Academic Support:

- Online interventions were used to improve engagement across core areas with high success across Key Stage 4 for those PP students who engaged. This was also seen in Year 7 with high engagement across Lexia to raise progress in English. Reading Plus will be delivered by the English Department from September 2024.
- All Year 11 students had career appointments and destination data supports the positive effect on most PP students. All PP students left the school to enter education, employment or training in Summer 2025.
- A range of targeted academic support was utilised throughout 2024-2025 for disadvantaged students in all year groups. This was driven by an expanded Pastoral Team, working in partnership with class teachers to deliver bespoke, tiered intervention for students. Examples of this include masterclasses, 1:1 mentoring, small group intervention and clinics to boost self-efficacy and resilience. In Year 11 for example, key students were identified for support in June 2024 using forecast data - they were then monitored throughout the academic year and supported as outlined above, using the right intervention(s) for the right child.

Wider Strategies:

- The hugely popular Summer School provision resulted in all students, including disadvantaged students, starting the year fully resourced with strengthened relations with key staff - we used the Every Child Known index to enhance transition information already provided, to ensure a strong start to the academic year. Student and parent feedback on the support was very positive, and it is now a mainstay of our Year 6 into 7 transition support which builds upon the primary school visits and information events. 10 of the 24 PP students in the cohort attended in Summer 2024.

Service Pupil Premium Funding

Measure	Details
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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 resources. - Enhanced careers support and opportunity to access a range of next steps.
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What was the impact of that spending on service pupil premium eligible students?

- As required students accessed additional mentoring services.
- Developed breadth and depth of understanding of post 16 options. beyond the classroom.
- Resources supported student learning

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

Additional activity

Our pupil premium strategy will continue to be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [Evidence from the EEF](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
 - Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
 - Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g. The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and

socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.