

Pupil premium strategy statement

Bosworth Academy 2025-2026 (Year 2 of 3 year)

Aims

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1570 (1242 KS3 & KS4)
Proportion (%) of pupil premium eligible pupils	18% (224 KS3 & KS4)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 - 2027/2028
Date this statement was published	December 2024 Reviewed Sept 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Simon Brown
Pupil premium lead	Rebecca Slater/ Jenny Jacobs/ Emma Cotton
Governor / Trustee lead	Peter Crowe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£235,675

Part A: Pupil premium strategy plan

Statement of intent

Bosworth Academy strives to support disadvantaged pupils in all areas of their education from entry. Our aim is that every disadvantaged pupil will achieve at least as well as their peers, have every opportunity to excel and be fully prepared for the next stage in their education and future employment. Our strategy is underpinned by a challenging, knowledge-rich curriculum, supported by evidence-informed, high-quality teaching throughout the child's learning journey. With the addition of targeted academic support and wider strategies (including pastoral support and a wealth of enrichment experiences to widen horizons) where needed, we focus on building relationships, recognising and welcoming relationships with the child and wider members of their community, and recognising a wide range of achievements in their life.

All our students are individuals with a range of experiences and challenges in their life. Therefore, it is vital that we support our pupils' physical and mental health and wellbeing to enable them to fully engage in learning. Some disadvantaged pupils face many complex barriers during their education, which may reduce engagement and attendance, and limit future outcomes, whilst others encounter few barriers. This strategy outlines some of the barriers students may face and how we will strive to provide equity for every child. It must also be emphasised that the difficulties encountered are not unique to those who are disadvantaged - we believe that what is vital for some, is valuable for all. We aim to meet and support pupils at their point of need; wherever possible and feasible we aim for an early and accurate identification of a student's individual need, starting with a high quality transition process into Bosworth Academy. The challenges are varied and there is no "one size fits all", but some common barriers to learning for disadvantaged pupils may include financial, socio-economic, cultural experiences and health barriers.

Research shared by the Education Endowment Foundation shows that quality first teaching in the classroom has the most impact upon student outcomes, together with targeted academic and wider pastoral support. We will continue to work towards removing the barriers that our disadvantaged students face. Using an evidence-based approach, Pupil Premium funding contributes to the work of the school in meeting the needs of disadvantaged pupils by:

- Ensuring that all pupils benefit from high quality teaching in the classroom.
- Ensure all pupils have the opportunity to use an iPad in and out of class to support high quality learning.
- Ensuring all students are equipped for learning, meeting our uniform policy and with all the necessary equipment to make the most of all learning opportunities.
- Offering tuition in small groups or 1 to 1, where there is identified need. Bosworth Academy uses a proportion of the Pupil Premium funding to employ academic tutors in English and Maths, alongside a wellbeing mentor (HLTA).
- Providing pastoral intervention when needed, using personal intervention programmes and counselling where appropriate.
- Developing the resilience of pupils, enabling them to develop the skills that will enable them to learn effectively in the classroom environment.
- Support pupils who need additional help to manage their behaviour, using internal and external expertise and working in partnership with their family.

- *Working with pupils and their families to identify and remove the barriers to good attendance*
- *Celebrating a high reward culture, ensuring every pupil is recognised for their achievements.*
- *Ensuring pupils have every opportunity to access extra-curricular and enrichment programmes.*
- *Ensuring that pupils make a smooth transition from primary to secondary education.*
- *Providing pupils with early and high quality careers information, advice, and guidance so that they have clear aspirations for themselves and for their future.*
- *Ensuring pupils personal development is well supported and that they are ready for post 16 education/training/employment.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged students at Bosworth Academy make lower levels of progress and attain less well than non-disadvantaged peers, indicating that some disadvantaged pupils may have greater knowledge 'gaps' in different subjects across the curriculum. In 2023 Progress 8(P8) was -0.41. P8 in 2024 was -0.65 2025 P8 -0.61 (non-validated as P8 no longer calculable with no prior attainment). Due to the lack of KS2 SATS data, a more accurate measure is Attainment 8 -and disadvantaged students achieved Attainment 8 = 3.61, non-disadvantaged students Attainment 8 = 4.95.</p> <p>In line with national trends, gaps have not reduced as quickly as hoped. However, pupils at Bosworth Academy made below national average progress in several key measures,</p>
2	<p>KS3 reading data shows reading age gaps between DA and non-DA students, which may lead to a widening gap if not addressed.</p> <p>Nationally, reading has been recognised as a growing concern - engagement with reading is falling and pupils are not reaching a standard which will equip them for life. At Bosworth Academy, we currently have 38% of KS3 pupils below 100 NRSS - the PP statistic is higher at 48% being below 100 NRSS.</p>
3	<p>The students who receive Pupil Premium have lower attendance than their peers (Non PP = 95%; PP= 89% approx). Reasons for this are complex, ranging from transport barriers, significant challenges in their life to social, emotional and mental health needs</p>
4	<p>Some pupils face financial barriers in relation to uniform, equipment (including IT equipment and access) and wider educational experiences which prevents them from accessing the core and wider curriculum: a wealth of enrichment is needed to widen their horizons and unlock potential. This led to a reduction in engagement in social activities and extracurricular opportunities, less cultural exposure and reduced capital development.</p>
5	<p>The school recognises the importance of supporting pupil well-being, behaviour, and engagement by funding pastoral care, mental health support,</p>

and initiatives that address the root causes of disruptive behavior. This can include one-to-one support, mentoring, and programmes that build resilience and self-esteem, as these factors are closely linked to academic achievement and engagement. We provide targeted strategies to identify challenges and allocate resources to improve outcomes for eligible pupils.

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
1. Improved progress	Disadvantaged pupils achieve positive Progress 8 at GCSE
1. Improved attainment	Disadvantaged pupils achieve at or above the national average for Attainment 8 and Grade 5+ in English & Maths.
2. Improved reading ability	The reading age of disadvantaged pupils improves and is in line with their non disadvantaged peers by end of Key Stage 3
3. Improved attendance	Attendance for disadvantaged pupils to be in line with their peers
4. All students will be physically equipped to learn.	All disadvantaged pupils will have access to uniform and essential school equipment
4. Increased exposure to/participation in a variety of new experiences to broaden minds, increase cultural capital and facilitate increased access to the curriculum.	Participation levels of disadvantaged pupils in the wider curriculum including trips, visits, clubs etc are at least in line with non-DA peers
5. Improved wellbeing, behaviour and engagement	The gap between disadvantaged students and non-disadvantaged students' 'character for learning' (behaviour) scores begins to close. The number of internal inclusions and suspensions for disadvantaged pupils is in line with their peers (currently PP suspensions = 15% of PP cohort; non PP = 2% of non PP cohort Nov 25) Attendance - PP 89%; non PP 95% Nov 25

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 117,837

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing</p> <ul style="list-style-type: none"> high quality teaching, assessment, assessment for learning and a broad, balanced curriculum that responds to the needs of learners Professional development for all staff to support the implementation of approaches <p>£58,919</p>	<ul style="list-style-type: none"> Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. <p>Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Feedback EEF</p> <p>Metacognition and self regulation</p> <ul style="list-style-type: none"> Using the Pupil Premium funding to support sustained professional development is crucial to developing teacher practice, and should be based upon the best available evidence. It should balance the need to build knowledge, motivate teachers, develop specific techniques and embed new approaches <p>Pupil Premium guidance for teachers</p>	1,2,3
<p>Mentoring and coaching for all teachers</p> <p>Coaching time cost</p> <p>£29,459</p>	<p>This is an important source of support, especially for early career teachers.</p> <p>The mechanisms of PD EFFECTIVE PROFESSIONAL DEVELOPMENT</p>	1,2,3,
<p>Supporting the recruitment and retention of high quality staff, such as strategic leaders and lead practitioners</p> <p>£29,459</p>	<p>Managing workload and offering effective professional development are key to retaining great teachers which, in turn, is crucial to maintaining a high standard of teaching and learning . Senior leaders and Lead Practitioners provide CPD, interventions and support to improve teaching and learning. A greater focus on supporting teachers in the development students' characters for learning through professional learning and coaching</p>	1,2,3,

	opportunities have been developed in order to improve teacher efficacy Evidence and practice reviews EEF	
Improved reading/ library lessons for all KS3 pupils. Teaching of reading skills integrated into whole school curriculum.	Improving pupils' access to the curriculum by improving reading skills and equipping staff to make resources accessible will improve progress - and attendance. Attendance and reading impact EEF	1,2,3

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

Budgeted cost: £ 97,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic tutors £33,520	Academic tutoring taking place in school is considered to have an impact of approximately 5 months. Our tutors work closely with subject teachers and leaders, targeting identified gaps in knowledge and skill. Pupil Premium students are offered 1-2 hours of additional tutoring each fortnight in English and/or Maths. one to one tuition EEF .	1,2,3,4, 5
Literacy Interventions <i>Subscription costs</i> <i>Staff time costs</i> £22,000	To supplement SATS data where available, the implementation of a range of assessments including NGRT, Star Reader and Accelerated Reader will: <ul style="list-style-type: none"> • Inform teaching and learning • Track and evidence progress effectively • Facilitate the accurate and early diagnosis of additional learning needs • Facilitate whole school improvement. Post 16 students will be trained to run reading support sessions for KS3 readers with a low reading age twice weekly during tutor times. Reading interventions are also offered by the English tutor. Reading comprehension strategies EEF	1,2,3,4, 5

<p>Peer mentoring Staff/ training time cost £10,852</p>	<p>There is a strong evidence base that peer mentoring can improve progress by more than 5 months. Post16 students have been selected to work initially with Year 11 students before and during tutor time in the Oaks Post 16 learning area. Students were trained by a Lead Practitioner and Year 11 students were identified by teaching staff and Heads of Year. The Post 16 students provide academic support, but also introduce students to our Post 16 learning area so that students are exposed to the opportunities of post 16 study by students from their own communities, who may have also faced barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	1,2,3,4,5
<p>Supporting students social, emotional and behavioural needs £31,000</p>	<p>Our wellbeing mentor works with targeted students who are struggling with mental health and anxiety. They support students who do not meet the threshold for NHS support, or act as a signpost to external services. The wellbeing tutor also liaises with Heads of Year and Heads of Key Stage to escalate support where needed, ensuring early and specific interventions are instigated where necessary. The school has a wide range of resources and expertise to draw from across the LiFE MAT, ensuring students' needs are met. The wellbeing tutor, pastoral staff and SENDCo also work together to ensure that there is early and accurate identification of needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,3,5

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

Budgeted cost: £ 20,466

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional attendance support £966	<p>Poor attendance at school is linked to poor academic attainment across all key stages. Bosworth Academy attendance remains higher than the local and national average, but students who receive free school meals have lower attendance than their peers. The pupil premium Champion leads the 'Attendance 20' challenge which incentivises students to be 100% present for 20 days and they will receive a reward. They are incentivised and rewarded to carry on raising their attendance by increasing rewards for longer periods of 100% attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	1,2,3,4,5
Removing the barriers to students being able to access a robust and varied curriculum. £3500	<p>We know that an underequipped student, without the physical tools to fully integrate in their learning, will struggle to succeed, and their confidence will suffer. Where required, students will receive additional support to ensure this barrier is removed. This may be in the form of prioritised and funded iPad repairs, free text books and writing equipment. A DA student offer with criteria and funding available is available for staff to access on school systems when ordering equipment, booking repairs or planning extracurricular events.</p> <p>https://www.teachfirst.org.uk/press-release/digital-divide</p>	1,2,3,4,5

<p>The Pupil Premium Champions £7000 (TLR including add on costs)</p>	<p>Two designated members of staff (TLR holders) whose remit includes the oversight and implementation of pupil premium strategy.</p> <p>In addition to this we also have an Associate PP SLT link - with an overview of provision.</p> <p><u>PP Role - division of duties</u></p>	<p>1,2,3,4,5</p>
<p>Rewards £2000</p>	<p>Bosworth Academy is proud to have an established rewards culture based around the six global competencies (the 6 Cs) based on the work by Professor Michael Fullan). We embed these traits across everything we do as we believe these create a student with agency, confidence and resilience. The competencies are:</p> <ul style="list-style-type: none"> ● character ● critical thinking ● collaboration ● communication ● creativity ● citizenship <p>We recognise the achievement of students being awarded these by giving badges, certificates, reward points, and by the invitation to a Head teachers brunch and along with their families to celebration evenings.</p>	<p>3,4,5</p>
<p>Pantry and Early bus arrivals, Period products £1,500</p>	<p>Bosworth Academy provides a pantry of essential items for students from our pantry which can be contacted by emailing <u>pantry@bosworthacademy.org.uk</u>.</p> <p>Families were offered alternative bus routes with an earlier arrival and later departure to reduce travel costs. Pupil Premium recipients who arrive on the early bus can gain a breakfast from our canteen. Extending school time for some students can improve their ability to complete home learning with staff available</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</u></p> <p>The school stocks a range of period products available to all students.</p>	<p>3,4,5</p>
<p>Extra curricular activities, University and Careers events</p>	<p>Extra curricular events are an important part of education, and can play a role in raising students' aspirations and providing them with cultural experiences. However the quality assurance of these</p>	<p>1,2,3,4,5</p>

<p>£4000</p>	<p>is essential to ensure that they translate into improved outcomes for students, and that the experiences provide value for money. The Pupil Premium Champions will provide bespoke support and opportunities to fit with pupils' interests and abilities but will include activities such as:</p> <p>Early careers advice (Y8 - pre-options)</p> <p>Boys intervention and support group.</p> <p>Collaborate with DMU and other local universities to identify opportunities for Taster Days - 'sampling university life'. Plan follow up activity for the students including planning a 'road map' of how to get to where they want to go.</p> <p>Lead Student Voice to ensure that students help us shape the events we offer.</p>	
<p>Communicating and engaging with parents and carers</p> <p>£1500</p>	<p>Levels of parental engagement are consistently associated with academic outcomes. Through the use of our school information system, ARBOR and Satchel ONE, parents are quickly and efficiently updated about their child's attendance, rewards, behaviours and homework.</p> <p>The school publishes a weekly parental newsletter, 'In the Loop', and this contains information about upcoming events and key contacts. It also includes a weekly 'how to' for parents to use the embedded links to apply for Free School Meals if they believe their child is entitled to receive them.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £ [117,837 + 97,372 + 20,466] £235,675

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Progress 8		Attendance %		Suspensions		% of students gaining access to PS16 courses	
	Non DA	DA	Non DA	DA	Non DA	DA	Non DA	DA
2024- 2025	0.02	-0.61	93.9	89.88	50	28	92%	80%
2023-2024	0.25	-0.65	95.3	89.00	69 (69%)	31 (31%)	83.4	56
2022-2023	0.38	-0.41	92.03	87.83	44 (73% of total)	16 (27% of total)	85.7	58

Outcomes in 2024 - 2025 against intended outcomes

Attendance - our disadvantaged students' attendance increased slightly from 22/23 to 23/24 and again in 2024- 2025. Whilst above national levels, this slight decrease justifies our continued drive to intervene with disadvantaged pupils to improve attendance and close attainment and progress gaps. The proportion of DA students suspended continues to be proportionally greater than non-DA peers.

Increased literacy levels and raised attainment

Non DA readers in **Year 7 2024/25** had an average standardised score of 104 (average = 100) with DA pupils having an average score of 98. Re-testing in Sept 2025 shows that this cohort of pupils have seen their NRSS scores improve - with Non DA readers now averaging 106 and DA pupils averaging 100.

Several factors have led to this improvement. Testing of pupils' reading levels is very closely monitored and we now have an improved system of interventions. This was reduced in Autumn 2024 and has had significant success.

[Reading Intervention Model Autumn 2024.docx](#)

[Copy of Reading Intervention StudentsData](#)

This year we plan to improve this provision and expand Reading Academy to benefit more pupils and to reach all pupils with an NRSS of below 96.

Year 7 2025/26 indicates that this year's cohort is presenting in a similar way to last year, although the gap is narrower. Non DA pupils have an average NRSS score of 102, whereas DA have an average of 99.

2025/26	Above 96 NRSS	Below 96 NRSS
Y8 Non DA	85%	15% (4% urgent need of intervention)
Y8 DA	62%	38% (10% urgent need of intervention)
Y7 Non DA	74%	26% (7% urgent need of intervention)
Y7 DA	64%	36% (17% urgent need of intervention)

Whole school teaching and learning

Bosworth Academy Leaders and teachers have ensured that our Teaching and Learning model (The Bosworth Blueprint) ensures that all students receive the highest quality teaching in every lesson to close the gap between their non-DA peers. The profile of these learners is raised regularly in whole staff meetings and by regular communication from the Pupil Premium leaders, and they are a key area of focus in our whole-school curriculum enquiry and coaching model. Faculty leaders have a QA model developed as a result of sharing best practice in Extended Leadership meetings which informed the PP strategy and QA model.

Assessment data and tracking at all key stages provides impactful data to inform interventions - robust hard and soft data continues to be effectively used by support, teaching staff and leaders at all levels to intervene at the classroom and for whole school academic support.

DA students who are struggling with SEMH are targeted for support - the school continues to use a graduated response to intervene and support students across the school, including using internal and external expertise, and signposting to relevant health support.

Barriers preventing access to core and option subjects are removed - Faculty leaders continue to request additional funding from the Pupil Premium leaders, and all staff work with the leaders to ensure all Pupil Premium students have equity to access all areas of school and wider activities .

Raising aspirations to access high quality education and careers advice - the numbers of DA students accessing post 16 education rose from 56% in 2022/23 to 58% in 2023/2024. The

Pupil Premium Leader is engaging with the LiFE MAT careers co-ordinator to review our offer of careers advice to younger year groups in the future.

Increased exposure to and participation in a variety of new experiences

In 2024/2025, the Pupil Premium Champion has identified a broad base of offers from local universities for DA students who will be invited to take part in the structured programmes on offer, either in person or online. Pupil premium students received financial support to attend curriculum-based and extra-curricular trips, with all or 75% of the cost met by the school.

In 2025/26 we continue to offer financial support to pupils in order to access extra-curricular trips. Financial support is prioritised for extra-curricular activities that support learning in addition to enhancing cultural capital.

During the summer we also offered a summer school for DA Y6 pupils coming up to Bosworth Academy. 20 pupils accessed the scheme. The week's programme included English and science lessons; PE; swimming; dance and singing. The overall intent was to familiarise new pupils with the school environment and culture and to help bridge the summer learning dip. The scheme was well received and parental feedback was overwhelmingly positive. The scheme also helped us to build relationships with new parents and to also enhance their perception of the school. (current PP attendance data Y7 95%).

EEF - School transitions