

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	Bilton School
Number of pupils in school	1145
Proportion (%) of pupil premium eligible pupils	29.7%
Academic year/years that our current pupil premium strategy plan covers	2023-24 2024-25 2025-26
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Jayne Delves
Pupil premium lead	Nigel Dodds
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 340,740
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£340,740

Part A: Pupil premium strategy plan

Statement of intent

What is the Pupil Premium? The Pupil Premium is a sum of money the School receives from the Government for each student who is either currently in receipt of Free School Meals (FSM), has been in receipt of FSM anytime in the last 6 years (Ever6), has been in the care of the Local Authority for six months (CLA), has been adopted from care or is from a service family. Nationally, statistics show that students who are in receipt of FSM or who are looked after do less well than their peers in external exams. The aim of this money is to try to close that attainment gap. Schools can decide for themselves how they will spend this money, but they are required to ensure that it is spent on projects and interventions that support students from low-income households to achieve equally as well as their peers

Bilton School is committed to improving the outcomes of disadvantaged students whilst closing the overall attainment gap. Our aim is for all students to have the best possible life chances regardless of their background or the challenges they face.

We are committed to providing the highest quality education through which disadvantaged students are empowered to meet and exceed their academic and personal goals. Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Additionally, non-academic challenges such as attendance, behaviour, wellbeing and mental health are also addressed through a whole school approach. We also have an extensive out-of-classroom program which supports the in class curriculum and which disadvantaged students have positive access to these activities and experiences.

To ensure our approaches are effective, we will

- ensure disadvantaged pupils are supported and challenged as necessary in the work that they're set
- use data relating to literacy, numeracy and academic progress to intervene early when this is required
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium or PP students.

Challenge number	Detail of challenge
1	Literacy Of the students across the school who have been identified as having a need for specific Literacy intervention, 44% are PP. As well as this we recognise that literacy is the cornerstone of accessing all the curriculum. Lower intensity but focussed literacy is a school-wide strategy, including the remaining PP students.
2	Attendance PP students' attendance in all years is below that of non-PP pupils. Attendance is essential for all students to maintain high levels of progress. Furthermore, our analysis shows that there is a marked drop in attainment once attendance drops below 95%.
3	Social and Emotional Barriers We have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem. This often results in behavioural issues, with the most extreme cases resulting in fixed term exclusions. This is partly driven by concern about catching up lost learning, exams and the lack of access to enrichment programmes. Therefore, it is important for us to allow all pupils access to the same opportunities both in and out of the classroom, and to promote health and wellbeing, while supporting those with severe behavioural issues.
4	Attainment & progress gaps and lost learning. The attainment gap between PP and non-PP continues not only to be an issue at local level but national level – Bilton school is no different. Those students who miss significant chunks of learning do not perform as well as those who access the majority of the curriculum. Our analysis suggests that PP students are likely to have sporadic attendance meaning lost learning impacts on outcomes.
5	Poor parental engagement and support with a minority of disadvantaged families. Staff feedback, particularly from the pastoral team, identifies a direct link between many underachieving students and a lack of engagement with parents. Parents evenings are booked via school cloud. Attendance to parents evening can be monitored via School cloud (the school's booking system), the school has an average of c.60% attendance to these but PP parents attendance is significantly lower at c.40%.

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
Literacy - Reading skills, particularly reading for meaning and vocabulary are improved. - A visible reading culture will develop a joy and love of reading for all, particularly disadvantaged pupils. Vocabulary and cultural capital is acquired through wider reading - Any gaps in reading ages between PP and non PP will be narrowed.	- Reading ages will increase, thus narrowing any gap as demonstrated by scores from reading tests. The proportion of PP students whose reading age is below their chronological age will be reduced by staged interventions, which will allow better access to the broader curriculum. - Students accessing targeted interventions will show increasing numbers making secure progress in all subjects as evidenced by assessment progress scores. - The vocabulary gap between PP and non-PP pupils will continue to narrow as evidenced by progress scores from interventions. - Increased engagement of students with reading activities and accessing specific packages of support as evidenced by attitudinal data.
Attendance Improved Attendance of PP students	There will be a narrowing of the attendance gap between PP and whole school from its current figure of 8% to 6%, an improvement of 2%
Social and Emotional Barriers - Removals, internal truancy and suspensions are in line with non-PP students within the school. - Students access enrichment opportunities such as clubs, trips and visits	- Reduced instances of suspensions for PP students - Increased uptake of PP students accessing clubs, trips and visits - PP students access mentoring opportunities both internally and from external agencies
Attainment & progress gaps and lost learning. PP students identified as a concern in progress to be supported in catching up and make sufficient progress between start of year and end of year assessment, including for GCSE year.	- Reading age data demonstrates an acceleration in rates of progress in literacy (see 'Literacy; above) - Interim and annual report data demonstrates progress towards targets is being made - Outcome data demonstrates progress that is at least in line with expected progress for all PP students
Poor parental engagement and support with a minority of disadvantaged families.	Greater evidence of interaction between parents and school, with an increased proportion of parents of PP

Increased attendance of parents at Parents' events, plus regular communication between school and parents	students attending events intended for parents.
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Activity in this academic year

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

Teaching

Budgeted cost: £146,588.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school literacy continues to be a focus with 2 for 2 and 3 for 3. Staff training and QA continues. English is used as a vehicle to teach elements of literacy which has resulted in the mass production of student booklets aimed at improving literacy skills.	Literacy and numeracy form the foundation stones for outstanding learning. Data continues to indicate that both numeracy and literacy skills of pupil premium students lag behind their contemporaries, however a sound basing and confidence in literacy and numeracy allows greater access to the curriculum. Additional source: Sutton Trust & EEF	1, 2, 3, 4
Staffing within the Character & Culture team (C&C) increased to track, monitor and positively include PP students in clubs, activities, trips and visits	Cultural 'buy-in' to the concept of holistic education in that the wider educational experiences will reflect back positively into the more academic, classroom experiences. The building of relationships with staff who run these trips is a key vehicle to improve student engagement.	2, 3, 4, 5
Staff development on developing the curriculum and assessment at KS3	Analysis reveals that, where progress is least good, it is progress at Key Stage Three that is weakest, with many PP students requiring intervention as a result of falling behind at this time.	1, 4

Targeted academic support

Budgeted cost: £111,752.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke literacy lessons in all years for targeted students. New recruitment of whole school literacy and numeracy leads. Subscription to Lexia to aid in improvement of reading ages and use of 'The Key' to drive improvements in literacy.	Evidence, both nationally and locally gathered, indicates that literacy needs are the greatest barriers to academic success and enhanced self esteem at school. Additional sources of evidence: Reading comprehension strategies EEF	1, 2, 3, 4

Catch up intervention in literacy and numeracy, using internal and external resources as required.	Identification and intervention of students is crucial. They need bespoke intervention to enable them to gain the skills and confidence in line with their peers. Additional source of evidence: Reading comprehension strategies EEF	1, 2, 3, 4
'Period 6' and holiday schools' (half-term and Easter) used as an effective intervention tool for KS4 students, with identified students targeted.	A high proportion of PP students currently do not take advantage of intervention opportunities. This opportunity has been seen to be an effective vehicle for improving outcomes. Additional Sources of evidence: Small group tuition EEF	3, 4
Resources provided for PP students to aid revision and recall, including revision guides as well as on-line subscriptions. Distribution of basic stationary to all PP students ensuring simple barriers to learning are addressed.	This can be a useful tool in getting parents of disadvantaged students into school, as well as boosting self esteem	2, 3, 5
Careful data management and robust whole school tracking systems to enable targeted interventions, across the curriculum, to be put in place for those falling behind or those with significant gaps. This will include enhanced transition work with feeder schools to ensure intervention is planned upon a student's arrival at Bilton where necessary.	Early diagnosis of needs and subsequent action is the most effective way to ensure students catch up as soon as possible (DfE). Additional Sources of evidence: Feedback EEF	1, 4

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

Budgeted cost: £83,018.98

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing parental involvement through targeted intervention for parents evenings of disadvantaged students	Our evidence reveals that these parents are unlikely to attend without targeted intervention.	5

	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Additional Sources of evidence: Parental engagement EEF	
Emphasis placed on connect activities during tutor time in order to support in the improved attendance of students.	Evidence from flagship schools across the country indicates that this approach has a positive impact on student attendance. Additional Sources of evidence: Mentoring EEF	2,4
Increasing attendance at extra-curricular clubs for PP students and the associated costs of these events. Uniform / trip allowance of £100 given to each PP student.	Our own evidence reveals that PP students are less likely to take advantage of opportunities offered beyond the curriculum. Additional Sources of evidence: Aspiration interventions EEF	3, 5
Targeted analysis of PP students' attendance to track and monitor attendance. Stepped approach to interventions (phone calls home, letters, home visits, offer of support from Early Help, CAMHS, counselling, referral to Academy Council, referral to LA attendance team) as required	The Department for Education (DfE) published research in 2016 which found that: Students with no absence are 2.2 times more likely to achieve 5+ GCSEs at a Good grade equivalent including English and mathematics than students that missed 15 - 20% of KS4 lessons The latest guidance on the Gov.uk website on best practice for attendance makes clear the importance of working with external support services and investing in a robust attendance strategy.	2, 5
Additional resources set aside to enable PP students to access funding that will benefit their learning through giving them opportunities they may otherwise miss out on. Positive discrimination in terms of recognition of achievement.	Sutton Trust research highlights the importance of raising self-esteem by the opening of opportunities. This includes rewards for attendance and other achievements	1, 2, 3, 4, 5
Subscribe to The Brilliant Club	Member of the PhD community support disadvantaged students to access the most competitive universities. Additional Sources of evidence: Aspiration interventions EEF	3

Total budgeted cost: £345,000