



Bilton School

Pupil Premium Report

2025-26

Bilton School Pupil Premium on Roll & Grant Allocation

	2025-26	2026-27
Students on roll	1132	1108
Pupil Premium (FSM6)	311	325
Child in care	4	7
Service children	3	3
Grant Allocation	£340,740	£340,740

*Please note these figures are taken at the time of census. The figure fluctuates as the year progresses due to the movement of refugee students in and out of the school.

Grant Allocation

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

What do we do at school

Each child who is eligible for pupil premium funding receives a £100 credit each academic year. This is the same process across all our MAT secondary schools. Parents received a letter in the first term to make them aware of this funding and to encourage them to use this funding towards supporting their child's education. We have also uploaded a copy of the pupil premium claim form to the website to make this process as easy as possible for parents/carers to access the funding. In this last academic year, although a large number of families chose to allocate their funding towards the cost of uniform, we have also seen an increase in the use of funding towards trips or memorable experiences and educational supplies. Revision guides and resources which are encouraged by departments to support the learning of our students can also be considered through a pupil premium request. Items such as revision guides are not included within the £100 allocation but can still be purchased by departments to support students' revision and education. Departments generally order these in the autumn term, in previous years this has been in English, Geography, MFL, Technology, Science. In addition, Maths has supplied a scientific calculator for our Year 11 students and last year, in line with the National Year of Reading, we bought a reading book for Year 7 pupils to foster a love of reading and reading for pleasure.

Spending last academic year 2025-26

Uniform	£3132.98
Educational Supplies	£8266.58
Trips	£6423.42
Music Lessons	£932.50
D of E	£300
Teacher Support	£211,411.66
Teacher Literacy support	£64,853.36
Teaching Assistant Support	£39,398.80
Total	£269,895.94

Spending previous academic year 2024-25

Uniform	£3093
Educational Supplies	£4336.86
Trips	£7908.62
Total	£15,338.48

Individual £100 Trust Fund Spend 2025-26

Year 7	£2954.69
Year 8	£2259.77
Year 9	£1885.57
Year 10	£1386.26
Year 11	£2077.68

Current Academic Achievement

Year 11 Results 2025-2026

Category	Outcome
PP%	30.9%
Attainment 8	31.21
Basics 5 to 9	24.1%
Basic 4 to 9	38.9%

Year 13 Results 2025-2026

Category	Outcome
L3VA	0.45
L3 Grade	C+
Academic VA	0.9
Academic Grade	B-
A Level VA	1
A Level Grade	C+
Applied VA	0.14
Applied Grade	Dist-

Previous Academic Achievement

Year 11 Results 2024-2025

Category	Outcome
PP%	28%
Attainment 8	31.2
Basics 5 to 9	24.2%
Basic 4 to 9	34.4%

Year 13 Results 2024-2025

Category	Outcome
L3VA	0
L3 Grade	C=
Academic VA	0
Academic Grade	C-
A Level VA	0
A Level Grade	C-
Applied VA	-0.01
Applied Grade	Dist-

Attendance 2025-26

Whole School	90.1%
FSM	83.50%

Attendance by Year Group

Year 7	91.9
Year 7 DV	85.9
Year 8	91
Year 8 DV	87.8
Year 9	89.9
Year 9 DV	80.6
Year 10	87.9
Year 10 DV	77.8
Year 11	85
Year 11 DV	75.9

Memorable Experiences

	% extra-curricular PP		% external visit PP	
Year 7	51	59	72	83
Year 8	29	52	76	79
Year 9	43	55	50	60
Year 10	20	35	45	69
Year 11	61	71	44	60

Current Actions and Moving Forward

Desired Outcome	Action
1.1 Y11 PP Students have ambitious targets, they know them, and are consistently challenged to meet them.	All staff to have access to Progress Calculators which show clearly target grade which has been set to give a positive P8. Subject Leads to prioritise Pupil Premium students who are underachieving and record appropriate areas for development and individual plans for intervention on the Progress Calculators DHT to quality assure interventions for pupil premium students SLT Line managers for subject areas to analyse the interventions recorded on the Progress Calculators with Subject Leads. QA from lesson visits and book looks indicate that stretch and challenge is taking place.
1.2 Identification of Underperforming Y11 PP students and allocation of academic mentors EEF evidence based strategy: Mentoring EEF	Academic mentors to be identified through Progress Calculators following the first data drop in Y11. Fortnightly meetings to be held between pupil and mentors, focussed on structuring time, organisational skills, evaluating performance, exam techniques PP Mentoring document to be produced with outcomes of the meetings Case Managers in key exam groups are contacted after each data drop for each student in their care.
1.3 PP students who are currently severely or persistently absent will be supported to remain connected to their learning and receive ongoing academic support to	Subject staff ensure that resources to be sent home along with PPEs. Case managers to be used as a medium to send personalised resources each student.

encourage continued progress and their return to the classroom	For persistently absent pupils, catch up curriculum to be in place on website. In some subjects, missed work will be mapped and catch-up work will be sent to pupils. Catch up curriculum to be referenced in connect chats between form tutors and Persistently Absent students and families
1.4 Rapid and efficient identification of SEND barriers to learning for PP pupils	PP positive discrimination for SEND interventions. Send team to offer prioritised help to support parents/carers in neuro referral through CAMHS. Review of SEN/PP students regularly to see data and academic support for key exam groups.
1.5 PP Students show pride in their work and are aware of what they are doing well, and how they can improve EEF evidence-based link: EEF	PP and co-vulnerable pupils to be prioritised in book looks and quality assurance cycles.
1.6 Reading ages for PP students increase to narrow the gap in reading. Increase in pupils in Y7 reading at home. EEF evidence-based link: Reading comprehension strategies EEF	Money to be allocated to a reading book for Yr7 PP students. Follow up activities to be completed (pupil voice and competitions) to encourage reading at home Engage parents/carers with reading at home. Readathon competition for all Y7. “Listen up” lunch clubs offered to PP students with reading ages of 2 years and below. 6 th form and y11 prefects to be partnered with targeted y7 for read-aloud programmes.
1.7 Pupil Premium students are prioritised for staff support and encouragement within lessons EEF evidence-based link: Feedback EEF	PP students to be identified in classroom black folders and prioritised in the planned “check in route” for help and support within lessons. Staff to have lowest 20% readers identified
1.8 Improving literacy at KS3 and Ks4 for PP Pupils	Reading ages of all ks3 pupils to be conducted in English lessons. Identified pupils from reconnect to be placed on Lexia intervention conducted off site. Reading ages measured three times a year.
1.9 Streamline gathering and sharing of information during transition for PP Students	<u>Y6 transition</u> PP Co-Ordinator links and liaises with DSL/SEND/CO/Pastoral Leads to ensure that the needs of students are prioritised during transition. <u>In year transition:</u> Streamline arrangements with WCC to ensure that those entitled to FSM have access to these from day one.

	Ensure that new families are informed about processes for applications for FSM and PP funding. Transition team meet with Year 6 teams of feeder primaries and contact parents/carers identified who would benefit from additional PP support in the run up to starting secondary school
1.10 No disadvantaged student is missed and that all pupils entitled to FSM and PP funding are identified Parental Engagement EEF evidence-based strategy link: Parental engagement EEF	Provide simply, jargon free information about FSM and PP in newsletters and on website Offer support with the application process Work with local community groups (food banks) to raise awareness Offer £100 per pupil for access
1.11 Staff use a range of adaptive teaching strategies to close the gap for PP students Evidence-based strategy link: Individualised instruction EEF	5 cultural norms are embedded in lessons across the school Teaching and learning adaptive practice CPD. Teaching and Learning groups link to adaptive teaching Literacy and Numeracy gaps in skills known to staff.
1.12 Attainment gap for Maths and Science to reduce in line with national	School-wide professional development focused on embedding numeracy across the curriculum and in lessons
1.12 Gaps in numerical skills are identified in key pupils so that teaching staff can make adjustments in class for PP pupils	PP group in year 10 and 11 prioritised for maths intervention leading up to both sets of PPEs and final exams.
1.12 Build problem solving and critical thinking skills for high ability PP ks3 pupils Evidence-based strategy link: Reading comprehension strategies EEF EEF-Improving-Mathematics-in-Key- Stages-2-and-3-2022-Update.pdf	Entry Level Functional Skills Maths to be introduced for students with cognition and learning needs related to numeracy. Maths for Life to be introduced as a screening tool for identifying gaps in numerical skills so that intervention can be targeted and personalised. Axiom maths set up for High Ability Ks3 students at least 1/3 to be PP pupils.
1.12 Reduce the number of PP students at risk of becoming NEET by ensuring they receive targeted guidance, mentoring, and transition support.	Identify students at risk of NEET early through progress, attendance, and behaviour data. Provide 1:1 career meetings, mentoring, and personalised transition plans to be linked with SLT mentoring. Pupils are prioritised for 1:1 non-biased career advice.

	Engage external agencies where appropriate to secure pathways into education, employment, or training. Parents careers workshops. Inclusive access to crest awards and interviews to be analysed and evaluated. Microsoft 1:1 mocks interview to be offered. In Y9 pupils who have not completed the options paperwork to be prioritised for support. Unifrog to be used to track destinations for all PP pupils. Destinations to be interrogated to include what provision had been accessed by PP pupils who become NEET. All pupils to be invited to participate in the careers fayre. Parents/carers are invited to come with their children during period 6 for those who need more support and pupils with co-vulnerabilities, enhancing parental engagement.
1.1.3 PP students who are currently severely or persistently absent remain connected to their learning and receive ongoing academic support to encourage continued progress and their return to the classroom Parental Engagement EEF evidence-based strategy link: Parental engagement EEF	PP severely absent pupils prioritised for case managers. Subject staff ensure that resources are sent home along with PPEs. Case managers are used as a medium to get resources out to each student. All subjects have a catch-up curriculum KS4 published on the website and curriculum overviews are on the website. Connect chats between form tutors and parents/carers/carers to maintain high attendance. Case managers make weekly visits for severely absent students and phone calls for persistently absent students.
1.1.4 Prevent pupils from becoming persistently absent.	Tutors to prioritise these pupils in the form for connect conversations (link to whole school attendance strategy). Conversations to be had with pupils and parents/carers. Tutors to be trained on the waved response and the anxiety curve FSW for FSM PA supporting students to remove barriers to attendance
1.1.5 Case managers make weekly visits for severely absent students and phone calls for persistently absent students and	Case manager training for severely absent and specific PP pupils to educated them about the staged response and anxiety curve.

update the case manager spreadsheet accordingly	
1.1.6 Reduce removals of PP students from lessons and PP in school truancy	Monitor weekly removal and identify hotspots. Pastoral staff are deployed proactively to these areas to monitor lessons and ensure clam beginnings and atmosphere for learning. High repeat removal pupils are allocated to a Head of Year for specific intervention targeted at reducing lesson removal DHT identifies pupils at tier 4 for admission to Ignition for 10-week program.
1.1.7 Reduce lateness to school and to lessons.	Monitoring of late gate and weekly tracking of lates to lessons with punctuality reports in place.
1.1.8 PP Pupils showing SEMH needs have safe spaces and adults to develop strategies for self-regulation Evidence based strategy link: Behaviour interventions EEF	Pastoral leaders meet pupils weekly based on suspension and behaviour data to problem solve and develop regulation strategies. Internal AP works to coach and mentor pupils to develop strategies for healthy minds and regulation ready for increased in lesson attendance On Track Boxing work with pupils to increase engagement and regulation through the medium of sport Warwickshire Youth Service working with key group of students identified through data Increase monitoring of pastoral lead support on PP pupils through identification and analysis on pastoral lead intervention spreadsheet. Increase monitoring of impact of school counsellor for PP pupils and case studies Increase monitoring of impact of the Link for Pupil premium students DHT and SENDCO to meet weekly with a focus on co-vulnerable pupils including PP pupils and APDR including referral to external professionals.
1.1.9 Introduce and embed unconditional positive regards across all areas of the school. Evidence based link: Linking Unconditional Positive Regard and Teacher... Berry Street Evidence based strategy link: Behaviour interventions EEF	Pastoral leaders meet pupils each week based on suspension and behaviour data to problem solve and develop regulation strategies. Pupils prioritised for School Counsellor Internal AP works to coach and mentor pupils to develop strategies for healthy minds and regulation ready for increased in lesson attendance

1.20 Embed restorative justice approaches to all stakeholders Evidence based strategy link: Improving School Climate: Findings from Schools Implementing Restorative Practices	All staff to have training on Restorative Justice so that incidence are treated as learning opportunities and restoration means that pupils can return to lessons Restorative conversations happen within detentions
1.21 Pupils grow feeling of belonging in school, motivation and aspiration	Positively discriminate with reward system Monday briefing includes rewards data for PP students to remind staff about unconditional positive regard.
1.2.2 Parents/carers understand Pupil Premium funding	Communication sent out to all parents/carers of PP students with claim form attached Provide simply, jargon free information about FSM and PP in newsletters and on website Send regular reminders throughout the year, not just at admission or transition points Offer support with the application process Work with local community groups (food banks) to raise awareness Offer £100 per pupil for access
1.2.3 Families of Asylum Seekers have access to free school meals as soon as they start on role Parental Engagement EEF evidence-based strategy link: Parental engagement EEF	Build effective working relationships with the free school meals team at Warwickshire County Council
1.2.4 Unspent PP money is accessed by families	Identification of pupils who are entitled to used £100 but who have not used the allocation Contact families directly who have not accessed the funding during this academic year to identify any possible barriers or misunderstandings
1.2.5 Maintain communication with families	EAL and preferred language for communication for parents/carers to be recorded on Bromcom. Parents/Carers of PP pupils to be contacted prior to parents evening if they have not booked appointments.
1.2.6 Increased access for PP students to trips and extra curriculum activities Strategic tracking and reporting of all memorable experience	On all trip letters, a dedicated section regarding £100 funding to be added to inform parents/carers Promote attendance to trips and extra-curricular clubs to pupils so they can access these experiences.