BOVINGTON
AN ASPIRATIONS ACADEMY

Pupil Premium Strategy 2026-27

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	BOVINGTON ACADEMY
Number of pupils in school (as of Sep 2026)	173
Proportion (%) of pupil premium students (inclusive of Service Pupil Premium)	74% - TOTAL 25% - FSM 55% - SERVICE
Proportion (%) of Free School Meal students	25% - TOTAL 15% - EXPANDED 10% - TARGETED
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026/2027 to 2029/2030
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Liesel Muraro - Principal
Pupil premium lead	Chris Gibson - Vice Principal
Governor / Trustee lead	Mandy Lancy - Trust lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£93,020
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	£93,020

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal and leave Bovington Academy ready for the next stage in their learning journey.

High-quality teaching is at the heart of our approach, supported by targeted academic interventions and wider strategies to remove barriers to attendance, behavior, and wellbeing.

Key Strategic Objectives (Aligned with 2026–27 AIP & EEF Guidelines):

- **Quality First Inclusive Teaching & Adaptive Practice:** Ensure explicit "Plan, Do, Review" adaptive teaching, scaffolded task design, clear end-goal success criteria and structured checks for understanding in every lesson.
- **High Expectations & Academic Challenge:** Maintain uncompromised challenge for all Pupil Premium pupils from their starting points by designing high-pitch learning and removing ceiling limits on achievement across all subjects.
- **Oracy & Vocabulary Development:** Explicitly embed oracy opportunities and targeted vocabulary teaching ("I do, We do, You do") across all curriculum subjects in all year groups.
- **Foundational Skills & Greater Depth:** Accelerate fluency in reading, spelling (via *Sounds and Syllables*), handwriting, and daily Number Sense to increase the proportion of PP pupils achieving Greater Depth (GDS) and close the gap between the achievement of PP pupils and non-PP pupils.
- **Attendance & Persistent Absence Reduction:** Bridge the gap for PP persistent absenteeism through structured 'stage' letters, minibus enablers and early supportive parent meetings.
- **Enrichment Equity & Cultural Capital:** Remove financial barriers so 100% of PP pupils participate in day trips, after-school clubs and increase residential trip uptake towards non-PP levels.

Challenges

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

Challenge number	Detail of challenge
1 (Academic / Oracy)	Underdeveloped oral language and vocabulary gaps: Assessment and observations show vocabulary gaps and speech sound production concerns, particularly in EYFS and KS1, impacting reading comprehension, spelling and written rehearsal.
2 (Academic / Attainment & GDS)	Academic gaps and Greater Depth attainment: Internal data (2025–26) highlighted specific attainment gaps at EXS/GDS in Year 1 (maths/writing) and Year 5 (reading 40% EXS+, writing 20% EXS+). A significant gap remains in PP pupils achieving Greater Depth (GDS) across Key Stage 2.
3 (Academic/ Foundational Skills)	Spelling and reading fluency gaps: Key Stage 2 work scrutinies show persistent spelling inaccuracies and lack of word-reading fluency impacting comprehension and writing stamina and quality.

4 (SEMH / Wellbeing)	Emotional regulation and mental health needs: An increase in trauma, attachment and ACE-led needs has led to self-regulation challenges, requiring structured ELSA and pastoral support.
5 (Cultural Capital & Enrichment)	Economic barriers to wider experiences & residential uptake: While day trips and clubs reached 100% participation, residential trip participation for PP pupils sat at 38% vs 57% for non-PP.
6 (Parental Engagement & Technology)	Parental involvement and online safety / IT skills: Need for sustained family engagement through Parent Pods and upskilling pupils/parents in online safety and digital technology.

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 (Measurable Targets)
1. Improved Early Years Literacy, Writing & GLD	EYFS GLD target set to exceed national (68.3%). Early writing ELG targets 70%+ with 100% of below-typical pupils on active intervention by Week 6.
2. Diminished Attainment Gaps & Accelerated Greater Depth (GDS)	Increase the percentage of PP pupils achieving GDS in English and Maths across all year groups. Target Y6 and Y2 PP cohorts to close reading and writing gaps. KS2 Combined EXS+ to remain above national.
3. High Fluency in Spelling, Reading, and Number Facts	Sounds and Syllables spelling strategy fully embedded in Year 3–6 with strategies introduced in Year 2. Daily Number Sense in Year 2-4. Any pupil who does not achieve 25/25 in the MTC completed further targeted intervention in year 5. Every child listened to read weekly.
4. Sustained High Wellbeing & Exclusion Mitigation	Zero permanent exclusions maintained. Reduction in tier 3 behavior incidents through proactive ELSA and character Power Skills discrete teaching.
5. Equitable Enrichment & Increased Residential Uptake	Maintain 100% PP participation in day trips and clubs. Increase PP residential trip uptake from 38% towards 55%+ through targeted subsidies.
6. Strengthened Parental Engagement & Online Safety	Fortnightly Parent Pods active. Family Digital Workshops launched; 100% signed Acceptable Use Policies.

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: £6221

Activity	Evidence & Proven Practice Base	Challenge Addressed
Whole-School Phonics & Spelling Framework: (Read Write Inc. & Sounds and Syllables) • Deliver ongoing staff CPD and monitoring for Read Write Inc. (RWI) in EYFS and Key Stage 1. • Embed Sounds and Syllables phonological/ etymological spelling strategies across Yr 2 and Key Stage 2 to address core writing and spelling gaps. • Integrate explicit KS2 spelling strategy approach to tackle misconceptions and spelling gaps in preparation for end of KS2 outcomes	Proven School Impact & EEF (+5 to +6 months): • RWI delivered an 89.5% Phonics Screening Pass Rate in 2025–26, outperforming national averages. • EEF evidence confirms that systematic synthetic phonics and explicit vocabulary instruction produce high gains (+5 months) for disadvantaged learners, particularly in early literacy and KS2 writing composition.	1, 2, 4
Maths Hub Mastery & Power Skills Pedagogical CPD • Continue to build upon the Maths Hub mastery frameworks. • Provide subject leadership release time for lesson visits, book scrutinies and coaching to ensure Quality First Teaching across all cohorts. • Equip classrooms with manipulative resources and structured retrieval practice starters.	●EEF Teaching and Learning Toolkit (+5 months): ●High-quality teaching is the single most powerful lever schools have to improve outcomes for disadvantaged pupils. ●Mastery learning approaches and structured metacognitive scaffolding consistently close attainment gaps across both Key Stages.	1, 3
EYFS Early Language & Environment Enhancement • Upgrade EYFS outdoor and indoor provision to foster physical, sensory and oral language development. • Implement LanguageScreen diagnostic screening across EYFS and deploy targeted NELI small-group language sessions.	EEF Early Years Toolkit (+6 months): • Oral language interventions show strong positive impacts (+6 months) on early reading and cognitive development. • Early identification via LanguageScreen allows immediate, tailored pre-teaching and vocabulary enrichment before learning gaps widen.	1, 4

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

Budgeted cost: £8,226.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA-Led Precision Teaching & Daily Academic Boosters • Deploy trained Learning Support Assistants to deliver high-frequency, short-burst 1:1 Precision Teaching and RWI Fast-Track Tutoring for low prior attainers. • Conduct daily targeted small-group academic booster sessions focusing specifically on Year 1 Phonics/Maths and Year 5 Reading & Writing gaps.	Proven School Impact & EEF (+4 to +5 months): • Small group tuition and structured interventions are effective when linked directly to classroom teaching. • Data tracking from 2025–26 demonstrated rapid fluency recovery and gap closure in KS1 and Y4 through daily targeted booster groups. Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Individualised instruction (+4 months) ● 1:1 tuition (+5 months) ● small group tuition (+4 months) ● Teaching assistant intervention (+4 months) ● Summer School (+3 months)	1, 2, 3, 4
Reading Eggs RWInc Phonics - online platform Accelerated Reader Move to Learn TTRockstars	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Individualised instruction (+4 months) ● 1:1 tuition (+5 months) ● small group tuition (+4 months) ● Teaching assistant intervention (+4 months)	1, 2, 3, 4
NELI	EEF Early Years Toolkit (+6 months): • Oral language interventions show strong positive impacts (+6 months) on early reading and cognitive development.	1, 2, 3
Home learning -purchase maths.co.uk licences for KS2	Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Homework (+5 months)	1, 2, 3

Reading Enhancement: • Schedule regular class visits to Wool Public Library, for EYFS, using the school minibus to foster independent reading, book ownership, and reading for pleasure. • Provide structured library sessions, story-telling workshops, and borrowing schemes specifically targeted at reluctant disadvantaged readers. • Enable the school library to be opened up for the local community to use on a weekly basis.	Proven School Impact & EEF (+4 months): • Regular access to high-interest text choices and community library infrastructure enhances reading engagement, vocabulary acquisition, and comprehension.	2, 4
Free access for all LAC and FSM pupils to Atom Tutoring platform from November 2024 until the end of T1 in secondary school.	This is an adaptive program that will personalise a program for English, maths and science. Both extend and gap fill. Evidence from Education Endowment Foundation 'Teaching and Learning Toolkit' ● Individualised instruction (+4 months) ● 1:1 tuition (+5 months)	2,3

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

Budgeted cost: £78,572.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive Pastoral & Social-Emotional Provision (ELSA, Forest Schools, Parent Pods) • Dedicated Emotional Literacy Support Assistant (ELSA) 1:1 and small-group nurture sessions. • Daily morning arrival drop-in to facilitate smooth transitions, emotional regulation and readiness to learn. • Fortnightly Parent Pods facilitated by the school nurse, pastoral lead and teaching staff to support vulnerable families with emotional regulation, online safety and home routines. • Weekly Forest Schools outdoor learning sessions to build resilience and collaborative skills.	Proven School Impact & EEF (+4 months): • Social and Emotional Learning (SEL) interventions improve interaction, classroom behavior, and academic focus. • Internal case studies show 0% permanent exclusions and effective de-escalation for pupils displaying high-tariff emotional needs. • Parent Pods strengthen home-school partnerships and parental self-efficacy.	4, 5, 6

Targeted Attendance Enforcement & Minibus Provision (Designated Attendance Champion & Trust Protocols) • Dedicated Attendance Champion, alongside PP lead, enforcing the Attendance Policy Protocols: automated 90% threshold alerts, supportive family review meetings and Early Help Assessments (EHAs). • Utilise the school minibus as an active attendance enabler, providing targeted pick-up support for vulnerable PP families.	Proven School Impact & EEF (+3 months): • Having a designated Attendance Champion driving structured escalation pathways and co-producing Attendance Support Plans directly tackles persistent absence. • Removing physical transport barriers via the minibus restores regular attendance patterns for distant households.	5, 6
Access to Opportunities, Aspirations & Future Careers • Expand access to real-world context through employer links, Aspirations Academies Trust career initiatives, STEM workshops and secondary transition projects. • Support with subsidising educational visits, visiting speakers/workshops, residential trips and extracurricular clubs to sustain 100% participation for PP pupils. • Provide fully funded peripatetic music tuition and remove all financial barriers for uniform and non-curriculum events.	EEF & Wider Enrichment Evidence (+3 months): • Explicitly linking learning to future aspirations and careers raises academic engagement and broaden horizons for disadvantaged pupils. • Fully funded enrichment builds cultural capital, self-confidence and a sense of belonging—providing crucial stability for pupils.	4, 6
Contingency Allocation for Acute Needs & High In-Year Mobility • Rapid deployment of immediate baseline assessments, uniform/equipment support, and pastoral onboarding for new arrivals.	Proven School Impact: • With in-year mobility (7.14%) factors, a dynamic contingency fund allows the school to mitigate acute vulnerabilities immediately upon arrival without delaying academic or pastoral integration.	4, 5, 6

Total budgeted cost: £93,020

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
Time Table Rockstars https://ttrockstars.com/home	Maths Circle
Reading Eggs https://readingeggs.co.uk	3P Learning
Accelerated Reader https://www.renaissance.com/products/accelerated-reader/	Renaissance
Pixl https://www.pixl.org.uk/about-us	The Pixl Club
Number Sense Maths https://numbersensemaths.com/	Number Sense Maths
Maths.co.uk	Maths.co.uk
Nuffield Early Language Intervention (NELI) https://www.teachneli.org/	Nuffield