



THE BULWELL ACADEMY

Pupil Premium Strategy Statement 2025-2026

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.

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Improvement Board meeting. The annual review is published on the academy's website in September each year.

Disadvantaged criteria are:

- Pupils who have registered for Free School Meals (FSM) at any point in the last six years
- Pupils who are looked after by the local authority for more than six months
- Pupils whose parents are currently serving in the armed forces
- The level of pupil premium in 2025 -26 is £1075 per pupil.
- **Total pupil premium funding for current year: £602,000**

Years	Number of children Looked After
Year 7 - 11	3 (+1 fostered)

Year	Others	Pupil Premium	Number of Pupils	Percent Pupil Premium
Year 7	86	122	208	58.7%
Year 8	82	115	197	58.4%
Year 9	101	126	227	55.5%
Year 10	113	110	223	49.3%
Year 11	96	97	193	50.3%
Total	478	570	1048	54.3%

School overview

Detail	Data
School name	Bulwell Academy
Number of pupils in school	1048
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	10 th December 2025
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Dominic Hayton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£602,000
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£0
CET Additional Funding	
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	£602,000

Part A: Pupil Premium Strategy Plan

Statement of intent

At the Bulwell Academy, we have high expectations, aspirations and ambitions for all of our students and believe that all learners should have the means to reach their full potential. This should not be dependent on a learner's start in life and all students will be supported to develop the necessary skills and values to succeed.

Students in receipt of the Pupil Premium funding face specific barriers to reaching their full potential and we are determined to provide support and guidance needed to help overcome these barriers. In addition, we aim to provide them with access to a range of exciting opportunities and a high quality, broad and balanced curriculum to enrich their educational experience.

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Challenges

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

Challenge number	Detail of challenge
1 Teaching	PP pupils at Bulwell Academy have attained and progressed at a lower level than their non-disadvantaged peers. PP pupils at Bulwell Academy typically have gaps in their knowledge, misconceptions in understanding and find it difficult to retain/recall prior knowledge
2 Targeted Academic Support	Key findings from the EEF rapid evidence assessment (June 2020) on the impact of school closures due to Covid-19 on the attainment gap suggests that the school closures will have widened the gap between disadvantaged pupils and their peers.
3 Wider strategies	Safeguarding issues, low attendance and persistent absenteeism of PP/disadvantaged children is a significant challenge at Bulwell Academy, together with the displaying of challenging behaviour which often precedes a period of absence. PP and SEN students need extra support within school and face specific challenges.
4 Wider strategies	Pupils at Bulwell Academy often have limited experiences beyond their home life and immediate community.

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
Improved attendance and behaviour of PP pupils.	<ul style="list-style-type: none">• PP pupils to be in line with National Average.• Decrease in the number of PP pupils who are PA.• Reduce FTE's for PP pupils• Reduce ICE admissions for PP pupils
Improved academic achievement of all PP pupils	<ul style="list-style-type: none">• Improve reading ages of all PP pupils to within 6 months of chronological age• Achieve Basics 5+ measure of 35%• Narrow gaps in both attainment and progress measures between PP and non-PP pupils
Improved engagement of PP Pupils in extra-curricular activities which provide a wider cultural capital experience.	<ul style="list-style-type: none">• Engagement in extra-curricular activities by PP Pupils increases• Destinations data for PP Pupils shows an increase in Level 3 pathways• NEETs data for PP Pupils shows a decrease

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: £131,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of specialist SENDCO	SEND and PP students get support in getting the specific support they need. Increase the profile of these students.	1,2,3
Development of T&L framework	Evidenced improved T&L model focussed on improving learning within the classroom. This has been developed through a T&L working party which has looked into research to help inform adaptations	1,2
Coaching cohort of teachers	Teachers having dedicated time to develop pedagogy. This is linked to the T&L framework which is evidence based.	1
Change of assessment and feedback routines.	Feedback is one of the most important factors when it comes to pupil progress. A new assessment schedule developed which centres around feedback and improvement for students.	1,2

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

Budgeted cost: £102,948

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
Dyslexia testing for whole school	Students will achieve better if they receive the support, they need and the teachers understand their needs better.	1,2,3
Retention of Kat Carrack of strategic lead of year 11	Supporting students with understanding the bigger picture and strategic views within tutor time. Focussed intervention for year 11s Dedicated tutor programme for year 11 students	3
Appointment of Katie Renwick as strategic lead of year 10.	Supporting students with understanding the bigger picture and strategic views within tutor time. Strategic oversight of the academic progress of year 10	3
Intervention groups with English and Maths class teachers rather than external recruitment	Basics is a focus for improvement. Pupils prefer to work with familiar teachers Specialist teachers more affective that outside agency	1,2,3

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

Budgeted cost: £367,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of rewards strategy particularly the Bulwell Bucks Shop	Students are engaged with the Bulwell Books as a positive tool of engagement within school. Students have been involved in decided the product to sell within the Bucks Shop	
Minibus and transport to support students getting into school	Using a minibuses and cars has helped the attendance team pick up more students which has meant an increase in attendance. This has improved PP attendance last year	3
Wider Bulwell Boost opportunities	Much wider offer to students so they experience more activities. External specialist in to support this.	3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students in need supported with uniform to support barriers of non-attending	Use of the hardship to remove barriers. During home visits was previously often an issue raised by parents	3
Gateway provision for year 7 and 8 pupils focussed on Maths, English and Science	Some of the weakest learners getting bespoke access to learning. Students accelerated quicker within these groups last year due to bespoke lessons	1,2,3
Further development of tutor programme	The focus of belonging is something that features strongly within student voice. A more active role of the tutor further develops the feeling of belonging.	4
Specialist Music services brought into school	Further experiences for students bringing in experts to develop their skills within music.	4
Retention of dedicated counsellor	Students can more readily access the support they need and students that need support on a more regular basis have a person to go to.	3,4
Attendance manager	Attendance manager strategically supports students to help them increase their attendance.	3

Total budgeted cost: £602,000