



THE BULWELL ACADEMY

Pupil Premium Strategy Statement 2024-2025

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 2024 -25 is £1050 per pupil.
- **Total pupil premium funding for current year: £619,191**

Years	Number of children Looked After
Year 7 - 11	5 (+1 fostered)

Year	Others	Pupil Premium	Number of Pupils	Percent Pupil Premium
Year 7	80	109	189	57.6%
Year 8	107	131	238	55.0%
Year 9	121	109	230	47.4%
Year 10	100	98	198	49.5%
Year 11	106	85	191	44.5%
Total	514	532	1046	50.9%

School overview

Detail	Data
School name	Bulwell Academy
Number of pupils in school	1049
Proportion (%) of pupil premium eligible pupils	50.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	5 th November 2024
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	£619,191
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	£619,191

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.
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	Impact – Autumn 2025
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 RESET admissions for PP pupils 	<ul style="list-style-type: none"> • Attendance: Pupil Premium attendance has improved to 86.2% YTD, an increase of 3.4% from 2023/24. • Persistent Absence: The proportion of Pupil Premium students who are persistently absent has reduced by 11.4% showing improved engagement. • Suspensions (number): Fixed-term suspensions for Pupil Premium pupils have reduced significantly from 1438 to 327. • The proportion of disadvantaged pupils experiencing a suspension has halved from 40.2% to 20.4%, demonstrating the strong impact of targeted behaviour and pastoral interventions.
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 	<ul style="list-style-type: none"> • Reading: Targeted intervention has had a strong impact, with PP pupils closing the gap from -14 months to -2 months behind chronological age, demonstrating accelerated progress.

		<ul style="list-style-type: none"> • Basics 5+: Outcomes have remained broadly stable (20.7% to 18.8%), reflecting cohort context, with improved literacy now providing a stronger foundation for future attainment. • Attainment 8: Although there has been a slight decline in attainment for both disadvantaged and non-disadvantaged pupils, the gap between the two groups has remained broadly consistent, indicating that disadvantaged pupils have maintained parity relative to their peers despite wider cohort challenges. • Progress 8: In 2023/24, disadvantaged pupils achieved -0.97 compared to -0.4 for non-disadvantaged, highlighting a gap that is now a key focus for further improvement.
<p>Improved engagement of PP Pupils in extra-curricular activities which provide a wider cultural capital experience.</p>	<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 	<ul style="list-style-type: none"> • Student Leadership & Enrichment: Student leadership has been significantly strengthened, increasing from 0 students in 2023/24 to 370 in 2024/25, with 37% Pupil Premium participation, demonstrating improved access, inclusion and pupil voice. • Careers & Aspiration: There is clear

		<p>evidence of rising aspiration, with more students progressing to Level 3 pathways. This reflects the impact of a strengthened careers programme, including a higher-profile careers curriculum, targeted careers fairs, and increased access to 1:1 guidance and work experience.</p> <ul style="list-style-type: none"> • NEET: Outcomes have improved significantly, with NEET reducing from 17% to 5.68%, bringing the school much closer to national benchmarks. • Equity Gap: The gap for Pupil Premium students has narrowed from 5% to approximately 3.5%, indicating improved equity in post-16 destinations.
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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.

Rationale for 2025–26 Targets and Spend

The 2024–25 Pupil Premium strategy has delivered demonstrable impact across key priority areas, particularly in improving attendance, behaviour and engagement for disadvantaged pupils. There has been a sustained increase in attendance, a significant reduction in persistent absence, and a marked decline in both the number and proportion of suspensions. This indicates that the academy’s investment in attendance systems, pastoral capacity, and targeted inclusion strategies is having a positive and sustained impact on pupil engagement and readiness to learn.

In addition, targeted academic interventions—particularly in literacy—have led to accelerated progress, with disadvantaged pupils significantly closing gaps in reading age. This reflects the effectiveness of structured interventions, improved identification of need (including dyslexia screening), and increased alignment between classroom teaching and

targeted support. Whilst these foundations are now stronger, attainment outcomes at Key Stage 4 remain an area for continued focus, particularly in ensuring that improvements in literacy and engagement translate into improved Basics 5+ and Attainment 8 outcomes.

The strategy has also been successful in addressing wider barriers through a strong focus on personal development, enrichment and careers. There has been a substantial increase in student leadership and participation in enrichment, alongside improved destination outcomes and a significant reduction in NEET figures. This demonstrates that investment in aspiration, guidance and real-world experiences is positively impacting pupils' future pathways, particularly for disadvantaged learners.

The 2025–26 strategy is therefore intentionally designed to sustain and deepen what is working, while addressing the next stage of improvement. Funding continues to be prioritised across three key areas:

- **Teaching:** Further investment in high-quality teaching through coaching, CPD and a refined teaching and learning framework, recognising that this has the greatest impact on closing attainment gaps. A particular priority will be placed upon Adaptive Teaching, led by SENDCo and Quality of Education Team, as there are a disproportionate number of PP PEX and suspensions, which will be impacting outcomes also.
- **Targeted Academic Support:** Earlier and more strategic intervention, particularly at Key Stage 3 to avoid future issues and at Key Stage 4 for those who had a poor start, with a sharper focus on internal delivery, consistency of approach, and maximising impact in English and Maths.
- **Wider Strategies:** Continued investment in graduated approaches to attendance, behaviour, wellbeing and enrichment, recognising that removing barriers to learning remains critical for disadvantaged pupils at Bulwell Academy.

Additionally, the strategy reflects the academy's context, including a high proportion of disadvantaged pupils and the ongoing impact of historic gaps in knowledge due to poor attendance. As such, there is a continued emphasis on belonging, engagement and inclusion as prerequisites for academic success, alongside a strengthened focus on translating these gains into improved attainment and progress outcomes.

Overall, the 2025–26 plan represents a refinement rather than a redesign; building on proven approaches, scaling effective practice, and ensuring that improved engagement and literacy now drive sustained improvements in attainment, progress and long-term outcomes for disadvantaged pupils.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £140,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Kev Aistrup to Associate Assistant Principal for Teaching and Learning.	A specific person pushing teaching and learning to push the drive and lead on the new framework. This will be overseen by a strategic VP	1,2
New 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
T&L focussed tutor sessions, so students understand how the learning is delivered in the classroom	As part of the development of the development of the T&L model making sure students understand learning and understand the routines so that they can focus on the learning. This has worked well previous within small parts of T&L	1,2
Appointment of Numeracy Lead to support development numeracy across the school. (He will be accessing and delivering CPD across school)	To continue supporting students develop across the curriculum and have better access to the wide world pushing Numeracy is the next step. In a similar way literacy has been developed over the past few years. This will be overseen by the literacy lead.	3,4

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

Budgeted cost: £98,200

Activity	Evidence That Supports This Approach	Challenge Number(S) Addressed
Year 11 HAP's group highlighted and supported.	One area of development through outcomes and within the school. These students will be supported to widen their horizons	2,3,4
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
IT support sessions for parents with accessing online platforms and homework	To support students accessing homework and learning at home. Removing barrier for parents to access these platforms which has been mentioned as an issue previously	2,3,4
Appointment of Kat Carrack of Associate Assistant Principal leading on year 11	Supporting students with understanding the bigger picture and strategic views within tutor time. Overseeing the HAP's groups Focussed intervention for year 11s	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 than outside agency	1,2,3
Setting in KS3	Students can access more work at a suitable level and can be at different levels within different areas	1,2,3

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

Budgeted cost: £380,290

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 to support students getting into school	Using a rented minibus has helped the attendance team pick up more students which has meant an increase in attendance. This has improved PP attendance last year	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider Bulwell Boost opportunities	Much wider offer to students so they experience more activities	3,4
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
Some at risk year 11 students accessing Nottingham College (AP)	Year 11 suspensions have reduced particularly for these students. Parents were on board with the change for these students	1,3
Year 10s accessing more hands on specialist courses at Nottingham College to give them a different experience (also support increasing these students attendance)	Increased attendance. Students accessing a wider range of activities	1,2,3,4
Attendance blasts with rewards for hitting the criteria within selected weeks	Initial blast worked well for year 7 and will be continued with other year groups to reward positive attendance	2,3
Further develop the use of kick-board	Students are engaged with the Bulwell Books as a positive tool of engagement within school. Students enjoy the pay check each week	1,2,3

Total budgeted cost: £619,191