# Pupil premium strategy statement – Bexhill Academy

*Before completing this template, read the Education Endowment Foundation’s guidance on* [*using your pupil premium funding effectively*](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) *and DfE’s* [*using pupil premium guidance*](https://www.gov.uk/government/publications/pupil-premium)*, which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school  | 332 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | Nov 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Ruth Walton |
| Pupil premium lead | Ruth Walton |
| Governor / Trustee lead | David Pearson |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | ££ 234,265 |
| Recovery premium funding allocation this academic year | ££22,475– Recovery Funding£14,191– School Led Funding |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £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* | £ Total - £270,931 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Bexhill Academy’s main objective is to ensure that all disadvantaged children have the same opportunities, experiences, access to a high quality outstanding education and that all barriers are removed. The pupil premium strategy plan works to ensure that there is a level playing field for all disadvantaged children. This plan identified the barriers that disadvantaged children experience and seeks to overcome them, Through careful evaluation of the academic and pastoral needs of disadvantaged children, this pupil premium strategy looks to ensure that we break down any barriers to Disadvantaged children thriving in school and achieving their potential. High quality teaching and learning are at the heart of this policy and school approach and focussing on areas where disadvantaged children require the most support. This approach has proven to be the most effective in narrowing the outcomes gap of disadvantaged children. It is also the intention that the strategies used by school sustain and improve the outcomes of non-disadvantaged pupils. The approaches we use do not assume the impact of disadvantage but will carefully assess and respond to the individual needs of children atBexhill Academy. The key principles of this policy are; • To ensure that all disadvantaged children at Bexhill should reach their potential • To raise the aspirations of all disadvantaged children • To ensure that all children reach the attainment levels of non-disadvantaged children. • To develop the life chances of all disadvantaged children • To further develop the understanding of vulnerable children of the educational  opportunities available to them • To enrich the lives of disadvantaged children by developing their cultural capital and  wider curriculum experiences |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | The level of attainment of disadvantaged children in core subjects. Assessment have shown that disadvantaged children have been most significantly impacted by partial school closures and this is reinforced by national studies. |
| 2 | Attendance and punctuality of disadvantaged pupils. Attendance data shows that attendance amongst disadvantaged pupils has been significantly lower than non-disadvantaged pupils. Our assessments and observations have shown that absenteeism is negatively impacting disadvantaged children’s progress. |
| 3 | Early reading and phonics Through careful assessment and observations, disadvantaged children have greater difficulties with phonics than their peers and this negatively impacts their development as readers. |
| 4 | Send provision: Internal data shows that 28% of school population (2year olds - year 6) have an identified SEND need. Of those children 56% are disadvantaged.  |
| 5 | Parental and community engagement Internal audits indicate that a lack of parental support and engagement among disadvantaged pupils negatively impacts pupils’ progress. |
| 6 | Wider curriculum experiences School evidence shows that the effects of poverty on the opportunities pupils are exposed to and the cultural capital opportunities children are given. This affects all children in school. |

## Intended outcomes Reviewed June 2023

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.

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| Intended outcome | Success criteria | Reviewed 2023 |
| Disadvantaged children will have the same level of attainment as non-PP children in KS2 reading, writing and maths | Overall attainment of disadvantaged children in 2024/25 is line with national figures and the gap between PP and on PP is closed | To follow Spring results show Reading **Non PP- 87%** **PP- 78% -9%**Writing**Non PP-87%** **PP- 78% -9%**Maths **Non PP- 81** **PP- 63% -18%** |
| The attendance of children increases particularly for disadvantaged pupils. | Attendance of disadvantaged pupils will be in line with or above national average. The rate of persistent absence (PA) to be in line with or below national average figures for disadvantaged pupils | Attendance has increased from last year  |
| Improved reading attainment among disadvantaged pupils | KS2 reading outcomes in 2024/25 for disadvantaged children are in line or above national average figures. |  |
| Improve phonics outcomes for disadvantaged children | Disadvantaged children outcomes of phonics screening in 2024/25 is in line with or above national average scores. | Current Y5 data show 65% of children are on track for the expected standard and 38% of these are at the greater depth standard. Those non PP pupils attainment is 89%(-24%) at the expected standard and 48% -10% at gds. |
| Improved outcomes among disadvantaged pupils identified with SEND | KS2 outcomes in 2024/25 show a reduction in the number of disadvantaged pupils working significantly below age related expectations. | Unknow currently |
| Improved parental support and engagement among the families of disadvantaged pupils | Sustained high levels of parental support and engagement from 2024/25 demonstrated by; Qualitative date from pupil voice, pupil and parent surveys and teacher observations. | Pupils voice and parental questionnaire show positive feedback |
| Eradicate the effect of poverty on education and improve opportunities for pupils to enrich their life experiences and deepen their knowledge and understanding of the curriculum. | Sustained high levels of pupil participation from 2024/25 demonstrated by; A significant increase in participation in enrichment activities, particularly among disadvantaged pupils | See after school club analysis. From 2022/23 school have funded after school clubs so that cost wasn’t an issue. School also funded days in lieu for staff who taught a club outside of their contracted hours. |

## 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)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Offer an extensive CPD package for staff to help tackle some of the specific learning challenges.GH,LC RW – Training with Teaching toolkitKD,LC, LMc, CS, RW,GHA variety of NPQH qualificationsDL – Maths Research project | * A report released by the EEF in June 2019, identifies professional development, training and support of teachers as a top priority to ensure the recruitment and retention of quality teachers.
* Upcoming external CPD opportunities shared with staff. • Extensive CPD package offered in school. School Development plan will highlight areas to be focussed upon and matched the identified school needs
* The 2019 EEF report says: ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’
 | 1, 3, 6 |
| Reduce class/teaching group sizes to secure rapid progress towards the expected standard.Reception classes -23Y1 -20Y2 -21Y3 -21Y6 – 3 teachers in SpringAs a result of this reception have been able to be supported with a variety of SEMH needs.Year 1 have made a lot of progress. PSC has increased from 23%-65%Year 2 are in line with Average with statutory assessmentY6 Writing is at 80% and Maths scores has increased significantly over Spring due to the extra teaching | Evidence gathered by the EEF shows that reduced class sizes allow children to gain two months • A report released by the EEF, in June, 2019, identifies support and mentoring during the early careers of teachers as a top priority. By developing the classroom structures that support vulnerable pupils in school, class sizes can be reduced to facilitate the rapid progress towards the expected standard. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size | 1 |
| Increase capacity of AHT teachers to provide coaching and mentoring for staff and small group intervention for targeted groups.Year 4/Y5 teacher heavily supported to work alongside AHT in literacy. | Evidence gathered by the EEF shows that reduced class sizes allow children to gain three months.  A report released by the EEF, in June, 2019, identifies support and mentoring during the early careers of teachers as a top priority. Through providing extended release time of staff alongside the development of national qualifications, coaching and mentoring can further support staff in developing small group and intervention groups. |  |
| Provide quality TAs to support identified groups of pupils and deliver effective group/1-1 interventoionsTA’s are delivering effective interventions to support gaps in childrens learning | • Through a process of identifying the need and appropriate provision for vulnerable children to ensure that Teaching Assistant supports academic and pastoral progress. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions | 1, 3, 6 |
| This has worked extremely well. Results in Y1 show rapid progress. Children are now at 65% and there are several who are not far off and by the end of Y2 will be able to pass. | Two TA’s will be employed to focus and develop reading across KS1 to ensure that a range of reding comprehension strategies are utilised. This will also include the targeted intervention in early reading and phonics through the delivery of our RWI phonics approachhttps://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies • https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition |  |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase reading plus on resources to support the increasing number of vulnerable children across school, including those at risk of underachievingThis is in plce and is running well across the school. Reading plus is now a key part of our reading curriculum | The development of reading comprehension strategies supports disadvantaged children in their attainment in reading and accessing the wider curriculum. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies | 1, 3, 6 |
| Increasing time of a senco to support children and staff in school to increase speech and language services alongside Educational psychology and other agencies.This has improved SEN provision across school. Several strategies are in place and EHCP’s are increasing. | The June 2019 EEF report identifies the early identification of struggling pupils and their targeted support as a key component of and effective Pupil Premium strategy. • Evidence gathered by the EEF show that early intervention allows children to gain five months. • Evidence gathered by the EEF show that oral language interventions allow children to gain five months. | 1, 3, 6 |
| The use of digital technology to support structured interventions as well as enhanced remote learning offer.Continuing and upgrading all classroom computers | Children across school have 1-1 iPad use to support with their learning. | 1, 4 |
| Focussed Early years intervention to develop Early phonics and reading with RWI portal and development days by a trained member of staffRWI has been a main focus but chin in this cohort’s RWI data is below where they need to be. | Early reading and phonics are an essential element of the academic attainment of all children including disadvantaged children and EEF research highlights the impact of phonics and early years interventions on the progress of children. • https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics | 1.3.6 |
| Maths intervention programme to develop understanding of the key maths information in Y6This has had a massive impact and results in Y6 are predicted to be very hight | The maths mastery approach to the delivery of the maths curriculum provides significant progress to children and the EEF research highlights that this can add 5 months onto the progress of children’s attainment. • https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning | 1, 3, 6 |

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

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Identify children and families who may have financial, emotional and other needs. Support these families and provide links to external agencies. Completed | Evidence gathered by the EEF show that parental engagement allows children to gain three months. https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/parental engagement | 5 |
| Provide experiences for children that enrich the curriculum.Several activities such as London (school paid for three spaces), Y4 camping school paid for 4 places, school contributions for all class trips to Raby castle, Wyntard Woods, Rockpools. School paid for transport to theatre for Y2 and Y4Other events such as streetwise, climbing wall, balancebikes, bikeability | Evidence gathered by the EEF show that sports participation allows children to gain two months. • Evidence gathered by the EEF show that arts participation allows children to gain two months. • Evidence gathered by the EEF shows that outdoor adventure learning allows children to gain four months • The EEF recognise the impact non-academic strategies have on attainment: including improving attendance and behaviour. • https://educationendowmentfoundation.org.uk/educati on-evidence/teaching | 6 |
| Reward attendance, achievement and behaviour.*Attendance has improved and we are in line nationally. See data above* | In order for children to thrive at school, the positive interventions in terms of behaviour, attendance and achievement can have a significant impact on the attainment of all disadvantaged children. The EEF has researched that it can add up to 4 months onto the progress of children. https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/behaviour interventions | 1,2 |
| Parental engagement enhanced through the use of FLO | The EEF has evidenced the importance of parental engagement in school and this can add up to 4 months attainment for all children including vulnerable children. • https://educationendowmentfoundation.org.uk/educati on-evidence/teaching-learning-toolkit/parental engagement | 1,2  |

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Key Stage 2 (to be updated for 2023 results)

R/W/M



# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |