

Pupil premium strategy statement – Bexhill Academy

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), 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

Detail	Data
Number of pupils in school	347
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Sept 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Gareth Hill
Pupil premium lead	Gareth Hill
Governor / Trustee lead	Laura Groak

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£220,700
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£220,700

Part A: Pupil premium strategy plan

Statement of intent

Bexhill Academy's main objective is to ensure that all disadvantaged children have the same opportunities, experiences, and access to a high-quality, outstanding education and that all barriers are removed. The pupil premium strategy plan works to ensure a level playing field for all disadvantaged children. This plan identifies the barriers that disadvantaged children experience and seeks to overcome them through careful evaluation of both the academic and pastoral needs of disadvantaged children. This pupil premium strategy ensures 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, focusing on areas where disadvantaged children require the most support, grounded in the latest educational research and evidence-based practices. This approach has proven to be the most effective in narrowing the outcomes gap for disadvantaged children and improving overall school outcomes. We will regularly monitor and evaluate the impact of our approaches, adapting strategies to sustain and improve the outcomes of all pupils. The approaches we use carefully assess and respond to the individual needs of children at Bexhill Academy, ensuring that support is personalized and effective. The key principles of this policy are:

- To ensure that all disadvantaged children at Bexhill 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
- To work in partnership with families and the community to support holistic development

Challenges

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

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 26% of school population (2year olds - year 6) have an identified SEND need. Of those children 41% 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.
7	Mental Health and Emotional Well-being: the emotional and mental health challenges that disadvantaged pupils face (such as: anxiety, low self-esteem, or external factors like family stress), can significantly impact their engagement, attendance, and academic performance.
8	Language and Communication Skills, at Bexhill some children join with language or communication barriers, many disadvantaged pupils start school with limited vocabulary or language delays.

Intended outcomes **Reviewed June 2025**

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	Review 2024/25
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 in line with national figures and the gap between PP and on PP is closed	To follow
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	
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's outcomes of phonics screening in 2024/25 is in line with or above national average scores.	
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.	
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 data from pupil voice, pupil and parent surveys and teacher observations.	
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	

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)

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Offer an extensive CPD package for staff to help tackle some of the specific learning challenges.</p> <p>GH – RADY Training with NorthEast CA Recorded & Challenging Education</p> <p>ND, CS – Teaching and Learning Advocates</p> <p>Gha – RWI training</p> <p>LMc, CS, SG, LMu,</p>	<ul style="list-style-type: none"> • RADY Program – Raising Attainment of Disadvantaged Youngsters initiative • 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.’ 	<p>1, 3, 6, 8</p>

<p>A variety of NPQH qualifications</p> <p>LMu & AT – Maths Mastery Development group DL – EYFS Maths Research project</p>		
<p>Reduce class/teaching group sizes to secure rapid progress towards the expected standard.</p>	<p>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</p>	<p>1</p>
<p>Increase capacity of DHT, AHT & Team lead teachers to provide coaching and mentoring for staff and small group intervention for targeted groups.</p> <p>ECT teachers heavily supported to work alongside DHT & Team Leads.</p>	<p>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.</p>	

<p>Provide quality TAs to support identified groups of pupils and deliver effective group/1-1 interventions</p> <p>TA's are delivering effective interventions to support gaps in childrens learning</p>	<ul style="list-style-type: none"> • Through a process of identifying the need and appropriate provision for vulnerable children to ensure that Teaching Assistant supports academic and pastoral progress. <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p>	<p>1, 3, 6</p>
<p>KS1 TA's to focus and develop reading across KS1 to ensure that a range of reading comprehension strategies are utilised.</p>	<p>This will also include the targeted intervention in early reading and phonics through the delivery of our RWI phonics approach</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies •</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	

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

Activity	Evidence that supports this approach	Challenge number (s) addressed
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<p>Development and use of Accelerated Reader, Star Reader and Star Maths – and its Screening Reports that help create instructional planning and intervention for Disadvantaged and bottom 20%</p>	<p>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</p>	<p>1, 3, 6</p>
<p>Small group interventions involves targeted support sessions with small groups of pupils, focusing on core areas: phonics, reading, writing, and mathematics.</p> <p>Personalised, one-to-one instruction is provided by teachers and trained teaching assistants to address specific learning</p>	<p>Evidence from the Education Endowment Foundation (EEF) shows that small group tuition can add up to 4 months of additional progress over a year, especially when sessions are tailored to individual needs and led by qualified staff.</p> <p>The EEF reports that one-to-one tuition can lead to a gain of up to 5 months of progress, especially when sessions are frequent and short (30 minutes or less). This method is particularly effective for disadvantaged pupils.</p>	<p>1, 3, 6</p>

gaps, ensuring targeted academic progress.		
High-quality phonics programs (<i>Read Write Inc.</i>) is used to improve reading skills, focusing on children struggling with early reading and decoding.	EEF highlights that phonics approaches have a strong impact on young readers, leading to an average of 4 months' additional progress, particularly when delivered in small groups or one-to-one sessions.	1.3.6
Focussed Early years intervention to develop Early phonics and reading with RWI portal and development days by a trained member of staff	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 Y6. Structured numeracy interventions aim to address specific	The EEF finds that a structured numeracy program, can lead to 3 months' additional progress, especially when aligned with classroom content and monitored for impact. 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

gaps in mathematical knowledge, delivered in one-to-one or small group settings.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to improve attendance, such as attendance monitoring, rewards for good attendance (Winopoly, certificates or prizes), and personalised support plans for persistently absent (PA) pupils.	The Department for Education (DfE) highlights that regular monitoring of attendance, combined with proactive strategies (like parental engagement and rewards), can significantly reduce absenteeism among disadvantaged pupils	5
Provide experiences for children that enrich the curriculum.	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/education-evidence/teaching	6

<p>Continued focus on the implemented whole-school behaviour policy based on positive reinforcement, with clear rules and structured support for pupils who struggle with self-regulation and behaviour (incl, behaviour support plans and support programs).</p>	<p>The EEF notes that behaviour interventions, when integrated consistently across the school, can add up to 4 months' progress, especially for disadvantaged pupils who may face additional challenges in self-regulation and discipline.</p>	<p>1,2</p>
<p>Parental engagement enhanced through the use of Dojo</p>	<p>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/education-evidence/teaching-learning-toolkit/parental engagement</p>	<p>1,2</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 2 (to be updated for 2024 results)

R/W/M

Further information (optional)

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.