

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	349
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	Sept 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Gareth Hill
Pupil premium lead	Gareth Hill
Governor / Trustee lead	Eileen Richardson Ruth Walton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,360
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>	£215,360

Part A: Pupil premium strategy plan

Statement of intent

The core objective of Bexhill Academy's Pupil Premium Strategy is to ensure equality of opportunity and experience for all disadvantaged pupils, enabling them to access, engage with, and excel in our Outstanding educational provision. Operating within a "well above average" socioeconomic deprivation context, where 48% of our pupils are eligible for Pupil Premium (PP) and 33% require SEND support, our strategy is an integral part of the School Improvement Plan (SIP). We are driven by the WISE Academies Trust's priority to "Improve disadvantaged pupil outcomes further in core areas by the end of KS2" and our leadership team's commitment to delivering a plan that achieves a "transformational impact" on the outcomes and experiences of these vulnerable pupils, fully meeting the highest expectations of the Ofsted Inspection Toolkit (2025).

This strategy is built on the robust, three-tiered model recommended by the Education Endowment Foundation (EEF) and focuses on overcoming two critical, contextually-specific barriers identified in school data. The most significant academic barrier is the delay in securing foundational literacy skills, evidenced by the 2025 Year 1 Phonics expected standard (71%) which places the school in the 18th percentile nationally, indicating a substantial weakness that can widen the attainment gap early if not addressed. The primary objective of our Tier 1 (Quality First Teaching) strategy is therefore to fully implement and address the SIP Key Improvement Objective of 'Developing Teaching' by embedding early reading, phonics, and retrieval practice.

Simultaneously, the most significant non-academic barrier is the high rate of absence which limits curriculum access, with the Persistent Absence (PA) rate at 18.3%, placing Bexhill in the highest 20% of all schools. Our Tier 3 (Wider Strategies) is driven by the SIP Key Improvement Objective of 'Attendance', using Pupil Premium funding to implement a targeted and proactive Attendance Action Plan to reduce this rate and ensure vulnerable pupils overcome well-being and engagement barriers. The overall approach relies on Tier 2 (Targeted Support) being precise and diagnostic, immediately addressing attainment gaps identified via data (e.g. specific phonics intervention groups). We commit to the Ofsted standard of being a "responsive and continuous improvement culture" by continually monitoring the progress of our strategy and making proactive adaptations based on well-analysed data to sustain and improve outcomes for all disadvantaged pupils, ensuring they reach their potential and successfully close the attainment and experience gaps with their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	The critical challenge is ensuring as close to 100% of PP pupils as possible make the same or better rate of in-school academic progress as their

	Non-Pupil Premium (NPP) peers, preventing the accumulation of small learning gaps across subjects and key stages.
2	A significant proportion of high-attaining PP pupils fail to achieve the Greater Depth Standard (GDS) by the end of KS2, particularly in subjects requiring complex reasoning, such as Mathematics. This limits their future academic trajectory.
3	The high overlap between Pupil Premium and Special Educational Needs and Disabilities (SEND) means many disadvantaged pupils require highly specific, sustained, and multi-agency support to access the curriculum without significant cognitive barriers.
4	Chronic stress and trauma linked to high deprivation often impair the development of executive function skills (organisation, self-regulation, working memory). This results in lower independence and increased reliance on adult scaffolding.
5	Despite strong phonics results, a gap exists in the application of literacy, specifically translating decoding fluency into deep reading comprehension, inference, and complex vocabulary acquisition, which are necessary for secondary reading demands.
6	Compared to NPP peers, PP pupils often lack exposure to the rich cultural capital (experiences, vocabulary, contextual knowledge) that supports abstract curriculum concepts, limiting their aspiration and broader life experiences.
7	A significant challenge is low levels of parental capacity or confidence to support reading at home, homework completion, or the practice of key recall facts (e.g., times tables), slowing the consolidation of learning outside of school hours.
8	Many disadvantaged pupils start school with measurable deficits in vocabulary and expressive language (Oracy), which hinders their ability to articulate complex reasoning and fully engage in curriculum discussions.
9	Ensuring 100% of staff consistently implement the non-negotiable adaptive Quality First Teaching strategies required to rapidly meet the acute needs of the Bottom 20% (a group highly concentrated with PP pupils) in every lesson, across all subjects.
10	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.

Intended outcomes **Reviewed July 2026**

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 2025/26
------------------	------------------	-----------------------

Academic Equity & Progress.	<p>Eliminate the In-School Progress Gap: As close to 100% as possible of Pupil Premium pupils will make the same or better average rate of in-school academic progress as their Non-Pupil Premium (NPP) peers across all core subjects and key stages.</p>	
High Attainment & Aspiration.	<p>Close the Higher Standards Gap: Significantly increase the proportion of high-attaining Pupil Premium pupils achieving the Greater Depth Standard (GDS) in reading, writing, and maths, thereby raising their long-term academic aspiration (addressing the GDS and Cultural Capital challenges).</p>	
Well-being & Non-Academic Barriers.	<p>Embed a Trauma-Informed Culture: Proactively address underlying emotional and executive function barriers (ACEs, EBSA, Executive Function Deficits) that impede learning, resulting in reduced complex absenteeism and greater resilience and self-regulation in the classroom.</p>	
Pedagogical Consistency (QFT).	<p>Standardise Adaptive QFT: Ensure that all teaching is consistently adaptive Quality First Teaching (QFT), where planning and delivery across all subjects explicitly accommodates the dual needs of the 33% SEND cohort and the Bottom 20% (the primary focus of Challenge).</p>	

Well-being & Non-Academic Barriers.	Embed a Trauma-Informed Culture: Proactively address underlying emotional and executive function barriers (ACEs, EBSA, Executive Function Deficits) that impede learning, resulting in reduced complex absenteeism and greater resilience and self-regulation in the classroom.	
-------------------------------------	--	--

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. Including Adaptive Teaching for SEND/Bottom 20%.</p> <p>ND, CS – Teaching and Learning Advocates Gha – RWI training LMc, CS, SG, LMu, A variety of NPQ qualifications LMu – Maths Mastery Development group DL – EYFS Maths Research project</p>	<ul style="list-style-type: none"> • Dedicated CPD cycle for all staff on evidence-based adaptive teaching techniques, specifically focusing on reducing Cognitive Load, explicit use of Stem Sentences (Oracy), and effective Retrieval Practice. • 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 	1, 3, 4, 8 1 (Progress Gap), 3(PP/SEND Overlap), 4(Executive Function), 9 (Inconsistent QFT)

	<ul style="list-style-type: none"> The 2019 EEF report says: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' 	
Maths Mastery & GDS CPD	Targeted professional development for KS2 teachers, led by the Maths Lead (following SIP review), focused on Mathematical Thinking and strategies to stretch high-attaining disadvantaged pupils to achieve the Greater Depth Standard (GDS) .	1, 2, 8 1(Progress Gap), 2 (GDS/Higher Standards), 9 (Inconsistent QFT)
Increase capacity of DHT, AHT & Team lead teachers to provide coaching and mentoring for staff and small group intervention for targeted groups. ECT teachers heavily supported to work alongside DHT & Team Leads.	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 interventions TA's are delivering effective interventions to support gaps in childrens learning	<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>	1, 3, 6
KS1 TA's 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 approach https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies • https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	

Literacy & Vocabulary Training	Whole-school training on explicit vocabulary instruction and deep reading comprehension strategies across all subjects, ensuring teachers understand how to pre-teach vocabulary to close the language and Oracy gap.	5, 8, 10 5(Reading Comprehension), 8(Inconsistent QFT), 10 (Oracy/Language)
Enhanced QFT Resource Bank	Investment in premium, high-quality, scaffolded teaching resources (e.g., visualisers, subscriptions to Maths, PSHE, Spanish, Music schemes) that promote dual coding and provide immediate, low-effort adaptations for teachers to use in-lesson for SEND and Bottom pupils.	3, 8 3 (PP/SEND Overlap), 8 (Inconsistent QFT)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 gaps, ensuring targeted academic progress.</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>	1, 3, 8
High-quality phonics programs (<i>Read Write</i>	EEF highlights that phonics approaches have a strong impact on	1.3.8

<i>Inc.</i>) is used to improve reading skills, focusing on children struggling with early reading and decoding.	young readers, leading to an average of 4 months' additional progress, particularly when delivered in small groups or one-to-one sessions.	
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	1.3.8
Maths intervention programme to develop understanding of the key maths information in Y6. Structured numeracy interventions aim to address specific gaps in mathematical knowledge, delivered in one-to-one or small group settings.	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, 8

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

<p>Provide experiences for children that enrich the curriculum.</p>	<p>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</p>	<p>6</p>
<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 with 2024 results)

R/W/M

FSM	FSM	26	102.7	58%	15% +	+0.4	+7%	+11% +
	Not FSM	31	104.8	71%	6%	-0.6	+4%	-2%
FSM Ever	FSM (ever)	31	102.8	61% +	13% +	+0.2	+9%	+8% +
	Not FSM (ever)	26	105.1	69%	8%	-0.4	+1%	-2%

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.