

Pupil Premium strategy statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2023 to 2024 academic year) 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.

School overview

Detail	Data
School name	Bexhill Academy
Number of pupils in school	1520 (1/9/23)
Proportion (%) of Pupil Premium eligible pupils	32%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	1 st September 2023
Date on which it will be reviewed	Yearly
Statement authorised by	Ellie Gordon and Craig Neal
Pupil Premium lead	Farouk Tumi and Craig Weir
Governor / Trustee lead	Mrs S Attwood

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 480,758
Recovery premium funding allocation this academic year	
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£ 480,758

Part A: Pupil Premium strategy plan

Statement of intent

Several institutions have researched the challenges facing students from disadvantaged families. These publications include reports from: The Sutton Trust (Cracking the Code), The Fair Education Alliance, The Social Mobility Commission, Tackling Child Poverty (West Sussex), Education Endowment Fund (EEF). Extensive research has been carried out including access and review of the latest literature eg: Addressing Educational Disadvantage by Marc Rowland (2021) and The Secret of Literacy by David Didau (2021).

At Bexhill Academy, we aim to ensure the best outcomes for every individual student. Bexhill Academy has a far higher proportion of students registered as Pupil Premium, 32% at Bexhill Academy compared to a national average of 22.5% (DFE 2022). Bexhill Academy quantitative and qualitative data from across the school highlights some key areas that have a particularly significant impacts on our Pupil Premium students' development. These key areas include lower levels of literacy and numeracy, pupils' attitude to learning, resilience, and Pupil Premium students' engagement in wider opportunities and independent learning.

By referring to research undertaken by the authors of these publications and the EEF, and through reviewing evidence from our own context here in Bexhill Academy, we are confident that our strategies for the overcoming of barriers for disadvantaged students will be effective. Strategies from previous academic years are also evaluated to ensure that resources are deployed to have maximum impact.

We aim to:

- Create an aspirational, high achievement culture for all
- Provide tailored curriculum interventions to enable strong progress
- Allow everyone to experience success and a pathway to a great future
- Increase attendance and engagement for students
- Provide literacy and numeracy catch-up and life coach mentoring
- Raise ambition and employability skills
- To raise self-confidence and provide opportunities to develop higher level independent learning skills, attitudes and habits
- Enable students to catch-up quickly to reach target levels for their age and support academic progress
- Provide access to additional resources to enable fair equitable access to wider opportunities and enrichment
- Support mental health and resilience support for students who have complex needs

Challenges

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

Low income White British groups make the least progress nationally – areas of particular disadvantaged and coastal towns remain a focus where outcomes and progress for disadvantaged students remains a priority for improvement. Nationally the gap between Pupil

Pupil Premium students and their peers is highest in the South East, especially coastal towns, Bexhill Academy catchment is within this area with a significant proportion of our children commuting from Hastings. With a higher than average proportion of the students being Pupil Premium there is a need for larger scale strategies.

Challenge number	Detail of challenge
1 – Progress	<p>Department for Education data shows that disadvantaged students make less academic progress than non-disadvantaged students, in the 21/22 academic year the gap nationally was 3.84, the largest it has been in the last decade. Confirmed 2023 data is not published at time of writing strategy.</p> <p>The progress gap is widest in the South East where students often have lower aspirations and live in communities where low expectations are the norm. Pupils at Bexhill Academy have noticeably low aspirations, impacting their attitude to learning and hence attendance, progress, engagement in lessons and independent learning.</p>
2 – Attendance	<p>Research by the DFE shows the clear link between academic outcomes and attendance; pupil attendance at Bexhill Academy (88.3%) is lower than the Regional (92.4%) and National average (92.5%). Furthermore Pupil Premium attendance is significantly lower than non-disadvantaged pupils (9% in 22/23 academic year).</p>
3 – Literacy and Numeracy	<p>Nationally the gap in literacy and numeracy levels at the end of primary education is 9.3 months, with this gap widening throughout secondary school. In addition, across Bexhill Academy the level of pupils' verbal communication is lower since the COVID pandemic.</p>
4 – Barriers to learning	<p>The vast majority of Pupil Premium students at Bexhill Academy, qualify as Pupil Premium and for Free School Meals due to their low household incomes. Low incomes can restrict pupil's ability to acquire resources and ability to participate in enriching opportunities, examples of this range from having the necessary equipment for a lesson, having a breakfast, to participation in enriching school trips.</p> <p>These factors are more prevalent amongst Pupil Premium students. Furthermore, since the COVID pandemic many Bexhill Academy students have low levels of resilience and attachment barriers, especially noticeable in Pupil Premium students.</p>
5 – Enrichment	<p>National Foundation for Educational Research identify disadvantaged students have less access to enriching activities, impacting their personal development.</p> <p>While academically enriching activities may help personal development, and support attitudes to school and learning low income pupils are less likely to participate. Bexhill Academy Pupil Premium students' participation in enriching activities, such as the scholarship programme, Duke of Edinburgh Award and Student Council, is disproportionately lower than their non-disadvantaged peers.</p>

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
------------------	------------------

Ensure Pupil Premium pupils make strong progress. Central to this is providing all students with High Quality Teaching	Reduce the gap in academic progress between Pupil Premium and nondisadvantaged pupils. To be measured through: Quantitative data related to pupil progress across school and GCSE Progress 8 data.
Increase attendance and engagement for all students, particularly disadvantaged students.	Increased attendance of pupils to school and in lessons, improved engagement of pupils in lessons. Increasing learning time and benefits of high quality teaching, subsequently increases pupil progress and stops the gap of disadvantaged pupils from growing. Increased attendance consequently improves impact of interventions and strategies to support Pupil Premium students. To be measured through: Quantitative data related to absences, truancies and behaviour points, as well as engagement levels from data captures.
Improve literacy across the whole school so that it is taught effectively across the curriculum	Literacy support is clear and evident in lessons, ensuring pupils can access and use higher level vocabulary in deep learning tasks and progress. Pupils' verbal communication skills are improved. New Group Reading Test data shows reading ages are increasing. To be measured through: Qualitative data gathered through learning walks and book looks, examining literacy in lessons. In addition Student and Staff Voice reflecting on literacy levels. Quantitative data examining student progress, especially in English and NGRT data.
Ensure Pupil Premium pupils have equal opportunities.	Remove barriers to learning Pupil Premium students face compared to other students. Provision of additional resources, such as revision guides and laptops, which ensure Pupil Premium students can close the gap on their peers and can access the learning. To be measured through: Qualitative data gathered through Student and Staff Voice reflecting on opportunities and resources provided. Quantitative data analysing provision of materials.
Ensure holistic development of pupils, through enrichment and provision of wider opportunities.	Higher levels of Pupil Premium student participation in wider opportunities and enrichment activities; including amongst others, work experience, Bexhill Academy Scholarship programme, student leadership and Duke of Edinburgh award. To be measured through: Qualitative data gathered through Student and Staff Voice reflecting on opportunities and resources provided. Quantitative data analysing levels of engagement in wider opportunities.

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: £382,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <ul style="list-style-type: none"> - Tailored CPD - Lower student to staff ratios to increase support time - Funding recruitment and retention of quality teaching staff - Teaching and Learning Team implementing whole school standardised strategies designed to increase the quality of teaching 	<p>Continued professional development is directly linked to addressing areas of improvement identified by the Teaching and Learning Team at Bexhill Academy.</p> <p>Using Pupil Premium – EEF Advises a focus on high quality teaching</p> <p>https://www.teachwire.net/news/howquality-first-teaching-and-highexpectations-benefits-all-of-our-pupils</p> <ul style="list-style-type: none"> - James Mitchell <p>Marc Roland - Webinar – Bridging the education gap improving pupil outcomes for disadvantaged and vulnerable learners</p> <p>Reducing class size – EEF</p>	1, 4
<p>Whole school literacy focus.</p> <ul style="list-style-type: none"> - Literacy lead - Literacy embedded across the curriculum - Reading plus - NGRT testing - High Five Reading strategy 	<p>Literacy strategies have been implemented across Bexhill to address areas of improvement identified by the Literacy and Teaching and Learning Team.</p> <p>High Five reading is a strategy based on extensive research that suggests how comprehension skills in children can be improved and prioritises the most important elements. Dymock & Nicholson</p> <p>SecEd – Three tenets of effective Pupil Premium practice Matt Bromley</p>	1, 3
	<p>Improving Literacy in Secondary schools – EEF</p> <p>Literacy development evidence review – EEF</p> <p>Reading Comprehension strategies - EEF</p>	

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

Budgeted cost: £45,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional wider learning opportunities - YR11 Intervention (additional lessons created to target closing the gap learning in all subjects)</p> <ul style="list-style-type: none"> - Small group mentoring and tutoring (targeted small group interventions) - Reading group for disadvantaged students with low level literacy. 	<p>Extending school times – EEF</p> <p>One – on – One and small group interventions - EEF</p>	<p>1, 3, 4</p>
<p>Alternative provisions</p> <ul style="list-style-type: none"> - ACE provision - Specialist ambition centre to provide tailored support at the right time to improve engagement and wellbeing. - TLP provision - Alternative time table to support high 	<p>Focus on employability skills, to improve student outcomes, engagement and improve preparation for future life.</p> <p>Reducing class size – EEF</p>	<p>1, 2, 4</p>
<p>anxiety and low attendance students</p>		

<p>Knowledge organiser given to year 7 and 8</p> <ul style="list-style-type: none"> - Designed to fill gaps in knowledge particularly faced by our disadvantaged students. - Includes key vocabulary and definitions (addressing literacy gaps) 	<p>SecEd – Three tenets of effective Pupil Premium practice Matt Bromley</p> <p>Sutton trust – potential for success. Dr Rebecca Montacute 2018</p>	<p>1, 2, 3</p>
---	---	----------------

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

Budgeted cost: £52,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <ul style="list-style-type: none"> - Attendance Team support Pupil Premium students. - Tutors monitor the attendance of Pupil Premium students that have an attendance of between 80-94%. This is monitored weekly and reviewed bi-termly - Established an alternative provision, to bridge the gap for those struggling to attend lessons. - Introducing attendance incentives and rewards. 	<p>Using Pupil Premium – EEF</p> <p>Improving the attendance of pupils eligible for Pupil Premium funding - 2017</p> <p>While attendance strategies continue to be put in place, Covid has had a significant impact on pupil attendance during the academic year. In order to support pupils with catch up the school is running general and subject specific homework clubs and all lessons and resources are available to pupils through Google Classroom.</p> <p>Increase in specialist support including Education Support Behaviour and Attendance Service and Education Welfare Officer.</p>	<p>1, 2</p>
<p>Family engagement with school and other agencies</p>	<p>Parental engagement events have been positively received by parents leading to increased engagement.</p>	<p>2, 4</p>

	<p>Using Pupil Premium – EEF</p> <p>Parental engagement – EEF</p> <p>Sutton trust – potential for success. Dr Rebecca Montacute 2018</p>	
<p>Mental health support</p> <ul style="list-style-type: none"> - Mental health first aider employed to support students mental health - Counsellor previously employed 3 days a week increased to full time. 	<p>Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes – new EEF guidance 2019</p>	1, 4
<p>Rewards</p> <ul style="list-style-type: none"> - Class charts system which focuses on different areas of academy life from independent learning to respect. 	<p>To increase awareness and engagement with learning and wider opportunities. Creating a positive culture and motivating students.</p> <p>Using Pupil Premium – EEF</p> <p>Increasing pupil motivation - EEF</p>	1, 2, 5
<p>Pastoral managers</p> <p>Learning Leads Pupil Premium focus includes</p> <ul style="list-style-type: none"> - additional parental support, uniform, equipment and trips. 	<p>Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes – new EEF guidance 2019</p>	2, 4
<p>Removing financial disadvantages to learning Pupil Premium pupils may face where possible.</p>	<p>Providing tools to allow pupils to learn independently outside school, including laptops and revision guides.</p>	4
<p>Careers and employability provision, including a whole school focus on employability</p> <ul style="list-style-type: none"> - Employability focus in curriculum planning. In order to raise ambition, especially for our disadvantaged students. - This is supported by a number of leading external programmes drawing on expertise 	<p>EEF – Careers education review 2016</p> <p>Careers Education in England’s Schools and Colleges 2020 Working together for young people’s futures</p> <p>Careers program designed around the Gatsby Benchmarks using the Career Development Institute’s Framework.</p>	5

to the career provision.		
Scholarship scheme - Scholarships applied for across all subject areas. - This is open to all students but will especially benefit our disadvantaged students who are on the programme. This will be a mentorship program that will focus on the students' academic performance in other areas of their education.	Sutton trust – potential for success. Dr Rebecca Montacute 2018	5

Total budgeted cost: £ 480,758

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated reader	Renaissance Learning
GL assessments	GL Education
Dyslexia Screener	GL Education
Trailblazers	NHS England

Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service Pupil Premium allocation last academic year?	We have no service pupils on role
What was the impact of that spending on service Pupil Premium eligible pupils?	We have no service pupils on role