



Bexhill
Academy



Pupil Premium Statement

Adopted: November 2024
Next Review: November 2025
Reviewed by: F Tumi

Pupil Premium strategy statement

This statement details our school's use of Pupil Premium (for the 2024 to 2025 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	1478 (1/9/24)
Proportion (%) of Pupil Premium eligible pupils	31%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	1 st September 2024
Date on which it will be reviewed	Yearly
Statement authorised by	Craig Neal
Pupil Premium lead	Farouk Tumi, James Miles, Trudy Hillman
Governor / Trustee lead	Mrs S Attwood

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 496,264
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	£ 496,264

Part A: Pupil Premium strategy plan

Statement of intent

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, 31% at Bexhill Academy compared to a national average of 24.6% (DFE).

Bexhill Academy quantitative and qualitative data from across the school highlights some key areas that have a particularly significant impact 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.

Our strategies are developed from research undertaken and through reviewing evidence from our own context here in Bexhill Academy. 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 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 Premium students and their peers is highest in the Southeast, 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.</p> <p>The progress gap is widest in the Southeast 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 (89.2%) is lower than the Regional (89.4%) and National average (90.9%). Furthermore, Pupil Premium attendance is significantly lower than non-disadvantaged pupils (82.26% PP compared to 91.77 non-PP in 23/24 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, 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	<p>Reduce the gap in academic progress between Pupil Premium and non-disadvantaged pupils.</p> <p>To be measured through: Quantitative data related to pupil progress across school and GCSE outcome data.</p>
Increase attendance and engagement for all students, particularly disadvantaged students.	<p>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.</p> <p>Increased attendance consequently improves impact of interventions and strategies to support Pupil Premium students.</p> <p>To be measured through: Quantitative data related to absences, truancies and behaviour points, as well as engagement levels from data captures.</p>
Improve literacy across the whole school so that it is taught effectively across the curriculum	<p>Literacy support is clear and evident in lessons, ensuring pupils can access and use higher level vocabulary in deep learning tasks and progress.</p> <p>Pupils' verbal communication skills are improved.</p> <p>New Group Reading Test data shows reading ages are increasing.</p> <p>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.</p>
Ensure Pupil Premium pupils have equal opportunities.	<p>Remove barriers to learning Pupil Premium students face compared to other students. Provision of additional resources, such as laptops, which ensure Pupil Premium students can close the gap on their peers and can access the learning.</p> <p>To be measured through: Qualitative data gathered through Student and Staff Voice reflecting on opportunities and resources provided. Quantitative data analysing provision of materials.</p>
Ensure holistic development of pupils, through enrichment and provision of wider opportunities.	<p>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.</p> <p>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.</p>

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: £397,011

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching - Tailored CPD</p> <ul style="list-style-type: none"> - 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/how-quality-first-teaching-and-high-expectations-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>1, 4</p>
<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 Academy 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.</p> <p>Dymock & Nicholson</p> <p>Improving Literacy in Secondary schools – EEF</p> <p>Literacy development evidence review – EEF</p> <p>Reading Comprehension strategies - EEF</p>	<p>1, 3</p>

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

Budgeted cost: £49,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional wider learning opportunities</p> <ul style="list-style-type: none"> - YR11 Intervention (additional lessons created to target closing the gap learning in all subjects) - Small group mentoring and tutoring (targeted small group interventions) - Reading group for disadvantaged students with low level literacy. 	<p>Extending activities in school – EEF</p> <p>Small group interventions - EEF</p>	<p>1, 3, 4</p>
<p>Alternative provisions</p> <ul style="list-style-type: none"> - CONNECT provision - Specialist ambition centre to provide tailored support at the right time to improve engagement and wellbeing. - TLP provision - Alternative curriculum to support SEMH and low attendance students 	<p>Focus on employability skills, to improve student outcomes, engagement and improve preparation for future life.</p>	<p>1, 2, 4</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 	<p>SecEd – Three tenets of effective Pupil Premium practice</p> <p>Matt Bromley</p> <p>Sutton trust – potential for success. Dr Rebecca Montacute 2018</p>	<p>1, 2, 3</p>

<p>disadvantaged students.</p> <ul style="list-style-type: none"> - Includes key vocabulary and definitions (addressing literacy gaps) 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,127

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, led by Heads of Year, monitor the attendance of Pupil Premium students that have an attendance of between 80-94%. This is monitored weekly and review termly - Established an alternative Form Tutor 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</p> <p>While attendance strategies continue to be put in place, pupil premium attendance remains a high priority for the academy. In order to support pupils with catch up the school is running general and subject specific homework clubs.</p> <p>Increase in specialist support including Education Welfare Officer and Attendance Service and Team Around the School Service.</p>	1, 2
<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>Using Pupil Premium – EEF</p> <p>Parental engagement – EEF</p> <p>Sutton trust – potential for success. Dr Rebecca Montacute 2018</p>	2, 4

<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 4 days per week. 	<p>Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes – new EEF guidance 2019</p>	<p>1, 4</p>
<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>	<p>1, 2, 5</p>
<p>Pastoral managers / Heads of Year Pupil Premium focus includes - additional parental support, uniform, equipment and trips.</p>	<p>Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes – EEF</p>	<p>2, 4</p>
<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>	<p>4</p>
<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 to the career provision. 	<p>EEF – Careers education review</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>	<p>5</p>
<p>Scholarship scheme</p> <ul style="list-style-type: none"> - Scholarships applied for across all subject areas. - This is open to all students but will especially benefit our 	<p>Sutton trust – potential for success. Dr Rebecca Montacute 2018</p>	<p>5</p>

<p>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.</p>		
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Total budgeted cost: £ 496,264

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
NGRT testing	GL Education
Dyslexia Screener	GL Education
Trailblazers	NHS England

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The strategies implemented by Bexhill Academy have shown significant effectiveness in addressing the challenges faced by disadvantaged pupils. The key areas of focus include improving academic progress, increasing attendance, enhancing literacy and numeracy, and providing equal opportunities for enrichment activities.

Academic Progress

The school has successfully reduced the gap in academic progress between Pupil Premium students and the whole cohort of students. This is measured through quantitative data related to pupil progress across the school and GCSE outcome data. Pupil Premium students however are still behind non-Pupil Premium students with their progress.

	2024 All students	2024 PP students	2023 PP students
Students achieving 4+ in Eng & Maths	59%	38%	32%
Students achieving 5+ in Eng & Maths	37%	24%	19%
Overall Progress 8 score (all subjects)	-0.59	-0.96	-1.25
Attainment 8	40.68	33.3	28.7
EBacc APS	3.63	2.87	2.51

Number of Pupil Premium students in 2024 was 86 students

Attendance and Engagement

There has been a strong focus in improving attendance and engagement among PP students.

	Number of students	Attendance
Pupil Premium	514	82.26%
Not Pupil Premium	1072	91.77%

Year 11 Pick Ups targeted at PP and vulnerable students:

- We implemented a strategy specifically aimed at supporting Year 11 students who are Pupil Premium (PP) and those who are considered vulnerable and the school minibus was used to pick them up daily if they needed support to get into school.

Emotional School Based Avoidance (ESBA) Training for attendance staff:

- To address issues related to school attendance, we provide specialized training for our attendance staff on Emotional School Based Avoidance (ESBA). This training equips staff with the skills and knowledge to identify and support students who are avoiding school due to emotional or psychological reasons. By understanding the underlying causes of absenteeism, our staff can implement effective strategies to encourage regular attendance and support students' emotional well-being.

ESBA tutor group:

- In addition to training attendance staff, we have established a dedicated tutor group for students experiencing Emotional School Based Avoidance (ESBA). This group provides a safe and supportive environment where students can receive tailored support and guidance. The tutor group focuses on building students' confidence, resilience, and coping strategies, helping them to re-engage with their education and improve their attendance.

Free breakfasts for students:

- Recognizing the importance of a nutritious start to the day, Bexhill Academy offers free breakfasts to all students. This initiative ensures that every student has access to a healthy meal before the start of the school day, which can improve concentration, energy levels, and overall academic performance. By removing the barrier of food insecurity, we aim to create a more equitable learning environment where all students can thrive.

Reading and Literacy

A variety of intervention programs have been used for students in different year groups based on their NRG T scores and level of need, these include Lexonik Leap, Lexonik Advance, Toe-By-Toe, Lexia Power Up, and Reading Plus.

- During terms 3 and 4, the focus was on KS3 students with NRG T scores of 80 or below, involving 43 students in various literacy intervention programs like Lexonik Leap, Lexonik Advance, and Toe-By-Toe. In terms 5 and 6, the focus shifted to the lowest readers in Year 7, with a total of 86 students receiving interventions, including continued support for some Year 8 and 9 students. Of the 56 Year 7 students selected, 39 attended and improved, with 29 graduating to the new READ program for advanced intervention.
- Toe-By-Toe is a 1-2-1 intervention for dyslexic students, emphasizing a structured approach to phonics and reading skills, with sessions twice a week for 20 minutes.
- Lexonik Leap targets students with SAS scores below 85, improving reading ages and curriculum access for low-ability readers, with 25 out of 29 students improving significantly.

Impact on Reading Groups

- Detailed impact reports for various groups show improvements in reading scores and attendance, although some students did not attend interventions.

- Lexia Power Up provided personalized learning paths, detailed progress data, and engaging activities, supporting literacy skill development.
- Reading Plus involved 244 Year 7, 252 Year 8, and 69 Year 9 students, with varying levels of engagement and progress, emphasizing the need for consistent use and additional rewards for engagement. This is ongoing this year to monitor improvements.

Equal Opportunities

The school has ensured that Pupil Premium pupils have equal opportunities by removing barriers to learning. This includes providing additional resources such as laptops, which help close the gap on their peers and ensure access to learning evidenced from the closing gap in outcomes.

Holistic Development

There has been an increase in Pupil Premium student participation in wider opportunities and enrichment activities, such as work experience, the Bexhill Academy Scholarship programme, student leadership, and the Duke of Edinburgh award. This is measured through qualitative data gathered from Student and Staff Voice and levels of engagement in wider opportunities.