



Bexhill
Academy

Pupil Premium Statement

Approved by Trustees: December 2025
Adopted: November 2024
Next Review: November 2025
Reviewed by: T Hillman

Pupil premium strategy statement – Bexhill Academy

This statement details our school's use of pupil 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 | 1438 |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025-2028 |
| Date this statement was published | 31/12/2025 |
| Date on which it will be reviewed | 31/12/2026 |
| Statement authorised by | Craig Neal |
| Pupil premium lead | Trudy Hillman |
| Governor / Trustee lead | Christine Bayliss |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £490200 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £ |
| 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> | £490200 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the Local Authority (LAC). The focus of our Pupil Premium (PP) strategy is to support disadvantaged pupils, including those identified as PP and SEND or PP students with English as Additional Language, with acquiring skills and knowledge (including an understanding of British Values) which enable them to be successful within society and transition into the next stage of their life, whether that be education, employment or training. With 31% of our student population eligible for Pupil Premium—significantly above the national average—we are committed to addressing the barriers that disadvantaged students face and to closing the attainment gap.

High standards of quality first teaching is at the heart of our approach, with a focus on the ruthless prioritisation of the Pupil Premium cohort through personalised planning (including the use of student support profiles and the universal strategies), high levels of challenge, support, skilful questioning and impactful marking and feedback. Quality first teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time it will benefit the non-disadvantaged pupils at Bexhill Academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We recognise that in addition to quality first teaching, enrichment opportunities and opportunities to develop Cultural Capital are also key to the learning of young people and in shaping them to be well- rounded individuals. Families within our community live within the bottom 10% of Lower Super Output Areas -LSOA's for Income, Employment and Education and Skills. Work to provide life experiences and opportunities for our students is supported by a highly effective Personal Development provision. Through a range of enrichment opportunities outside of the classroom, skilfully mapped opportunities for the development of Culture Capital within the Curriculum and and a highly responsive RSHE/PSHE curriculum, young people, and in particular those from disadvantaged backgrounds, are immersed in experiences that prepare them to be successful in life after school.

Our strategy will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, informed by both national research and our own school data, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure our strategies are effective, we will:

- foster a culture of high aspiration and achievement for all students. We will ensure disadvantaged pupils are challenged in their learning both inside the classroom and through home learning opportunities;

- ensure a range of opportunities are available for the disadvantaged cohort to support them with broadening their experiences outside of the classroom through high quality enrichment activities;

enhance literacy, reading and numeracy through structured catch-up programmes

- ensure through high quality teaching and assessment, gaps in learning are identified quickly and addressed strategically within the classroom and where appropriate, through targeted curriculum interventions and school led tutoring to accelerate progress;
 - ensure teachers of all subject areas are in receipt of high quality CPD and possess the tools and knowledge to support and challenge disadvantaged learners with making rapid gains in progress, particularly in relation to the development of reading, oracy and literacy;
- ensure equitable access to enrichment activities and resources;
- support students' mental health and wellbeing through dedicated services;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve; this is reinforced through the academy's School Development Plan (SDP).

Our approach is dynamic and responsive, with regular evaluation to ensure that resources are deployed effectively and that our strategies have measurable impact. Through this plan, we strive to empower every Pupil Premium student to thrive academically, socially, and emotionally, and to leave Bexhill Academy with the skills and confidence to succeed in life.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | <p>Reading, Writing and Comprehension</p> <p>Assessments of Key Stage 3 students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> | | | | | | | | | | | | | | | | | | | | |
| 2 | <p>Attainment</p> <p>Year 11 final outcomes indicate that disadvantaged students perform worse than their peers. The gap has not closed consistently over the past three years.</p> <table><tr><td></td><td>2025</td><td>2024</td><td>2023</td></tr><tr><td>PP A8</td><td>33.09</td><td>33.67</td><td>29.07</td></tr><tr><td>Non-PP A8</td><td>45.99</td><td>44.0</td><td>44.37</td></tr><tr><td>EAL A8</td><td>47.84</td><td>45.18</td><td>49.69</td></tr><tr><td>Non EAL A8</td><td>40.93</td><td>40.72</td><td>39.07</td></tr></table> | | 2025 | 2024 | 2023 | PP A8 | 33.09 | 33.67 | 29.07 | Non-PP A8 | 45.99 | 44.0 | 44.37 | EAL A8 | 47.84 | 45.18 | 49.69 | Non EAL A8 | 40.93 | 40.72 | 39.07 |
| | 2025 | 2024 | 2023 | | | | | | | | | | | | | | | | | | |
| PP A8 | 33.09 | 33.67 | 29.07 | | | | | | | | | | | | | | | | | | |
| Non-PP A8 | 45.99 | 44.0 | 44.37 | | | | | | | | | | | | | | | | | | |
| EAL A8 | 47.84 | 45.18 | 49.69 | | | | | | | | | | | | | | | | | | |
| Non EAL A8 | 40.93 | 40.72 | 39.07 | | | | | | | | | | | | | | | | | | |
| 3 | <p>Pupil Premium with Special Educational Needs</p> <p>A high proportion of our SEND students are also Pupil Premium and many of these have cognitive and learning needs or SEMH needs. It is essential that the academy continues to have in place appropriate mechanisms to:</p> <ul style="list-style-type: none">- support the transition of these learners from primary to secondary education;- ensure ongoing personalised support is in place in order for these learners to accelerate within the curriculum provision;- ensure a bespoke careers provision supports these learners in their next stage of education, employment or training. | | | | | | | | | | | | | | | | | | | | |

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| 4 | <p>Pupil Premium with English as Additional Language and students new to country</p> <p>A small proportion of EAL learners at the academy are new to the country and in recent years we have seen a greater number of refugee children join the academy. Ensuring these learners can develop their ability to read, write and speak English but also develop their Cultural Capital in order to be successful within the society is a key element of our work. We also aim to extend our support to their parents/carers to ensure not only the child, but the entire family are able to establish themselves within the community.</p> |
| 5 | <p>Enhance Student Attendance and Engagement</p> <p>Disadvantaged students attend less than their peers. The 2024-2025 attendance for PP students at Bexhill Academy is 84%. This is significantly below the national average, particularly in the PP/SEND students, A very small proportion of disadvantaged Key Stage 3 students demonstrate that they find it challenging to self-regulate their behaviour and consequently this could potentially have a detrimental effect on their academic progress.</p> |
| 6 | <p>Limited Access to Enrichment Opportunities to develop Cultural Capital</p> <p>Social assets such as ability to communicate effectively, resilience, leadership abilities, emotional intelligence, respect, understanding the value of celebrating and embracing differences and physical presentation are enhanced through raising students' Cultural Capital. This is essential for students to flourish, and it is a process that can span years.</p> |
| 7 | <p>Low aspiration for progression to Post-16, training, university and employment.</p> <p>Our most disadvantaged students often come from families with no history of university attendance or experience of higher education, consequently, the support from parents/carers can be limited. For this reason, they often need tailored support through Key Stage 3 and 4 to ensure that they are fully equipped and confident to be successful in their next stage of education, employment or training.</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 |
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| <p>Reading, writing and comprehension</p> <p>Students are identified and supported through intervention and using reading strategies implemented by classroom teacher</p> | <p>Whole academy improvement on reading ages, including disadvantaged students</p> <p>Students identified for intervention</p> |
| <p>Attainment</p> <p>Disadvantaged students make strong academic progress and the attainment gap between disadvantaged students and their peers is reduced</p> | <p>To increase PP Attainment 8 score to a minimum of 35% (stretch target of 38%) in 2025-2026 GCSE outcomes</p> <p>Disadvantaged students to continue to make clear and sustained progress over time gaining the knowledge and skill they need to succeed in the next stage of their education, employment or training.</p> <p>Year Group Pupil Premium Targets (Director of Year and Quality of Education Lead :</p> <p>All PP students in the bottom 50 to increase their progress (across the academic year)</p> <p>For the progress gap between PP and non-PP to reduce between each data capture</p> <p>All PP students that are also SEND make progress between each data capture</p> |

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| <p>Enhance Student Attendance and Engagement</p> <p>To reduce the attendance gap between PP and non-PP students</p> <p>To launch a mentoring programme for students with persistent absence</p> <p>Disadvantaged students are emotionally mature and exhibit positive behaviours.</p> | <p>A sustained high attendance year on year for our disadvantaged cohort of above East Sussex average and leading to above national average. PA to continue improving above the national average and SA percentage to be at or better than national average.</p> <p>Reduce the attendance gap between disadvantaged students and their peers.</p> <p>Reduction in all year groups for students accessing internal suspension from the previous year.</p> <p>Reduction in exclusions of students in all year groups from previous year.</p> <p>Exclusions to be below the national average.</p> |
| <p>Limited Access to Enrichment Opportunities to develop Cultural Capital</p> <p>Increase in participation in enrichment opportunities</p> <p>All disadvantaged students to be involved in exceptional enrichment opportunities across all years. Cost should never be a barrier.</p> | <p>All Pupil Premium students to be proportionally or more involved in the wider life of the academy.</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ Student Leadership Team ✓ Trips or visitors ✓ Extra-Curricular ✓ Rewards events ✓ School-led tutoring, including music and instrumental lessons ✓ Careers related opportunities |

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| <p>Low aspiration for progression to Post-16, training, university and employment.</p> <p>A strong proportion of disadvantaged students secure their place at further education provision studying A Level qualifications (or an equivalent) and 0% of disadvantaged learners becoming NEET.</p> | <p>The percentage of disadvantaged students who progress to further education increases year on year.</p> <ul style="list-style-type: none"> • Decrease in NEET students, especially those deemed as disadvantaged. |
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £482,246.40

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Continuous Professional Development and training</p> <ul style="list-style-type: none"> • Regular department meetings focus on the quality of teaching and learning within subject area. • Exam board training is completed in each department with online webinars or face to face CPD. • Our performance management programme holds staff to account on the quality of their teaching over time. • External online training is completed by all staff on key areas of safeguarding through the National College of Learning. • Staff CPD around the SEND-Think 5 strategy, alongside our Universal Provision, based upon the EEF guidance for SEND. • Staff CPD around the Pupil Premium First strategy is based upon the EEF guidance around the effective use of the PP funding. • A key focus of teaching and learning will be around Universal Provision. • The very weakest readers are supported through the delivery of Lexia and Lexonic. Teaching and | <p>We invest in our staff and train them to become effective classroom practitioners. We use the latest evidence-based research to inform our methods of teaching to ensure learning is maximised. Our work and methodologies are supported by the EEF and the Sutton Trust.</p> <p><u>Guidance Report EFFECTIVE PROFESSIONAL DEVELOPMENT</u></p> <p>EEF Professional Development Guidance Report</p> <p>EEF guidance on the use of the Pupil Premium funding <u>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053</u></p> <p>The academy SEND strategy is based upon the EEF guidance around SEND <u>Special Educational Needs and Disabilities (SEND) policy</u></p> <p>Access the Zones of Regulation website which outlines their impact and summarises the provision <u>The Zones of Regulation</u></p> <p>Access the Lexia website which outlines their impact and summarises the provision <u>Lexia</u></p> | <p>1,2,3,4</p> |
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| <p>non-teaching colleagues delivering this intervention are continuously developed in their understanding of the programme and delivery of resources.</p> <ul style="list-style-type: none"> • Specific CPD delivered on the Zones of Regulation strategies. • Teaching and Learning CPD Pathways focuses on evidence lead strategies. | | |
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| <p>Recruitment and retention of staff</p> <ul style="list-style-type: none"> • Additional staff are recruited for English and Maths in Year 11 as well as other key areas. This facilitates the creation of small intervention classes. • Recruitment of an Assistant SENCO has ensured additional capacity to support the SEND cohort as well as support for teachers and families. This role also provides a clear staff retention strategy for colleagues in SEND. • Development of a Lead Teaching Assistant to support high quality Teaching Assistant support for the most vulnerable PP SEND students. • The recruitment of in house cover teachers. • Development of cover teacher role through effective CPD linked to curriculum areas, to ensure high quality teaching and learning for all pupils, including PP students, • Recruitment of CONNECT staff to support PP and SEND students. | <p>High quality, personalised wave 1 teaching is the most impactful for support for disadvantaged students. Having highly effective teachers in front of each student, who has greater time to spend with each student accelerates progress.</p> <p>See EEF report on the impact of reducing class sizes. reducing-class-size EEF</p> <p>Managing workload and offering effective professional development are key to retaining great teachers and staff, which, in turn, is crucial to maintaining a high standard of teaching and learning. Ways to reduce workload in your school(s)</p> | <p>1,2,3,4</p> |
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| <p>Reading and Vocabulary</p> <ul style="list-style-type: none"> • Reading CPD to support staff to give opportunities for students to access high level text and resources to build their Cultural Capital and vocabulary. • NGRT reading tests are used to carry out reading assessments twice a year for KS3 students • The academy reading strategy is based upon the EEF guidance. • Colleagues responsible for delivering the Lexia intervention have received training and the programme is supported with lesson planning and resources to ensure high quality consistent delivery across all stakeholders. • Reader pens, books with coloured paper, coloured overlays and laptops have been purchased to support students in need of access arrangements <p>Lexia programme targets key strands of Reading & Literacy (comprehension, word study & grammar) - Pupil Premium students are prioritised for this intervention.</p> | <p>Reading is a key tool to access the entire curriculum, having a range of knowledge and wider appreciation of the world and key concepts brings a greater understanding of the wider world.</p> <p>Access the impact of NGRT: Closing the reading gap in secondary schools - GL Assessment</p> <p>Access the EEF guidance in relation to teaching reading comprehension strategies. Reading comprehension strategies EEF</p> <p>Access the EEF guidance on Literacy: Improving Literacy in Secondary Schools EEF</p> <p>Access the Lexia website which outlines their impact and summarises the provision. Lexia</p> | <p>1</p> |
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| Development of an SLT Lead for Reading employed to oversee strategies, interventions and enrichment relating to reading for PP students. | | |
| Departmental Funding Departmental allocated funding to target Pupil Premium students with specific activities. | Teams use funding to ensure that all disadvantaged students benefit from a wide range of activities that support the delivery of the curriculum. This may be through visits or resources. | 2,6,7 |

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

Budgeted cost: £3299.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>After school, weekend and holiday Exam Preparation Workshops for Key Stage 4.</p> <p>In response to mock examinations school-led tutoring will be available for students to develop greater understanding on topics that are identified as weaknesses.</p> <p>Vocational subjects will also utilised school-led tutoring to support with preparing or delivering internal assessment units.</p> | <p>Access the Education Endowment Foundation research summary:</p> <p>Small group tuition EEF</p> <p>The academy has now delivered school-led tutoring in 2023 and 2024 and across both years</p> <p>Data for interventions as follows:</p> <table><tr><th></th><th>No. sessions 2023</th><th>PP student s attending</th><th>No. sessions 2024</th><th>P s s a n</th></tr><tr><td>Form Session</td><td>174</td><td>23</td><td></td><td></td></tr><tr><td>Lessons</td><td>196</td><td>26</td><td>132</td><td>4</td></tr></table> | | No. sessions 2023 | PP student s attending | No. sessions 2024 | P s s a n | Form Session | 174 | 23 | | | Lessons | 196 | 26 | 132 | 4 | 2,3,4 |
|---|---|------------------------|-------------------|------------------------|-------------------|-----------|--------------|-----|----|--|--|---------|-----|----|-----|---|-------|
| | No. sessions 2023 | PP student s attending | No. sessions 2024 | P s s a n | | | | | | | | | | | | | |
| Form Session | 174 | 23 | | | | | | | | | | | | | | | |
| Lessons | 196 | 26 | 132 | 4 | | | | | | | | | | | | | |
| <p>Summer School interventions for Year 6 students to ensure that their transition is effective and barriers to learning are identified early.</p> | <p>Transition for Year 6 is an incredibly important event to ensure that Year 6 students make strong start to their secondary education but also allowing our staff to build good relationships.</p> | 5,6 | | | | | | | | | | | | | | | |

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| <p>Laptop and Technology</p> <ul style="list-style-type: none"> • The academy continue to purchase additional laptops and these will be provided to the disadvantaged learners for them to use at home to support with home learning and the completion of internal coursework units. • Continued investment into Google Classroom as tools to support home learning. • My-Maths and Seneca as platforms to support subject specialist online learning. | <p>We know from our experience that our most disadvantaged pupils are the least likely to have additional support or facilities at home. We provide our disadvantaged pupils with all the resources they need to succeed for free. This allows them to access all learning and make excellent progress.</p> <p>Access the EEF research into the use of technology to improve student outcomes: Using Digital Technology to Improve Learning EEF</p> <p>Access to My Maths website: MyMaths</p> <p>Access to Seneca website: Seneca Learning</p> | <p>1,2,3,4,5</p> |
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| <p>Alternative Provision and CONNECT</p> <p>Alternative provision and our own on site provision are being utilised in exceptional circumstances to support students facing significant disadvantage, ensuring they continue their education in a way that accommodates their individual needs and challenges. External provisions are used from Year 7-11, ranging from short term to long term placements that can be full or part time.</p> <p>This approach aims to provide tailored academic support to help bridge gaps and maintain progress.</p> | <p>Engagement, progress, and development have been positive, with steady improvements in academic and personal growth. Plans are in place for a smooth transition back to mainstream education or Post-16 providers, with tailored support and regular check-ins to ensure success in these settings.</p> | <p>1,2,3,5,6,7</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2095.52

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Pastoral Support and Intervention</p> <ul style="list-style-type: none"> • Through the increased capacity provided within Pastoral, Attendance and Safeguarding Teams, we will reduce the behaviours that lead to students who are in receipt of Pupil Premium funding receiving Fixed Term Exclusions. • This will result in the proportion of disadvantaged students receiving a Fixed Term Exclusion being reduced. | <p>Promoting positive attitudes to learning allows our pupils to develop the skills and knowledge required for success in later life.</p> <p>The increased capacity over the years has ensured suspensions for the disadvantaged cohort continue to decrease year on year 2022-2023 : 132 PP students, 2023-2024: 75 PP students</p> | <p>5,6</p> |

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| <p>Social and emotional support</p> <ul style="list-style-type: none"> • Qualified Mental Health First Aider on-site to strengthen academic engagement and provide support for students and families addressing mental health needs.. • In house BACP counsellor (trauma-based therapy) attend the academy four days a week to provide counselling. • Dallalego project work with some of our most vulnerable students experiencing challenges around disengagement • CONNECT to provide highly effective and personalised provision for the most vulnerable students in the academy through highly personalised 1:1 and small group interventions and specialist support. | <p>Offering social and emotional support to those that need it the most will ensure all our most disadvantaged pupils are able to access the full curriculum and maximise their potential.</p> | <p>5,6</p> |
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| <p>Attendance tracking and rewards</p> <ul style="list-style-type: none"> • Ensure attendance is above local average for disadvantaged young people, through the appointment of an additional attendance officer and rewards attached to 90-100% attendance | <p>Government research indicates that good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop: friendships; social skills;</p> <p>The impact of absence on Progress 8 - FFT Education Datalab</p> | 5 |
| <p>Raising the aspirations and ambitions of disadvantaged students</p> <ul style="list-style-type: none"> • CEIAG support developed across KS3 and KS4 • The recruitment a dedicated WEX Coordinator to ensure all students, in particular the PP students, are given regular personalised support. | <p>We know from research and experience that disadvantaged pupils are more likely to be NEET and do not always have the support networks at home to ensure that students are thinking about their future as well as raising their ambitions about their future.</p> <p>Therefore, we make it a priority that our disadvantaged pupils are able to take part in a wide range of enrichment activities and are prioritised by our Careers team.</p> <p>Access the EEF research into careers education as a means of raising pupil outcomes:</p> <p>What is the impact of careers education on improving young people's outcomes? A number of reports have highlighted that too mu</p> | 6,7 |

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| <p>Special Educational Needs</p> <ul style="list-style-type: none"> • Specialist CPD for staff in order to support interventions around interventions such as speech and language therapy, Dyslexia and Zones of Regulation intervention. • Recruitment of additional staff to ensure a tiered system with a graduated approach can be implemented to enhance the personalised SEND provision. • Further use of additional online assessments such as Secondary Language Link, CATS and Dyslexia Screener are used to correctly identify specific SEND needs. <p>The additional recruitment of trained staff colleagues to assess students in terms of the identification of access arrangements for students.</p> | <p>Our work is supported by the research completed by the EEF on the use Teaching Assistants and high-quality provision for SEND students.</p> <p>Access the EEF research into the use of teaching assistants: https://www.google.com/url?sa=D&q=https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants%3Futm_source%3D/</p> <p>Access the EEF research into SEND provision in main stream schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=send</p> | <p>1,2,3,4</p> |
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| <p>English as Additional Language and new to country</p> <ul style="list-style-type: none"> • Provision of resources and uniform for the most disadvantaged learners new to the country to aid the removal of barriers. This is particularly important for those families which maybe struggling to access Universal Credit. Recruitment of additional staff to ensure support for teaching staff and EAL students and their families | <p>128 students at Bexhill Academy are EAL in 2025-2026 (8.7%)</p> <p>90% of EAL Induction Students Made at Least 1 Proficiency Grade of Progress at This School - FlashAcademy®</p> | <p>4</p> |
| <p>Supporting achievement fund to support in any event as contingency</p> | <p>The Supporting Achievement fund is available to parents where finance is a barrier to any school activities, this ranges from uniform to educational trips abroad.</p> | <p>5,6</p> |
| <p>Increasing opportunities for students to engage in team building opportunities, and opportunities to engage in expansion of cultural capital.</p> <ul style="list-style-type: none"> • All year 7 students attend an outdoor enrichment experience • All year 7-10 students attend an enrichment programme with trips and activities | <p>Students enjoy good relationships with their form tutors and teachers, as a result of team building and enrichment opportunities. Students have opportunities from outside curriculum time to work in teams, enjoy their peers' company, and take part in cultural activities to celebrate Modern British Values and Culture.</p> | <p>5,6</p> |

Total budgeted cost: £487640.92

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

(SIP Section 3E)

At the end of the academic year 2024/25, the academy attendance was 91.4% in line with national average attendance. The PP attendance was 84% in comparison to 89% national attendance. The attendance gap (disadvantaged pupils to all pupils) continues to be a target area (SIP Section 4F). The attendance officer allows us further capacity to support the PP families with poor attendance. PP attendance is tracked every week and features as part of a weekly agenda item in our weekly SLT meetings with a scheduled half-termly meeting every half term with the attendance officer to discuss specific concerns

The academy delivered 132 hours of school-led tutoring in 2024/25. 121 year 11 students (51% of the cohort) were in receipt of school-led tutoring of which 42 students were Pupil Premium (54% of the PP cohort). Furthermore, 95 incoming Year 7 attended the 2025 Summer School of which 28% of those who attended were Pupil Premium.

Work to support and engage vulnerable students in the classroom has led to a significant closing of the gap in relation to exclusions and suspension. In 2023-2024, 80% of exclusions were PP students. In 2024-2025, only 33% of exclusions were PP students, with a reduction in exclusions overall. 75 vulnerable students received suspensions in 2024-2025 compared to 132 in the previous year.

96.5% of students from Year 11 have progressed on to further education, apprenticeships or employment. 6 students are NEET with 3 being Pupil Premium. These students were supported throughout the academic year with a range of opportunities including individual careers appointments, visits to college open evening, sessions led by local and national employers and work place visits. PP students at risk of being NEET received additional support from ESCC to support post 16 next steps. All students within the current year 11 cohort had access to the Careers Fair in line with Gatsby Benchmark 5 and the entire cohort were in receipt of at least one guidance interview with a Career's Advisor in line with Gatsby Benchmark 8 (SIP Section 5E).

Parental engagement remains a target for 25/26 (SIP Section 6G). Parental engagement from disadvantaged students is below that of non-disadvantaged families. This has led to an increase in the use of alert messages via Edulink over traditional letters or e-mail to try to improve 'low key' engagement. Parent evenings and information evenings remain a priority.

Bexhill Academy continues to run the free Bagel and Toast Grab n Go service for students. The current take up is 16.2% of the academy, with a further service provided for CONNECT students.

We continue to seek opportunities to develop students' cultural capital and raise their future aspirations (SIP Section 3E). Alongside our established programme of extra-curricular options, additional events in 2024/25 included national and international trips, work place visits, a visit to the Girl's Global Summit in Westminster, Bewl Water Park and a visit to London

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| | |
| | |

Further information (optional)

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