

# Pupil premium strategy statement – Beech Academy

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	91
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Neil Davies
Pupil premium lead	Katy Craig
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,540
Recovery premium funding allocation this academic year	£42,504
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
<b>Total budget for this academic year</b>  <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>	£88,044

## Part A: Pupil premium strategy plan

### Statement of intent

At Beech Academy we aim to use funding allocated through the Pupil Premium to help us to achieve and sustain positive outcome for our disadvantaged pupils. At Beech Academy, our core purpose is focused on ensuring that all pupils, regardless of background and/or circumstance, achieve their potential and leave Beech Academy for the most appropriate and inspiring next steps so that they can fulfil their dreams, ambitions and aspirations. We aim to remove any barriers that exist for our pupils, be that academically or pastorally.

At Beech Academy we work relentlessly to realise our academy's vision of turning 'I can't into I can' and to ensure that no child is left behind. Taking into account the context of Beech Academy, academic performance and other data sets relevant to our pupils, our Pupil Premium strategy therefore focuses on the following key areas:

- Academic progress and achievement;
- Social, emotional, mental health and well-being;
- Building cultural capital;
- Development of independent life skills, employability and progression to next steps in post 16 learning and employment.

Our approach is to prioritise high-quality teaching and the development of a robust and impactful reading strategy to support pupils in making stronger academic progress. Alongside this we prioritise the holistic needs and development of our pupils.

Our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. The intention being that outcomes for non-disadvantaged pupils will be improved alongside outcomes for their disadvantaged peers.

### Challenges

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

Challenge number	Detail of challenge
1	Covid-19 has impacted negatively on <b>attendance</b> at Beech Academy. Further targeted support and intervention is required to maintain and further improve attendance of disadvantaged pupils. A priority is to reduce the number of pupils that are persistently absent from school.

2	<b>Academic outcomes</b> at Beech Academy are strong. This is to be maintained and further strengthened through high-quality teaching. Further adaptations to curriculum content and implementation are required to improve outcomes further.
3	A number of disadvantaged pupils do not currently have the ability to regulate their own <b>behaviours</b> ; further work is required to improve their independence and skills of self-regulation. Behaviour incidents are higher amongst disadvantaged pupils in comparison to their peers meaning that they are at increased risk of becoming disengaged with the school curriculum and therefore impacting negatively on outcomes.
4	<b>Reading</b> data, progress trackers and classroom observations informs us that reading ages and fluency in reading of disadvantaged pupils is a barrier to them accessing the full curriculum. The ability to read fluently and with understanding impacts negatively on academic progress and outcomes.
5	We are aware through pupil and parent voice that disadvantaged pupils have fewer opportunities to develop <b>cultural capital</b> outside of school. Additionally, social deprivation leads to an inability to fund basic equipment and resources required for learning.
6	Observations, links with families and referral data to external agencies and partners indicates that disadvantaged pupils often require additional support to improve and maintain good <b>mental health</b> . Additional <b>SEMH</b> support is required for a significant number of pupils. Health and well-being of Beech Academy pupils remains a key priority due to demographic factors associated with the local area.
7	The Office for National Statistics (ONS) has published data that shows just 22% of autistic adults were in any kind of paid <b>employment</b> in 2020. The findings from national surveys show that there continues to be a significant 'Disability Employment Gap', with around half of people classified with a disability in work, compared to over 80% of non-disabled people.

## 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
To sustain and further improve attendance for all pupils, particularly disadvantaged pupils.	<ul style="list-style-type: none"> <li>Attendance for disadvantaged pupils is at least in-line with national averages.</li> <li>The number of disadvantaged pupils that are persistently absent decreases.</li> <li>Whole school attendance improves, with the overall number of pupils persistently absent reducing.</li> </ul>
Access to the curriculum improves as behaviour incidents for disadvantaged pupils decreases.	<ul style="list-style-type: none"> <li>Behaviour incidents for disadvantaged pupils decreases term on term.</li> <li>Whole school behaviour incidents reduce.</li> <li>Progress rates and academic outcomes improve further.</li> </ul>

Improved progress and attainment for disadvantaged pupils in all subjects through quality first teaching.	<ul style="list-style-type: none"> <li>• Teaching quality improves.</li> <li>• Improved pupil outcomes as demonstrated through end of term assessments and the outcomes of national tests.</li> </ul>
Reading fluency and comprehension improves for disadvantaged students	<ul style="list-style-type: none"> <li>• Reading test data demonstrates rapid progress for pupils that are below their chronological reading age.</li> <li>• Pupils that are already reading at their chronological reading age 'keep up' making 12 months progress in an academic year.</li> </ul>
Disadvantaged pupils access opportunities that they may not otherwise be able to access	<ul style="list-style-type: none"> <li>• Disadvantaged pupils access a variety of opportunities over the course of an academic year.</li> <li>• Disadvantaged pupils demonstrate greater confidence and independence to help them engage more with the wider community and prepare for adulthood.</li> </ul>
Mental health and well-being improves for all pupils, particularly disadvantaged pupils	<ul style="list-style-type: none"> <li>• Pupil voice indicates an increased sense of well-being.</li> <li>• CPOMs data indicates an improvement in mental health and well-being.</li> </ul>
Pupils, particularly disadvantaged pupils, make informed choices about their future education and career plans.	<ul style="list-style-type: none"> <li>• Pupils access several meaningful encounters with local employers and training providers allowing them to gain relevant knowledge and raise aspirations.</li> <li>• Pupils undertake high-quality work experience placements.</li> <li>• Pupils access direct teaching of independent life skills, for example, travel training.</li> </ul>

## 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: £13, 942

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed a whole school reading strategy, including physical	Phonics approaches have been consistently found to be effective in supporting pupils with low reading ages	2, 4

resourcing (library and book snugs)	<p>to master the basics of reading and comprehension. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read so that they can access the curriculum (+6 months progress).</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Phonics   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Reading comprehension strategies   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	
Quality First Teaching and Teaching for Excellence Model – PLD development for all staff within school. Focus on challenge and differentiation.	<p>Effective professional development plays a crucial role in improving classroom practice and in turn pupil progress and outcomes. High quality teaching supported by strong professional development provides targeted support for those with additional and complex needs.</p> <p><a href="#">Using pupil premium   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Effective Professional Development   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">EEF Blog: Five evidence-based strategies to support...   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Rosenshine's Principles: A teacher's guide (structural-learning.com)</a></p>	2
Establish a strong ECT mentor team to accelerate the development of high-quality teaching in ECT staff / staff in their early years of teaching.	<p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p><a href="#">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a></p> <p><a href="#">Effective Professional Development   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	2

	<a href="#">Induction for early career teachers (England) - GOV.UK (www.gov.uk)</a>  <a href="#">Early career framework - GOV.UK (www.gov.uk)</a>  <a href="#">Supporting early career teachers in England: making an impact on teaching practices - Education Development Trust</a>	
12-month training programme for Learning Assistants to further support accessibility to the curriculum.	<a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £10, 160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted literacy and numeracy support	<a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Literacy and numeracy catch-up strategies (publishing.service.gov.uk)</a>  <a href="#">Accelerated Reader   EEF (educationendowmentfoundation.org.uk)</a>	2, 4
Targeted work experience or outreach placements in place to compliment the curriculum offer for identified pupils.	<a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 6

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

Budgeted cost: £63,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Programme of Pledge visits and experiences to support the novel study curriculum and to build cultural capital. This will include Duke of Edinburgh Award Scheme and the John Muir Award introduced at the Nurture provision.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://visible-learning.org">Hattie Ranking: Backup of 138 effects related to student achievement - VISIBLE LEARNING (visible-learning.org)</a></p>	<p>1, 5 &amp; 6</p>
<p>Reduce the number of behaviour incidents and pupils' ability to access the classroom through mentoring and interventions offered through Pastoral Hub.</p>	<p>Behaviour interventions improve attainment by reducing challenging behaviour in school by developing a positive school ethos and increase the level of engagement in lessons (+ 4 months of progress):</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://ambitioninstitute.org">Pupil Premium - Supporting the whole community   Ambition Institute</a></p>	<p>2, 3 &amp; 6</p>
<p>Social, emotional and mental health support provided through Unravel, a team of specialised emotional and behavioural psychologists and practitioners providing bespoke support.</p> <p>Sensory rooms at both sites.</p>	<p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. In particular, this approach is targeted at pupils with particular social or emotional needs (+4 months progress):</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, &amp; 6</p>
<p>Additional staff trained to deliver ELSA support sessions – Emotional Literacy Support Assistants</p>	<p><a href="https://educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, &amp; 6</p>
<p>Emotional health and well-being to be supported through weekly swimming</p>	<p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5 &amp; 6</p>

sessions in Key Stage 3 and for pupils at the Westfield site.		
<p>Provision of a Breakfast Club at both sites to support pupil well-being and readiness to learn.</p> <p>Resources are made available to ensure that pupils are fully equipped for school, including uniform and equipment (including providing resources to support the learning of life skills).</p>	<a href="#">Pupil Premium - Supporting the whole community   Ambition Institute</a>	6
Rewards programme in place supporting development of the Academy's core values, leading to an increase in attendance and positive behaviours.	<a href="#">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	1 & 3
Work experience and travel training programmes in place	<a href="#">Supporting SEND - GOV.UK (www.gov.uk)</a>  <a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	7
Independent, expert careers advice provided by 'Ideas 4 Careers'	<a href="#">Supporting SEND - GOV.UK (www.gov.uk)</a>  <a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	7
Themed industry days delivered	<a href="#">Supporting SEND - GOV.UK (www.gov.uk)</a>  <a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a>	7

**Total budgeted cost: £88, 044**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of Beech Academy's disadvantaged pupils during the academic years covered by this strategy plan, using Key Stage 4 performance data and our own internal assessments.

From their starting points pupils at Beech Academy make strong academic progress.

The DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of Covid-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE examinations in 2022, with adaptations being made to assessment and grading.

#### Attendance and Behaviour

Overall attendance for 2022-23. Compare DA to non-DA.

	(2022/2023)
<b>Whole School</b>	90%
<b>7 – 11 PP</b>	89.4%
<b>7 – 11 non-PP</b>	91.3%

In the year of 2022 – 2023, there were ten fixed term exclusions at Beech Academy. These fixed term exclusions could be attributed to 5 pupils.

#### Mental Health and Well-being

Data and observations collected from both internal and external sources showed some deterioration in the mental health and well-being of a number of our pupils, much of this being attributed to the impact of Covid-19 in addition to the additional SEND needs of our pupils. The impact being particularly acute for our disadvantaged pupils.

#### NEETs

Our Pupil Premium strategy is heavily focused on participation and engagement. At the end of last academic year all of our pupils went on to destinations (employment, education or training) meaning that we had no NEETs. All KS4/5 pupils received independent careers advice that formed part of their own action plans. Pupils were supported in accessing their next steps in relation to these plans

### Themed Industry Days

Pupils received input on themed industry days linked to both STEM and creative subjects with external industry experts providing enriching and informative experiences for pupils during events such as STEM week and World Book Day. Pupil voice exercises indicated that 100% of pupils found these events enjoyable and informative.

## Externally provided programmes

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

Programme	Provider
Unravel psychological support services	Unravel <a href="https://unravelsupport.co.uk">Unravel   Supporting mental health &amp; well-being for young people (unravelsupport.co.uk)</a>