

# Pupil premium strategy statement – Beech 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	113
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Neil Davies
Pupil premium lead	Katy Craig
Governor / Trustee lead	Sacha Schofield

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,350
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£ 49,350

# 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 those 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:

- Behaviour & attendance;
- Social, emotional, mental health and well-being;
- Academic progress and achievement;
- 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 wider holistic needs and development of our pupils.

Although 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	Attendance at Beech Academy is good, however, there are a small number of pupils who are <b>persistently absent</b> from school. A priority, therefore, is to

	reduce the number of pupils that are persistently absent from school whilst maintaining good levels of attendance for all pupils.
2	<b>Behaviour incidents</b> 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.
3	Observations, internal data, 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> .
4	A small number of pupils are prevented from accessing the curriculum fully due to their <b>SEMH</b> needs, therefore, further support is required for these pupils.
5	Several pupils at Beech have suffered from <b>traumatic experiences</b> , impacting their ability to fully access the curriculum and contributing to poor mental health.
6	<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.
7	Some pupils are unable to fully access the curriculum due to their <b>reading ability</b> (fluency and comprehension); this impacts on their academic progress.
8	<b>Writing ability and resilience</b> to writing remains a barrier to accessing the curriculum for a large proportion of pupils, therefore there is a need to improve writing in English and more widely across the curriculum.
9	Academic performance in <b>Functional Skills Maths</b> for Post 16 students is currently not preparing students sufficiently well for next steps in education / training / work.
10	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. Therefore, school prioritises enrichment opportunities.
11	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.
12	Not all pupils and their families are as fully informed as possible about opportunities and next steps in education, at key transition points.

## 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> </ul>

	<ul style="list-style-type: none"> <li>• Whole school attendance improves, with the overall number of pupils persistently absent reducing.</li> </ul>
Access to the curriculum and bespoke interventions improves through the reduction of behaviour incidents for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Behaviour incidents for disadvantaged pupils decreases term on term.</li> <li>• Use of AP for high profile students to extend curriculum offer</li> <li>• Whole school behaviour incidents reduce.</li> <li>• Progress rates and academic outcomes improve further.</li> </ul>
Trauma informed school	<ul style="list-style-type: none"> <li>• Trauma informed training disseminated to staff to support students effected by trauma</li> <li>• Students to be supported on their effects of trauma to support in accessing curriculum</li> <li>• Bespoke interventions implemented by pastoral team to support key pupils.</li> </ul>
Improved quality of teaching, leading to improved outcomes.	<ul style="list-style-type: none"> <li>• Coaching model introduced.</li> <li>• Professional learning is bespoke and based on action research and evidence-informed practice.</li> <li>• Teaching quality improves.</li> <li>• Improved pupil outcomes as demonstrated through end of term assessments and the outcomes of national tests.</li> </ul>
Improve reading ability (fluency and comprehension)	<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>
Pupils' writing skills improve	<ul style="list-style-type: none"> <li>• Improved pupil outcomes as demonstrated through end of term assessments and the outcomes of national tests.</li> </ul>
Barriers to pupils accessing functional skills Maths are removed	<ul style="list-style-type: none"> <li>• Academic outcomes in Functional Skills Maths improve year on year.</li> <li>• Pupils are better prepared for next steps in education / training.</li> </ul>
Develop cultural capital beyond the curriculum	<ul style="list-style-type: none"> <li>• More enrichment opportunities are offered to pupils beyond those offered as part of the curriculum.</li> <li>• Pupils take up more opportunities within the local community.</li> </ul>
Disability Employment Gap	<ul style="list-style-type: none"> <li>• Pupils develop work related skills through 'internal work experience' opportunities within the school.</li> <li>• Pupils experience more meaningful encounters with employers.</li> </ul>

	<ul style="list-style-type: none"> <li>• Destination data indicates more school / college leavers gain paid employment.</li> </ul>
Next steps in relation to education	<ul style="list-style-type: none"> <li>• Pupils and their families will have greater knowledge of the local providers of post 16 / post 18 education &amp; training and how to access them.</li> <li>• Pupils and their families will be signposted throughout the year to relevant education &amp; training provider experiences and open days.</li> </ul>

## 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: **£32,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going professional learning to support effective delivery of the Teaching for Excellence Model.	<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="https://www.educationendowmentfoundation.org.uk/using-pupil-premium-eeef">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development-eeef">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/blog/2018/05/22/eeef-blog-five-evidence-based-strategies-to-support-eeef">EEF Blog: Five evidence-based strategies to support...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.structural-learning.com/rosenshine-principles">Rosenshine's Principles: A teacher's guide (structural-learning.com)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit-eeef">Teaching and Learning Toolkit   EEF</a></p>	6

<p>Instructional Coaching model introduced.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>6</p>
<p>Professional learning programme delivered through action research / evidence informed practice.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/considering-a-balanced-design">Considering a balanced design EEF</a></p>	<p>6</p>
<p>Annual curriculum review ensuring that the curriculum is aligned to pupils' needs, abilities, ambitions and aspirations.</p>		<p>6</p>
<p>Functional Skills Curriculum review &amp; associated action planning (including external review).</p>		<p>9</p>
<p>Whole-school approach to the teaching reading introduced.</p> <p>Delivery of reading plan, including daily Accelerated Reader sessions and DEAR time.</p>	<p>Phonics approaches have been consistently found to be effective in supporting pupils with low reading ages 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="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools">Improving Literacy in Secondary Schools   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>7</p>
<p>Timetabled 'stage not age' literacy programme delivered.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/eefs-selecting-interventions">EEF's Selecting Interventions</a></p>	<p>6, 7</p>

Writing Recovery Programme delivered to identified groups.	<a href="#">EEF's Selecting Interventions</a>	8
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£16,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school trauma informed training	<a href="#">Trauma Informed Schools UK</a>	1, 2, 3, 4, 5
Research the potential for an enrichment offer aspect of the planned curriculum	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a>	10
Internal work experience programme	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a>	11,12
Planned programme of 'meaningful encounters' with employers	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education</a>	11,12
Planned programme of exposure to relevant education and training providers / open days	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a>	11,12
Ongoing careers interviews / advice / guidance with Nexus Careers Advisor	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a>	11,12

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Over the period of the previous pupil premium strategy plan improved progress and attainment for all pupils, including disadvantaged pupils has improved. This includes in reading fluency and comprehension. The quality of teaching and learning is at least good and often outstanding across both school sites.

Access to the curriculum improves as behaviour incidents for disadvantaged pupils decreases. Over the course of the academic year, we have seen a decrease in the number of behavioural incidents recorded for pupil's behaviours. In the Autumn term there were 619 incidents of behaviour recorded, 387 incidents of behaviour recorded in the spring term and finally 265 incidents recorded in the summer term. This reduction has been through the bespoke interventions implemented by the pastoral team and the work tutor teams have done to support student behaviours within the classroom through positive behaviour support plans.

Last academic year attendance at Beech was 89.4% which was 2.3% higher than the national average attendance for special schools and 2.6% higher than the regional average attendance for special schools.

Mental health and well-being improve for all pupils, particularly disadvantaged pupils. School engages and challenge health care professionals to get appropriate support for students struggling with their mental health. 10 students throughout the academic year received support from unravel with pupils scores improving from the beginning of their individual interventions.

Disadvantaged pupils access opportunities that they may not otherwise be able to access. During the course of the last academic year 50% of young people regularly accessed lunchtime enrichment clubs that included activities such as: Football, Table Cricket, Nature, Art, Chess, Singing & Drama. Trips and visits to destinations such as South Yorkshire Wildlife Park, Chatsworth House, Skegness, Newark Air Museum took place that were accessed by disadvantaged pupils. Pupils also accessed a residential trip to Hagg Farm in the Peak District where they experienced Outdoor and Adventurous Activities.

Pupils, particularly disadvantaged pupils, make informed choices about their future education and career plans. This can be evidenced by the schools Gatsby Benchmark data:

Gatsby Benchmarks	Beech Academy	National Average
1 - A stable careers programme	100%	67.20%
2 - Learning from careers and labour information	100%	82.30%
3 - Addressing the needs of each pupil	100%	59.80%
4 - Linking curriculum learning to careers	100%	79.10%
5 - Encounters with employers and employees	100%	85.10%
6 - Experiences of workplaces	75%	71.60%
7 - Encounters with further and higher education	100%	56.80%
8 - Personal guidance	100%	77.30%

Disadvantaged pupils in KS4/5 were provided with 3 interviews with independent careers advisors throughout the year

## 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.*

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