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 *(enter £0 if not applicable)*	£ 0
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*	£ 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.

We recognise that disadvantage is complex and often presents through a combination of barriers that can impact a pupil's educational experience and outcomes. Many of our disadvantaged pupils face multiple and overlapping challenges, including gaps in prior learning, low literacy levels, attendance difficulties, social, emotional and mental health needs, limited access to enrichment opportunities, and wider socio-economic factors. We also recognise that disadvantage affects pupils differently and that no single approach will meet the needs of all learners. Therefore, our strategy is underpinned by a commitment to understanding the individual needs, strengths and circumstances of each pupil, enabling us to provide targeted support that removes barriers to learning and participation. Through this approach, we strive to reduce and ultimately close the disadvantage gap, ensuring that disadvantaged pupils achieve as well as their peers.

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, a small number of pupils experience barriers that affect their ability to **attend school regularly**. These barriers are associated with adverse childhood experiences, trauma, emotional wellbeing needs and wider social and family circumstances. Consequently, some disadvantaged pupils are disproportionately represented within the persistently absent cohort. Through a proactive and trauma-informed approach, we seek to remove these barriers, improve engagement with education and reduce the number of pupils who are persistently absent, whilst sustaining strong attendance across the wider school community.
2	**Behaviour incidents** are higher amongst disadvantaged pupils than their peers. This is linked to the additional barriers and vulnerabilities that some disadvantaged pupils experience, including the impact of trauma, adverse childhood experiences, attachment difficulties, social, emotional and mental health needs and wider family circumstances. These factors can influence pupils' emotional regulation, resilience and engagement with learning, increasing the risk of behaviour incidents and reducing access to the curriculum, impacting progress and 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 **mental health**. The factors contributing to this are often consistent with those identified in Challenges 1 and 2, including the impact of adverse childhood experiences (ACEs) and trauma. Poor mental health impacts on accessibility to the curriculum aswell as student well-being.
4	**Academic outcomes** at Beech Academy are strong. We recognise that some disadvantaged pupils require carefully considered adaptive teaching approaches to ensure they can fully access, engage with and succeed within an ambitious curriculum. Through consistent high-quality teaching, responsive adaptive practice and effective identification and removal of barriers to learning, we aim to further improve outcomes and ensure that all pupils achieve well from their individual starting points.
5	Some pupils are unable to fully access the curriculum due to their **reading ability,** including weaknesses in fluency and comprehension, which impacts their academic progress. For some disadvantaged pupils, this is compounded by lower levels of literacy, vocabulary and background knowledge resulting from fewer opportunities to engage with reading and language-rich experiences outside of school. Fewer disadvantaged pupils at Beech, read for pleasure.
6	**Writing ability and resilience** to writing remain a barrier to accessing the curriculum for a large proportion of pupils. For some disadvantaged pupils, gaps in literacy development, limited exposure to language-rich experiences and lower confidence in their own writing can reduce their willingness and

	resilience to engage with extended writing tasks. Consequently, writing presents a significant barrier to curriculum access, progress and achievement across a range of subjects.
7	We are aware through pupil and parent voice that disadvantaged pupils have fewer opportunities to develop **cultural capital** outside of school. Additionally, social deprivation leads to an inability to fund basic equipment and resources required for learning. Therefore, school prioritises enrichment opportunities.
8	All disadvantaged pupils at Beech Academy experience SEND and many experience other vulnerabilities that place them at greater risk of poor post-16 and employment outcomes. Given the well-documented Disability Employment Gap, it is essential that pupils develop **employability skills** to successfully transition into further education, training and employment, improving their life chances and reducing future disadvantage.
9	Not all pupils and their families are as fully informed as possible about opportunities and **next steps in education** at key transition points. This presents a particular challenge for disadvantaged pupils, who may have had fewer opportunities to develop the cultural capital, knowledge and understanding required to make informed decisions about future pathways. Without targeted support, guidance and exposure to a broad range of educational, employment and enrichment opportunities, these pupils may be less likely to access ambitious next steps and achieve their long-term aspirations.

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
Disadvantaged pupils attend school regularly and engage positively with education. Persistent absence among disadvantaged pupils reduces over time as barriers associated with non-attendance are addressed.	• Attendance for disadvantaged pupils is at least in-line with national averages for similar schools and shows year-on-year improvement. • The number of disadvantaged pupils that are persistently absent decreases. • The gap between the attendance of disadvantaged pupils and their non-disadvantaged peers is reduced. • Disadvantaged pupils demonstrate improved engagement with learning, evidenced through reduced absence-related concerns and increased participation in lessons and wider school activities. • Early help, pastoral and therapeutic interventions are implemented for disadvantaged pupils whose attendance is impacted by trauma, ACEs, SEMH needs or family circumstances, with evidence of positive impact.

	• Improved attendance contributes to stronger academic progress.
Disadvantaged pupils demonstrate improved behaviour, emotional regulation and engagement with learning. Through targeted, trauma-informed support, barriers associated with ACEs, SEMH needs, attachment difficulties and wider vulnerabilities are reduced, leading to fewer behaviour incidents, increased curriculum access and improved progress and outcomes.	• Reduction in behaviour incidents involving disadvantaged pupils. • Reduction in suspensions involving disadvantaged pupils. • Improved academic progress and attainment for disadvantaged pupils. • Narrowing of behavioural and educational gaps between disadvantaged pupils and their peers.
Through the implementation of a trauma-informed Relational Schools approach, disadvantaged pupils experience a strong sense of belonging, positive relationships with trusted adults and improved emotional wellbeing. This leads to improved attendance, behaviour, engagement with learning and academic outcomes, helping to reduce barriers associated with trauma, ACEs and other vulnerabilities.	• Reduction in behaviour incidents involving disadvantaged pupils. • Reduction in persistent absence amongst disadvantaged pupils. • Improved pupil wellbeing and sense of belonging. • Increased engagement with learning and school life. • Improved academic progress and attainment for disadvantaged pupils. • Narrowing of attendance, behaviour and attainment gaps between disadvantaged pupils and their peers. • Improved pupil well-being as evidenced through wellbeing assessments.
Disadvantaged pupils make strong academic progress from their individual starting points and achieve ambitious outcomes through consistently high-quality teaching, effective adaptive teaching and the timely removal of barriers to learning.	• Academic outcomes for disadvantaged pupils improve or remain consistently strong. • Progress and attainment gaps between disadvantaged pupils and their peers are reduced. • Adaptive teaching is consistently embedded and effectively supports disadvantaged pupils to access the curriculum. • Disadvantaged pupils demonstrate increased engagement, confidence and independence in learning. • Disadvantaged pupils successfully achieve qualifications and are well prepared for their next steps.
Through high-quality reading provision, targeted intervention and the promotion of reading for pleasure, disadvantaged pupils improve their literacy skills, make strong progress from their starting points and achieve ambitious outcomes.	• Reading fluency and comprehension outcomes for disadvantaged pupils improve. • Reading attainment gaps between disadvantaged pupils and their peers reduce. • An increasing proportion of disadvantaged pupils read regularly for pleasure.

	• Disadvantaged pupils demonstrate improved vocabulary, curriculum access and independence. • Reading interventions have a measurable impact on disadvantaged pupils' progress. • Improved reading outcomes contribute to stronger overall academic achievement for disadvantaged pupils.
Disadvantaged pupils develop the writing skills, confidence and resilience needed to access the curriculum successfully. Through high-quality teaching and targeted support, disadvantaged pupils improve their ability to write effectively across subjects, make strong progress from their starting points and achieve ambitious outcomes.	• Writing outcomes for disadvantaged pupils improve year-on-year. • Disadvantaged pupils demonstrate increased confidence and resilience when completing extended writing tasks. • Progress and attainment gaps in writing between disadvantaged pupils and their peers narrow over time. • Improved writing outcomes contribute to stronger attainment across all curriculum areas.
Disadvantaged pupils develop the cultural capital, aspirations, experiences and wider life skills needed to succeed in education, employment and adulthood. Through equitable access to enrichment, personal development and careers-related opportunities, disadvantaged pupils broaden their horizons, raise their aspirations and are exceptionally well prepared for their next steps.	• Increased participation of disadvantaged pupils in enrichment activities, visits and extra-curricular opportunities. • Disadvantaged pupils demonstrate increased knowledge of future education, employment and training pathways. • Pupil voice shows raised aspirations, confidence and ambition. • More disadvantaged pupils access leadership, community and work-related learning opportunities. • Destination outcomes for disadvantaged pupils remain strong and appropriate to their needs and aspirations. • The participation gap between disadvantaged pupils and their peers narrows over time.
Disadvantaged pupils develop the employability skills, independence, confidence and aspiration required to successfully transition into further education, training and employment. Through high-quality preparation for adulthood, careers education and work-related learning opportunities, pupils are equipped to overcome barriers associated with SEND and disadvantage and achieve positive long-term outcomes.	• All disadvantaged pupils access careers guidance, transition support and work-related learning opportunities. • Disadvantaged pupils develop work related skills through ‘internal work experience’ opportunities within the school. • More disadvantaged pupils experience more meaningful encounters with employers. • Pupil voice demonstrates increased confidence, aspiration and understanding of future pathways.

	• More disadvantaged pupils successfully progress to appropriate and ambitious post-16 destinations. • Sustained destinations data demonstrates positive participation in education, employment or training.
Disadvantaged pupils and their families are equipped with the knowledge, guidance and experiences needed to make informed and ambitious decisions about future education, training and employment pathways. Through high-quality careers education, transition support and enhanced cultural capital opportunities, disadvantaged pupils successfully progress to appropriate and aspirational next steps.	• Disadvantaged pupils demonstrate increased knowledge of post-16 pathways and career opportunities. • Families of disadvantaged pupils engage effectively in transition planning. • All disadvantaged pupils access personalised careers guidance and transition support. • Participation in careers, employer engagement and enrichment opportunities increases. • A higher proportion of disadvantaged pupils secure and sustain ambitious and appropriate post-16 destinations.
Disadvantaged pupils are able to fully participate in all aspects of school life, with financial or social barriers reduced so that they can access the same curriculum, enrichment and personal development opportunities as their peers.	• Disadvantaged pupils have equitable access to curriculum resources, educational visits, enrichment activities and opportunities that support learning and personal development.

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, including a focus	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	4

on adaptive teaching practice.	targeted support for those with additional and complex needs. Using pupil premium | EEF (educationendowmentfoundation.org.uk) Effective Professional Development | EEF (educationendowmentfoundation.org.uk) EEF Blog: Five evidence-based strategies to support… | EEF (educationendowmentfoundation.org.uk) Rosenshine's Principles: A teacher's guide (structural-learning.com) Teaching and Learning Toolkit | EEF	
Instructional Coaching model introduced.	Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) Effective Professional Development | EEF (educationendowmentfoundation.org.uk)	4
Professional learning programme delivered through action research / evidence informed practice.	Effective Professional Development | EEF (educationendowmentfoundation.org.uk) Considering a balanced design EEF	4
Annual curriculum review ensuring that the curriculum is aligned to pupils' needs, abilities, ambitions and aspirations.		3, 4, 5, 6
Whole-school approach to the teaching reading introduced. Delivery of reading plan, including daily Accelerated Reader sessions and DEAR time.	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).	5

	Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk) Phonics | EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	
Timetabled 'stage not age' literacy programme delivered.	EEF's Selecting Interventions	5
Writing Recovery Programme delivered to identified groups.	EEF's Selecting Interventions	6

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

Budgeted cost: **£16,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance and family engagement support through attendance monitoring, Early Help, multi-agency working and personalised support plans.	Department for Education's Working Together to Improve School Attendance Supporting School Attendance, Education Endowment Foundation (2024) Attendance Interventions Rapid Evidence Assessment, Education Endowment Foundation (2022), summarised within EEF attendance resources	1, 3
Provide access to therapeutic interventions and mental health support for identified disadvantaged pupils through internal and external services.	EEF Improving Social and Emotional Learning in Primary Schools (2021) Education for Wellbeing Programme Findings, Department for Education (2025) EEF Special Educational Needs in Mainstream Schools (2020 Social, Emotional and Mental Wellbeing in Primary and Secondary Education (NG223), NICE (2022)	1,2,3

Development of whole-school relational practice including coaching, restorative approaches, emotional regulation support and targeted interventions for vulnerable pupils.	Trauma Informed Schools UK Identifying and Supporting Children and Young People with Social, Emotional and Mental Health Needs: A Rapid Evidence Review, Department for Education (2025) Supporting School Attendance, Education Endowment Foundation (2024), particularly the emphasis on belonging, relationships and understanding individual barriers.	1, 2, 3
Research the potential for an enrichment offer aspect of the planned curriculum	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills	7
Internal work experience programme	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	8, 9
Planned programme of 'meaningful encounters' with employers	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education	8, 9
Planned programme of exposure to relevant education and training providers / open days	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	8, 9
Ongoing careers interviews / advice / guidance with Nexus Careers Advisor	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	8, 9

Total budgeted cost: £49, 350

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 pupils' 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 pupils struggling with their mental health. 10 pupils 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.

Programme	Provider
Unravel psychological support services	Unravel Unravel | Supporting mental health & well-being for young people (unravelsupport.co.uk)
Active Minds Mental Health boxing support	Active Minds