

# Pupil Premium Strategy Statement – Beacon 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	644
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26 – 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dave Whitaker
Pupil premium lead	Becky Pickles
Governor / Trustee lead	Josh Greaves

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£382,195

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the whole curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality pastoral support is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, such as alternative provision.

This strategy recognises the contextual nature of the school and its community. It also takes into account a particular turbulent time for the school in the academic year 2024/25. The strategy takes into account the school's on-going ambition to be inclusive and not resort to permanent exclusion if possible. The strategy recognises the need for high levels of care and support for pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils requiring high levels of pastoral care and support for behaviour challenges, safeguarding and lost learning through poor attendance, lateness and poor communication with families. This includes too many pupils with persistent absence.</i>
2	<i>Pupils at risk of not achieving their appropriate targets in GCSEs</i>
3	<i>Pupils requiring enhanced internal alternative provision to provide appropriate curriculum pathways and reduce the risk of exclusion.</i>
4	<i>The need for focused mental health support for individual pupils where this level of support is identified to be crucial to their progress and well-being.</i>
5	<i>Lack of access to additional music tuition for those disadvantaged pupils who would be unable to access this outside school</i>

6	<i>Parents and families unable to provide the full uniform for their child or meet the full cost of educational visits</i>
---	--

## 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
<i>Increased academic progress and achievement</i>	Positive trajectory in GCSE outcomes based on 2024/25 outcomes as a benchmark.
<i>More effective pastoral and behaviour support and decrease in lost learning</i>	Reduction in lost learning including lowering suspensions and increase in attendance of vulnerable groups. Continued zero or low permanent exclusion.
<i>Curriculum enhancement through developing internal alternative provision and pathways</i>	Pupil engagement in alternative pathways and reduction in lost learning through lower suspension rates and less reliance on external alternative provision.
<i>Enhanced mental health support</i>	Individuals receiving mental health support show progress against their academic and SEND targets
<i>Increased access for vulnerable pupils to music lessons</i>	Increased numbers of vulnerable pupils having access to music lessons

## 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: £40,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of HLTA to support internal alternative provision - small group teaching	<p>The Difference charity recognise, in their internal alternative provision report the importance of effective alternative provision based in mainstream schools.</p> <p><a href="https://the-difference.com/internal-alternative-provision/">https://the-difference.com/internal-alternative-provision/</a></p> <p>The Education Endowment Foundation recognises that small group tuition has a +4 months impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>The Education Endowment Foundation recognises that Social and Emotional learning has a +3 months impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1,3,2

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One-to-one Maths tuition</i>	The Education Endowment Foundation (EEF) identifies that if tutoring is high-quality and aligned to classroom teaching, 1:1 tuition can result in up to 5 months additional progress. Tutoring is included in the menu of approaches in the pupil premium guidance for school leaders. <a href="#">One to one tuition   EEF</a>	2
<i>Music Lessons</i>	See above	5

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

Budgeted cost: £324,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support – 5x Assistant Heads of Year	<p>The Education Endowment Foundation emphasis the importance of building a culture of belonging <a href="#">Build a culture of community and belonging for pupils   EEF</a></p> <p>The Education Endowment Foundation identifies behaviour interventions as having +3 months impact <a href="#">Behaviour interventions   EEF</a></p> <p>The Education Endowment Foundation highlights that enhanced parental engagement has a +4 months impact rating <a href="#">Parental engagement   EEF</a></p>	1,2
<i>Educational Welfare support - 2 x Educational Welfare Officers</i>	Education Endowment Foundation research paper showing the impact of attendance interventions <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1759480695">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1759480695</a>	1,2

<i>Academic &amp; behaviour support in internal alternative provision – 1 x TA</i>	<a href="https://the-difference.com/internal-alternative-provision/">https://the-difference.com/internal-alternative-provision/</a> <a href="#">Behaviour interventions   EEF</a> Teaching Assistant interventions, as recognised by the Education Endowment Foundation have a +4 months impact <a href="#">Teaching Assistant Interventions   EEF</a>	1,2,3
<i>Alternative curriculum resources</i>	<a href="https://the-difference.com/internal-alternative-provision/">https://the-difference.com/internal-alternative-provision/</a>	3,2
<i>Educational visits fund and school uniform fund</i>	Disadvantaged pupils are less likely to have experienced these opportunities. By developing greater cultural capital pupils can develop greater understanding of the world around them.	6
<i>Enhanced, targeted mental health support - external professional commission</i>	<p>Extensive evidence associates childhood social and emotional skills with improved academic outcomes. The <a href="#">EEF Social and Emotional Learning (SEL) Toolkit</a> indicates that effective SEL interventions lead to an average of <b>+3 months additional progress</b> over the course of a year.</p> <p>Research emphasises that disadvantaged pupils are disproportionately likely to have weaker SEL skills and lower mental wellbeing, which acts as a significant barrier to learning. Furthermore, reviews of school-based mental health interventions suggest that programmes delivered by <b>specialist external professionals</b> often demonstrate higher effectiveness in reducing anxiety and improving coping skills compared to those delivered solely by general school staff.</p> <p><b>EEF Toolkit (Social and Emotional Learning):</b> Strategies that improve pupils' social and emotional interaction and self-management are linked to <b>+3 months</b> of academic progress. The impact is often higher for disadvantaged pupils who may lack these protective factors.</p> <p><b>Specialist vs. Generalist Delivery:</b> Research indicates that while teachers play a vital role in universal support, "indicated" interventions (for pupils already showing symptoms) are often more effective when delivered by trained specialists.</p> <p><b>Impact on Attendance &amp; Attainment:</b> Poor mental health is a known driver of absenteeism and low attainment. The <a href="#">DfE and Public Health England</a> highlight that pupils with better emotional wellbeing are more engaged in learning and have higher attainment levels.</p>	4

**Total budgeted cost: £382,195**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Disadvantaged Pupils - Overall A8								
Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	55	34.9	34.9	Close to average (non-sig)	50.3	-15.4	Narrowing	High - FSM
2024	50	29.5	34.6	Below (sig-)	50	-20.5	Narrowing	High - FSM, High - SEN, High - low prior attainers
2023	50	28.7	35	Below (sig-)	50.3	-21.6	Not available	High - FSM, High - SEN

Disadvantaged pupils - Overall P8								
Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2024	50	-1.06	-0.57	Below (sig-)	0.16	-1.23	Narrowing	High - FSM, High - SEN, High - low prior attainers
2023	49	-1.5	-0.57	Below (sig-)	0.17	-1.66	Not applicable	High - FSM, High - SEN

