

Pupil premium strategy statement

School overview

Metric	Data
School name	Beacon Hill Academy
Pupils in school	75 places – 78 pupils
Proportion of disadvantaged pupils	2 PP+ (RT, BHM) + 5 p + 1 s
Pupil premium allocation this academic year	£19,400
Academic year or years covered by statement	2025-2026
Publish date	Sept 2025
Review date	Sept 2026
Statement authorised by	Full governors 24/9/25
Pupil premium lead	S Hewitt
Governor lead	T Fish

Disadvantaged pupil barriers to success

<p>Our assessment information, based on the pupils individual learning adventures shows that the our cohort on entry continues to become more complex. The are now all pre verbal and need specific targeted approaches to help unlock their communication skills. They need access to highly skilled staff who understand what learning looks like for this increasing complex group who are able to unpick their learning and identify personalised very small targeted steps for progress</p>
<p>Community access is a challenge for all of the pupils, particularly those with the most complex health and medical needs.</p>

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
<p>See intent 1 from the school development plan 2025</p> <p>A creative, innovative, collaborative approach to lesson delivery will continuously develop across the whole school which will lead to improved outcomes for all pupils.</p>	<p>All staff will be using success logs that are embedded in the teacher development model and whole school appraisal target:-</p>	<p>To be started September</p> <p>Oversight from Vice Principal.</p> <p>Ongoing review embedded in teacher development plan across the year – summary of impact in appraisal reviews autumn 26</p>

This will be seen by the use of an inreach team of leaders working collaboratively with each class		
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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Pupils across the school will be able to access learning in a wider range of different environments including community contexts	Range of activities and opportunities evidenced in earwig and pupil learning adventures will increase. Pupil targets will be accessed in wider environments	Ongoing Across year through earwig and learning adventure review

Teaching Priorities for the coming year

Measure	Activity
Priority 1 Collaborative coaching through inreach team	Each class leads and leadership team member will work together in shared and paired teaching/focused discussion and planning/development as part of the whole school Teacher Development model.
Barriers to learning these priorities address	Increasingly complex needs of pupils coming into the school. New staff requiring specialist training. Highly specialist nature of the school means less outside opportunities available to develop specialist expertise. Need to develop our own in house expertise through collaboration
Projected spending	Staffing and training to allow additional teaching support £10,000

Wider strategies for current academic year

Measure	Activity
Priority 2 Community access	Opportunities for all pupils to access learning in wider environments beyond their classroom including off site within their local community
Barriers to learning these priorities address	Increasingly complex needs require a higher staffing ratio to facilitate this safely
Projected spending	Additional staffing via bank staff £9,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Monitoring impact and ensuring work is embedded	Embedded in Teacher development model, weekly training and staff appraisal
Wider strategies	Enabling access to all groups and upskilling staff to feel confident off site	Work with inreach team, EVC to support logistics, planning and risk assessment

Review: last year's aims and outcomes

Aim	Outcome
All pupils who have identified communication needs (including MSI) will access individual or small group targeted support, led by class staff but trained and modelled by MSI and Speech specialists	All classes have a named trained person, sensory team leader has been modelling and monitoring this. Class learning adventures and monitoring show how this is embedded
Each class team will access training and support from partnerships of teachers/therapists which includes modelled sessions as part of inreach team and teacher development model	See feedback on Teacher development log – accessed by all and further reviewed and refined approach for following year
Children will be able to demonstrate increased confidence as they move through transitions within the school, particularly on entry and when leaving school. School will provide activities pre-nursery age to support this	See evidence on transition process 24-25 and new model for sharing information. Increased numbers in nursery – activities provided via playgroup and visits to local childrens hub