

Pupil premium strategy statement: Bedlington 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	921
Proportion (%) of pupil premium eligible pupils	31.70%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Joanna Lamb
Pupil premium lead	Debra Hudson
Governor / Trustee lead	Ernie Milne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,025.0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£299,425 (includes service child allocation and PLAC)

Part A: Pupil premium strategy plan

Statement of intent

As a school and a Trust, we are committed to ensuring that *every child experiences excellence every day*. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all students—especially those from disadvantaged backgrounds—to thrive academically, socially, and emotionally.

Bedlington Academy is an inclusive school. We provide a culture of high expectations to raise the educational outcomes of all students, including our most disadvantaged. As highlighted in the EEF Guide to the Pupil Premium, our aim is to *'close the wide and persistent gap in achievement that separates children who grow up in poverty from their more affluent peers.'*

The impact of the Pupil Premium gap in education is lifelong; therefore, our strategy is tied to the understanding that:

- educational outcomes will improve a child's health and well-being at school and long into their future
- students who are disadvantaged must experience the same education as their peers, irrespective of need
- barriers to learning for disadvantaged students must be removed so children access the same broad and balanced curriculum as their peers, closing educational gaps
- students must be supported to STRIVE for personal and academic success
- students must be prepared for life beyond school.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for PP students by the end of KS4 remain lower than their peers.
2	While persistent absence has shown a significant reduction, there remains a pattern where the absence of some of our pupil premium students is higher than we would expect.
3	Some of our double disadvantaged students have identified SEMH needs and require additional support as a result.
4	Some of our pupil premium students find it challenging to settle into their learning, compared to other students and, therefore, require additional behaviour and pastoral interventions.
5	Reading fluency and comprehension remains a barrier to the curriculum for a number of our pupil premium students. This includes a deficit in cultural capital

	of some students so they do not have the contextual and background knowledge to support reading.
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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
1. High-quality teaching will address the gaps in academic outcomes.	<ul style="list-style-type: none"> Students are identified accurately and quickly for appropriate and targeted interventions/support. Data analysis is used effectively to target underperformance, and this has a positive impact on students' outcomes. A programme of high quality CPD ensures teachers are equipped with the knowledge, tools and resources to implement the curriculum effectively and this is exemplified in improved outcomes for students. Students are equipped with the tools and resources to allow them to work independently at home and this has a positive impact on their learning. Extended school hours for KS4 students with specialist teaching support contributes to improved student outcomes and experiences.
2. Attendance continues to improve, particularly for those pupil premium students who might fall into PA. The gap is closing for PP students.	<ul style="list-style-type: none"> Rewards and incentives are provided for students who fall into the PA category: this improves attendance and engagement in school. The Family Liaison officer provides a programme of intervention for targeted PA students, including intervention, working with families and external agencies to support attendance, which supports them in understanding the importance of attendance. Assemblies contain an attendance theme to promote positive incentives and a culture of attendance. Breakfast Club encourages a positive start to the day and the uptake is high for those pupil premium students identified. Barriers to attendance are removed; for example, uniform, PE Kit, is provided for those in most need. Attendance meetings are held with parents to offer support and address barriers to

	<p>attendance; referrals are made to external agencies.</p> <ul style="list-style-type: none"> • CPD helps staff remove the barriers to learning and to support students in accessing school. • Referrals are made to the EWO service and attendance is closely monitored by the attendance team. • Year Managers make First Call home to ensure communication with parents and timely support is provided. Home visits are conducted to ensure the safeguarding of students. There is a joined-up approach.
<p>3. There is a focused and cohesive approach to supporting students' social, emotional and mental health needs, supported by all staff, because of strong pastoral care across the school.</p>	<ul style="list-style-type: none"> • The intervention provided for specific students experiencing social, emotional and mental health difficulties supports their personal and social development. • The school counsellor offers counselling sessions for targeted children, including referrals/escalations to appropriate external agencies. This enables students to develop their social and emotional skills, as well their resilience and self-esteem. • The Mental Health Lead implements a pathway for support for students with SEMH; this includes key adults; counselling; ELSA based intervention; trauma informed practice; pastoral support; Proactive Intervention Programmes; Inclusion Programme. All contribute to many students' development on a personal, social and emotional level. • Quality assurance of pastoral care ensures that the offer remains strong and effective for students. • The quality of education is strong, and students are achieving well both pastorally and academically. • The behaviour curriculum supports students with SEMH through consistent routines and expectations. Consequently, they are supported by reasonable adjustments, as and when required.
<p>4. Those pupil premium students who find it challenging to settle and engage in their learning are supported so they can achieve and thrive.</p>	<ul style="list-style-type: none"> • The STRIVE curriculum offers a structured behaviour curriculum – reinforced through CPD, assemblies, parental meetings. (Support; Tolerance; Respect; Independence; Versatility; Effort). This, therefore, enables all students to engage in their learning and achieve their very best. • The School Early Help Offer supports students who find school challenging.

	<ul style="list-style-type: none"> • CPD helps staff to build student 'resilience' and to improve student engagement. • Reading intervention reduces the barriers to learning in the weakest cohort of readers and, therefore, helps to improve engagement.
5. A plan of support is in place to improve the reading fluency and comprehension of our weakest readers' foundational skills so they can access the curriculum and achieve their very best and be set up for life beyond the school gates.	<ul style="list-style-type: none"> • All staff are aware that reading is a teaching and learning priority across the academy; this underpins CPD and department plans. • Fluency for All Reading intervention targets the weakest readers: TA led intervention builds reading fluency, bridges the gap between phonological awareness and comprehension and improves students' confidence. • Peer Reading: peer led intervention helps to develop reading fluency. This can be heard and witnessed when listening to the students read. • Teachers' knowledge of reading and the evidence that underpins it ensures our weakest readers are supported in the classroom and across the curriculum, including phonics for those students who do not yet have phonological awareness and cannot yet comprehend a text.

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
New roles and responsibilities provide a programme of support: Inclusion Lead; Family Liaison Officer; Literacy Lead.	EEF Guide to PP DFE working Together to Improve School Attendance EEF Special Educational Needs in Mainstream Schools	1,2,3,4,5
The CPD programme focuses on student engagement and resilience; this is reinforced by a structured programme of departmental CPD.	EEF Teaching and Learning Toolkit EEF Effective Professional Development EEF participation ratio EEF Improving Literacy in Secondary Schools	1,2,3,4,5

	NELT Research School	
Specialist staff provide regular intervention for the most disadvantaged.	EEF Deployment of Teaching Assistants EEF TA: three approaches to maximise impact EEF Improving Literacy in Secondary Schools	1,2,3,4,5
Learning resources are high quality and support learning and improved achievement.	EEF Teaching and Learning Toolkit	1,2,3,4,5
Assessment is effective and provides rigorous academic data to allow for early identification of need.	EEF Embedding Formative Assessment EEF Special Educational Needs in Mainstream Schools	1,2,3,4

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

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended school hours for KS4 students: students receive additional intervention from specialist staff because of highly effective use of assessment data.	EEG Selecting Interventions	1,2,3
The Inclusion programme provides support (ELSA) in accessing the curriculum, reducing barriers to learning and provides early identification of need and support.	EEF Teaching Assistants interventions EEF Special Educational Needs in Mainstream Schools	1,2,3,4
Intervention: Executive Functioning; Fine Motor Skills; Inclusion programme; Lego therapy; Talk About Teenagers	EEF Special Educational Needs in Mainstream Schools EEF Self-Regulation and Executive Function	1,2,3,4,5
Reading intervention (Fluency For All; Peer Tutoring) increases access to the curriculum.	Shotton Hall Research School EEF Improving Literacy in Secondary Schools EEF Why Focus on Reading Fluency?	1,2,3,4,5

Student Progress Area (SPA) provides a space for double disadvantage learners.	EEF Special Educational Needs in Mainstream Schools EEF Teaching Assistants interventions EEF Self-regulation Strategies	1,2,3,4
Intervention: Academic intervention is well-matched to need (KS4)	EEF Selecting Interventions	1,2
External providers: personal development focus for events, external speakers.	EEF Personal Social and Emotional Development	2,3,4
The careers programme provides an all through approach to raising aspiration (Years 7-13): careers fair; connexions; employer interviews; university visits		1,2,3,4

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

Budgeted cost: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The School Based Early Help offer provides a network of support in school to reduce barriers to learning and improve access to the curriculum.	EEF Special Educational Needs in Mainstream Schools EEF Self-regulation Strategies	1,2,3,4
The programme of enrichment (Activities Week; educational visits; in school events; extra-curricular activities) builds cultural capital, increasing contextual knowledge, life skills and engagement in education.	EEF Personal Social and Emotional Development	1,2,3,4,5
Rewards create a culture of aspiration, increasing self-esteem, participation, and, ultimately, academic outcomes.	EEF Personal Social and Emotional Development	1,2,3,4,5
The school counsellor provides specialist help for students experiencing difficulty in	EEF Social and Emotional Learning	2,3,4

school, reducing barriers to education.		
Information evenings provide regular communication with parents/carers, supporting them to help their children at home.	EEF Working with Parents to Support Children's Learning EEF Parental Engagement	1,2,3,4
Breakfast club, SPA (SEND area), Year Managers, Family Liaison provide spaces outside of the classroom for identified vulnerable learners.		1,2,3,4,5
Interventions and resources for double disadvantaged students and those who are looked after and face other vulnerabilities.		1,2,3,4,5

Total budgeted cost: £450,00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes

Our outcomes have shown sustained improvements over time, building on the success of previous years. Students achieve well from their starting points in a wide range of subjects which enables them to move to meaningful destinations.

Attendance Outcomes

Students attend well. The support provided for disadvantaged students included, but was not limited to: revision guides, revision materials, breakfast, uniform, after school intervention, pastoral support; SEND support; counselling; external agency support; extra-curricular activities; after school work spaces; access to ICT; student POD; careers support.

Attendance for 24-25 showed a gradual improvement over the last three years. For PP students, in particular, attendance presented a more consistent picture and was in-line with the national picture for pupil premium students.