

Belfairs 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	Total: 1568 Year 7-11: 1419 P16: 149
Proportion (%) of pupil premium eligible pupils	20.6% (of total roll) 24.2% (of Y7-11)
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	July 2026
Statement authorised by	Bev Williams
Pupil premium lead	Ian Noakes
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£324 274
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£324 274
<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>	

Part A: Pupil premium strategy plan

Statement of intent

Belfairs Academy is a comprehensive 11-18 secondary school located in Leigh-on-Sea, Essex. Our cohort of students enter at Year 7 from a wide range of primary schools across the borough of Southend-on-Sea. Within this borough, there are 4 grammar schools and two selective faith schools, yet our school number is well above average, with sixth form close to average, compared to national figures. Our proportion of students eligible for Pupil Premium (PP) funding is currently 20.6%, below average, but greater than the local area of 5.8%.

Students' Key Stage 2 performance in reading, writing and mathematics in year groups 7-10 is close to national, meaning students broadly met KS2 expected standards on entry. Students eligible for PP funding, however, are mostly low prior attaining (LAP) (35% of all PP students) or middle prior attaining (MAP) (57%) students, with only 8% of PP students being categorised as higher prior attaining (HAP) students.

This distribution is typical across all year groups with some variance of existing Year 11 and Year 7 cohorts. This can be summarised in the table below.

	7	8	9	10	11	All
LAP	47%	35%	30%	30%	58%	35%
MAP	46%	60%	59%	59%	37%	57%
HAP	7%	5%	11%	11%	5%	8%
Total	87	75	66	66	57	351

From the above, we can see that our current Year 11 PP cohort has almost 60% low prior attaining, with Year 7 holding an equitable proportion between LAP and MAP.

At Belfairs Academy, our overarching aim is to ensure all students achieve their personal best, regardless of their background or circumstances. Our pupil premium strategy is focused on narrowing the disadvantage gap between disadvantaged and non-disadvantaged students. Our intent, therefore, is that all our pupil premium students have the best chances of success in their pathway to adulthood, alongside their non-disadvantaged peers. This includes the areas of social development, safeguarding, health and wellbeing, community engagement and education, training and employment. This is in line with the outcomes that we want for all young people, in line with the spirit of the Code of Practice 2014, underpinned by the Children and Families Act.

Family income should not be a barrier to progress and attainment, though this is a challenge for many of our disadvantaged students. Despite Belfairs Academy being in a less deprived neighbourhood (within 10% least deprived in the country), many of our PP students live in neighbourhoods as within 20% most deprived. From our review of information, we have identified that families of disadvantaged students experience financial barriers and lower levels of education, leading to the key challenges of:

- Attainment concerns on entry, with attainment and progress gaps with non-disadvantaged students maintaining through Years 7 to 11.

- Inconsistent attendance and punctuality.
- Lower confidence, aspiration and self-regulation.
- Lower family engagement with school.
- Increased risk of passive engagement and lower attitudes to learning.

We have adopted a three-tier differentiated level of support for all our students, including those eligible for PP funding. Firstly, universal: quality first teaching for all within the classroom. Secondly, targeted: this is targeted (small group) support for students identified as at risk of making low progress and attainment. Thirdly, intensive: one-to-one or very small group mentoring support.

Our universal offer to all students includes those eligible for PP. This embraces our Teaching and Learning philosophy of 'Planning to Progress: The Belfairs Way', which focuses on all pupils experiencing high-quality classroom provision. These include:

- High quality classroom-based teaching and learning practices
- Providing high-quality professional development for all staff, including training to improve staff understanding and application of Assessment for Learning strategies
- Implementing evidence-based teaching approaches, such as those recommended by the Education Endowment Foundation, that have a proven track record of improving outcomes for students
- Delivering intensive, one-to-one and small-group interventions, as part of our inclusive approach to supporting students with SEND, to address the specific learning needs of disadvantaged students
- Closely monitoring the progress of disadvantaged pupils, as described in our assessment and feedback policies, and adjusting support as needed to ensure they make strong academic gains
- Improving attendance and punctuality through proactive engagement with students and families, as detailed in our attendance policy, to ensure all students can fully access the educational opportunities available at Belfairs Academy
- Ensuring that all students, including those from disadvantaged backgrounds, have access to a wide range of enrichment activities and opportunities to develop their cultural capital, as highlighted on our school website's extracurricular section.

In addition to our universal offer for all students, we understand that some of the Pupil Premium cohort may require additional support to this universal offer. It is of utmost importance we understand the specific needs, barriers and gaps in learning of PP students, treating every child as an individual and not one uniform group.

Challenges

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

Challenge number	Detail of challenge
1 – Progress and Attainment Outcomes	<p>Although the Attainment 8 (A8) average gap between our PP students and those PP students nationally is narrowing, it is still a long way off the achievement of all pupils in A8 nationally (34.6 school disadvantaged vs 34.9 national disadvantaged vs 45.9 all national vs 50.3 national non-disadvantaged).</p> <p>Although English and Maths 4+ and 5+ is close to national figures and narrowing, it remains below the levels of students categorised as all national and national non-disadvantaged.</p> <p>This trend of A8 disadvantaged outcomes being close to national disadvantaged figures, but below all national and national non-disadvantaged, is found in English, Mathematics, EBacc and Open A8, as identified in IDSR. A challenge to close these gaps is a priority.</p>
2 – Proportion of PP students meeting expected standard at KS2	<p>There is a greater proportion of Pupil Premium students as Low Prior Attaining (LAP) based on KS2 outcomes or CATS data compared to non-PP students within the academy.</p> <p>In Year 7, 47% of Pupil Premium students are LAP students, whereas this is just 21% of non-pupil premium students.</p> <p>In Year 8, 35% of Pupil Premium students are LAP, whereas 17% of non-pupil premium students are LAP.</p> <p>This trend continues across KS4, where on average 39% of Pupil Premium students are LAP, compared to 17% of non-pupil premium students.</p> <p>Ensuring that we are skilled in identifying and supporting these students is a core focus for us in 2025/26.</p>
3 – Attendance and persistent absence	<p>The attendance of our Pupil Premium students is lower than non-Pupil Premium students. This includes persistent absence rates being significantly above national and their non-pupil premium peers.</p> <p>Within 2024/25, the attendance of Pupil Premium students was maintained at 85.6%, however this is a relative decline compared to national figures since national figures have improved at a greater rate. The attendance of pupil premium students is below national figures of 91.9%.</p> <p>Our three-year trend is relatively consistent, but well below pre-covid levels of 2018/19 of 91.3%.</p> <p>Persistent absent rates of Pupil Premium students are 44.1%. Although this is a 3-year trend of improvement, it is significantly above national figures of 36.8% since national decline of PA has improved more significantly.</p> <p>All school figures of 23.4% PA and all national PA of 21.9% shows the challenge we face to improve both attendance and persistent absence.</p>
4 – Lower levels of behaviour and attitude to learning	<p>Internal reviews have revealed that Pupil Premium students accrue more behaviour and well-being concerns, proportionally, than their non-pupil premium peers. 43% of all students sanctioned through internal isolation are pupil premium (despite PP being 24.2% of Y7-11 cohort), with 100% of students demonstrating repeat behaviour are pupil premium.</p>

	<p>Students attitude to learning (ATL), as recorded by teacher judgement, both declines and widens between PP and non-PP students through Year 7 to Year 11. In years 7 and 8, there is no gap, with 98% of all students being categorised and having high ATL in most of their lessons. This decreases to 71% of PP students in Year 9 (versus 88% non-PP), 69% in Year 10 (versus 83% non-PP) and 58% in Year 11 (versus 79% non-PP).</p> <p>Although each year group is a different cohort, and legacy information is not available to track same-cohort changes over time due to new initiatives being introduced, these figures do indicate a decline in ATL as students progress to Year 11.</p> <p>Many students caught up in behaviour sanctions are also referred to as having Low ATL within lessons.</p> <p>A challenge is therefore to support students with their behaviour and engagement of learning across years 9 – 11, to close gaps but to aim for a target of 90% of all students having high ATL in most lessons.</p>
5 – parent and family engagement	<p>Some Pupil Premium parents/carers engage less with the school and their child's learning and success often resulting in communication difficulties and lack of collaborative support for their child's success. This is evidenced through attendance figures to student progress evenings where on average there is 58% of pupil premium parental engagement compared to all pupil figures of 79%.</p>

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
<p>1. Progress and Attainment Outcomes</p> <p>To reduce the attainment and progress gap between Pupil Premium students (particularly those identified as double disadvantaged) and their non-Pupil Premium peers across KS3 and KS4.</p>	<p>To diminish the attainment and progress gap between Pupil Premium students (particularly those identified as double disadvantaged) and their non-Pupil Premium peers across KS3 and KS4.</p> <p>Attainment 2026 KS4 outcomes demonstrate that attainment gap between disadvantaged and non-disadvantaged has narrowed (aim of reduction to 6.0) with aspiration of 0 gap within three years.</p> <p>The proportion of Pupil Premium students achieving age-related expectations in English, Mathematics, and Ebacc subjects increases year-on-year, narrowing the gap with non-Pupil Premium students.</p> <p>Progress</p>

	<p>Internal tracking data evidence accelerated progress for double disadvantaged students across KS3, particularly in English, Mathematics, and Ebacc subjects.</p>
<p>2. Proportion of PP students meeting expected standard at KS2</p> <p>To ensure that Pupil Premium students at KS3 who currently below age-related expectations in numeracy and literacy make accelerated progress, enabling them to reach or exceed expected standards by the end of Year 8.</p>	<p>A measurable increase in the proportion of Pupil Premium students meeting age-related expectations in literacy and numeracy by the end of Year 8.</p> <p>Internal assessment data evidence year-on-year improvement in reading ages, spelling ages, and numeracy benchmarks for disadvantaged students.</p> <p>Regular formative assessments show sustained improvement in core literacy and numeracy skills, particularly for double disadvantaged students.</p>
<p>3. Attendance and persistent absence</p> <p>To improve the attendance of Pupil Premium students across KS3 and KS4, reducing the gap with non-Pupil Premium peers and bringing persistent absence rates in line with or below national averages.</p>	<p>This will be achieved through robust monitoring, early intervention, and the implementation of supportive strategies that address barriers to attendance, ensuring disadvantaged students have consistent access to high-quality learning.</p> <p>Overall attendance of Pupil Premium students improves year-on-year, narrowing the gap with non-Pupil Premium peers.</p> <p>PP attendance improves to >94%</p> <p>PP persistent absence reduces to <24% to be more in line with non-PP persistent absence.</p> <p>Fewer PP students (<20%) 'fall' into <95% attendance because of well-deployed attendance interventions.</p>
<p>4. Lower levels of behaviour and attitude to learning</p> <p>To reduce the proportion of Pupil Premium students in behaviour and well-being concerns by strengthening their self-regulation, confidence, and resilience.</p> <p>To help PP students improve their attitude to learning within lessons so that they maximise learning opportunities.</p>	<p>A measurable reduction in the proportion of Pupil Premium students recorded for behaviour incidents, exclusions, or sanctions, including those 'repeat' offenders.</p> <p>Behaviour tracking data evidence improved self-regulation and positive conduct among disadvantaged learners.</p> <p>PP students are over-represented in the awarding of Value Points.</p>

	<p>Increased participation of Pupil Premium students in well-being programmes, mentoring, and pastoral support initiatives.</p> <p>Student voice surveys indicate improved confidence, resilience, and sense of belonging within the school community.</p> <p>This will be achieved through a whole-school approach that combines high-quality pastoral support, targeted interventions, and consistent behaviour expectations, ensuring disadvantaged learners are supported to thrive both academically and personally.</p>
<p>5. To strengthen engagement and collaboration between the school and Pupil Premium parents/carers, ensuring they are active partners in their child's learning and success.</p>	<p>Increased attendance of Pupil Premium parents/carers at school events, workshops, and parent meetings.</p> <p>Greater parental involvement in supporting their child's learning at home, evidenced through feedback from staff and student progress data.</p> <p>Parent/carer surveys demonstrate higher levels of satisfaction with the school's communication and responsiveness.</p> <p>PP Parent/carer voice identifies greater trust and engagement with school community.</p>

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: £ 129 709.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and leaders hold collective responsibility for the progress of Pupil Premium students, with rigorous tracking and	EEF Guide to Implementation states that approaches to intervention strategies should be evidenced-informed, right for our setting, and	1, 2, 4

<p>monitoring of assessment data to inform targeted actions and next steps.</p> <p>Teachers will consistently apply the principles of 'The Belfairs Way', enabling students to progress through the learning cycle from developing practice to fluency, and to apply their understanding in increasingly complex contexts.</p> <p>Teachers will employ Assessment for Learning strategies consistently within the classroom to inform and adapt their teaching to ensure students are secure with the intended learning.</p> <p>Leaders will conduct regular data analysis of internal assessment information, prioritising vulnerable student groups at all levels to inform appropriate, timely and effective interventions are established.</p>	<p>feasible to implement for positive impact.</p> <p>Similarly, EEF Guide to Implementation promotes a structured but flexible implementation process following an Explore, Prepare, Deliver, Sustain model.</p> <p>Emphasis on Learning Environment and in particular building relationships is central to belonging, belief, and progress of disadvantaged students Marc Rowland</p> <p>EEF toolkit suggests feedback to students relating to their performance, allowing them opportunities for improvement is a low cost, high impact strategy.</p>	
<p>A robust Professional Development Curriculum is strategically delivered, tracked and monitored that develops:</p> <ul style="list-style-type: none"> - Teachers' pedagogy and practice including adaptive teaching, assessment for learning to deliver high quality teaching for Pupil Premium students - Leaders' understanding of effective monitoring and best practice ensures Pupil Premium (and SEND) students are prioritised and appropriate strategies are implemented effectively that promote progress for disadvantaged students 	<p>High-quality teaching is identified by the Education Endowment Foundation (EEF) as the most important lever schools have to improve outcomes, with a specific emphasis that ensuring every teacher can deliver great teaching is essential for all pupils, "particularly the most disadvantaged among them."</p> <p>The EEF's school planning guidance places "High-quality teaching" as the first priority in a tiered approach, reinforcing that teacher expertise, curriculum adaptation, and diagnostic assessment are core drivers of attainment for disadvantaged learners. This frames "quality first teaching" as the foundation on which targeted interventions and wider strategies should be built. EEF</p> <p>For students double disadvantaged SEND in Mainstream Schools "Pupils with SEND have the greatest need for excellent teaching"</p>	<p>1, 2, 4</p>

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

Budgeted cost: £64 854.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Reading strategy will:</p> <ul style="list-style-type: none"> - Test Year 7 students for their starting points as well as assessing impact of reading interventions. - Identify Pupil Premium students who are behind their chronological reading age and provide intervention to improve reading comprehension, fluency and age. - Identify Pupil Premium students who require additional phonics support (ELS/Reading Plus) to complement reading age intervention 	<p>Pupil Premium students can enter Secondary School not meeting expected standards in KS2 reading or below age-related reading expectations. This can impact students' ability to access the curriculum and keep up with their non-disadvantaged peers. KS2 SATS data, NGRT information supports our findings.</p> <p>EEF Improving Literacy in Secondary Schools</p>	1, 2
<p>Pupil Premium student attendance to Period 6, Saturday support, off-timetable intervention and additional revision opportunities is regularly monitored and supported to ensure high student engagement, participation and impact.</p>	<p>Extending school time might lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage with content, and generally more learning. EEF Extending school time</p>	1, 2, 4
<p>Address academic barriers through providing 1:1, small group or very small group intervention.</p>	<p>EEF toolkit states one to one tuition has moderate impact for moderate cost, while small group tuition has moderate impact for low cost.</p>	All

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

Budgeted cost: £ 129 709.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PPG lead works collaboratively with attendance team and YLs to:</p> <ul style="list-style-type: none"> - Celebrate good student attendance - Regular monitor attendance of PP students, establishing personalised plan where needed to improve attendance - Work in partnership with students and parents/carers to identify and breakdown any barriers to attendance by building strong and trusting relationships and working together to put the right support in place 	<p>DfE Working together to improve school attendance reminds us that attendance has a significant impact of student progress and attainment.</p>	1, 2, 3, 4
<p>PPG lead works collaboratively with YLs to:</p> <ul style="list-style-type: none"> - Analyse risk factors (internal vulnerable spreadsheet) to identify specific needs of students and creating targeted intervention support to reduce risk and increased negative behaviour. 	<p>EEF Improving behaviour evidences pupil premium students have higher proportions in negative behaviour records.</p>	1, 3, 4
<p>Ensure students have a wealth of extra-curricular enrichment activities and experiences afforded to them.</p> <p>Pupil premium student attendance and engagement of activities is monitored for impact.</p> <p>Use of PP funding is as financial contributions to allow students to access opportunities of enrichment trips, music lessons, D of E etc.</p>	<p>Using EEF guidance and Ofsted framework, utilise the Pupil Premium funding effectively to provide targeted support and interventions for disadvantaged pupils, including access to rich cultural and arts education that they might otherwise miss out on</p>	1,3, 4
<p>Reduce non-academic barriers through providing 1:1, small group or very small group intervention with a focus on PP</p>	<p>On average, mentoring appears to have a positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from</p>	3, 4, 5

well-being, behaviour, or attendance.	disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Mentoring	
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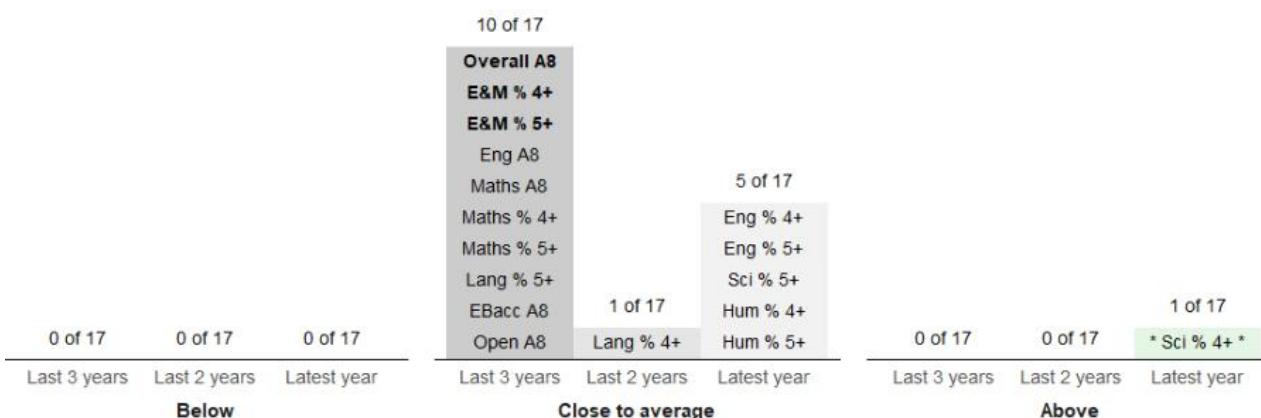
Total budgeted cost: £ 324 274

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the 2024/25 performance of disadvantaged pupils using national performance data and our own internal data.

Year	Key stage 4 (Year 11) attainment cohorts					Year 11 context
	A8 measures and English/math	Science	Languages	Humanities		
2025	40	37	13	34	-	



Year	Key stage 4 (Year 11) cohorts					Year 11 context
	P8 measures	Science VA	Languages VA	Humanities VA		
2024	48	45	7	43	-	



For 2024/25 the unvalidated P8 score for our disadvantaged students is -0.87, close to national average (non-significant) with the Gap Trend 'No Change'. Our Attainment 8 score of disadvantaged students is 34.6, close to national average (34.9) with the Gap Trend 'Narrowing'. English and Maths 4+ is 40%, close to national (non-sig) of 43.5% with Gap Trend 'Narrowing'. Similarly, English and Maths 5+ of disadvantaged pupils is 22.5%, close to national (non-sig) of 25.6% with Gap Trend 'Narrowing'. Additionally, English A8 is 7.8, national 7.8 with Gap Trend 'Narrowing'. Maths A8 was 7.1, compared to national of 6.9 with Gap Trend 'Narrowing'. There was great improvement in Science 4+ with 64.9% for disadvantaged pupils, significantly above national 47.2%. We also saw improvement in EBacc A8 10.3, national 9.9, Gap Trend 'Narrowing'.

Unfortunately, area of focus is English and Maths P8 overall (despite KS4 measures by prior attainment for academic years 2024/25 and 2025/26 not being available. This is because there is no KS2 prior attainment data available for these pupils due to COVID-19 disruption). IDSR shows us English P8 is -0.94, national -0.54 (below, non-significant), Gap Trend 'Widening' and Maths P8 for disadvantaged was -0.99, national -0.52 (significantly below), Gap Trend 'Widening'.

The IDSR demonstrates that 2023/24 FSM6 suspensions data is better than national averages 1+ suspensions = 6.60% (national 16.57%), 2+ suspensions = 3.13% (9.40%) with no significant change in the last 3-year trend. Internal data has informed us that pupil premium students are more proportionally represented in our internal behaviour sanctions. Pupil premium students are more likely to be repeat offenders, but we recognise this is not indicative of the pupil premium cohort but attributed to a smaller sample of students. This is also supported by most pupil premium students obtaining value points for positives within the academy.

Attendance figures have remained consistent over the past three academic years at 85.6%. This is close to National, but our gap has increased since attendance of national figures has improved at a greater rate than our disadvantaged pupils. It remains a priority of leaders to improve attendance in line with whole school and to increase to whole school 2018/19 levels of 94.7%. Persistent absence rates of disadvantaged students has slightly improved to 44.1% from 45.6% but is below national of 36.8% and a priority for the Academy.

Significant changes to teaching and learning approach and pedagogy took place in 2024/25, with extensive CPD delivered to staff so that all students, including those as Pupil Premium, are well supported through our in-class universal offer of support. These have included CPD relating to assessment for learning and specific T&L strategies for disadvantaged students.

Based on the information and analysis provided above, our disadvantaged students have made some progress in many of our focus areas, particularly 4+, 5+ in many subjects. However, gaps in attainment between their non-pupil premium peers remain, and so we strive to minimise this. This includes a drive to improve student attendance and persistent absent rates. Our strategies and success criteria allow for regular monitoring of impact to help us achieve intended outcomes by 2026/27.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.