

Pupil premium strategy statement – The Moundwood Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	64
Proportion (%) of pupil premium eligible pupils	60.9%
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)	2025/2026 to 2027/2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	30 th November 2026
Statement authorised by	Adrian Applewhite
Pupil premium lead	Adrian Applewhite
Governor / Trustee lead	Andy Millard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,924.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£49,924.00

Part A: Pupil premium strategy plan

Statement of intent

Beckmead Moundwood Academy supports a cohort of pupils with complex Social, Emotional, and Mental Health needs, often influenced by trauma, attachment difficulties, and adverse childhood experiences. Consequently, we view pupil behaviour, attendance, and engagement through the lens of lived experience rather than as a reflection of ability or aspiration. We acknowledge that in our setting, the barriers usually associated with eligibility for Pupil Premium funding are often shared by the wider student body.

Our primary objective is to utilise Pupil Premium funding to secure sustained, positive outcomes for our disadvantaged pupils and, by extension, our entire school community. While socio-economic factors are significant, we recognise they are rarely the sole challenge our students face. Our goal is to close the attainment gap and ensure every pupil excels academically and socially, regardless of background, preparing them for higher education and employment. A pillar of this strategy is our therapeutic and enrichment programme; we believe that addressing sensory, emotional, and developmental needs is a prerequisite for academic readiness.

Our strategy places high-quality teaching at the centre of our approach, targeting areas where disadvantaged pupils need it most. We rely on robust diagnostic assessments to inform targeted interventions, ensuring all students access a broad, balanced curriculum. Furthermore, we emphasize independent life skills, work experience, and career guidance. Our approach is founded on trauma-informed practice, diagnostic-led intervention, and an unwavering commitment to meeting the holistic needs of every child.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of pupils arrive in a state of hyper-vigilance or "survival mode" due to previous trauma or adverse childhood experiences. This leads to frequent dysregulation and makes it challenging for them to 'be ready to learn.'
2	Many pupils have experienced repeated rejection and isolation in their previous settings. Often missing key learning moments and events such as curriculum trips, sports days and other themed curriculum events.

3	Many pupils join Moundwood Academy with gaps in their learning due to experiences in previous settings often through regular suspensions or a prolonged period in transition.
4	Anxiety and emotional distress often impair a pupil's cognitive functioning and working memory, making it harder for them to retain new information and master core skills in Literacy and Numeracy.
5	Many pupils have limited access to enrichment, wider life experiences and positive role models due to economic disadvantage and social isolation. This can narrow aspiration and self-belief.

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
Increased emotional regulation and readiness to learn among disadvantaged pupils, reducing the impact of trauma-induced hyper-vigilance.	A reduction in the frequency of high-level behavioural incidents and 'crisis' moments for disadvantaged pupils
Improved sense of belonging and social integration for pupils who have previously experienced school rejection and isolation.	Positive trends in pupil voice surveys, specifically regarding feeling safe, understood, and part of the school community. Improved peer relationship stability, as evidenced by a reduction in conflict incidents recorded during unstructured times such as break and lunch.
Improved attainment in core subjects to close the learning gaps created by fragmented prior educational experiences. With a particular focus on reading and phonics.	Internal progress data demonstrates that disadvantaged pupils are making at a minimum expected progress from their individual baselines. A reduction in the attainment gap between disadvantaged pupils and their non-disadvantaged peers, particularly in functional Literacy and Numeracy.
Improved attendance and sustained engagement	Overall attendance improves year-on-year, persistent absence reduces, and pupils show improved patterns of punctuality and sustained engagement, including successful reintegration for pupils with previous disrupted attendance.
Improved cognitive stamina and working memory for pupils whose learning is impaired by anxiety and emotional distress.	Increased levels of engagement and task completion during academic lessons

	Evidence in books of pupils being able to retain and apply knowledge over time, as shown through 'low-stakes' retrieval quizzes and formative assessments.
Enhanced cultural capital and vocabulary through a structured therapeutic and enrichment offer.	Pupils participate in a broad range of enrichment activities, trips and wider opportunities, and are able to articulate increased aspiration, confidence and awareness of future pathways.

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: £1500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH-specific training for teachers and support staff (including de-escalation and attachment-aware approaches)	EEF evidence shows that effective professional development improves classroom practice and pupil outcomes, particularly when sustained and contextualised	1, 2, 4
Introduction of a formal assessment model. That is linked to individual pathways. Including appropriate training for staff to successfully deliver.	EEF guidance on effective professional development emphasises that high-quality training should build teacher knowledge, motivate staff, and embed new practices through ongoing support and EEF's evidence underlines that investing in professional development increases teachers' capacity to interpret assessment data accurately, tailor teaching to individual needs and adjust learning pathways so that each pupil's progress is supported effectively.	3, 4

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

Budgeted cost: £33,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc / structured phonics intervention for identified pupils	EEF rates phonics interventions as having high impact, particularly for pupils with significant reading delays.	3, 4
Baseline assessment and regular diagnostic review in literacy and maths	EEF Assessment and Feedback guidance emphasises diagnostic assessment to inform responsive teaching.	3, 4
SALT therapy	By improving functional communication, SALT directly supports social inclusion, peer relationships, and the ability to access the academic curriculum, acting as a protective factor against exclusion.	3, 4
Vocational education	Vocational tasks require executive functioning skills—planning, sequencing, and problem-solving. Strengthening these neural pathways helps pupils better organise their thoughts for academic writing and exam revision.	3, 4 & 5

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

Budgeted cost: £15,424.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Integrative counselling sessions (PPG – Priority)	EEF evidence shows social and emotional learning has positive impacts on behaviour, wellbeing and academic progress	1, 2, 4
Enrichment activities, trips and wider experiences subsidised through PP	EEF recognises the role of enrichment and cultural capital in raising aspiration and engagement for disadvantaged pupils. It also improves confidence and resilience	1, 2, 5

Carpentry and project management	Following a sequence (measure, mark, cut, assemble) builds the neural pathways for impulse control and sequencing, which are often underdeveloped in students with trauma histories.	1, 2, 5
Vocational education	EEF Improving Behaviour in Schools guidance supports clear routines, predictable systems and positive reinforcement	1, 2, 5

Total budgeted cost:

Area	Estimated Cost
Teaching	£1500.00
Targeted Academic Support	£33,000.00
Wider Strategies	£15,425.00
Total	£49,924.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year, we assessed the performance of our disadvantaged pupils by looking at academic results alongside wider indicators like attendance and emotional health.

Academic & Social Progress *Our Year 11 students left with essential qualifications (GCSE or Functional Skills) in Maths, English, and Science, while our Year 6 cohort successfully passed their Reading SATs. Notably, we found no significant performance gap between PPG students and their peers, as we provide high-level support to meet the complex needs of our entire school community.*

Enrichment and Personal Growth *Beyond the classroom, we saw excellent engagement. Every single student (100%) participated in our enrichment programme, including swimming, trips to Harlow Outdoors, and our Winter Wonderland visit. Therapeutic support and counseling were also implemented effectively, receiving positive engagement from students and contributing to improved wellbeing.*

Summary *Overall, the intended outcomes for the previous year were met. Students achieved key qualifications and benefited significantly from our holistic approach to personal development. We are currently on track to meet our long-term goals, with particular strengths in our vocational and therapeutic offers. Moving forward, we are refining our approach to provide even more targeted support for students with significant prior gaps in their education. This strategy has been fully reviewed to ensure our funding is used most effectively.*

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
Carpentry and project management	Rainbow Services (Charity)
Vocational learning	CTP (Construction Training Partnership)

Service pupil premium funding (optional)

<i>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</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA