

Pupil premium strategy statement – Leigh Academy Hugh Christie

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	811
Proportion (%) of pupil premium eligible pupils	37.8%
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)	2023-2024 / 2024-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	The Governing Body
Pupil premium lead	Matthew Wright
Governor / Trustee lead	Lesley Broom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£295,035

Part A: Pupil premium strategy plan

Statement of intent

- We are committed to providing an inclusive and equitable education for all our students. We recognise that some pupils face unique challenges and disadvantages that can hinder their academic progress and overall well-being. To address these disparities and ensure that every child has an equal opportunity to succeed, we pledge our unwavering commitment to the effective utilisation of the Pupil Premium funding.
- Our overarching intent is to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. We are resolute in our belief that socio-economic circumstances should not determine a child's educational outcomes. To achieve this, we have devised a comprehensive strategy that focuses on the following key principles:
- Identification and Support: We will identify pupils who are eligible for Pupil Premium funding through robust and accurate data analysis. This includes not only those currently receiving free school meals but also those who have been eligible in the past or fall within other qualifying criteria. We will provide personalised support to address their specific needs.
- Quality Teaching and Learning: We will invest in continuous professional development for our staff to ensure high-quality teaching. Our teachers will employ evidence-based instructional strategies and interventions to maximise the progress of disadvantaged pupils.
- Targeted Interventions: We will offer targeted interventions and support programmes, both in and out of the classroom, to accelerate the progress of disadvantaged pupils where a particular need may appear.
- Parental Engagement: We will actively involve parents and carers in their child's education, fostering a strong home-academy partnership. This will include regular communication and guidance on how they can support their child's learning at home.
- Monitoring and Evaluation: We will continuously monitor the impact of our interventions and assess their effectiveness through data analysis and feedback from staff, parents, and pupils. We will make adjustments as needed to ensure that the Pupil Premium funding is used most effectively.
- Accountability and Transparency: We will maintain transparency in our use of Pupil Premium funds and report on our progress regularly to parents, governors, and other stakeholders.

- Enrichment: We will offer a greater number of enrichment opportunities for all students. We will track and monitor the participation of pupil premium students within these opportunities to ensure all students (no matter their background) are equally represented.
- By adhering to these principles, we aim to break down barriers to success and create an inclusive educational environment where every pupil, regardless of their background, can thrive academically and socially. We understand that this is a long-term commitment, and we are dedicated to the continuous improvement of our strategies to ensure the best outcomes for all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is not in line with similar cohorts
2	GCSE outcomes for Disadvantaged students in Maths and English are below that of their peers
3	Disadvantaged students attainment 8 score is below that of their peers
4	Disadvantaged students are suspended more frequently than their peers
5	Disadvantaged pupils tend to have reduced range of cultural experiences and enrichment opportunities
6	Disadvantaged students don't always have a successful post 16 transition and are sometimes NEET

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
Attendance of disadvantaged pupils improves relative to similar cohorts elsewhere (and is within 3% of the national of the same cohort)	Attendance of disadvantaged pupils will be within 3% of non-pp pupils
Improve the literacy and numeracy skills of our	4+ in Eng and Maths currently has a gap of

disadvantaged pupils so a greater proportion achieve a grade 4 or better in GCSE maths and English by the end of year 11	12.4%. Close this gap by ensuring at least an additional 6 PP students achieve a grade 4 in Eng and Maths (This would be 55% of PP)
The gap between the attainment of disadvantaged students their peers is closed	To reduce to A8 Gap 7.6 by at least 50% (3.8 or smaller)
To ensure the proportion of suspensions for disadvantaged pupils is in line with their proportion as a whole	The number of suspensions for disadvantaged students is around 38% of the whole school cohort (secondary target) - Suspensions for disadvantaged pupils drop from 467 (2023/24) to less than 100 in 2024-25.
A wide range of cultural experiences are provided to disadvantaged learners and they attend in a similar proportion to their peers.	Attendance to trips and clubs for disadvantaged learners to be in line with their proportion of the whole school cohort (38%) All PP students in Year 7 and 8 to complete the Pupil Promise
Disadvantaged students have positive destinations Post 16 and are not NEET	All disadvantaged students transition into Post 16 without any NEETS

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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to support the development and the implementation of the mainstream core standards	The EEF Guide to the Pupil Premium - Evidence argues that high quality teaching is the most important factor in ensuring the best possible outcomes for all pupils, particular those who are PP ‘Effective professional development plays a crucial role’ in improving classroom outcomes Effective Professional Development EEF The Mainstream core standards consists of evidence based teaching and learning strategies drawn from the EEF and Rosenshines principles of instructions Feedback EEF EEF 2023 states “The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year	2/3
CPD to further develop the LAHC Non-Negotiables focussing on assessment and feedback		2/3
Metacognition developed through focus on the MYP in CPD (IB Learner Profile)		2/3
Redesign of KS3 curriculum to IB MYP Resequencing of KS4/5 curriculum Restructure and redesign of PSHRE curriculum. Investment in SPARX reader, maths and science.		2/3/5

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the targeted reading interventions in KS3, using Sparx Reader	<p>EEF 2023: Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>The ability to read and write with confidence impacts all aspects of a child's academic, social and personal development, from the early years right through to graduation and beyond. Therefore, it is our mission to support students on their personal literacy and learning journeys through innovative technology that can help them read, write and express their thoughts with clarity and confidence. In doing so, we can unlock everyone's full potential.</p> <p>EEF 2023 states that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year</p>	2/3
Google Read and Write toolbar		2/3
Provision of a School Library to ensure disadvantaged pupils have access to 'reading for pleasure'	The National Literacy Trust states that overall, children and young people who used the school library had better levels of reading enjoyment, reading for pleasure, reading confidence, writing for pleasure, writing confidence, and reading attainment than those who did not. They also tended to read and write a greater variety of material relative to non-library users	2/3/5
All disadvantaged students in Year 11 have access to weekly Period 6	EEF 2023 states that some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence	2/3

<p>targeted intervention (for core subjects) in addition to holiday revision sessions</p> <p>Revision guides / academic texts provided to those that need it</p>	<p>indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p>	
<p>Use the Library to support disadvantaged pupils to support students with their homework, especially in Maths and English</p>		2/3
<p>Use of sixth formers to create small group / one to one tutoring to support Maths and English development during Years 9, 10 and 11, especially focussing disadvantage students</p>	<p>Evidence from the EEF:</p> <p>Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are</p>	2/3
<p>Tiered system of support for disadvantaged students that are underachieving</p> <p>Tier 1 support includes regular advisor support and parental communication</p> <p>Tier 2 Subject level support (class teacher and HOD)</p>	<p>EEF 2023 states that mentoring programmes and one to one targeted interventions are crucial to support disadvantaged students.</p>	2/3

Tier 3 - College support for those underachieving across a large range of subjects		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chromebooks provided to all students	It is imperative that students can access the online resources uploaded as homework. 'EEF Using Digital Technology to Improve Learning Guidance Document' states that technology has the potential to increase the quality and quantity of practice that pupils undertake, has the potential to help teachers explain and model new concepts and ideas, and has the potential to improve assessment and feedback, which are crucial elements of effective teaching.'	2/3
<p>To reduce attendance gap for DA students.</p> <ul style="list-style-type: none"> ● College Teams and Attendance Leads prioritise DA absence. To focus on tracking and monitoring pupils ensuring any absences are followed up quickly. ● Leadership and college teams prioritise their focus on DA absence-weekly attendance is shared with advisors. ● Trust Attendance Officer, Attendance SSMs and external agencies to work with hard to reach pupils especially with 	<p>Supporting attendance EEF</p> <p>EEF 2023 states that significant non-academic challenges such as attendance, behaviour, and social and emotional needs can have a negative impact on academic outcomes. 'Working Together to Improve School Attendance DfE 2024' states that attendance is the essential foundation to positive outcomes for all pupils including their safeguarding and welfare and should therefore be seen as everyone's responsibility in school</p>	1/2/3

<p>pupils and families.</p> <ul style="list-style-type: none"> ● To implement a comprehensive reward system/incentive to raise the profile of the importance of attending school. ● Ensure that all staff are following the Blended Learning protocols (lessons posted on Google Classroom) so that students that are absent are provided with the learning opportunities 		
<p>To increase parental engagement.</p> <ul style="list-style-type: none"> ● To continue to develop effective communication with parents, carers and the wider community. <ul style="list-style-type: none"> ● Launch of MCAS app ● Small School Model ● To develop effective relationships with the parents/carers by involving parents/carers in supporting their child's academic learning. To use a range of approaches and programmes such as delivering workshops. 	<p>Parental engagement EEF</p> <p>According to the EEF, parental engagement through improved communication and regularly reviewing how well the school is working with parents has shown to make moderate impact for low to moderate cost. This has shown to have a higher impact for pupils with low prior attainment.</p>	<p>1/2/3/4/5/6</p>

<ul style="list-style-type: none"> • Curriculum information evenings • Parent Evenings • SEND Coffee mornings 		
<p>Restructure of school pastoral system (Small school model)</p> <ul style="list-style-type: none"> • Provide additional support to improve both the behaviour and social / emotional learning of disadvantaged students. • Provide additional staffing (SSMs) within the College teams to work with both students and parents on improving their behaviour • Improved rewards system for all 	<p>Evidence from the EEF states:</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; 2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and 3. More specialised programmes which are targeted at students with specific behavioural issues. 	1/2/3/4
<p>Unifrog</p> <ul style="list-style-type: none"> • We have 	<p>The EEF state that careers education can be crucial in developing the</p>	1/6

<p>bought into the Unifrog platform to help develop the career aspirations and information - empowering students to make meaningful choices about their future.</p> <ul style="list-style-type: none"> ● PP students will be prioritised for careers interviews based upon feedback from the platform 	<p>knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.</p>	
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Total budgeted cost: £290,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Actions from last year's plan were initiated and implemented.

The Attendance target was to ensure that PP students had attendance that was within 3% of their peers. This was not met, PP students had an attendance of 77% (national was 85.4%). Our whole school attendance was 85.1% (national was 90.9%). So the gap was 8.1%

The GCSE Outcome target was English and Maths PP students to achieve an APS of 4 in those subjects. Although progress was made in both subjects from the target being set English improved by 0.2, Maths by .21) they both fell short of the target of 4 (English 3.14, Maths 3.29)

The target for suspensions was to ensure that PP students accounted for around 30% of the schools suspensions. 77% of suspensions were to students who are PP.

Cultural experiences - Due to a change in leadership of this area we did not continue with the skills builder program and as such have no evidence on this area

For 2024-25 we have carried forward the relevant targets from last year (tweaking and adjusting where necessary), adding in new appropriate targets.