

Pupil premium strategy statement - 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Leigh Academy Blackheath
Number of pupils in school	959
Proportion (%) of pupil premium eligible pupils	19.5% (187) Updated:
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Emma Smith (Principal)
Pupil premium lead	Emma Smith (Principal)
Governor / Trustee lead	Peter Ralston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238.050 (expected)
Recovery premium funding allocation this academic year	£58.741 (expected)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£296.791 (expected)

Part A: Pupil premium strategy plan

Statement of intent

At Leigh Academy Blackheath we have high expectations of all students and support our whole cohort to reach their full potential. We aim to improve the attainment of both the non-disadvantaged and disadvantaged by planning and implementing strategies that have the highest impact.

To achieve this we provide high quality teaching in all classrooms supplemented by targeted interventions to those that are not currently achieving their academic potential. All staff are committed to ensuring that students achieve the best outcomes possible irrespective of circumstance, and as a result we regularly review and refine the interventions used; always seeking out the best approach to meet individual needs.

Although our strategies outlined in this document are focussed on disadvantaged pupils, they are also part of our wider covid-19 recovery plan for the whole school population.

We have used our analysis of performance data; teacher/pastoral referrals and 1-2-1 interviews to identify barriers or gaps that exist between our PP and non-PP pupils. Although our gaps in attainment and attendance are minimal, and in some cases smaller than the national average, we strive for there to be no existing differences at all.

Challenges

These are the key challenges, which limit achievement, faced by disadvantaged students at LAB:

Challenge number	Detail of challenge
1	Attendance: National attendance figures show that there is a gap between PP and non-PP students. Our disadvantaged student attendance figure is below the National average for all students, (88.1% compared to 90.8%), and not equal to our non-disadvantaged student attendance (93.1%). The pandemic has seen an increase in attendance issues and punctuality, particularly for disadvantaged students.
2	Not being secondary ready: 21 students (13.3%) of our Yr7 cohort are non secondary ready (KS2 data of 100 or below). Of these 21, 6 (6.52%) receive free school meals and are classified as disadvantaged. Of our current Year 8 students, 24 are non secondary ready (13.95%). Of these, 10 (12.05%) receive free school meals and are classified as disadvantaged. Low levels of literacy and numeracy can create a gap in attainment, particularly with disadvantaged students.
3	Development of independent learning skills:

	Lower attaining disadvantaged students find completing independent work challenging. From our investigations this is due to metacognition and poor self regulation skills, both in school and at home. Limited support from home, and the capacity to access information to complete independent learning has a significant impact.
4	Mental health and wellbeing: An increase in the number of pastoral and SEND referrals made for disadvantaged students highlights an increase in need for mental health and wellbeing support. A high proportion of referrals can be directly linked to the disruption experienced to 'normal life' during the pandemic. If these issues are left unsupported, they may impact on student learning and subsequent achievement and attainment levels.
5	Wider school experience and the development of cultural capital: All students benefit from the development of rich cultural capital. For disadvantaged students, having access to a broad range of extra curricular activities and opportunities provides them with equity of experience, enjoyment and positive school experiences. Combined, these promote regular attendance and engagement, as well as high aspirations. Participation rates for clubs and societies show 56.07% of disadvantaged students attend at least 1 after school club weekly. Disadvantaged students should access clubs and societies more regularly to reinforce the benefits of opportunity.

Aims and intended outcomes

These are the aims and intended outcomes from our strategic plan to ensure disadvantaged students realise their full potential at LAB:

Aims and intended outcome	Success criteria
Attendance for disadvantaged students to exceed the national average Number of persistent non-attending PP pupils is reduced.	<ul style="list-style-type: none"> To halve the current gap (so that it equates to 2.5% or less) between disadvantaged and non disadvantaged students, across all Key Stages, by the Summer term of this academic year (23/24); To reduce the persistent absenteeism rates of disadvantaged students (currently at 36.2%) so that it falls below the current national average (of 27%) for all secondary school students, by the end of this academic year (23/24).
Bridge the vocabulary gap through targeted intervention of disadvantaged students with low reading ages such that	<ul style="list-style-type: none"> To ensure that, by May of 23/24, the average reading age of all year groups is higher than students' chronological age, and

<p>by the end of KS3 the achievement gap is minimal or non existent</p> <p>Continue to use baseline testing in year 7 to clearly identify knowledge gaps which informs the structure and delivery of maths curriculum such that by the end of KS3 the achievement gap is minimal or non existent</p>	<p>that the vocabulary gap (between disadvantaged and non disadvantaged students) decreases across time;</p> <ul style="list-style-type: none"> • To ensure that, by the end of the summer term, disadvantaged students, on average, have borrowed more books from the academy library than their non disadvantaged peers. • To ensure that the achievement gap, between disadvantaged and non disadvantaged year 7 students, decreases at each data point across the year, and is no greater than 0.5 by the end of the summer term.
<p>Further strengthen positive working relationships between home and the academy through the college pastoral teams</p> <p>Increase the attendance of disadvantaged parents/ carers at academy events and consultation evenings</p> <p>Improve the quality and consistency of home learning</p> <p>Provide support for disadvantaged students and families impacted by the cost of living expenses</p>	<ul style="list-style-type: none"> • To ensure that, across the academic year (23/24) at least 25% of attendees to consultation evenings and parents' forums are the parents and carers of disadvantaged students. • To measure and track the survey responses for parents and carers of disadvantaged and non disadvantaged students, and be able to evidence targeted action or correspondence where appropriate; • To maximise the impact of students' metacognition and self-regulation through a review of the Lab Learner curriculum during the Autumn and Summer terms; • To reduce the number of homework detentions, in both the Spring and Summer terms by 25% compared with the previous academic year (22/23).
<p>Develop student's ability to self regulate behaviour, and build resilience to support them in times of challenge</p> <p>Increase student stamina and focus skills to promote increased productivity in lessons and home learning</p>	<ul style="list-style-type: none"> • To ensure that, on average (over the course of the academic year), at least 25% of students accessing specialist counselling services onsite are from disadvantaged backgrounds; • To monitor the awarding of merits and demerits for disadvantaged and non disadvantaged students

	<p>on a weekly basis, and to take to ensure the gap remains minimal (5% or fewer) across all year groups.</p>
<p>Increase the number of clubs or societies attended by disadvantaged students</p> <p>Ensure all disadvantaged students attend at least 1 trip or visit during the academic year</p>	<ul style="list-style-type: none"> ● To target extracurricular attendance so that, on average (over the course of the year), at least 25% are from disadvantaged backgrounds (compared to 18% LY); ● To ensure that over 90% of disadvantaged students across ks3 have attended at least one trip over the course of the academic year (23/24).

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting teachers and leaders through effective and targeted CPD, that is subject specific where necessary and heavily focuses on developing key vocabulary	Research by the Education Endowment Fund (EEF) shows that pupils have access to high quality teachers and curriculum are essential. CPD focussed on the latest research (including embedding metacognition, improving oral language, quality of instruction) has the highest impact.	2 and 3
Ensuring feedback is purposeful and enables acceleration of learning. -	Research from the EEF shows that high quality feedback has a very high impact on progress.	3
Develop a collaborative lesson drop in model to embed and sustain research-based teaching strategies.	Research by the EEF shows that focussing teachers on embedding research-based teaching strategies (Mastery teaching, quality of instruction, formative assessment, etc) provides high impact. Using collaborative drop ins to provide regular feedback will assist with improving each focus.	2 and 3
Ensuring home learning is effective in consolidating learning from lessons and to promote independent learning.	Research by the EEF shows that homework has a high impact when the quality of the task chosen is correct.	3

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly 1:1 and 1:3 online tuition programme with MyTutoring. Tailored by subject leads to address any gaps in knowledge.	Research by the EEF shows that one to one and small group tuition has a high and moderate impact on pupil progress. Tuition has the most impact if it is additional to and linked to normal lessons.	1, 2 and 3
English and Maths tutors intervening with pupils highlighted in needed support to access the upcoming curriculum. (150 pupils for 10 sessions)	Research by the EEF shows that small group tuition has a high and moderate impact on pupil progress. Tuition has the most impact if it is linked to normal lessons. Access to high quality teachers and curriculum is crucial.	1, 2 and 3
KS3 Literacy and Numeracy Catch Up is delivered to pupils not Secondary Ready to improve core numeracy skills.	Research by the EEF shows that reading comprehension strategies have a very high impact on pupil progress. Being able to access text in all curriculum areas is vital in problem solving.	1, 2 and 3
Homework Club is used to provide a studious space for pupils to access all school resources.	Research by the EEF shows that providing pupils with a space to complete independent work ensures no barriers arise to produce a gap between pupils.	2, 3 and 5
All pupils have access to their own Chromebook. Online platforms and resources are used to provide tailor support to all pupils	Fair access to all resources enables no barriers to arise to produce a gap between pupils. Research by the EEF shows that self regulation has a high impact on progress.	2 and 3

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support provided by pastoral and admin team. Regular contact with parents to support attendance. Rewards and recognition held periodically for each College.	Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons (DfE).	1 and 4
Wellbeing and counselling will be supplied to vulnerable pupils. Behaviour support from the pastoral team will help to reduce barriers to learning.	Pupil wellbeing, behaviour and attitude to learning are key barriers to pupils accessing the full curriculum. Research by the EEF shows social & emotional learning and behaviour interventions have a moderate impact on pupil progress.	4 and 5
Increase parental engagement through clear communication and parent forums. Regular information evenings to support pupil progress.	Research by the EEF shows that parental engagement has a moderate impact on pupil progress. Ensuring that there is an understanding of how to support their child using the learning techniques they use in school assists with independent learning at home.	3, 4 and 5
Financial assistance with uniform, transport, equipment, curriculum supplies, extra curricular activities, music lessons, etc.	Removing financial barriers gives fair access to all pupils of experiences that improve engagement, attendance and pupil progress. Research from the EEF shows that Arts participation has a positive impact on pupil progress.	4 and 5

Total budgeted cost: £240,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Attendance

Attendance of PP pupils was 88.1% compared to the NA of 90.8%. Significant intervention targeted at PP students ensured the gap was not significant.

RBG advisory service were engaged to support the most vulnerable students and families, supported through the college pastoral teams and SSM's.

Non-secondary ready

LAB Disadvantaged students MYP Average Grades compared to non- Disadvantaged students grades

	Year 7	Year 8	Year 9
LAB PP (2022)	3.81	3.88	4.1
LAB non PP (2022)	4.44	4.39	4.72

The gap between PP and non PP students sits at approximately 0.75 of a grade across all year groups. Extensive intervention work throughout the transition period for year 7 ensured that this gap was not significantly higher. The international average grade for the end of year 9 is 4.7. Summer school and targeted virtual tutoring supported very weak students.

Independent learning skills

The revised LAB learner curriculum centred on metacognition, the approaches to learning and the approaches to teaching, ensured all KS 3 students developed strong skills around independent learning. Work with KS4 students during tutor time and as part of their core curriculum, helped to develop good revision and study skills to support mock exams practice.

Year 11 mock exam results (Taken in yr 10)

All YR10 P8 : -0.29

PP YR10 P8: -1.17

Non PP YR10 P8: -0.08

Mental health and wellbeing

The school counselling team provided extensive support for vulnerable students, minimising the impact of limited support from CAHMS and external agencies due to high demand. The PSHE programme continues to provide support and education on positive behaviours, attitudes and healthy living.

Cultural capital

Figures to be updated as currently not available

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Summer tutoring programme	MyTutor

Further information (optional)

To ensure that all of our pupils have a consistent diet in all curriculum areas, we must ensure that the high quality of teaching and learning is delivered every lesson. Research shows that teaching quality has a disproportionate impact on disadvantaged pupils. Tasks that are not funded by the Pupil Premium funding still have an impact on the provision that is delivered to our cohort.

We focus on fair access for all pupils to the highest quality teaching, resources and support that will help them make the most progress and remove any barriers that occur.

We use the latest research from the EEF, Sutton Trust to embed the most impactful strategies to reduce the underlying inequalities between the disadvantages and the rest of our cohort. We plan, implement and evaluate our strategies to ensure they reach the success criteria strived for.