

Pupil premium strategy statement - 2024/25

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 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	1044
Proportion (%) of pupil premium eligible pupils	24.1% (252)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Emma Smith (Principal)
Pupil premium lead	Patrick Ainsworth (Acting Assistant Principal)
Governor / Trustee lead	Peter Ralston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,550 (expected)
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£242,550 (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.

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

Over the last three years we have seen a growth in the proportion of students who are eligible for Free School Meals, as seen in the table below, with year on year increases in the number of students in each year group. For example, in our current Year 11 18.64% are eligible, compared to 40.88% in Year 7.

LAB	2022-2023		2023-2024		2024-2025	
	Total	% of cohort	Total	% of cohort	Total	% of cohort
FSM	192	18.9%	214	22.5%	270	25.84%
PP	208	23.1%	219	23%	252	24.11%

These are the specific 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 three year trend for attendance of pupil premium students has improved from 88.1% in 2021/22 to 89.1% in 2022/23 and 90.1% in 2023/24. We have narrowed the gap between the national attendance

	average for all students 92.6% and PP students, but this still remains below our non-PP student attendance of 93.9%.
2	<p>Non-Secondary Ready:</p> <p>14 students (7.7%) of our 2024/25 Year 7 cohort are non secondary ready (KS2 data of 100 or below). Of these 14, 13 are classified as pupil premium.</p> <p>Of our 2024/25 Year 8 students, 24 are non secondary ready (13.3%). Of these, 7 are classified as pupil premium</p> <p>Low levels of literacy and numeracy can create a gap in attainment, particularly with pupil premium students; our current Year 8 have a reading age gap between PP and non-PP students of 0.86, which contributes to the gap in attainment of 0.79.</p>
3	<p>Parental Engagement:</p> <p>Recognising that when all stakeholders are fully and equally involved all students succeed, we recognise that the most likely to miss parents' evenings and least like to engage positively with the school are families with socio-economic disadvantage.</p> <p>The attendance at our last Year 11 parent's evening for Pupil Premium students was 56%; it remains a priority for all Pupil Premium students to have an academic meeting.</p>
4	<p>Mental health and wellbeing:</p> <p>The mental health and wellbeing of all students remains a priority as we continue to see the impacts of the cost of living increases. Given we have seen a growing number of our students experience economic difficulties we know that this has had an impact on their wellbeing overall. In the last year we have seen an increase of Safeguarding logs for Pupil Premium students rise by 12.82% which is part of a 69.23% over three years. Safeguarding logs for mental health have grown from being 8% of all logs to 13.4% of all logs from 2022/23 to 2023/24.</p>
5	<p>Wider school experience, cultural capital and belonging:</p> <p>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. Disadvantaged students should access clubs and societies more regularly to reinforce the benefits of opportunity. Currently approximately 25% of disadvantaged students regularly attend a club.</p>

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
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<p>Attendance for disadvantaged students to exceed the national average</p> <p>Number of persistent non-attending PP pupils is reduced.</p>	<ul style="list-style-type: none"> ● To halve the current gap (so that it equates to 2% or less) between disadvantaged and non disadvantaged students, across all Key Stages, by the Summer term of this academic year (24/25); ● To reduce the persistent absenteeism rates of disadvantaged students (currently at 28.6%) so that it remains below the national average for disadvantaged students (36.5% 2022/23) and in line with all secondary school students (19.2%), by the end of this academic year 2024/25.
<p>Bridge the vocabulary gap through targeted intervention of disadvantaged students with low reading ages such that by the end of KS3 are in line with their expected reading age.</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 less than 0.5 grades overall.</p>	<ul style="list-style-type: none"> ● To ensure that, by May of 24/25, the average reading age of all year groups is higher than students' chronological age, and that the vocabulary gap (between disadvantaged and non disadvantaged students) decreases across time; ● 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 (24/25) 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 (24/25).
<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 on a weekly basis, and to ensure the gap remains minimal (5% or fewer) across all year groups.
<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; ● To ensure that over 90% of disadvantaged students across ks3 have attended at least one trip over the course of the academic year (24/25).

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
Maintain the 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
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	Pupils with no absence are more likely to achieve 5+ GCSEs A*- C or	1 and 4

and admin team. Regular contact with parents to support attendance. Rewards and recognition held periodically for each College.	equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons (DfE).	
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 has risen to 90.5% from 88.1% compared to the estimated national average for all students of 92.6% (May, 2024). Significant intervention targeted at PP students has reduced the gap between PP and Non-PP attendance to 2.8% for the academic year 2023/24.

Royal Borough of Greenwich Advisory Services and the Leigh Academies Trust Attendance Service are consistently engaged to support the most vulnerable students and families, with some 75 Pupil Premium students and their families supported through the college pastoral teams and student service managers.

Non-Secondary Ready

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

	Year 7	Year 8	Year 9
LAB PP (2024)	3.62	4.09	4.23
LAB non PP (2024)	4.18	4.88	4.75

The gap between Year 7 PP and Non-PP finished at 0.56, which is consistent with previous years and remains within tolerance of the target overall. The widest gap remains in Year 8, but PP students continue to achieve highly and make progress, the average MYP grade internationally is 4.7.

Year 7 students are supported with the summer school transition programme and a wide range of interventions such as the use of Sparx Reader and Sparx Maths to support the development of non-secondary ready students. Year 7 non-secondary ready students' initial MYP grade was assessed at 2.76 and finished the academic year on 3.21.

Below is a table on the average reading ages of disadvantaged students which shows that whilst there have been some improvements, these are not sufficient or sustained.

This year (2024/25) we have appointed a new Literacy Lead in order to review our strategy and improve these outcomes.

PP Students	Average RA M1 23/24	Average RA M1 24/25	Ave. RA M1 24/25 Non-PP Students
Year 7	10.24	10.84	11.38
Year 8	11.43	10.50	11.36
Year 9	10.96	11.73	12.57

Independent Learning Skills

We continue to utilise the LAB learner curriculum centred on metacognition, the approaches to learning and the approaches to teaching, ensuring all Key Stage 3 students developed strong skills around independent learning.

Work with Key Stage 4 students during tutor time and as part of their core curriculum, helped to develop good revision and study skills to support mock exams practice. We offered additional tutoring through MyTutor to 25 disadvantaged Year 11s over the course of 2023/24 to support their academic outcomes; these were mainly targeted at maths and English, with some science and history.

From the start of Module of Year 11, pupil premium students went from an A8 of 38.71 to 46.35 in their final exams, which is a significant improvement.

Overall, 59.1% of disadvantaged students achieved a grade 5+ in English and maths compared to 28.4% nationally.

Mental Health and Wellbeing

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

We continue to support our students' behaviours through positive reinforcement and our merit system reflects this, over the last year Non-PP and PP students received a comparable number of merits.

Wider School Experience and Development of Cultural Capital

Access to the school library remains strong, with 49.3% of PP students taking at least one book compared to 42.6% of their non-PP peers.

In the last academic year 127 of students who were eligible for Free School Meals went on a trip to support and enrich their academic development.

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
Sparx Maths	
Sparx Reader	
Tassomai	
Seneca	
LanguageNut	

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.