

Pupil Premium Strategy Statement - 2025/26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

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	1073
Proportion (%) of pupil premium eligible pupils	28.76% (308)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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	£292,801(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	£292,801 (expected)

Part A: Pupil Premium Strategy Plan

Statement of intent

At Leigh Academy Blackheath, we have high expectations for all students and support our entire cohort in reaching their full potential. We aim to improve the attainment of both the non-disadvantaged and disadvantaged students by planning and implementing strategies that have the highest impact. Within this strategy, we recognise the additional challenges faced by those children who are, or have been, in care (looked-after children) and those children who have been adopted or granted Special Guardianship Orders (SGOs) or Care Arrangements Orders (CAOs) who may be eligible for Pupil Premium Plus.

To achieve this, we provide high-quality teaching in all classrooms supplemented by targeted interventions for those who 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 disadvantaged students and non-disadvantaged students.

Challenges

Over the last four 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. 41.21% of our current Year 8 cohort is eligible for Pupil Premium funding, which is significantly above the average of any other year group.

LAB	2022-2023		2023-2024		2024-2025		2025-26	
	Total	% of cohort	Total	% of cohort	Total	% of cohort	Total	% of cohort
FSM	192	18.9%	214	22.5%	252	24.11%	272	25.40%
PP	208	23.1%	219	23%	270	25.84%	308	28.76%

These are the specific key challenges that limit achievement, faced by disadvantaged students at Leigh Academy Blackheath:

Challenge number	Detail of challenge
1	<p>Attendance:</p> <p>Representative of national attendance figures, there is a gap between disadvantaged students and non-disadvantaged students.</p> <p>We have a four-year trend for improvement in disadvantaged student attendance, increasing from 88.1% in 2021/22 to 89.1% in 2022/23, 90.1% in 2023/24, and 91.9% in 2024/25.</p> <p>Whilst our disadvantaged students' attendance remains higher than the attendance of disadvantaged students nationally, we recognise the need to make further improvements and reduce our in-school variance between disadvantaged and non-disadvantaged students.</p>
2	<p>Non-secondary ready:</p> <p>The EEF highlights that low levels of literacy are one of the biggest barriers to attainment for disadvantaged students. Our literacy strategy has been adapted to meet the needs of our changing cohort, the increasing proportion of disadvantaged students and the lower literacy levels of incoming Year 7 students.</p> <p>At LAB, we have a high number of students who are not secondary-ready (KS2 data of 100 or below). Of our 2025/26 year 7 cohort, 19 students (10.56%) are non-secondary ready. Of these 19, 9 are eligible for Pupil Premium funding. Of our current Y8 cohort, 14 students (7.7%) were non-secondary ready (KS2 data of 100 or below) when they joined us in year 7. Of these 14, 13 are classified as eligible for Pupil Premium funding, and 59% of all disadvantaged students in this year group arrived with a significantly lower reading age than their chronological age.</p>
3	<p>Parental Engagement:</p> <p>The EEF highlights that to support disadvantaged students with both attendance and attainment, it is necessary to build strong relationships with parents and carers. We recognise that a holistic approach to parental engagement, using a broad range of strategies, is required when working with our most vulnerable students and families to achieve this.</p>

	<p>Parent and carer attendance at consultation evenings, where the most valuable conversations around the academic progress of their child take place, is lower than we would expect and like. In the last academic year, the average disadvantaged attendance was 67% across all year groups, which is lower than families of non-disadvantaged students at an average of 81%.</p>
4	<p>Mental health and wellbeing:</p> <p>The positive mental health and well-being of all students is a key priority. Three areas which continue to affect our most vulnerable students are: cost of living increases, social media and online activity, and the ongoing challenges related to the Covid-19 pandemic. We also have a growing number of students with SEMH; 33 Year 7 students have SEMH as either their primary or secondary need; 15 of these students are disadvantaged.</p> <p>At times, certain cases of poor mental health and well-being can meet the threshold for a safeguarding concern. In the last year, we have seen an increase in Safeguarding logs for disadvantaged students to 686 compared with the recorded number for 2023-24 of 584.</p>
5	<p>School Experience and Aspiration:</p> <p>EEF guidance is clear that having access to a broad range of extracurricular activities and opportunities provided as part of an inclusive school removes barriers to learning and participation.</p> <p>Making sure pupils feel seen, understood, and safe is a crucial starting point, especially for more vulnerable students who may have fewer protective factors than others, so we prioritise students feeling that they belong and matter.</p>

Aims and intended outcomes 2025/2026

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
<p>Attendance</p> <p>Attendance for disadvantaged students to be above the 2024-25 national average for all students of 93.3%.</p> <p>PA for disadvantaged students to be below the national average.</p> <p>Reduce PA by 5-10% on 2025 data, from 24.7% in 2024/25.</p>	<ul style="list-style-type: none"> • Identify and support the families of disadvantaged students whose attendance falls below 95%. • Use a Breakthrough Attendance Improvement Plan contract to support families of disadvantaged students whose attendance falls below 92%. • Use a Statutory Intervention Consideration Meeting in partnership with the Greenwich Attendance Officer to support the families of disadvantaged students whose attendance falls below 90%. • Reiterate the importance of good attendance to disadvantaged students and their families through parent newsletters, student assemblies and the school reward system.
<p>Non-Secondary Ready</p> <p>To ensure that, by the end of 25/26, the average reading age of disadvantaged students improves by 6 months or greater.</p> <p>To ensure that the achievement gap between disadvantaged and non-disadvantaged students reduces in each Key Stage 3 year group, so that it is no greater than 0.5 by the end of the summer term</p> <p>Improve the consistency of completion of homework to 90% in English, Maths and Science.</p>	<ul style="list-style-type: none"> • Bridge the vocabulary gap through targeted intervention of disadvantaged students with low reading ages, assessed in Module 1 & 6. • All Year 7s to have an English teacher as their Form Tutor to provide further target support. • All Year 7s to have access to Sparx Reader to develop reading comprehension. • All Year 7s to follow the Maths Mastery curriculum to develop fluency and depth in key foundational mathematical concepts. • All Year 7s to have access to Sparx Maths for targeted maths

	<p>homework to address gaps and weekly times tables practice..</p> <ul style="list-style-type: none"> • To remove the barriers for disadvantaged students in completing homework, for example, by providing subject-specific after-school sessions for support with completing homework and developing independent learning. • Improve the quality of teaching and learning, increasing the number of highly effective teachers to 50%+, through the effective implementation of Steplab
<p>Parental Engagement</p> <p>Further strengthen positive working relationships between the home and the academy through the college pastoral teams.</p> <p>Increase the attendance of parents/ carers at academy events and consultation evenings.</p> <p>Provide support for disadvantaged students and families impacted by the cost-of-living crisis.</p>	<ul style="list-style-type: none"> • To ensure that, across the academic year (25/26), attendance at consultation evenings and parents' forums for the parents and carers of disadvantaged students is 90%. • To measure and track the survey responses for parents and carers of disadvantaged students, and take and log targeted action or correspondence where appropriate. • To provide every Key Stage 4 disadvantaged student with regular meetings with the college leadership teams to support attendance, attainment, and aspirations.
<p>Mental Health & Wellbeing</p> <p>Develop students' ability to self regulate behaviour, and build resilience to support them in times of challenge.</p>	<ul style="list-style-type: none"> • To ensure that all disadvantaged students, who require it, have timely access to welfare services such as on-site counselling. • To support all students who are disadvantaged and are classified as SEMH to participate in the Strengthening Minds programme.

<p>To ensure that all disadvantaged students feel that they belong and matter within the Leigh Academy Blackheath community.</p>	<ul style="list-style-type: none"> ● Implement the new Inspire and Ignite interventions to reduce the number of negative behaviour incidents for vulnerable students, and promote high attendance and school engagement. ● To monitor the awarding of merits and demerits to all students regularly, to ensure the gap remains minimal (5% or fewer) across all year groups.
<p>School Experience and Aspiration</p> <p>Increase the number of clubs or societies regularly attended by disadvantaged students.</p> <p>Increase the number of disadvantaged students participating in school-organised events, trips and structured opportunities (student government/ homework clubs/ music lessons etc).</p> <p>Increase the number of disadvantaged students taking part in school-organised activities and trips.</p>	<ul style="list-style-type: none"> ● To target and improve students' extracurricular attendance so that, over the course of the year at least 50% are disadvantaged; ● To ensure that all disadvantaged students across KS3 have the opportunity to attend at least one academic trip over the course of the academic year. ● To ensure that all disadvantaged students in Key Stage 4 have at least 2 careers meetings and are supported to access the next steps of their education, with all entering the appropriate courses for them.

Activity in this academic year

These detail 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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting teachers and leaders through effective and targeted CPD, which 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 is essential. CPD focused on the latest research (including embedding metacognition, improving oral language, and quality of instruction) has the highest impact.	Non-Secondary Ready
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.	Non-Secondary Ready
Maintain the collaborative lesson drop-in model to embed and sustain research-based teaching strategies.	Non-Secondary Ready	Non-Secondary Ready
Ensuring home learning is effective in consolidating learning from lessons and promoting independent learning.	Research by the EEF shows that homework has a high impact when the quality of the task chosen is correct.	Non-Secondary Ready; School Experience and Aspiration.

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 Literacy and Numeracy Catch Up is delivered to pupils not Secondary Ready to improve core numeracy skills.	Non-Secondary Ready	Non-Secondary Ready
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.	Non-Secondary Ready; School Experience and Aspiration.
All pupils have access to their own Chromebook. Online platforms and resources are used to provide tailored 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.	Non-Secondary Ready

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support provided by the pastoral and admin team. Regular contact with parents to support attendance. Rewards and recognition are held periodically for each College.	Pupils with no absence are more likely to achieve 5+ GCSEs A*- C or equivalent, including English and mathematics, than pupils who missed 15-20% of KS4 lessons (DfE).	Attendance; Parental Engagement.
Wellbeing and counselling will be supplied to vulnerable pupils. Behaviour support from the pastoral team will help to reduce barriers to learning.	Pupil well-being, 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.	Attendance.
Increase parental engagement through clear communication and parent forums. Regular information evenings to support student 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.	Parental Engagement.
Financial assistance with uniform, transport, equipment, curriculum supplies, extracurricular activities, music lessons, etc.	Removing financial barriers gives fair access to all pupils to experiences that improve engagement, attendance, and pupil progress. Research from the EEF shows that Arts participation has a positive impact on pupil progress.	Attendance; Parental Engagement.

Total budgeted cost: £290,000

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 2024/25 academic year.

Attendance

Attendance of disadvantaged students has further increased from 90.5% to 91.9%, compared to the estimated national average for all students of 93.3%. As a result of targeted intervention, the attendance of disadvantaged students at LAB was 2.5 percentage points above that of disadvantaged students nationally. Persistent absence continues to fall with a decrease from 28.6% to 24.7%, which is significantly below the national average for disadvantaged students of 27% in 2023/24.

Key Stage 3 Attainment

The table below shows LAB's disadvantaged students' MYP Average Grades compared to non-disadvantaged students' grades. It is important to note that the Middle Year Programme grades are a holistic measure of attainment, gathered from multiple sources of assessment specific to each year group and subject area. Notably, the assessment criteria for each year group is different.

	Year 7	Year 8	Year 9
LAB PP (2025)	3.68	3.64	4.10
LAB non-PP (2025)	4.14	4.40	4.92

The gap between Year 7 disadvantaged and non-disadvantaged finished at 0.46, which is below the target of 0.5 grade gap, which is significant given that over 40% of the year group is eligible for Pupil Premium funding. This is an improvement on the previous year, when the gap was 0.57. Whilst the gap is wider in older year groups, it remains less than a grade and for Y9, the gap increased by only 0.06 since they were in Year 8. The average MYP grade for the five-year programme is 4.96, which tends to come from selective schools.

Year 7 students are supported with the summer school transition programme and several interventions, such as the use of targeted small group teaching, Sparx Reader and Sparx Maths, to support the development of non-secondary-ready students. Year 7 disadvantaged non-secondary ready students' initial MYP grade was assessed at 1.51

against the four criteria and finished the academic year on 2.72, over a grade of progress for these students.

Below is a table on the average reading ages of disadvantaged students, which shows that whilst there have been some improvements, there is still work to do, as the improvements for non-disadvantaged students are greater. However, by the end of Year 7, 89.9% of disadvantaged students were assessed to be above their Standard Age Score.

Disadvantaged Students	Average RA M1 24/25	Average RA M6 24/25	Ave. RA M6 24/25 All Students	Ave. Reading Age Increase for Dis. Students	Ave. Reading Age Increase for Non-Dis. Students
Year 7	10.77	11.32	12.02	0.56	0.73
Year 8	10.50	11.14	12.21	0.64	0.85
Year 9	11.67	12.41	13.24	0.74	0.67

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 students develop 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 exam practice. All disadvantaged students had a College Team Mentor to support their pastoral and academic development. The impact of this is evident in Year 11 disadvantaged students starting Y11 with an A8 of 31.49; progressing to 43.52 in their final exams, with 62% of our disadvantaged students achieving at least 5 GCSES at grade 4 and above, with two of our three highest performing students being Free School Meal eligible.

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-disadvantaged and disadvantaged students received an equivalent number of merits.

Wider School Experience and Development of Cultural Capital

In the last year, every Key Stage 3 disadvantaged student had the opportunity to go on at least one trip. At Key Stage 4, our Aspire Programme targeted our highest performing students with trips to Universities, including a trip to Oxford University, providing the opportunity for some of our most disadvantaged students to see the pathway to the highest levels of academia. All Year 11 Pupil Premium-eligible students attend the RBG Progress Fair to support their access to Post-16 Education. Similarly, all disadvantaged Y13 students were taken to the UCAS Fair to support their transition to University.

Attendance at clubs improved from 25% to nearly 50% of all disadvantaged students attending a club, including the Duke of Edinburgh Bronze and Silver Awards.

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 Science	

Further information (optional)

To ensure that all of our pupils have a consistent diet in all curriculum areas, we must ensure that high-quality teaching and learning are 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 and Sutton Trust to embed the most impactful strategies to reduce the underlying inequalities between the disadvantaged and the rest of our cohort. We plan, implement, and evaluate our strategies to ensure they reach the success criteria strived for.