

Pupil premium strategy statement 2023-24

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 Tonbridge
Number of pupils in school	582
Proportion (%) of pupil premium eligible pupils	159 students 27.5% 25.6% (7-11)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Michael Crow
Pupil premium lead	Jenny Gray
Governor / Trustee lead	Mark Scholey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,565
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,565

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that at the Leigh Academy Tonbridge, pupils irrespective of their background, make good progress and can access and achieve across the curriculum particularly in EBacc subjects. We recognise that disadvantaged pupils face a number of challenges inside and outside of the classroom. Recognising that external challenges can be a barrier to learning means that our plan details how we will use our pastoral and attendance systems to work with families and outside agencies.

High- quality teaching, supported by established school routines associated with a full curriculum delivery are at the heart of supporting the disadvantaged in school. High expectations on using QFT in the classroom will not only support the closing of the disadvantaged gap but will in addition benefit the non- disadvantaged in our school.

In order that all pupils including the disadvantaged can access the curriculum we continue to focus on literacy with whole school strategies for all in addition to intervention for those students with a reading age significantly below their chronological age.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils may not be working at an age related level and have conceptual gaps or expectations
2	A higher number of pupil premium students have identified, and at the point of entry to the school unidentified special educational needs.
3	Some students have complex external barriers to consistent attendance and punctuality

4	The number of disadvantaged pupils who may have accessed a modern foreign language prior to their entry to the academy.
5	The reading age of disadvantaged students on entry is generally lower than that of their peers.
6	Internet access at home for some pupils is limited impacting their ability to complete homework.
7	Attainment of disadvantaged pupils in core subjects is generally lower than that of their peers.

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
<i>Progress 8</i>	To achieve 0.05
Attainment 8	To have a gap of less than 7

Percentage of Grade 5+ in English and Maths	Gap to decrease
Close the gap in attainment in maths, English and science	Progress of disadvantaged to be with non disadvantaged
Reading Ages for disadvantaged pupils to improved allowing for better access to all areas of the curriculum	For all disadvantaged students to have a reading age no more than one year below their chronological age.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>New programme of CPD to support the LATon teaching and learning framework.</p>	<p>The DfE Code of Practice (2015) states “High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.</p> <p>All teaching staff have paid membership of the Chartered College. Departments have paid membership of their relevant professional association. All staff have access to National College resources and Walkthru teaching CPD resources. All staff have a CPD book allowance and suggested reading lists to select from.</p>	<p>1,2</p>
<p>Reduced teaching time for our SENDCO</p>	<p>Increased SENDCO capacity will strengthen the focus on tailored programmes to support students inside the classroom and provide bespoke interventions where necessary.</p>	<p>1,2</p>
<p>Recruitment of two additional teaching assistants</p>	<p>Teaching assistants will be used to support students with EAL, a low reading age and students who have trouble completing their homework independently.</p>	<p>3</p>

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

Budgeted cost: £ 44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support the targeted reading intervention in KS3, using sparx reader and Tassomai.</p>	<p>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. (Education Endowment Fund)</p>	<p>1,5</p>
<p>All disadvantaged students in yr 11 have access to weekly Period 6 targeted intervention (for core subjects) in addition to holiday revision sessions</p>	<p>EEF states the following :</p> <p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence 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>1</p>

<p>Google read and write</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.</p> <p>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>5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast club for identified disadvantaged students</p>	<p>The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. (GOV.UK 2021)</p>	<p>3</p>

<p>Implementation of Academy's new attendance strategy that means every pupil that is absent receives a telephone call, not just a text. Weekly attendance meetings with the college teams and Attendance Manager mean that students needs and challenges are met and supported without delay, reducing the number of students with PA, in addition to improving whole school attendance</p>	<p>Evidence from a Department of Education study illustrates a strong correlation between school attendance and GCSE success. A child that averages 80% attendance during their secondary school year effectively misses one whole year of education and significantly reduces their chances of making expected progress</p>	<p>1,3</p>
<p>Computer access for all</p>	<p>It is imperative that students can access the online resources uploaded as homework.</p>	<p>1,2,3,6</p>
<p>Promotion of students' mental and emotional well-being</p> <ul style="list-style-type: none"> ● Staff mental health training ● Place 2 be counselling 	<p>EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. 1, 4 8 EEF Toolkit: Social/emotional learning (+4 months). The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org).</p>	

<p>Enrichment and trips</p>	<p>Extra-curricular activities are considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.</p>	
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Total budgeted cost: £155, 964

References

Education Endowment Fund - Guide to supporting Pupil Premium Autumn 2021

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There were 24 Pupil Premium students in the 2023 Year 11 cohort (out of 72 students).

P8 Score for PP students was +0.05 (compared to non PP +0.25). The target set was 0.00, so this has been achieved.

A8 outcomes for PP students was 36.08 (compared to a whole cohort A8 of 43.74). The target set was for the gap to be less than 7, the gap is 7.66.

There has been a significant increase in the progress 8 figure (compared to -0.31 the previous year) and the gap between non PP and PP students is closing. This is with a higher percentage of PP students in year 11, than the previous year. It should also be noted that the national average for disadvantaged students is -0.55 so our students (all boys) are outperforming their disadvantaged peers nationally.

Targets were also set to improve the EM crossover at 5+, this was 20.8% for PP students, and improve attainment in maths and science. Maths P8 data for PP students was -0.03 and for combined science was +0.16, showing a significant improvement since 2022 results which was -0.22 for science

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider