

# 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 Tonbridge
Number of pupils in school	719
Proportion (%) of pupil premium eligible pupils	203 28.2% of whole school 32% of Year 7-11
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	4th October 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Michael Crow
Pupil premium lead	Patrick Bidder
Governor / Trustee lead	Mark Scholey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£148,150

## 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 disadvantage 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 with significantly lower attendance for disadvantaged students

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 limiting their ability to complete homework.
7	Attainment of disadvantaged pupils in all subjects is generally lower than that of their peers.
8	Attitude to Learning of disadvantaged pupils is consistently lower across year groups with a more noticeable gap at KS4
9	Conduct of disadvantaged students and the recording of it is disproportionately negative (low praise/high sanction) with a disproportionately high suspension rate
10	Disadvantaged students represent a higher proportion of safeguarding incidents

## 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
Attainment 8	For the Attainment 8 gap for the 2025 Year 11 Cohort to narrow to below 10 (2024 cohort was 10.79 and current Year 10 attainment gap is 10.86).
Close the gap in attainment in Maths, English and Science	<p>To narrow the attainment gap in all of the core subjects by at least 0.1</p> <p>English Literature 1.32, English Language 1.25, Combined Science 0.89 and Maths 0.70</p>
Reading Ages for disadvantaged pupils to improve 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>A programme of CPD to support the LATon Teaching and Learning Framework, with a focus on:</p> <ul style="list-style-type: none"> <li>- Metacognition developed through focus on the MYP in CPD (IB Learner Profile) in both whole staff and optional pathway sessions</li> <li>- Teacher fluency, creating a supportive environment for learning, managing the classroom to maximise the opportunity to learn and activating students thinking to involve them in their own learning.</li> <li>- Opportunity for all staff to opt into membership of the Chartered College</li> <li>- Paid membership of each departments' relevant professional association</li> <li>- Access for staff to National College Resources and</li> </ul>	<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>EEF 2023 states “The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year.”</p> <p>EEF 2023 highlights teacher fluency, creating a supportive environment, managing the classroom and activating students thinking as the four areas of High Quality Teaching that most support disadvantaged students.</p>	<p>1,2,7,8</p>
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<p>Walkthru teaching CPD resources</p> <ul style="list-style-type: none"> <li>- CPD book allowance with suggested reading lists to select from</li> <li>- ELKLAN</li> <li>- Investment in language nut, Sparx reader/science/maths supports regular student feedback.</li> <li>- Lead Practitioner Development Programme</li> <li>- Curriculum Conferences organised by Curriculum Advisors</li> </ul>		
<p>Reduced teaching time for our SENDCO</p> <p>Increased TA time to provide targeted support</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>EEF 2023 states that Teaching Assistant Interventions has the potential to increase progress by on average 4 months.</p>	<p>1,2,3,5,7</p>

Recruitment of Inclusion Manager	EEF 2023 states that focusing on positive learning behaviours can boost pupils' progress.	
Recruitment of new Attendance Manager	EEF 2023 states that tackling persistent absence is an important part of improving education outcomes for this group.	
Retention supported by Middle Leadership programme and introduction of pathways		

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the targeted reading intervention in KS3, using Sparx Reader	EEF 2023: Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.	1,5,6,7
Google read and write	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	

<p>Reading Comprehension Strategies</p> <ul style="list-style-type: none"> <li>- Homework Help</li> <li>- Sparx Reader</li> <li>- Literacy Catch Up (Lexia and Power Up)</li> <li>- Oracy Focus</li> <li>- NGRT Investment to identify barriers</li> </ul>	<p>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>EEF 2023 states that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p>	
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<p>All disadvantaged students in Year 11 have access to weekly Period 6 targeted intervention (for core subjects) in addition to holiday revision sessions</p> <p>Provision of revision guides and academic texts across departments</p> <p>Staff Intervention sessions with small numbers</p>	<p>EEF 2023 states that 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>1,3,6,7</p>
<p>Graduated strategy of support for disadvantaged students including pastoral, academic and data tracking</p> <p>Universal Support including regular tutor support and parental communication</p> <p>Subject Level Support</p> <p>Director of Progress Support</p> <p>SLT Lead (PBI) to QA this process</p>	<p>EEF 2023 states that mentoring programmes and one to one targeted interventions are crucial to support disadvantaged students.</p>	<p>1,3,7,8,10</p>

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

Budgeted cost: £48,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast provided each morning for all students.	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)	3,6,8
<p>Continuation of Academy's Attendance strategy that ensures every pupil that is absent receives a parent telephone call. Weekly attendance meetings between college teams and the attendance manager ensure 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>Attendance Streaks Initiative</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.</p> <p>'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>	1,3,7

<p>Close attendance monitoring by NYO in conjunction with college team meetings</p>		
<p>Chromebooks provided to all students</p>	<p>It is imperative that students can access the online resources uploaded as homework.</p> <p>'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.'</p>	<p>1,2,3,6,7,8</p>
<p>Promotion of students' mental and emotional well-being</p> <ul style="list-style-type: none"> <li>● Staff mental health training</li> <li>● Place2Be Counselling</li> <li>● Enrichment</li> </ul>	<p>EEF Teacher Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. .</p>	<p>10,11</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</p>	<p>9, 11</p>

<p>Discounted musical instrument lessons for PP students</p>	<p>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> <p>EEF Menu of Approaches Evidence Brief states that extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning</p> <p>EEF Menu of Approaches Evidence Brief 2023 links to the teacher toolkit review of 'Arts Participation' stating Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link</p>	
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<p>10% funding for all PP students wishing to go on school trips</p> <p>10% Contribution to Duke of Edinburgh costs</p>	<p>between music and spatial awareness.</p>	
<p>1:2:1 Behaviour Support with Reflection Room lead to reduce repeat suspensions.</p> <p>Small group sessions around anger management and self-regulation.</p> <p>Class observations to 'check' the temperature of the classroom and offer supportive guidance to enhance classroom culture.</p>	<p>EEF Menu of Approaches Guidance Brief 2023 states that social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions.</p>	

**Total budgeted cost: £148,150**

References

Education Endowment Fund - Guide to supporting Pupil Premium Updated September 2023  
<https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151>

## Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

There were 22 Pupil Premium students in the 2024 Year 11 cohort (out of 81 students).

P8 Score for PP students was -0.48 (compared to non PP +0.30). The target set was 0.05, so this has not been achieved.

A8 outcomes for PP students was 37.49 (compared to A8 of 48.28 for non PP students). The target set was for the gap to be less than 7; the gap is 10.79.

It should be noted that the A8 national average for disadvantaged students is 37.6 so our students (all boys) are in line with the attainment of disadvantaged students nationally. Our P8 gap is 0.78 compared with a national gap of 0.74 so our students (all boys) are broadly in line with the progress of disadvantaged students nationally.

A target was also set to improve the EM crossover at 5+ and reduce the disadvantage gap in this respect. In 2023, this disadvantage gap was 31.3% but this year there has been a significant reduction to 13.2%, so this target has been met.

A target was set to close the gap in attainment in English, Maths and Science and for the progress of disadvantaged to be in line with that of non-disadvantaged. The attainment gap for English Literature this year was 1.32 compared to 0.99 last year; English Language was 1.25 compared to 0.85 last year, Maths was 0.70 compared to 1.28 last year; Combined Science was 0.89 compared to 1.02 last year. This target was therefore met in Maths and Science, but not in English. There also remains a progress gap between the disadvantaged and non-disadvantaged: English Literature (0.99), English Language (0.91), Maths (0.53) and Science (0.83).

Finally, a target was set for disadvantaged pupils to improve their Reading Ages and for all disadvantaged students to have a reading age no more than one year below their chronological age. Current data shows that 19% are no more than a year behind their chronological age. 46% of PP students are at or above their chronological age.

## 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
