LABexley Pupil premium strategy statement

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 Bexley
Number of pupils in school	1086
Proportion (%) of pupil premium eligible pupils	37.85%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	June 2024
Statement authorised by	John Dixon
Pupil premium lead	Mark Crowther-Green
Governor / Trustee lead	Robert McBeth

Year group	Cohort number	PP students No.	PP%
7	166	49	29.52
8	180	90	50.00
9	208	81	37.50
10	180	73	40.56
11	275	97	35.27
7-11	1009	390	38.65
12	30	14	46.67
13	47	7	14.89
7-13	1086	411	37.85

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£550,620
Recovery premium funding allocation this academic year	£255,576
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	£806,196

Part A: Pupil premium strategy plan

Statement of intent

Leigh Academy Bexley is committed to creating a universal culture for all students that demands success. Where aiming high is actively encouraged through the expectation that students will strive to achieve regardless of circumstance. To deliver this the academy will set high standards for all students, breaking down the barriers that financial inequality creates to ensure that high aspirations are the expectation for all students no matter their background.

Performance of all students and positive learning behaviours will be monitored through robust academy systems within the college teams, through praise and recognition, and through the setting and achievement of challenging targets. These targets will remain appropriate to the ability level of the student, irrespective of their background.

Staff at the academy will ensure that disadvantaged students remain a high-profile priority within the academy through the identification and monitoring of academic performance, well-being, attendance and behaviour. This will ensure that all stakeholders are focussed on reducing the difference between disadvantaged and non disadvantaged students.

The academy's current Pupil Premium strategy is designed to identify and intervene with disadvantaged students who are falling behind when compared to their peers. The academy's belief that all students should have access to Quality First Teaching (QFT) and wrap around pastoral support through the academy's college model. This is further enhanced through the provision of additional tuition through the National Tutor Programme. From 2022 onwards we have focused on improving literacy for all students through daily Drop Everything And Read (DEAR) time.

In 2023 all students will receive a Chromebook at no cost to the families which will support students to complete independent learning outside of the academy, while providing new and engaging opportunities to learn within the classroom.

Leigh Academy Bexley believes that every child matters, with student engagement and progress maximised through a supportive, but challenging learning environment based on strong relationships. This learning environment will be created and maintained by all staff, supported and advanced through its comprehensive evidence based CPD programme and delivered through weekly dedicated professional development time. Access of all staff to the Leigh Academy Trust (LAT) suite of training resources will provide a plethora of resources and materials for staff to continue their development outside of the classroom to support the needs of students.

The well-being of students is a central priority for the academy due to the impact of COVID-19 pandemic on its students. The academy's college structure will deliver high quality localised care, providing human-scale support that is targeted to meet the needs of all students.

The academy is re-launching enrichment, cross-curricular and cultural programmes to provide all students with opportunities to excel in areas of passion and interest outside of the realms of academic studies. This programme will develop and promote student well-being and supports positive mental health and behaviours, which in turn support academic progress.

The Key Principles of the academy's Pupil Premium Strategy statement are as follows:
- The work undertaken through the use of the Pupil Premium Grant will be aimed at improving the lives and future choices of our most disadvantaged students.
- Appropriate provision is in place to accelerate student progress to meet and exceed age expected standards.
- Teaching and learning meets the needs of all students.

- The well-being and aspirations of our students are enhanced and championed throughout the academy with the provision of high-quality career and enrichment opportunities to facilitate informed life choices.
- We will ensure that appropriate provision is made for disadvantaged students, including the needs of socially disadvantaged students are assessed and addressed.
- Pupil Premium funding will be linked to Academy priorities.

Challenges

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

Challenge number	Detail of challenge
1	**Student agency and autonomy** - a student's belief and attitude towards their own learning can have a significant impact on academic progress. A student is at risk of falling behind their peers if they are unaware of how to engage with learning, representing a significant barrier to their own progression.
2	**Attendance** - attendance below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success.
3	**Literacy** - a significantly high proportion of students join the academy with less than expected literacy and reading ages. This prevents our students from engaging fully with the curriculum, hindering their ability to demonstrate progress in their studies.
4	**Numeracy** - a number of students join the academy with less than expected numeracy levels. This represents a barrier to their own learning and hindering their ability to achieve the right qualifications and experience for their chosen career path.
5	**Welfare** - a significant amount of our students require additional support for a range of emotional, social and family issues. These issues can limit the academic progress a pupil can have, as well as causing the student to feel negative emotions such as stress, anxiety and low self esteem.
6	**Resource** - some of our students are unable to access appropriate learning resources outside of the academy. This inability to develop their own understanding outside of normal learning hours can have a negative impact on their academic progress and participation in enrichment activities.

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
To accelerate student progress across the curriculum in line with National Standards	1. Progress 8 and Attainment 8 to show a positive trend from 2023-24 2. A reduction in the difference between PP and Other pupils in Key Stage 4 and 5
To improve student literacy levels and reading age	1. Students Reading Age to improve in line with National Standards 2. Student Literacy levels and fluency to develop in line with expected standards
To improve attendance and punctuality	1. A reduction in absence from the academy for Pupil Premium students academy year on year 2. A sustained reduction in the number of late incidents for Pupil Premium students year on year
To support students who may be at risk of exclusion	1. A sustained reduction in the number of Fixed Term Exclusions (FTE) for Pupil Premium students year on year 2. A reduction in the difference of FTE's between Pupil Premium and 'Other' students
To ensure students feel supported and are aware of the support the academy can provide	1. A student well-being programme to be embedded across the academy 2. Students feel safe and cared for at the academy
To provide all students with a well-rounded curriculum which is as least as ambitious as the National Curriculum and is designed to enhance their life choices	1. All students will follow a broad and balanced curriculum which is at least as ambitious as the National Curriculum 2. All students to be provided with a wide range of Key Stage 4 and 5 Options to enhance their future employment
To provide students with Enrichment opportunities in which they can gain a greater understanding of the world around them	1. All students to be provided with a wide-ranging Enrichment and Cultural Capital programme which enhances their understanding of the world 2. Pupil Premium student attendance is monitored and intervention and support is put in place where appropriate to improve attendance
Guidance and preparation for transition to Post Sixteen Education	1. All students to participate in a robust careers programme that is centred on enhancing their future employment opportunities and is in line with Gatsby Benchmarks

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: £391,006

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Staff CPD	i. The EEF Teacher and Learning Toolkit	1, 3, 4, 5
Online Professional Development Subscriptions	ii. The EEF Guide to Support School Planning: A Tiered Approach (2021-22)	1, 3, 4, 5
English and Mathematics recruitment	iii. The OECD: Combatting COVID-19's effect on Children (2020)	3, 4
Educational Technology and Hardware provision	iv. DfE Guidance: Catch-up premium (2021)	3, 4, 6
Lead Practitioner Recruitment and Development	v. DfE Guidance: Using Pupil Premium (School Leaders) vi. EEF Evidence Summaries: Closing the Attainment Gap vii. EEF Evidence Summaries: Pupil Premium viii. DfE Guidance: Standard for Professional Development	1, 3, 4, 5

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

Budgeted cost: £ 177,364

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	i. The EEF Teacher and Learning Toolkit	3,4
Virtual Tuition Providers	ii. The EEF Guide to Support School Planning: A Tiered Approach (2021-22)	3,4
Academy based pupil Intervention	iii. The OECD: Combatting COVID-19's effect on Children (2020)	3,4
In-lesson support and tuition	iv. DfE Guidance: Catch-up premium (2021) v. DfE Guidance: Using Pupil Premium (School Leaders)	1, 2,5

	vi. EEF Evidence Summaries: Closing the Attainment Gap vii. EEF Evidence Summaries: Pupil Premium viii. DfE Guidance: Standard for Professional Development	

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

Budgeted cost: £237,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Small School Pastoral teams	i. DfE Guidance Promoting and Supporting Mental Health and Well-being in Schools and colleges ii. The Education Hub: Mental Health Resources for children, pupils, parents, carers and school/college staff	1, 2, 5, 6
Recruitment of Academy well-being team		1, 2, 5, 6
Retention of On-site Counselling		1, 2, 5, 6
Retention of Academy Attendance Administrator		1, 2, 5, 6
Retention of Educational Psychologists		1, 2, 5, 6

Total budgeted cost: £806,196

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 students in the 2022 to 2023 academic year.

In Year 11, Leigh Academy Bexley has achieved improved results when compared to 2022 against a national picture of a grade depression. The provisional Progress 8 score of -1.09 is a 0.09 increase. This increase is underpinned by an improvement in the Level 4+ in English of maths by 9.5% to 43.5% and an improvement in the overall Level 4+ across all subjects of 6.2% to 43.3%. The Attainment 8 score of 33.36 is inline with the 2022 value of 33.89 having decreased slightly by 0.53. The percentage of students achieving a Grade 4+ in English and maths is 44%, with Grade 5+ 24%, and Grade 7+ 5%. The average grade of students achieving the full EBacc qualification is 2.88. Reviewing the micropopulations, girls outperformed boys by 0.15, Non PP outperformed PP by 0.42 and SEN outperformed non-SEN by 0.68. The Academy is in the process of completing a comprehensive review of the marking process which aims to further enhance the improvements.

The academy's attendance was 85.6%. Pupil Premium student attendance was 79.8% with a difference of 5.8%. The gap in attendance between Pupil Premium and 'Other' students continues to remain a focus of the academy's strategy to ensure this reduces further.

There were 614 suspensions which is above the average number and percentage of students receiving suspensions. The academy will continue to monitor and support student behaviour through its published behaviour policy.

The academy recognises that student well-being and mental health continue to be impacted due to the after effects of the COVID-19 pandemic, with this impact particularly acute amongst disadvantaged students. The academy has used pupil premium funding to provide wellbeing and pastoral support to all students, with targeted interventions utilised where required. The academy will continue to allocate funding to this due to its importance in supporting young people's academic outcomes.

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
Positive Behaviour & Emotional Wellbeing	Strengthening Minds