

LABex Pupil premium strategy statement 2025/26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	881
Proportion (%) of pupil premium eligible pupils	39.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	John Dixon
Pupil premium lead	Robin Hall
Governor / Trustee lead	Nigel Jones

2025-26

Year group	Cohort number	PP students No.	PP%
7	177	63	35.6
8	151	66	43.7
9	148	68	45.9
10	165	82	49.7
11	182	69	37.9
7-11	823	348	42.3
12	26	0	0
13	32	0	0
7-13	881	348	39.5

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25-26)	£425,028
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	£425,028

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent – Leigh Academy Bexley

Leigh Academy Bexley is committed to building a culture of ambition and success for every student. We believe that high aspirations should be the norm for all, regardless of circumstance or background. To achieve this, we will set and uphold the highest standards, breaking down barriers created by financial or social disadvantage to ensure every learner can thrive.

Student progress and positive behaviours will be actively promoted and monitored through strong academy systems, with success recognised and celebrated. Challenging but achievable targets will be set for all, appropriate to each student's ability, and regularly reviewed to maximise progress.

Disadvantaged students will remain a key priority. Their academic performance, attendance, wellbeing and behaviour will be closely tracked to ensure that any gaps between disadvantaged and non-disadvantaged students are reduced and ultimately eliminated.

Our Pupil Premium strategy is designed to provide timely identification and intervention for students at risk of falling behind. Central to this is our belief that all students should benefit from high-quality teaching, strong pastoral care through the college system, and additional academic support. In 2025, we will continue to prioritise literacy development through daily reading, Sparx Reader, and library lessons in Key Stage 3.

We are committed to removing barriers to learning by providing every student with a Chromebook at no cost to families, enabling independent learning beyond the classroom and creating dynamic opportunities within lessons.

We believe every child matters. Student engagement and achievement are driven by strong relationships within a supportive yet challenging learning environment. This environment is sustained by highly trained staff, with continuous professional development delivered through weekly training, evidence-based practice, and access to the LAT suite of resources.

In addressing the needs of vulnerable students, we will consider those who may not qualify for pupil premium funding, such as children with social workers and young carers. The initiatives outlined in this statement are designed to support all students facing challenges, regardless of their classification as disadvantaged.

Student wellbeing remains central to our mission. Our college structure delivers personalised care, ensuring that the needs of every learner are met. Alongside this, we continue to deliver a broad programme of enrichment, cultural, and cross-curricular activities, giving students opportunities to pursue their passions, build confidence, and develop positive mental health—all of which underpin academic success.

Key Principles of the Pupil Premium Strategy

- To improve the lives, aspirations, and future opportunities of our most disadvantaged students.
- To provide targeted support that accelerates progress and ensures students meet or exceed age-related expectations.
- To deliver high-quality teaching and learning that meets the needs of all learners.

- To champion student wellbeing and aspirations through high-quality careers education and enrichment opportunities.
- To assess and address the needs of socially disadvantaged students, ensuring provision is both appropriate and effective.
- To ensure Pupil Premium funding is directly aligned with 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	<ol style="list-style-type: none"> 1. Attainment 8 to show a positive improvement trend in 2025-26 2. A reduction of the achievement gap between PP and other pupils in Key Stage 4 and 5
To improve student literacy levels and reading age	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. A continued reduction in absence from the academy for pupil premium students 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	<ol style="list-style-type: none"> 1. A sustained reduction in the number of Fixed Term Suspensions (FTS) for Pupil Premium students year on year 2. A reduction in the difference of FTSs between pupil premium and 'Other' students
To ensure students feel supported and are aware of the support the academy can provide	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 engagement is monitored and intervention and support is put in place where appropriate to improve attendance
Guidance and preparation for transition to Post Sixteen Education	<ol style="list-style-type: none"> 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: **£206,135**

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)	1, 3, 4, 5
	vi. EEF Evidence Summaries: Closing the Attainment Gap	
	vii. EEF Evidence Summaries: Pupil Premium	
	viii. DfE Guidance: Standard for Professional Development	

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

Budgeted cost: **£93,511**

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)	1, 2,5
	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	

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

Budgeted cost: **£125,383**

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: £425,028

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 2024 to 2025 academic year.

<p>Quality of teaching and learning</p> <ul style="list-style-type: none"> Internal monitoring shows that 94.9% of teaching across the academy is effective/highly effective; we have also seen an increase in the number of highly effective practitioners to 38.5%. (Data as of M6 2025) The academy has received very positive feedback from the trust learning walks conducted by the CEO and AD. ‘Leaders pay meticulous attention to detail in all aspects of their work, they support members of staff to execute their roles well but do not shy away from challenging underperformance when needed.’ Our most recent Challenge Partners Report (June 2024) highlights the improving quality of education at Leigh Academy Bexley. ‘Student conduct and engagement in lessons are strengths. Students are friendly and polite. They enjoy strong positive relationships with their teachers based on trust and mutual respect.’ The Tutoring Programme with MyTutor was implemented in Module 3 and 4, 35 students took part experiencing additional lessons in English, maths and Science. The 2025 GCSE results show an upward trend in the number of students achieving
--

grades 5+ and 4+ in both English and maths for DA students (30.9% in 2025 compared with 25.9% in 2024 for 4+ Grades and 15.2% in 2025 compared with 13% in 2024 for 5+ grades). The Attainment 8 score shows a significant improvement (29.97 in 2025 compared with 25.65 in 2024).

Interventions

To effectively use data tracking points to identify disadvantaged students for interventions.

- Line management meetings were held between senior and middle leaders to discuss the progress of students, scrutinise the data at each data drop, discuss any barriers to learning and plan strategies to support disadvantaged pupils. Middle leaders were held accountable to ensure that targeted interventions are in place to support pupils that have not made the expected progress. The line management meeting cycle has been successful in holding middle leaders to account and promoting the progress of disadvantaged students.

Literacy & Oracy

To improve the literacy, oracy and reading scores of disadvantaged students so that the gap diminishes between DA and their non-DA peers.

- Key Vocabulary Guides has been embedded into lessons and evident within the Google classroom. Students have embraced their speaking and listening tasks in a variety of lessons and also in the manner in which they have communicated as student ambassadors across many events (Challenge Partners, Student voice Academy open events).
- In Modules 1-6, our students completed 3213 quizzes on Accelerated Reader.
- Since starting Sparx Reader, our students have read 2563 texts and completed over 4000 hours of careful reading.
- In the Learning Resource Centre (LRC) 4527 books have been borrowed and read in the 6 modules as well as 808 books being read on myON.
- DA students have seen an improvement in their standardised aged scores for their reading with an increase of 4.4.

Extra-curricular Activities and Careers

To increase the number of disadvantaged students accessing extracurricular activities, trips and experiences (cultural capital).

- We have a well-established, proactive programme of careers education which is in-line with the Gatsby Benchmarks. This has been enhanced through the provision of Unifrog to enable student access to independent high-quality careers-based resources.
- We are also embedding the Duke of Edinburgh Award Programme and have an extensive range of extra-curricular opportunities to enhance enjoyment of the curriculum, develop key employability skills, and cultural capital.
- A variety of weekly clubs have been offered throughout the academic year with 50% of attendees being DA.
- The number of disadvantaged students from KS3, 4 and 5, participating in day trips and events has increased steadily as a result of the provision.
- An outward bounds residential trip only for DA students was held in July 2025.
- Our most recent Challenge Partners Report (June 2024) highlights the impact of extra-curricular activities:

‘There is strong commitment to the extra-curricular provision of clubs, trips and visits through which disadvantaged students are over-represented. Cultural capital days and events are built into the school calendar that allow students to explore the rich and diverse array of opportunities in nearby central London. These help raise aspirations in what students think they can achieve.’
Challenge Partners, June 2024

- The Unifrog Careers Programme was run successfully during the year. Overall, we had 100% engagement with all students in Years 7-11.
- From September, the academy will continue to utilise the School Calendar, Co-curricular, Music and Sports Communication Systems (SOCS) to further inform and develop our co-curricular programme.

Attendance Gap

To reduce attendance gap for DA students.

- The attendance of disadvantaged students is rigorously monitored by the individual College attendance leads, who work tirelessly on this issue and are very well supported by the Trust attendance advisors alongside external agencies. DA Student attendance in 2023 was 83.1% attendance, rising to 85.3% in 2024.
- Due to key strategies, persistent absence has reduced by 22.1% points from 2022.
- Since 2022/23, overall attendance has improved by 5.80%, with all subgroups making considerable improvements over time. SEND pupils' attendance has improved by 9.5% during this period, and disadvantaged attendance improving by 6.90%.
- The persistent absence of our disadvantaged students will continue to be a top priority for the academy this academic year.

Resilience and Engagement

To improve resilience and engagement of DA students.

- We have seen a decrease in the number of negative logs for DA students; it fell by 3806 across the academic year.
- The number of suspensions for DA students reduced by almost half when compared to 2023/24.

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