

Pupil Premium



Leigh
Stationers' Academy

Pupil Premium Strategy for 2024/25

This statement details our school's use of pupil premium funding to enhance the attainment and well-being of our disadvantaged pupils. It outlines our pupil premium strategy, how we plan to allocate funding this academic year, and reviews the impact of last year's spending.

School Overview

Detail	Data
School name	Leigh Stationers' Academy
Number of pupils in school	1739
Proportion (%) of pupil premium eligible pupils	15.30% (266)
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	September 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Joseph Sparks, Principal
Pupil premium lead	Richard Hill, Assistant Principal
Governor / Trustee Lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,669
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£282,669

Part A: Pupil Premium Strategy Plan - Statement of Intent

Our aim is to support the academic success of every student, regardless of socio-economic background, by providing access to a comprehensive, balanced, and enriching curriculum underpinned by high-quality teaching. We are committed to inspiring lifelong aspirations, breaking down barriers to learning, and fostering excellence so that no student is disadvantaged due to financial or social circumstances.

We recognise the additional challenges that other vulnerable groups may face, including students with a social worker or young carers, and are committed to supporting their needs as well, even if they do not qualify for pupil premium funding. Our strategy is firmly grounded in research, drawing on evidence from reputable organisations such as the Education Endowment Foundation (EEF) to guide our approach.

We understand that the barriers to learning for disadvantaged students are diverse and complex, encompassing areas such as literacy and communication skills, confidence, aspirations, self-regulation, attendance, punctuality, and cultural capital. Recognising that family situations may further impact students' educational journeys, we are committed to a flexible, targeted approach rather than a "one size fits all" model.

To address these challenges effectively, our teaching staff are trained to understand the specific barriers pupil premium students may face, armed with insights from attainment data to identify individual strengths and areas for development. This focus enables staff to provide strategic interventions that address gaps in knowledge and skills, through high-quality teaching to bridge these divides. Not only does this approach help close the attainment gap for disadvantaged students, but it also enhances learning for all pupils, creating a supportive and inclusive environment.

Our strategy reaches beyond academic progress, encompassing the holistic development of each student. This includes literacy improvement, resilience-building, and targeted well-being support, as well as interventions to reduce absenteeism. Our inclusive approach draws on the efforts of the entire staff, highlighting the crucial role each member plays in the success of our students.

Through this comprehensive strategy, we are committed to building a nurturing educational environment in which every student can thrive, fostering resilience, well-rounded personal growth, and preparation for future success.

Challenges

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

Challenge	Detail of Challenge
1	Reading & Literacy Many disadvantaged students enter the academy with reading and literacy levels below their peers, which restricts their engagement with the curriculum and hampers academic progress. In 2023, the average reading age for disadvantaged Year 7 students was 15 months below their peers, and for Year 8 students, this gap widened to 26 months.
2	Mathematics & Numeracy The 2024 GCSE results reveal a significant attainment gap in mathematics. Pupil premium (PP) students had an average grade of 3.28, compared to 4.81 for non-PP students. Addressing this gap is critical to ensuring equitable outcomes for all pupils in mathematics.
3	Attainment Gap Disadvantaged pupils tend to progress at a slower rate than their peers, as reflected in their GCSE outcomes. In 2024, the Attainment 8 (A8) score for disadvantaged pupils was 29.94, notably lower than the average A8 score of 45.47 for their peers. Closing this gap is essential to foster equitable opportunities.
4	Wellbeing Social and emotional challenges are prevalent among disadvantaged students, with many experiencing anxiety, depression, and low self-esteem, as identified through observations and discussions with pupils and families. These issues are often intensified by concerns over lost learning, future uncertainty, and a decrease in enrichment opportunities, all of which have impacted disadvantaged pupils more acutely. This affects their ability to engage fully and impacts their academic progress.
5	Attendance A significant attendance gap persists between disadvantaged and non-disadvantaged pupils. Over the past year, disadvantaged pupils attended at a rate of 87.5%, compared to 92.5% for their non-disadvantaged peers. This high rate of absenteeism affects the academic progress of disadvantaged students and signals a need for focused interventions to boost attendance and engagement.
6	Reducing Suspensions Disadvantaged pupils are overrepresented in suspension rates, with PP students experiencing suspensions at a higher rate than their non-PP peers. This impacts their immediate learning experience and has long-term effects on academic and social development. Key factors include behavioural challenges, limited engagement with the curriculum, and underlying social and emotional difficulties. A holistic approach incorporating behavioural support, academic engagement, and socio-emotional learning is essential to address this issue effectively.

Intended Outcomes for 2024/25

Our intended outcomes highlight the goals we aim to achieve through the implementation of our current strategy, with clear criteria to measure success by the end of the 2024/25 academic year.

Intended Outcome	Success Criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	By the end of 2024/25, KS4 outcomes will reflect that disadvantaged pupils achieve: an Attainment 8 score of 45 and an MYP average grade of at least a 4.
Improved reading comprehension among disadvantaged pupils across KS3	Reading assessments will show significant improvements in comprehension among disadvantaged pupils, with a reduced gap between their scores and those of their non-disadvantaged peers.
Improved attainment among disadvantaged pupils within mathematics	Mathematics attainment will align with academy standards. This will be demonstrated through internal KS3 assessments and KS4 outcomes, reflecting the impact of the maths mastery curriculum.
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Success will be measured through positive feedback from student and parent surveys, teacher observations, and increased participation in enrichment activities, especially among disadvantaged pupils. Qualitative data will show greater engagement and well-being through well-being intervention referrals.
To achieve and sustain improved attendance for all pupils and reduce the number of pupils who are persistently absent, including those who are disadvantaged.	The overall attendance rate for all pupils will exceed the national average, and the attendance gap between disadvantaged and non-disadvantaged pupils will be narrowed. Persistent absenteeism for disadvantaged pupils will fall below the national average, with a reduced gap compared to their non-disadvantaged peers.
To significantly reduce the number of suspensions among PP students by the end of the 2023/24 academic year, fostering a more inclusive and supportive school environment that aids in their academic and personal development.	A measurable decrease in suspension rates among PP students compared to previous years. Feedback from students, staff, and parents will indicate positive behaviour and engagement improvements. Increased engagement in academic and extracurricular activities among PP students will also be noted.

Activity in this Academic Year

Outlined below are the key activities planned for this academic year to address the primary challenges impacting our disadvantaged pupils. Each activity is based on research and evidence to maximise impact.

Activity	Evidence	Challenge(s) Addressed
Enhanced CPD for Staff: Invest in CPD focused on research-informed approaches and pedagogy to improve teaching quality and raise attainment among disadvantaged pupils.	EEF research into effective professional development .	1-3
Digital Strategy Implementation: Continue to provide every pupil with a Chromebook to personalise learning and enhance engagement through technology.	Research by the EEF into the use of technology to enhance learning.	1-3
Mathematics Mastery Programme: Enhance maths teaching and curriculum planning aligned with DfE KS3 and EEF guidance, including Teaching for Mastery training and Maths Hub resources.	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>Evidence from the EEF suggests that to teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem-solving strategies, and help pupils to develop more complex mental models.</p> <p>Research and case studies available into the maths mastery programme.</p>	2-3
Literacy Development: Focus on explicit teaching of reading, writing, oracy, and vocabulary, including collaborative curriculum planning and best-practice CPD.	<p>EEF Improving Literacy in Schools guidance and toolkit.</p> <p>Research (and accompanying resources and strategies) by Alex Quigley into the importance of closing the vocabulary gap, reading gap and writing gap in order to support improved academic outcomes as well as enhanced life chances.</p> <p>Research into the importance of the word gap and its link to attainment.</p>	1, 3
Support for Staff Development: Fund teacher release time for NPQ programmes to empower staff as change leaders, enhancing support for disadvantaged pupils.	From DfE recommendations as part of a wider set of teacher development reforms.	1-4
Collaboration & Resource Sharing: Invest in collaborative planning time for subject staff to	From research commissioned by the DfE to support a reduction in staff workload to help retain and attract strong talent.	1-3

reduce workload, retain quality staff, and develop cohesive subject resources.		
Behaviour Policy Review: Implement improvements in behaviour policies and systems to reduce staff workload and ensure consistency, drawing from Tom Bennett's 'Creating a Culture'.	From research commissioned by the DfE to support a reduction in staff workload to help retain and attract strong talent. Tom Bennett's research into 'Creating a Culture' .	1-3
Whole-School Behaviour Programme: Train staff in consistent behaviour management techniques, establish a clear behaviour policy, and create positive reinforcement systems.	The EEF's research emphasises the importance of a consistent, school-wide approach to behaviour management in reducing disciplinary issues and improving student outcomes.	6
Social and Emotional Learning (SEL) Interventions: Provide targeted SEL interventions for PP students, focusing on self-awareness, social skills, and decision-making.	EEF research indicates that SEL interventions can have a positive impact on attitudes to learning, social relationships, and overall academic performance, which can indirectly contribute to a reduction in suspensions.	6
In-School Mentoring Programme: Launch a mentoring programme for PP pupils, pairing them with trained mentors who offer guidance, academic support, and goal-setting.	According to the Education Endowment Foundation (EEF), mentoring has the potential to improve outcomes by developing a close, supportive relationship between mentor and mentee. This approach can have a positive impact on pupils' attitudes towards school and learning, improve behaviour, and enhance self-confidence, all of which contribute to a reduction in the likelihood of suspensions.	6

Targeted Academic Support

Activity	Evidence	Challenge(s) Addressed
Year 11 Small Group Intervention Programme: Tailored intervention sessions for Year 11 pupils to close knowledge gaps and enhance academic performance.	Supported by research from the EEF , which outlines the effectiveness of small group intervention.	1-3
Expansion of SEN Specialist Staff: Increase SEN support by adding a SENCO and deputy SENCO for both mainstream and DSP, a specialist SEN teacher, an SEN interventions coordinator, and an EAL coordinator.	EEF guidance on SEN teaching and practices. EEF guidance highlights the importance of specialised SEN support to improve outcomes for disadvantaged SEN/EAL pupils.	1-5
Director of Literacy: Employ a Director of Literacy/Lead Practitioner who will deliver small group phonics, reading fluency, and comprehension interventions for pupils below age expectations.	Various research and government guidance relating to the significance of supporting pupils who are behind with literacy to ensure that they can successfully access a broad and balanced curriculum across their time in secondary school. EEF reading intervention strategy research . EEF research into small group tuition .	1 & 3
Bespoke Literacy Interventions: Invest in tailored intervention programmes and resources to support the Director of Literacy's work, focusing on pupils lagging in literacy skills.	The significance of supporting pupils who are behind with literacy & EEF reading intervention strategy research . Research shows that targeted literacy support is essential for pupils to access the full curriculum.	1 & 3
Reading Platforms: Promote reading through platforms like Accelerated Reader and myON to expand vocabulary, imagination, and comprehension.	EEF studies show that Accelerated Reader can add up to five months' progress for pupils eligible for free school meals.	1 & 3
Online Literacy and Vocabulary Development: Use platforms such as Literacy Planet and Bedrock to build literacy and vocabulary skills.	The significance of supporting pupils who are behind with literacy & EEF reading intervention strategy research . Impact of Literacy Planet & Bedrock : EEF research supports the impact of structured online literacy programmes on reading and vocabulary.	1 & 3
Peer Reading Scheme: Implement a peer reading scheme to support pupils below age-related expectations in reading.	EEF research into peer tuition : EEF research demonstrates the effectiveness of peer tuition in supporting literacy development.	1 & 3

Wider Strategies

The following wider strategies aim to address key challenges by promoting well-being, enrichment, and engagement for our disadvantaged pupils.

Activity	Evidence	Challenge(s) Addressed
Wellbeing Manager: Appoint a Wellbeing Manager to expand access to counselling and support, addressing the mental health and emotional needs of pupils.	A range of research and case studies evidence the effectiveness of this type of support for pupils.	4
Enriched Co-Curricular Programme: Develop an inclusive co-curricular offer, ensuring disadvantaged pupils have access to diverse clubs, societies, activities, trips, and experiences, with programme monitoring through SOCS.	Research by the Social Mobility Commission highlights how socio-economic barriers prevent disadvantaged pupils from participating in enrichment activities. Providing access helps bridge this gap, fostering engagement and supporting well-being.	4

Part B: Review of Outcomes

The impact of our pupil premium strategy in the 2023/24 academic year reflects substantial progress in several key areas:

High-Quality Teaching: Our comprehensive CPD programme, which included weekly training sessions and access to the National College, led to enhanced teaching standards. Last year, 83% of teachers were rated as "effective" or better, with 2131% recognised as "highly effective," demonstrating significant improvement in instructional quality.

Attendance Improvements: Pupil attendance exceeded the national average, largely due to our collaboration with the local authority's Attendance Advisory Service. Persistent absenteeism among disadvantaged pupils has been a priority, and we've seen improvements compared to previous years, further work is required to close the gap.

Inclusion and Wellbeing: Our new Inclusion & Wellbeing Centre, staffed by specialists, provided tailored therapy and support services. This addition has helped reduce Fixed-Term Exclusions (FTEs) significantly, creating a more inclusive environment for all pupils.

Digital Learning Access: We successfully equipped every pupil with a personal electronic device, fostering digital literacy and integrating technology into daily learning. This initiative has supported a more engaging and personalised educational experience across the curriculum.

Enrichment Opportunities: The enrichment programme expanded significantly, with an extensive range of clubs, activities, and experiences now available. Participation among Year 7 to Year 9 Pupil Premium (PP) pupils was particularly strong, ensuring that disadvantaged pupils benefitted from diverse, co-curricular opportunities that support personal development.

Literacy Advancements: Our literacy initiatives yielded marked improvements, particularly in Key Stage 3. The Accelerated Reader Programme and use of SparxReader has been transformative, with Year 7 and Year 8 PP pupils making substantial gains in reading age. Across the year, PP (Pupil Premium) pupils showed a greater improvement in reading scores from NGRT Form A to Form C, increasing by an average of 4.9 points, compared to an average increase of 3.8 points for non-PP pupils. This demonstrates that our targeted literacy interventions are beginning to close the reading gap effectively, with PP pupils making more significant strides in reading comprehension and literacy skills.

Year 11 Outcomes: While we saw substantial gains in many areas, we were disappointed with the overall Year 11 outcomes, including those for disadvantaged pupils. This underscored the need for further targeted interventions to address persistent attainment gaps. In response, we have introduced a more robust Year 11 intervention programme aimed at closing knowledge gaps and enhancing exam preparation. This commitment is part of our ongoing effort to improve outcomes for all pupils, with a particular focus on raising the attainment of our disadvantaged students as they progress through Key Stage 4.

Externally Provided Programmes

Programme	Provider
myON digital library	Renaissance
Accelerated Reader	Renaissance
Reading fluency programme	Hearts for Learning
Maths Mastery programme	Ark
Literacy Planet	Literacy Planet
Bedrock	Bedrock
Read and Write	Texthelp
Seneca Learning	Seneca Learning
Sparx Maths	Sparx Maths
Sparx Reader	Sparx Reader
Sparx Science	Sparx Science
Tassomai	Tasomai
Registration and information sharing platform for extracurricular provision	SOCS