

# Pupil Premium Strategy Statement

Version 3 September 2021

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 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.

## Academy overview

Detail	Data																								
Academy name	St Leonards Academy																								
Number of pupils in the academy	1467																								
Proportion (%) of pupil premium eligible pupils	FSM-480 PP 571 (39%) (37 have FSM but not yet PP recorded) will change PP to 41% <table border="1"><thead><tr><th>Cohort</th><th>PP</th><th>Total</th><th>PP%</th></tr></thead><tbody><tr><td>Yr 7</td><td>132</td><td>298</td><td>44%</td></tr><tr><td>Yr 8</td><td>130</td><td>289</td><td>45%</td></tr><tr><td>Yr 9</td><td>132</td><td>297</td><td>44%</td></tr><tr><td>Yr 10</td><td>103</td><td>296</td><td>35%</td></tr><tr><td>Yr 11</td><td>113</td><td>290</td><td>39%</td></tr></tbody></table>	Cohort	PP	Total	PP%	Yr 7	132	298	44%	Yr 8	130	289	45%	Yr 9	132	297	44%	Yr 10	103	296	35%	Yr 11	113	290	39%
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Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sept 2021- July 2024																								
Date this statement was published	October 2021																								
Date on which it will be reviewed	July 2022																								
Statement authorised by	Jon Francies																								
Pupil premium lead	Kate Heitzman																								

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£537,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£70,662.32
<b>Total budget for this academic year</b>	<b>£607,917.32</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The St Leonards Academy is a large secondary academy situated in an area of higher than average deprivation. It is in the bottom 10% of the country for overall deprivation. This covers income, housing and employment. There were 617 street level crimes in St Leonards in July 2021. There is an absence of affordable housing and a wait for access to services that offer support. We currently have 41% pupil premium and 39% free school meals ( National average data from the Jan 21 census stands at 20.8% FSM a rise from 17% the previous year)

At St Leonards Academy all staff are committed to the belief that education can transform futures while understanding that the equity that we provide can support where disadvantage is a barrier.

### Progress and Achievement

- Quality teaching will be evident across the academy in order to support excellent outcomes. Learning walks and support is in place to enable this to happen
- PP updates will happen between pupil premium lead/ HOFs and teaching staff termly.
- Digital divide project will continue to support access to education in addition to the school day.
- There will be no disparity between PP and non PP student outcomes. Particular focus on underperforming high on entry.

### Attendance

- Attendance will be monitored and supported with interventions where necessary to improve outcomes
- Rewards for attendance for PP students
- Support with transport in order to reintegrate non attending PP students back to school

### Behaviour

- Rewards will be meaningful and timely to support with behaviour interventions
- Interventions will exist so that ratio of students receiving ETC support will not outweigh non PP students. Eg: support from early intervention officer, exclusion prevention officer. SIMs passports using Boxall profiles to support staff with bespoke de-escalation techniques for high profile students.
- Wider strategies such as football academy will continue to grow supporting pride and improved attitudes across all areas.

### Cultural Capital

- Financial means will not be a barrier for PP students to attend trips and visits
- PP students will have regular opportunities to visit Universities and have high expectations and aspirations.
- Links will be built with local communities to build a network of business owners/ managers that will mentor/ conduct talks to PP students to raise aspirations
- HOFs will liaise with PP lead to restart trips that are relevant to their area and ensure PP take up is at least 42% ( to overall PP figure)

## Food Poverty and clothing

- Breakfast is accessible free of charge at St Leonards Academy for all disadvantaged students.
- Pupil premium lead to work with foodbank and local charities to support with additional food support for families in extreme hardship.
- No child hungry- Needs account to continue at SLA to top up where necessary and ensure students are fed.
- Uniform recycle project to continue with top ups where needed to ensure all students have access to quality uniform and PE kit

## Challenges

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

Challenge number	Detail of challenge																																										
1	<p><u>Progress and Achievement</u></p> <p>We have 295 students in year 11, 36% are pupil premium. There are current negative PP gaps across the board that need addressing as we move forward.</p> <p>The last 2 years exams have been cancelled and grades generated through teacher assessment. Because of this there are no published national figures (see School Accountability document below) The figures for St Leonards Academy for the last 2 years assessed results are documented below. In terms of A8 and P8 NPP improved more significantly than PP. A target for PP A8 would for this coming year be above 40.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>2019/20</th> <th>Eng</th> <th>Maths</th> <th>EBACC</th> <th>Other</th> <th>A8</th> <th>P8</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>-0.64</td> <td>-0.4</td> <td>-0.32</td> <td>-0.8</td> <td>33.98</td> <td>-0.61</td> </tr> <tr> <td>NPP</td> <td>-0.01</td> <td>0.07</td> <td>0.11</td> <td>0.13</td> <td>44.1</td> <td>0.09</td> </tr> <tr> <td colspan="7"><b>2020/21</b></td> </tr> <tr> <td>PP</td> <td>-0.48</td> <td>-0.57</td> <td>-0.26</td> <td>-1.02</td> <td>31.68</td> <td>-0.6</td> </tr> <tr> <td>NPP</td> <td>0.58</td> <td>-0.07</td> <td>0.3</td> <td>0.1</td> <td>47.39</td> <td>0.23</td> </tr> </tbody> </table> <p><u>Analysis</u></p> <ul style="list-style-type: none"> <li>• High on entry pupil premium group often do not reach full potential</li> <li>• In maths 20/21 current year 10 (21/22, year 11) P8 shows almost one grade below peers.</li> <li>• Other subjects average of half a grade below.</li> <li>• Disparity between those who have and do not have access to digital hardware at home to complete homework and online learning.</li> <li>• Covid has had impact on disadvantage pupils in terms of progress and attainment</li> </ul> <p><u>Response</u></p> <ul style="list-style-type: none"> <li>• High quality teaching and learning</li> </ul>	2019/20	Eng	Maths	EBACC	Other	A8	P8	PP	-0.64	-0.4	-0.32	-0.8	33.98	-0.61	NPP	-0.01	0.07	0.11	0.13	44.1	0.09	<b>2020/21</b>							PP	-0.48	-0.57	-0.26	-1.02	31.68	-0.6	NPP	0.58	-0.07	0.3	0.1	47.39	0.23
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- Termly meets with Hofs to track and monitor PP target groups highlighting under achievement and implementing response to that
- Seating plans showing pupil premium rationales- term 2 after data capture more detailed plans in place.
- Teaching staff identifying underperforming groups for every class
- Pupil premium teaching toolkit developed by Pupil premium lead and Head of faculties including faculty top 3 strategies
- Learning walks to quality assure strategies are taking place.
- DFE laptops software updated and re issued to year 11 to plug gaps.
- Pupil premium laptop stock to be utilised to support this
- Villiers Park support

### School accountability

2

#### Attendance.

Pupil premium student attendance is poor in comparison to non-pupil premium peers. In the last 2 academic years, figures show that they attended school less in every absence category at St Leonards Academy.

The table below shows whole year figures in percentages. Last years' whole year PP gap is - 6.87.

For national average, attendance last year had a -4.6 gap for terms 1 and 2 ( Due to COVID national data has not been published for latter part of the year) In comparison the gap at ST Leonards was -This disadvantage attendance gap had increased nationally from 2019 to 2021. In comparison the PP gap during that time at St Leonards was -5.14.

2019/20	Cohort	Attendance	Authorised Absence	Unauthorised absence	Late before	Late After
PP	607	88.64	6.51	4.85	3.37	0.06
NPP	915	94.20	4.49	1.28	2.68	0.01
2020/21						
PP	656	80.35	11.91	7.71	4.31	0.18
NPP	885	87.22	9.80	2.97	3.17	0.09

#### Analysis

- COVID impacted heavily on attendance, more so in year 2 as shown above.
- Nationally in all school settings PP persistent absence was 24.17% in comparison to 9.6% non PP and this trend is reflected at St Leonards.
- Some families were concerned about COVID and chose to keep students at home. This was a trend that affected PP more heavily.
- Numbers of students developed anxiety over this time and this too affected attendance

#### Response

- Last year we put in place mental health training for some key staff and this will be rolled out to all tutors in this academic year. This has and will continue to support return to school.
- Last year we employed a counsellor and this is a strategy that will continue to support pupils mental health in this coming year as we return to a pattern of normality
- We will look at anxiety related travel issues and ways to support such as taxis/ minibus pick up
- Reward system for increased attendance
- Positive texts home to parents to encourage attendance

	<ul style="list-style-type: none"> <li>Information out to PP families linking attendance and outcomes</li> </ul> <p>NB.Attendance to Hastings Primary schools 2018/19 was the lowest of 300 + local authorities and this is a legacy that we need address as they move up to Secondary school as there will be gaps in education.</p>
3	<p><u>Behaviour</u></p> <p><u>Analysis</u></p> <p>68% of pupils last year who spent time in the Education training centre were pupil premium. There is a link at St Leonards Academy between disadvantage and poor behaviour which is evidenced by this data. Pupil premium students at St Leonards receive more negative behaviour points and a higher percentage have a need to access behaviour support.</p> <p><u>Response</u></p> <ul style="list-style-type: none"> <li>Regular tracking of PP behaviour negative positive points by tutor/ pastoral teams in order for early intervention</li> <li>Pupil premium tutor toolkit to support produced by PP lead</li> <li>ETC students access experienced teachers</li> <li>Reward system in place to promote good behaviour</li> <li>Regular liaison with Early intervention officer and PP lead</li> <li>PP lead to ensure PP students are accessing strategies such as Football academy</li> </ul>
4	<p><u>Cultural capital divide.</u></p> <p><u>Statement</u></p> <p>Many of our pupil premium students come from 3<sup>rd</sup> or 4<sup>th</sup> generation families where no one has accessed university or higher education. There is a lack of aspiration that needs addressing. COVID has increased this issue with many pupils not leaving the home town in over a year.</p> <p><u>Response</u></p> <ul style="list-style-type: none"> <li>PP lead to liaise with HOFs to ensure meaningful trips are planned.</li> <li>PP participation in events to match proportion of PP students in cohort</li> <li>PP lead to produce Cultural capital checklist to be shared with all staff.</li> <li>Mentors from the community to meet with PP students to promote opportunities in the area.</li> <li>Villiers Park participation</li> </ul>
5	<p><u>Mental health</u></p> <p>Mental issues have increased in our young people. This has caused issues with attendance since lockdown and difficulties across school and home. 79% of our level 4 safeguarding cases last year were PP and 50% of students that accessed the school counsellor were PP which outweighs the proportion of pupil premium students. 8% of the pupil premium cohort had regular access for 6 weeks to the school counsellor last year. General themes from that were anxiety, bullying, home-life stress and self-harm. The pastoral team report on increased episodes of self-harm, online bullying and students witnessing domestic abuse.</p> <p><u>Response</u></p> <ul style="list-style-type: none"> <li>Capacity for pupil premium mental health support to increase with the tutor training in place</li> <li>Safeguarding to continue to monitor pupil premium students and signpost to agencies where relevant</li> <li>Communication with pupil premium families to increase ensuring that they know about available support</li> </ul>

6	<p><u>Food Hardship</u></p> <p>The impact of food hardship has been more widely felt since COVID and loss of jobs in the community. Conversations with families during welfare calls from pastoral team have helped us identify families in extra need. Tutors and teachers are vigilant in noticing students who may be hungry or look tired. It is proven that there is a correlation between food poverty poor nutrition and an ability to learn.</p> <p><u>Response</u></p> <ul style="list-style-type: none"> <li>• Needs account to support with top ups where appropriate</li> <li>• Pupil premium lead to liaise with food bank and local food charities</li> <li>• Refillable water bottle to continue for pupil premium students.</li> <li>• Free breakfast provision to be made available for pupil premium students</li> <li>• Pupil premium lead to ensure communication for support reaches families</li> </ul>
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## 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
Progress and Achievement- The disadvantage gap will decrease	<p>Starting points to come from DC 1 (Nov 21)</p> <ul style="list-style-type: none"> <li>• Learning walks will evidence PP strategies are embedded.</li> <li>• Good quality teaching and learning in place across the Academy</li> <li>• 42% or higher PP students enter EBACC subjects at KS4</li> <li>• Seating plans will be in place to support and enhance PP progress</li> <li>• Teachers can use data to identify underperforming groups</li> <li>• Robust tracking and monitoring is in place for DC's with follow up meetings.</li> <li>• P8 gap minimises and heads towards 0</li> </ul>
Attendance- attendance for pupil premium students will improve.	<ul style="list-style-type: none"> <li>• The gap between pupil premium attendance and non-pupil premium decreases.</li> <li>• Pupil premium attendance trends makes a positive change and moves towards National average ( figure for Nat ave won't be announced until next year)</li> </ul>
Behaviour- Students will be supported in school to develop strategies to manage their own behaviour successfully.	<ul style="list-style-type: none"> <li>• PP students' negative behavior points will decrease</li> <li>• PP students' positive points will outweigh the negative points.</li> <li>• 100% of all PP students accessing the ETC will transition successfully back into mainstream</li> <li>• Exclusions of any type be inline or less than 42% pupil premium. The percentage of pupil premium fixed term exclusions decrease</li> </ul>

<p>Cultural Capital- Finances will not be a barrier for disadvantaged students in attending cultural capital. Staff will actively encourage engagement with this.</p>	<ul style="list-style-type: none"> <li>• A minimum of 42% take up and attendance to cultural activities will be pupil premium students.</li> <li>• This figure is also a target for in school activities such as student leadership, school productions and football academy</li> </ul>
<p>Mental Health</p>	<ul style="list-style-type: none"> <li>• Tutors at St Leonards Academy will have undertaken place2be mental health training in addition to year leads.</li> <li>• 100% of referrals due to mental health will be acted on by the safeguarding team and signposted to the correct support system.</li> </ul>
<p>Food poverty and uniform</p>	<ul style="list-style-type: none"> <li>• No student at St Leonards Academy goes without food whilst at school.</li> <li>• Students suffering additional hardship at home access top up support to ensure adequate nutrition. Case studies and pupil voice will evidence this.</li> <li>• The updated uniform request form is sent out to parents half termly.</li> </ul>

## 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: £ 415,968.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Education Training centre and behaviour support – 100% cost of support staff 0% towards teaching staff and ETC manager</p>	<p>One size does not fit all and at St Leonards Academy we strive to ensure that students are given the tools to manage the expectations of a mainstream education. <i>“According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. This is where the Education training centre comes in. Last year 68% of pupils who accessed the ETC where pupil premium. This behaviour management strategy allows learning in the classroom to occur without disruption whilst pupils who access the ETC are learning the skills and equipping themselves for a successful return. One of the recommendations of the Timpson review on behaviour in schools is that “we should expect schools consistently to have the right systems in place and teachers to have the right skills to manage poor behaviour and provide support where children need it – but we must equip them with the right tools, capability and capacity to deliver against this expectation”</i></p> <p><a href="#">EEF Behaviour interventions</a> <a href="#">Timpson review</a></p>	<p>1 and 3</p>
<p>Safeguarding team Contribution 20% DSL 100% manager 50% exclusion officer</p>	<p>It is a requirement that all staff have a clear and thorough understanding of the document “Keeping children safe in education” Staff must have high quality training and know the importance of recording detail appropriately. All staff at St Leonards must understand the importance of rigour in all communication and procedures. There must be total clarity in expectations</p> <p>In the academic year 2020/21 79% of level 4 safeguarding cases at St Leonards Academy were classed as disadvantaged.</p> <p>We have a duty of care to keep children safe and eradicate risk where possible. We must provide a safe space with trained staff to enable students who have made a disclosure to have a safe point of contact.</p>	<p>3, 5 and 6</p>
<p>Attendance team</p>	<p>Every day missed is a missed learning opportunity and has a detrimental effect on final educational outcomes. The 2014 DFE report highlights the link between absence and attainment. The</p>	<p>1, 2</p>

50% contribution	attendance team will continue to monitor and look at strategies to improve attendance. Backed by evidence from the Sutton Trust and Education endowment foundation the attendance team will use positive texts to promote communication and encourage attendance <a href="https://www.gov.uk/absence-and-attainment">gov.uk absence and attainment</a> <a href="https://www.gov.uk/just-one-day-off">gov.uk just one day off</a>	
SLT (PP lead and Alt prov lead) 20% contribution	Pupil premium lead is required to research, monitor and evidence strategies to promote opportunities and provide fair access to education and the school experience for all pupil premium students.	1,2,3,4,5,and 6
Mental health support- this includes behaviour support, early intervention officer. 50% contribution to counsellor	In a report of research by mental health.org the importance of support in schools is cited especially to combat the effects of COVID and lockdown. " <i>Young people have also expressed worries about how lockdown will affect their educational and career prospects. It is therefore important to ensure that schools are providing support and reassurance to children and young people on how schools will support them to continue to sit exams and apply for further education</i> " This study also highlighted that this applies heavily to students who are SEN or come from disadvantaged backgrounds. Teachers trained in mental health support and access to a school counsellor will support our young people in having healthy minds <a href="https://www.mentalhealth.org.uk/lockdown-and-mental-health">mentalhealth.org lockdown and mental health</a>	5
Pastoral head of year team and pastoral year leads  50% contribution.	Pastoral care at St Leonards has been re-introduced in the last academic year and is vital especially since school closures due to COVID. The pastoral head of team oversees heads of year and tutors and co-ordinates the structures and systems that support the everyday running of St Leonards Academy. In support of behaviour in school the education endowment foundation states " <i>Being in an informed position where staff can be aware of negative influences starting or continuing to affect a pupil's life is key to building understanding and to identifying the most effective behaviour management approach</i> " This can be managed well in school with the support of a good pastoral structure where all pupils can access an adult that they know and trust and communication systems are good. This also supports the "establish, maintain and restore" cycle focusing on our most vulnerable pupils in school who need positive relationships. There is additional research showing the impact of successful transitions not just from school to school but when changes are made to routines, classes, teachers and even year groups. The pastoral team are there to support all of these transitions at all times. This impacts on all aspects of school life. <a href="https://www.eef.org.uk/improving-behaviour-in-schools">EEf Improving behaviour in schools</a> <a href="https://www.eef.org.uk/schools-transition-tools">EEF schools transition tools</a>	1,2,3,5,and 6

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

Budgeted cost: £80000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Small group tuition and one to one tuition</i>	Education Endowment foundation research points to the fact that small group tuition can add up to 4 months to a students learning when conducted correctly. One-to one targeted tuition may gain as much as 5 months progress. Both strategies show impact for low moderate cost. <a href="#">EEF one to one tuition</a> <a href="#">EEF small group tuition</a>	1
<i>Support resources (revision guides/workbooks to support homework etc)</i>	Investment to support educational equity, revision guides and workbooks are supporting homework and independent learning activities. This has a 5 month impact on progress for relatively low cost. <a href="#">EEF homework</a>	1

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

Budgeted cost: £ 111,949.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Football Academy</i>	Students that were part of the year 8 football academy disadvantage pilot project last year had many hidden curriculum successes. This leads to increased engagement and ultimately academic successes. This project will continue and grow across other year groups. Evidence and detail below <ul style="list-style-type: none"> <li>• <i>81% Attendance as a group up to 90.4%. Every student attendance has increased.</i></li> <li>• <i>10 day exclusions down to 1 day.</i></li> <li>• <i>Every student has increased pride pounds (bar one).</i></li> <li>• <i>Break time issues have reduced significantly (evidence from classcharts and HOY)</i></li> <li>• <i>Students have some pride in being part of a team and have got more respect for teachers. When seen in the corridor they are more polite, they go to lessons when asked they are not causing issues at break times. Football academy is a conversation starter for a lot of them when talking to other students and staff.</i></li> </ul>	1,3 and 4
<i>Cultural Capital-</i> <ul style="list-style-type: none"> <li>• <i>School trips</i></li> </ul>	Cultural capital is vital in able to support social mobility. In times of COVID and lockdown the gap between advantage and disadvantage has widened in	1 and 4

<ul style="list-style-type: none"> <li>• <i>Enrichment clubs</i></li> <li>• <i>Villers park,</i></li> <li>• <i>Young Gentlemans project</i></li> <li>• <i>Let it shine</i></li> </ul>	<p>terms of accessing cultural capital. A report by the Social mobility commission states that “<i>There was a direct link between household income and participation for almost all extra-curricular activities</i>” it also notes that “<i>Participation in extra-curricular activities has also been found to have a positive association with educational aspirations</i>”</p> <p><a href="#">Social mobility report</a></p>	
<p><i>Rewards (attendance)</i> <i>Travel to support attendance- minibus driver</i></p>	<p>Every day missed is a missed learning opportunity and has a detrimental effect on final educational outcomes. The 2014 DFE report highlights the link between absence and attainment.</p> <p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p> <p><a href="https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</a></p>	1 and 2
<p><i>Food support and uniform</i></p>	<p>Some students at the St Leonards Academy come to school with no money for food for the day." In the short term, children who are living in food-insecure families are more likely to suffer from education losses. When children do not have enough to eat, they are less likely to achieve their developmental goals on time, or to achieve their potential at school." The needs account will cover this and in cases of extreme hardship daily tops on students accounts allow for extra food where this lacks at home. Students at St Leonards Academy on free school meals are all entitled to a free breakfast when attending breakfast club.</p> <p><a href="#">the conversation- lifelong impact of FSM</a></p>	1 and 6
<p><i>Counselling support and nurture</i></p>	<p>Links to evidence as shown above from <a href="http://www.mentalhealth.org">www.mentalhealth.org</a></p>	5
<p><i>Alternative Provision (college, workplace, jujitsi)</i></p>	<p>Alternative Provision supports where mainstream may not be appropriate. Pupils may be at risk of exclusion or need a totally different approach to ensure they achieve their potential. We finance places at college, 14-16 pathway, the workplace, 180 and college central. We follow the recommendations from page 8 of the OFSTED report</p> <p><a href="#">OFSTED report on ALt prov</a></p>	1 and 2

**Total budgeted cost: £ 607,917.32**

# 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 pupils in the 2020 to 2021 academic year.

This evaluation has also been used to form part of evidence for current 2021/22 pupil premium expenditure.

Pupil premium figures from last year:

Year group	PP cohort	PP %	NPP cohort	FSM cohort	FSM %
7	135	46%	161	92	31%
8	125	42%	173	89	30%
9	112	38%	184	75	25%
10	122	41%	177	97	32%
11	120	41%	170	93	32%
AVG		42%			30%

### Staffing

Team	Roles and responsibilities	Rationale	Impact
Safeguarding	<ul style="list-style-type: none"> <li>• Availability to discuss and oversee safeguarding concerns</li> <li>• Identify CP issues and signpost to appropriate agency</li> <li>• Own and all staff training fully updated in a timely fashion</li> <li>• Responsibility for adequate reporting systems</li> <li>• Communication with caregivers</li> <li>• Ensuring policies are updated and safer recruitment is in place.</li> <li>• Availability for staff supervision</li> </ul>	<p>Safeguarding and welfare teams are essential to ensure the safety and wellbeing of children in education. It is essential that all staff are trained and understand that they have a responsibility to be fully updated in all safeguarding practices and policies.</p>	<p>All staff at St Leonards have a full understanding of responsibilities as far as safeguarding is concerned. Training has been timely with regular knowledge check surveys. Safeguarding team have followed up and monitored 306 pupil premium referrals over the last academic year. There are impact statements on CPOMs for students who have completed support with EHKWS. 79% of all level 4 safeguarding cases were pupil premium. 64% of all level 3 safeguarding cases were pupil premium. These students have been regularly overseen. All new intake safeguarding files have been reviewed with immediate referrals where appropriate. Young people who require it have all had an immediate support from groups such as LGBTQ.</p>

			Daily safeguarding meetings ensured that all CPOMS entries are actioned.																																																			
Attendance	<ul style="list-style-type: none"> <li>Record attendance data in a timely fashion</li> <li>Analysis of whole school and sub group data and reporting to stakeholders</li> <li>To implement appropriate strategies in order to tackle attendance issues</li> <li>Contact with caregivers and appropriate agencies such as ESBAS</li> <li>Maintain a good knowledge of relevant statutory frameworks</li> <li>Be aware of CP and safeguarding policies</li> <li>Liaise with relevant school staff such as pastoral in order to support good attendance</li> </ul>	Attendance to school is essential to good outcomes	<p>Taxis provided for pupil premium students who were not accessing school due to: illness, bereavement, anxiety or refusal. Due to individual cost these were reviewed individually. Regular taxis provided for students below show 1<sup>st</sup> half vs 2<sup>nd</sup> half of year attendance.</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Att%</th> <th>Att%</th> </tr> </thead> <tbody> <tr><td>1</td><td>6.1%</td><td>64%</td></tr> <tr><td>2</td><td>0%</td><td>24%</td></tr> <tr><td>3</td><td>86.9%</td><td>93.8%</td></tr> <tr><td>4</td><td>95%</td><td>93.8%</td></tr> <tr><td>5</td><td>14.9%</td><td>72.3%</td></tr> <tr><td>6</td><td>70%</td><td>60%</td></tr> <tr><td>7</td><td>66.3%</td><td>100%</td></tr> <tr><td>8</td><td>73.4%</td><td>85.6%</td></tr> <tr><td>9</td><td>66.2%</td><td>64.4%</td></tr> <tr><td>10</td><td>43.3%</td><td>72.3%</td></tr> </tbody> </table> <p>Laptops were sourced and offered to 100% of PP students to attend online learning. There was a 10% negative gap on attendance to online learning between PP and whole cohort. However there was a 20% increase in PP attendance from during lockdown after laptops were offered. This equates to an extra 98 students Attendance figures for online learning are shown below for PP in comparison to whole cohort.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>PP%</th> <th>cohort%</th> </tr> </thead> <tbody> <tr><td>7</td><td>50</td><td>66</td></tr> <tr><td>8</td><td>63</td><td>73</td></tr> <tr><td>9</td><td>54</td><td>66</td></tr> <tr><td>10</td><td>60</td><td>68</td></tr> <tr><td>11</td><td>64</td><td>72</td></tr> </tbody> </table> <p>Attendance team monitored and tracked attendance of all vulnerable and PP students. Concerns were raised to safeguarding or referrals made to ESBAS.</p>	Student	Att%	Att%	1	6.1%	64%	2	0%	24%	3	86.9%	93.8%	4	95%	93.8%	5	14.9%	72.3%	6	70%	60%	7	66.3%	100%	8	73.4%	85.6%	9	66.2%	64.4%	10	43.3%	72.3%	Year	PP%	cohort%	7	50	66	8	63	73	9	54	66	10	60	68	11	64	72
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			<p>ESBAS referrals were made to support attendance for 6 PP students.</p> <p>3 PP students who had existing ESBAS intervention were monitored.</p> <p>First day absence calling prioritised PP students after safeguarding concerns.</p> <p><u>Moving Forward</u></p> <p>Bus passes to be provided where possible in place of taxis. Minibus driver to be sourced to support with travel to school to save taxi costs.</p> <p>Meetings fortnightly with attendance officer and PP lead to assess PP attendance and identify support strategies in a timely manner.</p> <p>Reward system to be developed with attendance team with focus on pupil premium.</p> <p>Reward events and trips for improved and 100% attendance.</p> <p>All vulnerable children with attendance less than 95% will have a APAR in place with an AIA with parents and carers.</p> <p>Where needed additional support from external services will be sought.</p>
Education Training Centre (In house alternative provision)	<ul style="list-style-type: none"> <li>• Planning of appropriate learning timetable and activities</li> <li>• Communication with key staff and caregivers</li> <li>• Equipping pupils with relevant tools and strategies in preparation for reintegration to mainstream</li> </ul>	<p>All students at St Leonards Academy have a right to learn without disturbance or disruption. Some students need support in order to access mainstream lessons in terms of behavior. The ETC is designed to</p>	<p>The ETC last academic year had 4 members of permanent staff who oversaw and supported students. They liaised with outside agencies such as ESBAS. ETC students were taught by experienced teaching staff only. There was a disparity as far as pupil premium students are concerned. 69% of ETC students 2020/21 last year were pupil premium in comparison to non PP. 3 are also in the care system.</p>

	<ul style="list-style-type: none"> <li>• Develop Boxhall profiles to support staff with successful reintegration to mainstream</li> <li>• To liaise with safeguarding and appropriate agencies such as ESBAS</li> </ul>	<p>identify barriers to learning and offer the support in retraining students in managing behaviours and identifying triggers that may cause difficulties for themselves and impact on others.</p>	<p>Students were issued with a plan that maps return so they knew what to expect. Last academic year 45 students have benefited from ETC support. 15% of those have returned for a second intervention. No students have returned for a 3<sup>rd</sup> intervention. All students have Boxall profiles to assist mainstream teachers with strategies. More detailed figures are as follows:</p> <table border="1" data-bbox="938 544 1385 1294"> <tr> <td>Cohort</td> <td>45</td> <td></td> </tr> <tr> <td>20/21 PP</td> <td>31</td> <td></td> </tr> <tr> <td></td> <td>69%</td> <td></td> </tr> <tr> <td>NPP</td> <td>14</td> <td></td> </tr> <tr> <td>S2S out PP</td> <td>2</td> <td></td> </tr> <tr> <td></td> <td>4%</td> <td></td> </tr> <tr> <td>S2S Out NPP</td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Return to main after 1 term PP</td> <td>12</td> <td></td> </tr> <tr> <td></td> <td>27%</td> <td></td> </tr> <tr> <td>Return to main after 1 term NPP</td> <td>6</td> <td></td> </tr> <tr> <td></td> <td>13%</td> <td></td> </tr> <tr> <td>2<sup>nd</sup> intervention PP</td> <td>17</td> <td></td> </tr> <tr> <td></td> <td>38%</td> <td></td> </tr> <tr> <td>2<sup>nd</sup> intervention NPP</td> <td>8</td> <td></td> </tr> <tr> <td></td> <td>18%</td> <td></td> </tr> </table> <p>As part of the ETC provision the students have access to a jujitsu programme. Additional Impact on mainstream classes -Teacher voice. Learning is maximized when disruption is minimized.  <u>Moving Forward</u>  More support to be focused on return to classroom. TA support to work more in the mainstream when pupil premium students are at risk of needing ETC access.TA support for PP students in hotspot lessons where difficulties emerge that affect behaviors and learning that impact self and others.</p>	Cohort	45		20/21 PP	31			69%		NPP	14		S2S out PP	2			4%		S2S Out NPP	0			0%		Return to main after 1 term PP	12			27%		Return to main after 1 term NPP	6			13%		2 <sup>nd</sup> intervention PP	17			38%		2 <sup>nd</sup> intervention NPP	8			18%	
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<p>Pastoral Team</p>	<ul style="list-style-type: none"> <li>• Identify pupils at risk and implement relevant support</li> <li>• Act as a mentor for targeted pupils and help guide them in development</li> <li>• Develop Boxall profiles and share strategies</li> <li>• Identify pastoral barriers and implement strategies to overcome these.</li> <li>• To support with high standards of behaviour and play an integral part of the sanction system</li> <li>• Keep up to date records of communication</li> <li>• Head a team of tutors</li> <li>• Liaise with safeguarding team / outside agencies and caregivers.</li> </ul>	<p>In 2020/21 the St Leonards Academy under new headship the pastoral structure and system was reintroduced. The pastoral team is essential in identifying barriers that affect learning. It supports communication between parents, carers and staff, supports mental health issues and builds esteem. It allows for students to feel valued and for successes which are not just academic to be celebrated.</p>	<p>Weekly tutor meetings have ensured communication is thorough and PP students are known</p> <p>Top priority PP student lists have been identified by each year lead in order to track Referrals have been made to safeguarding to receive additional support by the pastoral team.</p> <p>103 Boxhall profiles have been developed and strategies shared with staff to support PP students in lessons.</p> <p>Attendance has been supported with phone calls home and attendance reports. Student leader teams are now in existence. 50% of these are PP students, higher than the 42% PP cohort. PP student voice state this has increased pride and aspirations with raised community focus and cultural change.</p> <p>Year leads are mental health practitioners trained by Place2be allowing quick access for students to access prompt support.</p> <p>Reward assemblies have celebrated student success. PP students celebrated in equal measure across year groups.</p> <p><u>Moving Forward</u></p> <p>PP lead to work more closely with pastoral team to look at strategies to support PP students. Termly start and round up meetings to discuss priority PP students.</p> <p>.</p>
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Resources and Equipment

Resource	Rationale	Impact
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DT- food.	All students at St Leonards Academy should have access to take part in practical DT activities. This is especially important in terms of learning about nutrition. Financial barriers are removed for all pupil premium students to make this happen	All students at St Leonards Academy despite income can access all food related activities, During lockdown we delivered wellbeing activities which included cooking activities. 100% of pupil premium students were given the offer to have ingredients provided. Year 11 entries for food tech last year show a 50/50 split of PP non PP students, above the 41% of PP students in year 11. The gender gap was minimal with 1 less PP male than NPP males. The P8Gap was -0.09 which was minimal. High on entry pupil premium students (-0.09) out performed high on entry non PP (-0.48) <u>Moving Forward</u> This is to be continued. However, DT technicians to actively shop around and price check in order to save money. All PP students are a focus for next year in addition to ensuring high on entry continue to outperform.
Digital divide access at home	Pupil premium students at St Leonards Academy have less access to digital hardware than their peers. We know this as we surveyed digital access early in term 1. Figures are . This has a direct effect on access to education, more so in times of school closure. Several research projects collated by the Education Endowment Foundation lead to the same conclusion " <i>The research is consistent with surveys of parents and teachers on access to education during the pandemic,</i>	50 Laptops were purchased through pupil premium budget for home use by pupil premium pupils After 198 DFE laptops were distributed we still had a considerable number of students without laptop access at home. These took a while to arrive due to demand across the country but were utilised for the last 2 terms. We had a closedown during that period. These have just been returned in order to re issue based on this years' priority. Over this time the school laptops bumped up numbers that the DFE did not cater for. Priority was firstly no laptop access and then for students only using a smartphone to access education. This was not exclusive to pupil premium

	<p><i>which indicates disparities in access to technology and levels of parental support – one potential explanation for why gaps might open up between groups of pupils. The recent evidence is also consistent with prior research, which shows differential learning loss during summer holidays and other school closures, which is summarised in the EEF rapid evidence assessment on school closures”</i></p>	<p>students as any student without digital access is deemed as disadvantaged. Remaining laptop shortage has been sourced from the recovery curriculum. From our digital divide data we determined the following students did not have access to a laptop for learning:</p> <table border="1" data-bbox="887 439 1337 703"> <thead> <tr> <th>Cohort</th> <th>PP</th> <th>NPP</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Yr 7</td> <td>33</td> <td>21</td> <td>54</td> </tr> <tr> <td>Yr 8</td> <td>45</td> <td>32</td> <td>77</td> </tr> <tr> <td>Yr 9</td> <td>23</td> <td>13</td> <td>36</td> </tr> <tr> <td>Yr 10</td> <td>24</td> <td>29</td> <td>53</td> </tr> <tr> <td>Yr 11</td> <td>40</td> <td>28</td> <td>68</td> </tr> <tr> <td>Totals</td> <td>165</td> <td>123</td> <td>288</td> </tr> </tbody> </table> <p><u>Moving Forward-</u> The digital divide surveys will be ongoing. Year 11 and year 7 will be priority for term 2021/22. DFE laptops have been recalled and will be re allocated out to address need. In case of school closure due to COVID we are well placed to switch straight to online learning. In other circumstances laptops can support with independent learning such as homework/ research and cultural capital.</p>	Cohort	PP	NPP	Total	Yr 7	33	21	54	Yr 8	45	32	77	Yr 9	23	13	36	Yr 10	24	29	53	Yr 11	40	28	68	Totals	165	123	288
Cohort	PP	NPP	Total																											
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Totals	165	123	288																											
Faculty laptops	<p>Each of the 6 faculties now have a bank of class laptops to enhance learning. Laptops in classrooms allow students to practice and improve computer skills. Many pupil premium students do not have the opportunity to enhance skills at home so this is provided as a whole school resource. Working with peers students can pick up skills in research, group work and word processing. This is also a potential engagement tool. This use of computers across the classroom will support home learning and independent work by</p>	<p>Impact to be reported next year as ongoing as these were purchased at end of academic year 2020/21</p>																												

	promoting the skills needed for that.	
Revision guides and workbooks- year 11	Revision and practice improves grades. Not all families of students at St Leonards Academy can afford to supply additional materials to support this.	<p>All Pupil premium students received revision guides and workbooks in core subjects. Pupil premium students studying other subjects such as humanities and languages received revision guides to support independent learning. The impact expected was that there would be increased homework return and resilience when working independently at home. Data from class charts shows no increases in homework return from year 11.</p> <p><u>Moving Forward</u> We will continue to supply support resources to pupil premium students for revision such as workbooks and guides. Teachers will take more responsibility in this coming year on making home contact and student discussion to ensure this resource is used effectively. Short sessions to be provided to PP students to ensure they understand how to use this resource.</p>

#### Wider strategies

Resource	Rationale	Impact
Refillable sports water bottles	Food poverty is a challenge we face at St Leonards. Free school meal allowance is £2.30 a day. If pupil buy a drink then this reduces by 75p minimising this allowance. Some pupils do not have a hot meal every day.	<p>All pupil premium pupils at St Leonards Academy were entitled to a free water bottle. Parents of pupil premium students were notified by text that this was available. Meal allowance was maximized for 452 of our 614 (74%) PP students. This offer was more popular was students in year 7 and 8 than in older year groups. With 230 (88%) of pupils collecting bottles from pastoral team.</p> <p><u>Moving forward</u> -Strategy to continue</p>
Food top up/ needs account Breakfast provision.	Food poverty rationale as above. Some students at St Leonards Academy do not have access to adequate nutrition. This is mainly due	All students at St Leonards Academy had access to adequate nutrition whilst at school.

	<p>to finances and in some cases poor money management.</p> <p>There is an evidence that poor nutrition affects cognitive ability that will in turn affect educational outcomes.</p>	<p>During school closure regular contact with parents by pastoral and safeguarding team identified families with additional need for food support. In collaboration with the education futures trust we sourced and delivered good quality weekly food parcels to 25 families in severe need. (no cost) This equated to 5% of our FSM cohort and fed whole families for no cost. All other families had access to school lunch parcels ( pre voucher rollout)</p> <p>During COVID bubbles magic breakfast (bagels) were offered daily to 100% of year 7 pupils. FSM pupils in other year groups had access to juice/ breakfast bars in year heads offices. PP students within the SEN provision area had access to the same breakfast bars/ juice</p> <p>In term 6 breakfast club resumed. Free breakfast for all FSM who took up this offer. Numbers were low in term 6 with just under 3% of FSM pupils attending. May be due to lack of confidence after covid bubbles.</p> <p><u>Moving forward-</u> Regular half termly texts to pupil premium families promoting breakfast club to increase uptake. Awareness of breakfast bars to be promoted through tutors. Pupil premium laptops to be available for homework support in addition to the current social activities. Continue with grab and go breakfast bars. Tracking of this to improve identification of students that may need extra support in terms of food need.</p> <p>Needs account to continue. Students requiring regular top-ups to be reviewed half termly by PP lead and pastoral team. Additional</p>	
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		support signposted where necessary. ( Food bank, Optivo money management support)
Uniform	<p>School uniform comes at a significant cost. With 42% pupil premium this cost can impact at home on other areas such as daily living costs.</p> <p>As stated by the education endowment foundation <i>“Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms”</i> At St Leonards all students must have the opportunity to belong to our Academy and this includes accessing the uniform that represents us. Key findings from the EEF state <i>“If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform”</i></p> <p><a href="#">EEF uniform policies</a></p>	<p>All parents were offered a free polo shirt on full return to school after it was identified across social media that families were struggling with uniform for return. Due to families suffering extra hardship owing to covid this was offered to all. 668 families requested a polo shirt 89% of which were PP. 599 PP families 97% of our PP cohort. In a parents survey this came out as top area for additional non - academic support during covid.</p> <p>In response to that we now have running a good quality 2<sup>nd</sup> hand uniform recycle project. A form for parents is sent out twice a term and this offer is heavily subscribed to. We have given out 200 + pieces of uniform. Pupil premium students take priority and all have access to uniform including PE kit</p> <p>Moving forward- This will continue however cost of school uniform has reduced as far as budget is concerned due to the generosity of parents and donations of uniform. This is now running well and is accessible every tutor time to support students to have a successful start to the day. Pupil premium will be used to top up items where we lack stock.</p> <p>In addition, we have a good stock of prom wear after our community appeal from donations. We supplied 22 prom outfits to both PP girls and boys giving them access to the prom. No cost for PP budget.</p>
Alternative Provision	Alternative provision provides education and support for students who	6 PP students attended college on 14-16 programme. 6 students left

have been excluded or are at risk of exclusion. It may be that mainstream provision cannot be specialist enough to cater for the diverse needs. The PP budget ensures that they have access to a suitable education and can achieve success by having access to vocational activities such as construction or sports studies.

with qualifications both vocational and English/ maths. All students stayed in education. Akl students on this alternative provision were at risk of permanent exclusion from education.

	Eng	Maths	Voc
1	0	0	0
2	N	N	1
3	Y	Y	1
4	Y	Y	1
5	N	N	3
6	N	Y	1

Moving Forward

Ensure monitoring visits to Alt Prov are made termly. Termly Impact to be assessed and action plans to be put in place where students are at risk of not making adequate progress or attendance is under 95%. School to support with attendance. Underperforming PP students at Alt Prov to have same opportunities as mainstream students in terms of access to tutoring and strategies such as Pet-Xi . All PP students with 0 grade ENG and maths to access Pet-xi intensive tutoring.

Villiers Park

Head girl last academic year was on Villiers Park programme. In her student voice she stated that she would not have even dreamed of applying if it had not been for Villiers Park. She stated that the coaching and leadership had built her confidence and enabled her to speak publicly. 2019/20 there were 8/18 , just under half of the students in the year 11 PP high on entry group that took part. Evaluation will continue as we track their future destinations. In evaluation interviews general themes were increase of awareness of post 16 and post 18 options. Students reported

		<p>that they understood the link between them. Wider CEIAG. Students reported benefitting from revision support, study skills and career guidance.</p> <p>Coincidentally year 10 students have the same numbers 8/18 students from that target group. All Villiers Park provision last year was online due to COVID. Impact measures are ongoing due to length of project. This is a 4 year project supporting students from year 10- 13. Impact will be communicated through a report by Villiers Park</p>	
Nurture	<p>Our aim at St Leonards Academy is to grow confidence within our students who need additional support in areas such as resilience that supports attainment and social skills that often present as challenging before. Nurture sessions are held by trained staff in order to support students in these areas and other related areas.</p>	<p>64% of students that accessed nurture are PP. Success as student voice</p> <p>“Nurture has helped me plan my day so that I don’t feel worried about going in to lesson”</p> <p>“I like that I have learnt to make new friends and I don’t feel awkward meeting new people”</p> <p>“Nurture has taught me that I can talk to teachers if something is worrying me and I don’t have to go home” (Previously this student would make herself ill to go home)</p> <p>“I know how to calm down when I am feeling silly and I don’t make teachers angry anymore”</p> <p>Success as teacher and head of year.</p> <p>“As head of year 7, have seen positive impact from nurture. Students demonstrating high anxiety levels have grown in confidence and formed and maintained friendships. Ability to talk to staff has improved with a growing level of resilience and an improved understanding of situations.</p> <p>Impact on attendance example: Student A on reduced timetable, lesson refuser,</p>	

		medical diagnoses of anxiety. In 20 session period post nurture, 18 attendance marks with the 2 authorized medical absences.
Football Academy	<p>On return after lockdown teachers and staff on duty reported issues around engagement and behaviour across lessons and unstructured time. Data from CPOMs recording system showed that this was predominately year 8 boys. In conjunction with Joe Adams we looked at using sport to re engage. In a report by Unicef (2019) "<i>Participation in sport improves children's educational attainment and skills development including empowerment, leadership and self-esteem – contributing to their overall well-being and future prospects, according to new research released today by the Barça Foundation and UNICEF</i>". Leadership skills and team activities have been built into this project alongside a culture of being part of something and pride which reflects the schools ethos</p> <p><a href="#">Unicef</a></p>	<p>Football academy catered for 30 students last year. 80% of these were pupil premium (24) 81% average attendance has increased to 90.4% 10 FTE's prior decreased to 1 FTE 29/30 students have increased ration of positive pride pounds to negative. Teacher voice reports increased pride in being part of a team and have increased respect. This is evidenced on classcharts and Cpoms reporting systems. Staff on duty in unstructured times report the group are playing football at breaks instead of causing issues around school.</p> <p><u>Moving Forward</u> More year groups involved including girls teams. Afterschool coaching with additional external coaches Full training kit tracksuit and tops Football academy bag Matches against other academies Tours of stadiums links to cultural capital Watch a live game Talks and guest speakers to meet the group College talks about football academies at the next step, links with Hastings Town FC Get all students involved in football teams outside of school Football Camp</p>
Travel	Some students at St Leonards academy do not attend school for a variety of	See attendance impact

	travel related reasons such as anxiety and stress through bereavement. There are a small number of school refusers and students that may be unsafe in the community.	
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### 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
N/A	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A no service PP 2020/21
What was the impact of that spending on service pupil premium eligible pupils?	



## information – free cost strategies and support to continue

*Uniform recycle project – This will continue to run after a very successful start. We now receive regular donations of uniform which we recycle back out to our students using a request form completed by parents. This runs every day at tutor time ensuring students have the opportunity to start the day in correct dress.*

*Access to the Prom- Last year we appealed for donated prom dresses. This was successful and we have a good stock to carry forward. All students should be able to access the prom regardless of financial background.*

*Re- allocation of DFE laptops and 2020/21 purchased stock from PP budget. We are currently waiting for a software update and plan to re allocate the laptops gained from the DFE to all year 11 students who do not have appropriate hardware at home to support their final year studies.*