

Pupil Premium Strategy Statement

Version 1 September 2024/25

This statement details our academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils over three academic years.

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	1330																														
Proportion (%) of pupil premium eligible pupils	As of 30/09/24 <table border="1"><thead><tr><th>Cohort</th><th>PP</th><th>Total</th><th>PP%</th><th>Change in PP on prev year</th></tr></thead><tbody><tr><td>Yr 7</td><td>137</td><td>279</td><td>49.1%</td><td>-4.9%</td></tr><tr><td>Yr 8</td><td>120</td><td>264</td><td>45.45%</td><td>-7.55%</td></tr><tr><td>Yr 9</td><td>127</td><td>268</td><td>49.22%</td><td>+2.22%</td></tr><tr><td>Yr 10</td><td>111</td><td>259</td><td>41.42%</td><td>+0.68%</td></tr><tr><td>Yr 11</td><td>97</td><td>259</td><td>37.45%</td><td>-3.55%</td></tr></tbody></table>	Cohort	PP	Total	PP%	Change in PP on prev year	Yr 7	137	279	49.1%	-4.9%	Yr 8	120	264	45.45%	-7.55%	Yr 9	127	268	49.22%	+2.22%	Yr 10	111	259	41.42%	+0.68%	Yr 11	97	259	37.45%	-3.55%
Cohort	PP	Total	PP%	Change in PP on prev year																											
Yr 7	137	279	49.1%	-4.9%																											
Yr 8	120	264	45.45%	-7.55%																											
Yr 9	127	268	49.22%	+2.22%																											
Yr 10	111	259	41.42%	+0.68%																											
Yr 11	97	259	37.45%	-3.55%																											
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2024- July 2027 This version is for 24/25																														
Date this statement was published	October 2024																														
Date on which it will be reviewed	July 2025																														
Statement authorised by	Jon Francies																														
Pupil premium leads	Chris Dean & Kate Heitzman																														

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£700,000 (forecast)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£

Part A: Pupil premium strategy plan

Statement of intent

The St Leonards Academy is a large secondary academy situated in an area of significant deprivation. This is starkly illustrated by the Income Deprivation Affecting Children Index (IDACI) for Central St Leonards. In our pupil population, 32% of postcodes fall within the 1st decile (the most deprived category according to the IDACI index), and 65% fall within the bottom three deciles (the lowest 30% of households in the country). This is indicative of the broader social and economic challenges facing families in the area, which affect children's access to resources, healthcare and wider opportunities and experiences. Central St Leonards is the only ward in East Sussex where all four of the LSOAs are among the most deprived decile nationally.

At the St Leonards Academy, our mission is to break down the barriers to educational achievement created by disadvantage, inspiring every student to flourish and achieve their best. We are committed to creating an inclusive environment where all students can succeed, regardless of their background, through a knowledge rich curriculum and by fostering resilience, respect, kindness, honesty and self-discipline.

In line with the EEF's recommendations and the DfE's 'menu of approaches' our strategy is based on a tiered approach, investing in evidence informed support for three areas;

1. Effective teaching

Ensuring that an effective teacher is in front of every class is especially important for socio-economically deprived pupils and this is our top priority at The St Leonards Academy. We will invest in the recruitment, retention, training and support of teaching staff in order to improve outcomes for all of our socio-economically deprived students. We will concentrate our energies on high value, wave 1 strategies that have been shown to have a large impact on pupil progress.

2. Targeted Academic Support

Pupil premium students who are not making good progress will receive targeted academic support in the form of small group or one to one support, particularly for **reading comprehension and number confidence**.

3. Wider Strategies

In addition to the above, we will support our PP students to overcome their non-academic barriers to learning, especially those around **attendance, behavior, material deprivation and access to the wider curriculum**.

Challenges

	Detail of challenge
1	The progress and attainment of disadvantaged students is behind that of their peers
2	The reading ages of disadvantaged students are behind those of their peers
3	The numeracy and maths attainment of disadvantaged students is behind that of their peers
4	The attendance of disadvantaged students is lower than that of their peers
5.	Disadvantaged students are more likely to miss learning time (due to classroom removals or suspensions) than their peers.
6.	Material deprivation impacts the learning of our disadvantaged students and makes them less likely to access the wider curriculum.

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.

Challenge	Intended outcome	Success criteria
1. Progress and Attainment	Progress for pupil premium students continues to improve	<p>Progress 8 scores for pupil premium students is in line with national average</p> <p>The majority of pupil premium students gain the level 2 qualifications that they need in order to progress on to level 3.</p>
2. Reading ages	The reading ages of pupil premium students continue to improve	PP students at the end of year 9 have a reading age in line with national average.
3. Numeracy	The number skills and confidence of pupil premium students improve	<p>PP students report significantly increased confidence in maths.</p> <p>PP students at the end of year 9 have made good progress in maths.</p> <p>The % of PP pupils passing maths GCSE at grade 4 or above improves until it is in line with national average.</p>
4. Attendance	To achieve and sustain improved attendance for our disadvantaged pupils.	The attendance for PP students continues to improve until it is in line with national average.
5. Behaviour	Students will continue to be supported in school to develop strategies to manage their own behaviour successfully.	The amount of time PP pupils spend not accessing the curriculum (ie for removals and internal or external suspensions) decreases until it is proportionate to the percentage of PP pupils in our academy
6. Redressing material deprivation	<p>Material deprivation will not be a barrier to success in school or access to the wider curriculum.</p> <p>There will be an increase in the percentage of PP pupils accessing the wider curriculum</p>	<p>PP attendance will not be affected by food poverty or lack of uniform.</p> <p>Attendance of PP pupils to the wider curriculum (i.e. trips and clubs) is proportionate to the percentage of PP students in our academy.</p>

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: £ 700,000

Activity	Evidence that supports this approach	Challenge number(s) addressed								
<p>Staffing</p> <p>Total projected staffing funded from PP budget £593,107.604 (84.73% of PP budget)</p> <p>Breakdown of staffing by category:</p> <table border="1" data-bbox="113 965 475 1122"> <thead> <tr> <th>Area of staffing</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Educational leadership</td> <td>£44812.73</td> </tr> <tr> <td>Educational Support</td> <td>£426685.70</td> </tr> <tr> <td>Administration</td> <td>£121609.20</td> </tr> </tbody> </table>	Area of staffing	Cost	Educational leadership	£44812.73	Educational Support	£426685.70	Administration	£121609.20	<p>Educational Leadership</p> <p>Several studies have shown that effective school leadership is essential to the effectiveness of the other strategies outlined in this document for closing the achievement gap between disadvantaged students and their peers. For example, one study (Demi, F, 2021) explored a number of case study schools and concluded that <i>“the...schools have closed the achievement gap between disadvantaged pupils and their peers through providing effective school leaders and the use of a range of effective intervention strategies.”</i></p> <p>Furthermore, a recent rapid evidence assessment report from the EEF (Brown et al, 2023) concludes that <i>“school leadership matters significantly in motivating and retaining teachers to work in disadvantaged schools.”</i></p> <p>Educational Support</p> <p>Schools with higher proportions of disadvantaged pupils tend to face greater challenges in accessing and retaining high quality teachers (Allen et al, 2016).</p> <p>The EEF study quoted above also above highlights the importance of educational support for teacher retention in disadvantaged schools, particularly support around issues which cost teachers’ emotional labour and negate their professional wellbeing, such as behaviour management and addressing safeguarding concerns.</p> <p>Administration</p> <p>School factors such as organisation and administration have a greater impact on teacher retention in schools in low-income areas than in more affluent areas (Nguyen, 2021). Several studies suggest that <i>“teachers who experience higher levels of administrative support ... are much less likely to leave teaching”</i> (ibid).</p>	<p>1 - 4</p>
Area of staffing	Cost									
Educational leadership	£44812.73									
Educational Support	£426685.70									
Administration	£121609.20									

<p>Teacher Professional Development</p> <p>£10,000</p>	<p>Evidence suggests that teacher professional development (PD) can have a substantial positive impact upon teaching practice and the progress of all pupils (Wood and Zuccollo, (2020)).</p> <p>In addition to our usual school-wide CPD budget, we are allocating funds specifically for additional professional development opportunities focused on strategies to enhance the progress and attainment of disadvantaged students.</p>	<p>1</p>
--	--	----------

Reading and Numeracy

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Support</p> <p>£10,000</p>	<p>There is a significant correlation between student reading ability and performance at GCSE level in all subjects, including English, Maths and Science (GL Assessment: Why Reading is Key to GCSE Success).</p> <p>Reading improves teenagers' vocabulary by 26% regardless of background (Centre for Longitudinal Studies, November 2017)</p> <p>Reading for pleasure has been revealed as the most important indicator of the future success of a child. Reading independently is a more important indicator of success than socio-economic/educational status of parents (OECD/PISA 2009)</p> <p>We will invest in targeted strategies and resources to improve the reading ages of disadvantaged students and foster a love of reading.</p>	<p>2</p>
<p>Maths tutoring and intervention</p> <p>£15,000</p>	<p>The EEF teaching and learning toolkit describes one to one or small group tuition as "<i>very effective at improving pupil outcomes</i>", particularly when it is in addition to, rather than instead of normal classroom teaching.</p> <p>Their guidance report on improving mathematics in KS2 and 2 points out that "<i>Structured intervention support may be required for Year 7 pupils who are struggling to make progress.</i>"</p> <p>We will therefore provide additional support for disadvantaged students who are not making good progress in maths, particularly for those in years 7 and 11.</p>	<p>3</p>

Wider strategies (including attendance, behaviour and redressing material deprivation)

Activity	Evidence that supports this approach	Challenge number(s) addressed								
<p><i>The Wider Curriculum</i></p> <p>£10,000</p>	<p>A report by the Social Mobility Commission argues that access to the wider curriculum (such as educational trips and visits and enrichment clubs) is <i>“important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school).”</i></p> <p>Access to the wider curriculum is also important for the development of the cultural capital that has been shown to support social mobility.</p>	<p>1, 4 and 6</p>								
<p><i>Educational Supplies and Study Support</i></p> <p>£15,000</p>	<p>EEF research indicates that “homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”</p> <p>We will continue to support our disadvantaged students with their homework, by providing revision guides for year 11 students and funding an after school homework club where students can get support with completing their homework.</p>	<p>1 and 6</p>								
<p><i>Food, uniform and travel support</i></p> <p>£46,500</p> <p>Breakdown:</p> <table border="1" data-bbox="113 1529 448 1758"> <tbody> <tr> <td>£36,000</td> <td>FSM shortfall</td> </tr> <tr> <td>£4000</td> <td>Emergency food</td> </tr> <tr> <td>£3000</td> <td>Uniform</td> </tr> <tr> <td>£3,500</td> <td>Travel</td> </tr> </tbody> </table>	£36,000	FSM shortfall	£4000	Emergency food	£3000	Uniform	£3,500	Travel	<p>Research demonstrates that then children do not have enough to eat, they are less likely to achieve their developmental goals on time, or to achieve their academic potential at school (Kay and Ford-Jones, 2015)/</p> <p>Children experiencing food insecurity are more likely to suffer from anxiety and stress, and therefore it is likely to impact their attendance to school.</p> <p>We will continue to ensure that our disadvantaged students are adequately fed, have access to free school uniform items and are supported with travel to and from school where necessary.</p>	<p>4 and 6</p>
£36,000	FSM shortfall									
£4000	Emergency food									
£3000	Uniform									
£3,500	Travel									

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 2023 to 2024 academic year.

Last Year's Pupil Premium numbers

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%

OUTCOMES

The figures for St Leonards Academy for the last 3 years results are documented below;

2021/22	Eng	Maths	EBACC	Other	A8	P8
PP	-1.57	-1.58	-2.01	-1.8	24.46	-1.73
NPP	-0.79	-0.88	-1.34	-1.05	37.39	-1
2022/23	Eng	Maths	EBACC	Other	A8	P8
PP	-1.56	-1.33	-2.24	-2.46	21.58	-1.71
NPP	-0.56	-0.58	-1.52	-1.52	38.08	-0.79
2023/24	Eng	Maths	EBACC	Other	A8	P8
PP	-1.11	-1.31	-1.67	-1.45	24.52	-1.58
NPP	-0.6	-0.71	-1.27	-1.99	35.08	-1.07

Analysis

There has been an improvement in progress scores for pupil premium students, particularly in English (an improvement of 0.45 on the previous year), Ebacc subjects (an improvement of 0.72 on the previous year) and the 'other' subjects category (an improvement of 1.01 on the previous year).

READING INTERVENTIONS

Impact of 'Lexia Power Up' intervention

	TOTAL	PP
Number of students	84	50
Average reading age Sep 23	8y 3m	8y 8m
Average reading age July 24	9y 6m	9y 6m
Progress (in months)	15	10

Impact of 'Reciprocal Reading' intervention

	TOTAL	PP
Number of students	29	17
Average reading age Sep 23	7y 1m	7y 2m
Average reading age July 24	8y 7m	8y 6m
Progress (months)	18	16

Analysis

- Both reading interventions has a positive impact on the reading ages of pupil premium students
- Students in the Lexia power up intervention made greater than chronological progress but less progress than the students in the reciprocal reading intervention. However, the Lexia Power up intervention is more cost effective, allowing us to target a greater number of students

ATTENDANCE

2021/22	Cohort	Attendance	Authorised Absence	Unauthorised absence	Late before	Late After
PP	637	79.72	11.34	8.94	5.49	0.78
NPP	901	88.15	8.35	3.5	3.55	0.45
2022/23	Cohort	Attendance	Authorised Absence	Unauthorised absence	Late before	Late After
PP	682	76.18	10.78	13.04	4.32	0.77
NPP	874	87.15	7.73	5.12	3.25	0.44
2023/24	Cohort	Attendance	Authorised Absence	Unauthorised absence	Late before	Late After
PP	689	80.31	10.30	10.96	3.23	0.39
NPP	816	88.28	7.37	4.35	2.63	0.19

Analysis

- There has been an improvement in PP attendance (+4.13%) over the past year, as well as a decrease in authorised absence and lates to school.

WIDER CURRICULUM

	Total		PP	
	Enrichment	Trips	Enrichment	Trips
Total	33%	52%	31%	43%
Year 7	35%	21%	28%	14%
Year 8	41%	66%	36%	55%
Year 9	26%	39%	27%	30%
Year 10	30%	83%	33%	79%
Av	33%	52%	31%	44%

Analysis

- Overall, pupil premium participation in enrichment clubs and trips is high (31% and 44% respectively). Attendance to trips is lower than average but the figure is higher for trips that specifically supported the academic curriculum.

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 2023/24
What was the impact of that spending on service pupil premium eligible pupils?	