

Pupil Premium Strategy Statement

Version 1 September 2025/26

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	1343																																			
Proportion (%) of pupil premium eligible pupils	As of 30/09/25 <table><tr><th>Cohort</th><th>PP</th><th>Total</th><th>PP%</th><th>Change in PP on prev year</th></tr><tr><td>Yr 7</td><td>137</td><td>298</td><td>46%</td><td>−3.10%</td></tr><tr><td>Yr 8</td><td>137</td><td>280</td><td>49%</td><td>3.55%</td></tr><tr><td>Yr 9</td><td>119</td><td>270</td><td>44%</td><td>−5.22%</td></tr><tr><td>Yr 10</td><td>116</td><td>252</td><td>46%</td><td>4.58%</td></tr><tr><td>Yr 11</td><td>96</td><td>246</td><td>39%</td><td>1.55%</td></tr><tr><td>Total</td><td>605</td><td>1343</td><td>45%</td><td>0.47%</td></tr></table>	Cohort	PP	Total	PP%	Change in PP on prev year	Yr 7	137	298	46%	−3.10%	Yr 8	137	280	49%	3.55%	Yr 9	119	270	44%	−5.22%	Yr 10	116	252	46%	4.58%	Yr 11	96	246	39%	1.55%	Total	605	1343	45%	0.47%
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Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2024- July 2027 This version is for 25/26																																			
Date this statement was published	October 2025																																			
Date on which it will be reviewed	July 2026																																			
Statement authorised by	Jon Francies																																			
Pupil premium lead	Chris Dean																																			

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	£700,000 (forecast)

Part A: Pupil premium strategy plan

Statement of intent

St Leonards Academy serves a community experiencing significant socio-economic disadvantage. The Income Deprivation Affecting Children Index (IDACI) highlights this sharply: 32% of our pupils live in postcodes within the 1st decile (the most deprived nationally), and 65% live within the bottom three deciles. In Central St Leonards, all LSOAs fall within the most deprived category. These levels of deprivation shape the daily realities of many of our pupils—affecting attendance, access to reading and cultural capital, material stability, and wider life opportunities.

Our mission is to ensure that disadvantage is not a barrier to academic success or personal flourishing. We are committed to providing a high-quality, knowledge-rich education that equips every pupil to achieve well, supported by a culture that emphasises kindness, respect, resilience, honesty and self-discipline.

In line with the EEF's tiered model and the DfE's menu of approaches, our strategy is built around a clear theory of change:

1. Excellent teaching for every pupil

The strongest lever for improving outcomes—particularly for socio-economically deprived pupils—is high-quality teaching. We therefore prioritise teacher development, retention, and high-value classroom strategies that enable all learners to access our ambitious curriculum. This includes explicit vocabulary instruction, checking for understanding, scaffolding, retrieval practice, and adaptive teaching.

2. Targeted academic support

Where pupils fall behind—especially in reading—we intervene early and frequently. Our diagnostic assessments guide the selection of high-impact interventions. In 2025/26 we will embed a more consistent, evidence-based approach to literacy intervention, including Fresh Start and high-frequency 1:1 reading, to ensure that all pupils can access the full curriculum.

3. Removing wider barriers to success

We recognise that some pupils face non-academic challenges that affect attendance, behaviour, engagement, or material stability. Through our pastoral and welfare structures, attendance strategy, behaviour support, nurture provision, and access to the wider curriculum, we aim to ensure pupils are in school, ready to learn, and able to participate fully in school life.

Our intention, over the three years of this strategy, is to narrow attainment gaps, raise reading ages, improve attendance, reduce lost learning time, and increase participation in enrichment—ensuring that every disadvantaged pupil at St Leonards Academy benefits from a high-quality education and leaves us well-prepared for their next steps.

Challenges

	Detail of challenge
1	The gaps in progress and attainment between of disadvantaged pupils and others have remained persistent over time
2	The reading ages of disadvantaged pupils are behind those of their non-disadvantaged peers
3	The attendance of disadvantaged students is lower than their non-disadvantaged peers.
4	Disadvantaged students are more likely to miss learning time (due to classroom removals or suspensions) than their non-disadvantaged peers.
5	Material deprivation including food poverty and lack of stability 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	Progress 8 scores for pupil premium students is in line with national average The majority of pupil premium students gain the level 2 qualifications that they need in order to progress on to level 3.
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. 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.
4. 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
5. Redressing material deprivation	Material deprivation will not be a barrier to success in school or access to the wider curriculum. There will be an increase in the percentage of PP pupils accessing the wider curriculum	PP attendance will not be affected by food poverty or lack of uniform. Attendance of PP pupils to the wider curriculum (i.e. trips and clubs) is proportionate to the percentage of PP students in our academy.

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.

Budgeted cost: £ 700,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching - Teacher Professional Development £10,000	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)). 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.	1
Targeted Support - Reading Support £10,000	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). Reading improves teenagers' vocabulary by 26% regardless of background (Centre for Longitudinal Studies, November 2017) 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) We will invest in targeted strategies and resources to improve the reading ages of disadvantaged students and foster a love of reading.	2
Attendance support £150,000	Research consistently shows a strong link between regular school attendance and academic achievement. Schools that invest in staff dedicated to improving attendance—such as those who provide home collections and run nurture groups to support students' mental and emotional well-being—see improved outcomes. For example, according to the Education Endowment Foundation (EEF), interventions that target social and emotional learning (SEL) can add four months of academic progress.	3
Pastoral, Welfare and academic support £534,582	Pastoral and welfare support staff, such as heads of year, play a vital role at TSLA in meeting our pupils' needs and helping them develop their character virtues such as self-discipline and resilience which are necessary to ensure that they are in the classroom as much as possible and learning our ambitious curriculum.	2 and 4

	Research by the Education Endowment Foundation (EEF) highlights that behaviour interventions focused on self-regulation and emotional control can lead to an additional four months of academic progress. Some of these staff also deliver additional reading support to disadvantaged students, through Lexia 'Power Up' or our reciprocal reading programme. In addition, there is some research evidence to suggest that that the support these staff give to teachers can also have a significant impact on teacher retention, particularly for schools in low-income areas (Nguyen, 2021).	
Educational Leadership £49,600	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 "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." Furthermore, a recent rapid evidence assessment report from the EEF (Brown et al, 2023) concludes that "school leadership matters significantly in motivating and retaining teachers to work in disadvantaged schools." We have therefore invested in securing strategic leadership of provision for disadvantaged pupils in order to ensure that quality is optimised.	3-4
Access to the Wider Curriculum £10,000	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> Access to the wider curriculum is also important for the development of the cultural capital that has been shown to support social mobility. We therefore support pupils attending trips to places such as the theatre, art galleries, team-building and outdoor education as well as activities for High Achieving Pupils such as Villers Park and The Brilliant Club.	1 and 5
Educational Supplies and Study Support £15,000	EEF research indicates that "homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools." We will continue to support our disadvantaged students with their homework, by providing revision guides for year 11	1 and 5

	students and funding an after-school homework club where students can get support with completing their homework. We will provide all of our disadvantaged year 11s with revision books for core subjects where appropriate, as well as giving them the opportunity for additional, intensive tutoring outside of school.									
Food, uniform and travel support £46,500 Breakdown: <table><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></table>	£36,000	FSM shortfall	£4000	Emergency food	£3000	Uniform	£3,500	Travel	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)/ Children experiencing food insecurity are more likely to suffer from anxiety and stress, and therefore it is likely to impact their attendance to school. 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. We provide a free breakfast club, an ‘exam breakfast’ for year 11s during exam season, as well as specialist clothing for activities such as the Duke of Edinburgh award.	3 and 4
£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	137	279	49.10%
Yr 8	120	264	45.45%
Yr 9	127	268	49.22%
Yr 10	111	259	41.42%
Yr 11	97	259	37.45%

OUTCOMES

The figures for St Leonards Academy for the last 4 years results are documented below;

Year	Group	Eng	Maths	EBACC	Other	A8	P8
2021/22	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
	Group	Eng	Maths	EBACC	Other	A8	P8
2022/23	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
	Group	Eng	Maths	EBACC	Other	A8	P8
2023/24	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
	Group	Eng	Maths	EBACC	Other	A8	P8
2024/25	PP	-0.6	-0.79	-1.17	-1.26	26.42	-1
	NPP	-0.24	-0.79	-1.05	-1.28	37.81	-0.99

Analysis

- **Progress in English for pupil premium pupils has improved significantly**, rising from -1.11 to -0.60 ($+0.51$).
- **Progress in Maths shows a substantial improvement**, moving from -1.31 to -0.79 ($+0.52$). The gap between PP and non-PP pupils in Maths has closed.
- **EBacc progress for PP pupils has also improved**, rising from -1.67 to -1.17 ($+0.50$). Although gaps remain in some EBacc subjects, performance is moving in a positive direction.
- These combined improvements have led to **a significant rise in overall Progress 8 for PP pupils**, from -1.58 to -1.00 ($+0.58$).
- **Attainment 8 has also increased** from 24.52 to 26.42 ($+1.90$), indicating not only better progress but also higher attainment for PP pupils across a broader range of subjects.
- Although the Maths gap has closed, **continued attention is needed to secure this improvement over time** and to further strengthen progress in EBacc subjects, where gaps remain wider.

READING INTEVENTIONS

Overview

During 2024–25, the Academy delivered a range of reading and literacy interventions to 144 pupils (11% of the school). These covered several different programmes, including Lexia Power Up, Toe-by-Toe, 1:1 Reading, Language Link, Better Reading Partners, and small-group vocabulary support.

A review of the impact of each intervention shows that, while several pupils made strong individual gains, the consistency and reliability of impact across programmes varied considerably. In contrast, 1:1 Reading delivered by far the strongest and most consistent progress, with pupils who received daily 1:1 reading typically making around 20 months of reading-age progress.

This finding aligns closely with both internal monitoring and national evidence on effective reading remediation: high-frequency, high-fidelity one-to-one teaching is the most effective approach for pupils with the lowest reading ages.

As a result, the Academy has adopted a new reading strategy for 2025–26, centred on Fresh Start (Ruth Miskin), which provides structured, systematic, phonics-based teaching delivered through intensive daily one-to-one or very small-group sessions.

Intervention	Number of pupils	Average progress in reading ages
Lexia Power Up	54	10 months
1:1 reading	37	20 months
Toe by Toe	16	6 months
Language link	16	8 months

ATTENDANCE

2021/22	Cohort	Attendance	Authorised Absence	Unauthorised absence	Late to school
PP	637	79.72	11.34	8.94	5.49
NPP	901	88.15	8.35	3.5	3.55
2022/23	Cohort	Attendance	Authorised Absence	Unauthorised absence	Late to school
PP	682	76.18	10.78	13.04	4.32
NPP	874	87.15	7.73	5.12	3.25
2023/24	Cohort	Attendance	Authorised Absence	Unauthorised absence	Late to school
PP	689	80.31	10.30	10.96	3.23
NPP	816	88.28	7.37	4.35	2.63
2024/25	Cohort	Attendance	Authorised Absence	Unauthorised absence	Late to school
PP	689	85.50	11.51	7.17	3.23
NPP	816	88.29%	8.53	3.18	2.34

Analysis

- **PP attendance has improved again this year (+5.19 percentage points), rising from 80.31% to 85.50%.** This represents the second consecutive year of improvement and brings PP attendance to its highest level in four years.
- **Authorised absence for PP pupils has reduced (–0.19pp), and unauthorised absence has decreased sharply (–3.79pp).** This suggests stronger routines, improved communication with families, and more effective follow-up for persistent absence.
- There continues to be a **significant difference between PP and NPP attendance**, although the gap has **narrowed slightly** (from –8.0pp last year to –2.79pp this year). This is a positive trajectory and reflects the impact of focused attendance interventions.
- Improved outcomes appear linked to a **more systematic and proactive attendance strategy**, including timely contact with families, targeted support for vulnerable pupils, and consistent enforcement of the attendance policy.

PASTORAL SUPPORT – NURTURE PROVISION

Analysis

- 121 out of the 175 students (69%) to access our 'Nurture' provision last academic year were pupil premium.
- Of those 121 pupil premium students 101 (83%) of them reduced the number of suspensions received following the nurture provision
- Whilst accessing Nurture out of the 121 pupil premium students, 73 (60%) showed improvement in attendance, and positive behaviour points.

PASTORAL SUPPORT – BIY TEENS

Of the students who accessed BIY Teens in the year 24-25...

- 90% reported feeling better about themselves
- 88% reported feeling happier overall
- 80% reported feeling more confident
- 75% reported feeling less anxious

ACCESS TO THE WIDER CURRICULUM

Year	PP Enrolment	Non-PP Enrolment
Overall	59%	67%
Y7	65%	71%
Y8	64%	73%
Y9	67%	81%
Y10	50%	60%
Y11	54%	54%

Analysis

- PP enrichment enrolment averaged **60%** last year compared with **67.8%** for non-PP pupils, giving a 7.8-point gap.
- The gap is relatively modest in KS3 but widens significantly in Y9 and Y10 before closing in Y11.
- National research shows that disadvantaged pupils typically participate 10–20 points less than peers, so our gap sits at the lower end of the national picture.

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?	