

Pupil premium strategy statement – Leigh Academy Longfield

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1017
Proportion (%) of pupil premium eligible pupils	30% (305 PP pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 to 2027/28
Date this statement was published	By 31st of December 2025
Date on which it will be reviewed	By 31st of December 2026
Statement authorised by	Felix Donkor (Principal)
Pupil premium lead	Amy Garrad
Governor / Trustee lead	Kathryn Myers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 274,008
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 274,008

Part A: Pupil premium strategy plan

Statement of intent

At Leigh Academy Longfield, we ensure that all students have the opportunity to make excellent progress and succeed. Our small school structure allows us to have a personalised provision that is not only linked to aspects of achievement in the classroom, but also attendance, aspiration and wider experiences. We therefore use the PPG strategically to support disadvantaged students to ensure that they 'achieve beyond expectations'. However, through our provision we aim to help broaden the support we offer to other groups of students where appropriate.

Our core objective is to close the attainment gap between our disadvantaged students and other students. We will do this by providing more student support via teaching assistants, mentors, additional classes and learning resources to disadvantaged students.

We will encourage opportunities to see how the world works outside of their local communities in order to heighten their aspirations, and further develop their cultural capital. We intend to operate enrichment opportunities where students are taken through a range of exciting opportunities to increase exposure to the wider world; through workshops, trips and visits, and skill-based experiences. We also intend to make school a more engaging place to be by providing enrichment opportunities and other activities beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Progress: research shows that students who are classified as disadvantaged, are likely to make less progress than their non-disadvantaged peers.
2	Attendance: our most disadvantaged students have lower attendance figures, historic attendance issues and poor punctuality, much of which is parentally condoned.
3	Limited extra curricular involvement: disadvantaged pupils have limited outdoor experiences and opportunities to develop skills or interests, for example music, sports, technology, and business. Increasing their exposure to these fields will support their learning, build confidence and improve their mindset towards acquiring transferable skills.
4	Limited access: not all students have access to a suitable device or stable internet to complete school work. The school is becoming

	increasingly digital with all homework being set online and all lessons available online for revision. Disadvantaged pupils also have less access to equipment and learning resources, including scientific calculators and revision guides.
5	Lower literacy: many of our disadvantaged students have struggled with literacy. This can impact upon the student's ability to fully engage with the curriculum.
6	High levels of anxiety especially in relation to exams/assessment, but also part of a wider range of increased mental health concerns. Some of this can be traced back to impacts of the COVID pandemic.
7	Parental engagement: ensuring that our entire community sees the value of education, and the importance of school in the development of young people. At present, some of our most disadvantaged pupils struggle to engage with education, in part because parents themselves do not see a benefit to it.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve rates of progress for all disadvantaged students.	Whole school A8 figures for disadvantaged pupils will continue to improve upon the previous academic year and the national average.
Increased abilities in literacy, closing the gap between disadvantaged and non-disadvantaged pupils.	Intervention records show the gap between disadvantaged and non-disadvantaged pupils closes over the academic year.
To improve the attendance of disadvantaged pupils, in line with national average statistics.	Attendance of disadvantaged pupils to improve. Percentage of persistent absenteeism among disadvantaged pupils to reduce.
To have in place interventions for disadvantaged pupils to improve attainment, and support social, emotional and mental health.	Records indicating uptake of targeted interventions offered to disadvantaged students. Evidence from pupil impact surveys show improvements to wellbeing.
To improve aspirations, cultural capital and extracurricular involvement for disadvantaged pupils.	All disadvantaged pupils will have participated in enrichment events in module 6. Improvement in the engagement of disadvantaged pupils with extra-curricular activities, trips and clubs.

To improve access to resources and opportunities for all pupils.	To further roll out the chromebook loan scheme so that all students joining the school have a working device provided. To enable access to PPG funding for children who require support for providing essentials (e.g. calculators, books, uniform) and involvement in extra-curricular (e.g. trips, supplementary lessons).
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £137,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ and retain high quality teachers of English, and other core subjects.</i>	Ensuring we are able to employ the highest quality of teaching staff, means that we can bring the best standards of teaching and learning to the academy. It also means we can work to reduce class sizes where possible. EEF Toolkit (EEF)	1
<i>Employ and retain high quality Lead Practitioners to develop Teaching & Learning at the Academy.</i>	The EEF Toolkit clearly indicates that effective teaching and learning, and collaborative sharing of good practice, can provide extensive benefits to students. EEF Toolkit (EEF)	1
<i>Employ and retain specialist teachers and support staff, to teach in our Specialist Resource Provision (Spectrum Centre) and support students with high levels of SEND.</i>	The EEF Toolkit suggests that reduced class sizes, and students being appropriately organised within settings, can benefit from 3 months added progress. EEF Toolkit (EEF)	1
<i>Access to technology through the Chromebook scheme.</i>	Access to technology enables teaching staff to develop a wider range of more effective teaching and learning strategies. Research by the EEF also suggests it offers ways to improve the	1, 4 and 5

	<p>impact of pupil practice, assessment, and the quality of explanations and modelling.</p> <p>Using digital technology to improve learning (EEF)</p>	
<p><i>Use of specialist literacy tools to assess students' abilities and needs.</i></p>	<p>The EEF Toolkit provides evidence to suggest that improved reading comprehension can add up to 6 months progress. It can also open up the wider curriculum to students, improving their access.</p> <p>EEF Toolkit - Reading Comprehension</p>	1 and 5

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

Budgeted cost: £82,202.4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching assistants contributing to 1:1 or small group support.</i></p>	<p>The EEF Toolkit provides evidence to suggest that effective deployment of teaching assistants can add up to 4 months progress.</p> <p>EEF Toolkit - Teaching Assistant Interventions</p>	1, 5 and 6
<p><i>Literacy interventions</i></p>	<p>The EEF Toolkit provides evidence to suggest that effective small-group interventions can add up to 4 months of progress. The toolkit is equally forthcoming with evidence to support 1:1 tuition, which is provided where possible and appropriate.</p> <p>EEF Toolkit - Small Group Tuition</p> <p>EEF Toolkit - One to One Tuition</p> <p>Evidence from the EEF also suggests that literacy interventions are particularly impactful, given that they pave the way to accessing the wider curriculum with greater ease.</p>	1 and 5
<p><i>Small-group English mentor</i></p>		1 and 5
<p><i>MyTutor programme</i></p>		1 and 5

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

Budgeted cost: £54,801.6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Student Support Mentors in school to improve wellbeing and engagement.</i>	The EEF Toolkit provides evidence to suggest that boosting parental engagement can add up to 4 months of progress.	1, 2, 6 and 7
<i>Retention of a school counsellor x2 days per week.</i>	EEF Toolkit - Parental Engagement Further research also demonstrates the importance of providing effective communication.	1, 2, 6 and 7
<i>Funding of the Attendance and Welfare Officer.</i>	Working with parents to support children's learning (EEF) Behaviour interventions provided by the SSMs are also evidenced as impactful under the EEF Toolkit. EEF Toolkit - Behaviour Interventions	2, 6 and 7
<i>Contribution of funding towards other interventions for wellbeing and pastoral care of students.</i>	The provision of specialist support (e.g. mental health support services) in the academy by both internal staff and external specialists.	2 and 6
<i>Funding for trips, visits and other opportunities.</i>	The development of cultural capital is vital for students to be aspirational about the future, and henceforth enthused about their education.	3 and 6
<i>Funding for private music lessons.</i>	The EEF Toolkit provides evidence to suggest that arts participation can add up to 3 months of progress. EEF Toolkit - Arts Participation	3 and 6
<i>Uniform and equipment.</i>	Many disadvantaged students may find themselves struggling to access the same equipment as their peers, and so we have provision in place to support families where required.	1 and 4

Total budgeted cost: £274,008

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Overall the attainment 8 score of our disadvantaged pupils has decreased slightly from 34.34 in the 2023-2024 academic year to 33.95. Although the attainment 8 score has dropped in the previous academic year the score achieved is close to the national average for disadvantaged pupils which was 34.9.

An area of strength is the significant increase in the percentage of pupils achieving both English and Mathematics at 4+, this has increased by 10% from 30.4% in 2023 to 2024 to 40.4% in 2024 to 2025. It is important to note that pupils in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling. Our 2024-2025 pupil premium cohort have performed particularly well in Art and Design, Photography and Statistics where their attainment 8 score is higher than their non-disadvantaged peers. The cohort have also performed well in Creative iMedia, Drama, French and Music. In these subjects the attainment 8 score is either close to the value or aligned with the value for their non-disadvantaged peers. Areas for development for this academic year include increasing the number of pupils achieving 5+ in English and Mathematics as this has reduced since last academic year from 17.4% to 14.9%. We aim to take necessary steps to further reduce the gap in A8 between disadvantaged and non-disadvantaged as this has widened since 2024. The gap in A8 in 2024 was 6.76 compared to 9.13 in 2025. We also aim to increase the percentage of pupils achieving a 7+ in English and Mathematics. Overall attendance of our pupil premium students has improved in 2024-25 to 88.6% compared to the previous academic year of 83.7% with the difference between the attendance of pupil premium and non-pupil premium also reducing. This increase in attendance was consistent across all modules of the 2024-2025 academic year. A range of literacy strategies have been utilised across the academic year including: Reading quest, Lexia, Comprehension interventions, Words First, Reading Buddies, Bedrock, Sparx Reader. These strategies have proved effective in raising literacy levels across the academy including for our pupil premium cohort. We are on track to achieve elements of our strategy such as attendance improvement, increased literacy and increased enrichment opportunities to support both well-being and development of cultural capital. We now need to increase overall attainment 8 score by adaptation of the strategy to include monitoring of pupils at risk of low attainment and collaboration with various stakeholders to ensure our 2025-26 cohort are given the best possible opportunity to succeed.

Intended outcome	Success criteria	Impact / Outcome
To improve rates of progress for all disadvantaged students.	Whole school A8 figures for disadvantaged pupils will continue to improve upon the previous academic year and the national average.	Although an improvement in attainment 8 has been seen in a large number of subjects across the academy the overall attainment 8 score is lower than the previous academic year.
Increased abilities in literacy, closing the gap between disadvantaged and non-disadvantaged pupils.	Intervention records show the gap between disadvantaged and non-disadvantaged pupils closes over the academic year.	Various interventions have occurred to develop the literacy levels of our pupil premium cohort; these have resulted in a 10% increase in the number of pupils 10% above the expected level. NGRT data evidences the margins between PP/SEND and Non-PP are being closed.
To improve the attendance of disadvantaged pupils, in line with national average statistics.	Attendance of disadvantaged pupils to improve. Percentage of persistent absenteeism among disadvantaged pupils to reduce.	Attendance has improved across the academy including for our pupil premium cohort comparative to last year's data. PP attendance has improved to 88.6% compared to 83.7% during the 2023-2024 academic year.
To have in place interventions for disadvantaged pupils to improve attainment, and support social, emotional and mental health.	Records indicating uptake of targeted interventions offered to disadvantaged students. Evidence from pupil impact surveys show improvements to wellbeing.	Subject specific interventions led by class teachers ran across the academic year to support attainment. All pupil premium pupils had access to these. 8 of our pupil premium students accessed additional support in English and/or mathematics through the My Tutor platform.
To improve aspirations, cultural capital and extracurricular involvement for disadvantaged pupils.	All disadvantaged pupils to have participated in enrichment events in module 6. Improvement in the engagement of disadvantaged pupils with	All of our KS3 pupils had access to enrichment activities in module 6 as part of our enrichment offer. 74 educational trips and visits occurred from September to March which

	extra-curricular activities, trips and clubs.	included pupil premium students across each year group with PPG funding used to facilitate access to these enrichments and improve wellbeing as well as cultural capital.
To improve access to resources and opportunities for all pupils.	<p>To further roll out the chromebook loan scheme so that all students joining the school have a working device provided.</p> <p>To enable access to PPG funding for children who require support for providing essentials (e.g. calculators, books, uniform) and involvement in extra-curricular (e.g. trips, supplementary lessons).</p>	All pupils have access to a chromebook including pupil premium. The loan scheme has been amended to a purchasing scheme. Pupil premium funding was used to support access to a chromebook where needed. PPG was also utilised to provide pupils with learning resources, uniform, travel access and the opportunity to attend the Prom.

Externally provided programmes

Programme	Provider
Online tutoring intervention and catch-up (various subjects)	MyTutor
Interventions (contributed to by PP funding)	Kent Minds
Life Coaching	Life Coach