

# Pupil premium strategy statement – Leigh Academy Ebbsfleet

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	814
Proportion (%) of pupil premium eligible pupils	34.52% (281)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gurjit Kaur Shergill
Pupil premium lead	Hugh Macdonald
Governor lead	Sukaina Sesay

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306,827.40
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£306,827.40</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The vision of Leigh Academy Ebbsfleet highlights our vision for all pupils including our disadvantaged pupils:

*Our vision is for Leigh Academy Ebbsfleet to become the number one school of choice in the local community. It is to be an oversubscribed school that children walk to, with their friends, a school to which they enjoy coming and one of which they feel proud.*

*Our vision is of a school characterised by outstanding teaching, lessons that inspire and ignite, where pupils and staff excel, and where the excellent exam results are merely the outcome of the outstanding teaching, rather than the aim in itself.*

*Our vision is of a school with the highest of standards and expectations, an orderly and respectful environment, of a school where relationships between staff and pupils are exceptionally positive and courteous, and a school where staff are highly fulfilled and feel valued.*

*Our vision is of a school where all the difficulties and disadvantages of the outside world are left at the school gate. I believe that all pupils can achieve, regardless of post code, and that deprivation does not determine destiny. I believe in a culture that says — “every child, every day, no excuses”. I believe the all-round development of the child is vital, nurturing and educating our pupils to become well-rounded young people, polite, well-mannered, interested in the world around them, in the arts, in culture, in travel, in politics. I believe that an education must equip pupils properly for the real world and for the rest of their lives.*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve high attainment across the curriculum, particularly in EBacc subjects, and that the gap between pupil premium students (PP) and non-pupil premium students (NPP) is closed. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The focus on teaching aligns with the tiered approach and guidance provided by the DFE (2022a) and EEF (2022a). A number of strategies have been implemented, which can be seen in this

document. The strategy focuses on long term progress alongside immediate improvement.

All students will be provided with a broad and balanced curriculum that is rooted in the core subjects and designed to provide students with a dynamic curriculum offer that goes beyond the National Curriculum. The curriculum will ensure high levels of academic achievement at the end of each Key Stage whilst promoting students' sense of global identity and contexts. This greater understanding of the 21st Century world will be underpinned through the delivery of the Middle Years Programme (MYP) at Key Stage 3, appropriate academic and vocational qualifications at Key Stage 4, and the International Baccalaureate Careers Related Programme (IBCP) and BTEC vocational qualifications at Key Stage 5, which will be centred on enhancing student attainment in line with national standards.

Staff at the Academy will ensure that disadvantaged students remain a high-profile priority within the Academy through the identification and monitoring of academic performance, well-being, attendance and behaviour. This will ensure that all stakeholders are focussed on reducing the difference between disadvantaged and other students. The Academy's Small School pastoral structure delivers high-quality localised care, providing human-scale support that is targeted to meet the needs of all students. The Academy's enrichment, cross-curricular and cultural capital programmes will provide all students with opportunities to excel in areas of passion and interest outside of the realms of academic studies. This programme will develop and promote student well-being and supports positive mental health and behaviours, which in turn support academic progress.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

The key principles of Leigh Academy Ebbsfleet's approach are as follows:

- The work undertaken through the use of the Pupil Premium Grant will be aimed at improving the lives and future choices of our most disadvantaged students.
- Appropriate provision is in place to accelerate student progress to meet and exceed age expected standards.
- Teaching and learning meets the needs of all students.
- The well-being and aspirations of our students are enhanced and championed throughout the Academy with the provision of high-quality career and enrichment opportunities to facilitate informed life choices.
- We will ensure that appropriate provision is made for disadvantaged students, including the needs of socially disadvantaged students are assessed and addressed.
- Pupil Premium funding will be linked to Academy priorities.

## Challenges

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

Challenge number	Detail of challenge
1. Literacy and numeracy.	<p>Literacy - a significantly high proportion of students join the academy with less than expected literacy and reading ages. This prevents our students from engaging fully with the curriculum, hindering their ability to demonstrate progress in their studies.</p> <p>Numeracy - a number of students join the academy with less than expected numeracy levels. This represents a barrier to their own learning and hindering their ability to achieve the right qualifications and experience for their chosen career path.</p>
2. Pupil self-regulation.	To ensure that all disadvantaged pupils receive high quality teaching and learning. It was previously observed that many of the lower attaining disadvantaged pupils lack self-regulation strategies when faced with difficult tasks. This still remains a key priority for all subjects to embed the opportunity for students to become more innately disciplined showing resilience and task completion particularly in reference to extended writing.
3. Ensuring pupils can succeed in post-16 provision.	To increase the percentage of disadvantaged pupils who continue with post-16 study in an appropriate setting. It is vital the pupils maintain levels of academic curiosity and realise the opportunities available to them at KS5.
4. Ensure the Wellbeing/Pastoral support of all pupils	<p>To remove the barriers faced by disadvantaged pupils through a two tiered approach of targeted academic support and then wider support (EEF, 2022). As is clear with the national studies PP pupils face greater challenges in their educational journey.</p> <p>The impact of COVID on pupils is still present, particularly disadvantaged pupils. Through our continued discussions with parents and pupils, observations and internal assessment have identified that a number of pupils have social and emotional issues anxiety, depression (diagnosed by medical professionals) and low</p>

	<p>self-esteem. These barriers are significant and if not managed very carefully influence the outcomes for pupils.</p> <p>The use of chromebooks has helped with minimising the digital divide between disadvantaged and non-disadvantaged pupils. It is now the ambition of the leaders to help develop the digital literacy of parents who will then be able to support and monitor pupils' out of school work and revision.</p>
5. Improve the attendance of pupils to above the national average	<p>Develop the attendance of disadvantaged pupils so that it is equal to that of non-disadvantaged pupils. Attendance of NPP and PP students has increased over time, but PP attendance is still lower than NPP attendance. This difference demonstrates a challenge in terms of attainment due to the strong correlation between positive outcomes and high levels of attendance and punctuality. We know that attendance below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success.</p>

### 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 outcomes for PP pupils	<ul style="list-style-type: none"> <li>Improved performance in externally measured assessment and examinations</li> <li>Decrease in the internal gap between PP and Non-PP pupils with the academy</li> </ul>
Improve the literacy of all pupils across the school and lower the variation in terms of reading ages between PP and NPP	<ul style="list-style-type: none"> <li>To narrow the gap in reading ages of PP KS3 pupils by the end of the year</li> <li>Improve the performance in English at GCSE</li> <li>Increase the use of the academy library</li> </ul>

Develop targeted academic support for PP pupils	<ul style="list-style-type: none"> <li>• Standing agenda point for middle leaders</li> <li>• CPD on how to target PP pupils</li> <li>• Data meetings within departments and also from SLT where PP outcomes are compared with NPP</li> </ul>
Improve the quality of teaching and learning	<ul style="list-style-type: none"> <li>• Continued effective CPD delivery to all teaching staff</li> <li>• Improved external outcomes for PP students</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our PP pupils.	<ul style="list-style-type: none"> <li>• Narrow the gap between non-PP and PP attendance.</li> <li>• Improved PP attendance statistics for all year groups</li> <li>• Decrease in the number of persistent absence pupils in line with national average</li> <li>• Reduced suspension for PP students</li> </ul>
Increase the number of students accessing Level 3 studies/apprenticeships of PP students	<ul style="list-style-type: none"> <li>• Increased numbers of applications made to Level 3 KS5 study from Year 11 pupils</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are PP.	<ul style="list-style-type: none"> <li>• Continue to support pupils through the use of the Endeavour programme</li> <li>• Lower the number of absences for PP students</li> <li>• Increase student satisfaction through assessment of student voice and student feedback</li> <li>• Help to educate parents on how they can support pupils to improve wellbeing and mental health</li> <li>• Ensure the PSHE and tutor programme gives time to this important area</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: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expansion of the Senior Leadership Team and Inclusion team.	As attendance and inclusion are core priorities for the Academy it was viewed that by expanding the SLT, the impact of middle leaders and teachers within these core areas will be more impactful. Having additional capacity and strategic leadership enhances the provision and support offered to pupils, in particular the Assistant Principal for Inclusion. The Inclusion team has also expanded.	1,2,3,4,5
Recruitment of Lead Practitioners and Directors of Learning and support staff.	The impact of excellent teaching on student outcomes is clearly established. Where possible the Academy has sought to improve the staffing available in core subjects to help improve outcomes of PP students. At the same time the additional recruitment of Lead Practitioners has allowed for the adoption of coaching and mentoring for teachers who required additional support with their practice.	1, 2, 3, 4, 5
CPD programme for all teachers.	CPD has a positive impact on the outcomes of pupils. In adopting a research-informed approach the Academy is fostering the benefits of forming a Professional Learning	1, 2, 3, 4, 5

	Community with shared vision and aims in developing pupils' outcomes.	
Purchase of standardised assessments. Training will be provided for staff to ensure assessments are interpreted correctly and data is used appropriately.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1, 2, 4, 5
Continued development of the small school model.	The small school model allows for more bespoke support for students, both pastorally and academically. The LAT small-school model will ensure this continues to develop.	1, 2, 3, 4, 5
Expansion of the attendance team.	Expanded number of staff in the attendance team will allow the robust attendance plans to be implemented thoroughly, including support from Pastoral Leaders.	4, 5
Philosophy for Children (P4C) strategy	The Academy has invested in training for staff to deliver P4C and then implement a whole-school strategy based on this. This will support our learners with their oracy, reading and reasoning skills. Evidence suggests that a clear P4C strategy can lead to increased student progress (EEF, 2021).	1, 2
Evidence that supports all of the above:	i. The EEF Teacher and Learning Toolkit ii. The EEF Guide to Support School Planning: A Tiered Approach (2021-22) iii. The OECD: Combatting COVID-19's effect on Children (2020) iv. DfE Guidance: Catch-up premium (2021) v. DfE Guidance: Using student Premium (School Leaders) vi. EEF Evidence Summaries: Closing the Attainment Gap vii. EEF Evidence Summaries: student Premium viii. DfE Guidance: Standard for Professional Development	



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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Endeavour Programme	It is widely acknowledged that all students require targeted support particularly those who are disadvantaged. The smaller targeted intervention groups are necessary to help these pupils improve.	1, 2, 3, 4, 5
Digital programmes to support online learning	The need for digital technology is vital for minimising the impact of existing inequalities between pupils. Without narrowing the digital gap the inequality between PP and NPP will only increase (Brossard et al., 2021). The digital programmes also help to minimise the barriers associated with having engaged parents who are able to support on a regular basis. The online platforms help to support all pupils irrespective of parental income providing structure and approaches to help students learn. This includes Bedrock, Sparx Maths, Sparx Science, Sparx Reader, Tassomai, Classroom 42 and Language Nut.	1, 2, 3
Intervention programmes	The Academy has made the decision to use internal intervention, usually delivered by Directors of Learning and Lead Practitioners. Where appropriate, the Academy also uses external intervention programmes, on a case-by-case basis.	1, 4, 5

Evidence that supports all of the above:	i. The EEF Teacher and Learning Toolkit ii. The EEF Guide to Support School Planning: A Tiered Approach (2021-22) iii. The OECD: Combatting COVID-19's effect on Children (2020) iv. DfE Guidance: Catch-up premium (2021) v. DfE Guidance: Using student Premium (School Leaders) vi. EEF Evidence Summaries: Closing the Attainment Gap vii. EEF Evidence Summaries: student Premium viii. DfE Guidance: Standard for Professional Development
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £81,827.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
School councillor Words First Morphise	The provision which enables the Academy to have an inhouse counsellor alongside other specific and bespoke interventions. These further interventions allow for bespoke support for students, with a focus on behaviour and wellbeing.	1, 2, 3, 4, 5
Support for extracurricular activities	The importance of access and opportunity to engage with co-curricular programmes is linked to wellbeing and motivation. It is the Academy's aim to ensure that all pupils are able to partake in the clubs offered at the Academy.	1, 2, 4
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5
Careers advice provision	The Academy will invest in CXK bespoke Careers advice, so that all Y11 and Y13 students have an advice session. The Academy is also ensuring that the Careers lead is fully trained to provide additional advice. PP students are offered access to follow-up sessions.	1, 2, 3, 4, 5

Additional Pastoral Capacity	The Academy continues to invest in pastoral support by expanding the capacity of the pastoral team, to allow a more proactive response to pastoral support.	1, 2, 3, 4, 5
Evidence that supports all of the above:	i. DfE Guidance Promoting and Supporting Mental Health and Well-being in Schools and colleges ii. The Education Hub: Mental Health Resources for children, students, parents, carers and school/college staff	

**Total budgeted cost: £306,827.40**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Provisional results from summer 2025 show that a gap is still present between PP and NPP outcomes (A8 gap of 12.01). The academy is aware of the need to continue to narrow this gap, although comparison with national averages show that PP outcomes are just shy of national data (LAE PP A8 was 34.70, compared to a national figure of A8 34.6). Given the context of the academy with the challenges the community face and the continuously changing roll, this is good progress. The academy will build on previous success in improving the attainment of PP students over the course of this statement.

The attendance of PP students last academic year was above the national average (LAR PP attendance was 88.3% compared to a national figure of 86.3%). The continued work of the college, attendance and inclusion teams has had a big impact here. For this figure to be above the national average in the academy's context is exceptional. We will continue to drive this figure upwards over the course of this statement. Our NEET figures have fallen significantly, from 26.09% in 2019, to 7.14% in 2022, 0.25% in 2023 (1 student) and 0.7% in 2025 (1 student). The engagement of PP students in co-curricular is in line with the NPP, and we are proud of the opportunities that we offer, both in terms of co-curricular clubs and educational visits.

Internal assessment across key stages shows variation in the progress between PP and NPP across subjects, but there has been progress. We will continue to monitor the data. We have also seen an increase in the number of lessons identified as high-quality across the academy, which will support the progress in PP data moving forward.

The impact of the COVID pandemic is still seen, particularly in our PP students. We expect to see progress towards all key outcomes in this statement, although accept that there may be areas where progress is stronger than others.

Our pupil premium strategy is constantly under review and there is an ethos of continuous improvement. The academy recognises that with the increases in the numbers of PP students on role, the challenge of increased progress will be equally challenging but essential. The academy strategy is revisited and reviewed throughout the academic year. Aspects that are having a smaller impact are removed, replaced or adapted.

### Externally provided programmes

Programme	Provider
SALT	<a href="#">Words First</a>
Educational Psychologist	<a href="#">Words First</a>
Humanettiq	<a href="#">Humanettiq</a>
CXK Ltd	<a href="#">CXK Ltd   Local Kent Directory</a>
<a href="#">The Education People</a>	<a href="#">Kent County Council</a>

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

The following are also provided to enhance the experience of disadvantaged students at the Academy:

- Provision of free lunches to students qualifying for free school meals
- Provision of discretionary bursary payments to sixth form students on free school meals
- Provision of uniforms, shoes etc. for students on free school meals on a case by case basis
- Access to a broad range of after school activities free of charge which broaden the curriculum offered to disadvantaged students.
- Access to Chromebooks and high-quality revision materials free of charge.

### References

Brossard, M., Carnelli, M., Chaudron, S., Di-Gioia, R., Dreesen, T., Kardefelt-Winther, D., ... & Yameogo, J. L. (2021). Digital Learning for Every Child: Closing the Gaps for an Inclusive and Prosperous Future. G20 Insights Policy Brief, September.

Department for Education (DFE, 2022a). (2022). *Pupil premium*, GOV.UK. GOV.UK. Available at: <https://www.gov.uk/government/publications/pupil-premium> (Accessed: January 9, 2023).

Education Endowment Foundation (EEF). 2022. Pupil Premium. [https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered\\_model\\_and\\_menu\\_of\\_approaches\\_1.0\\_pdf.pdf?v=1649418813](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Tiered_model_and_menu_of_approaches_1.0_pdf.pdf?v=1649418813). Date Accessed 05/12/22

Hattie, J. (2003). Teachers Make a Difference, What is the research evidence?

### **Detailed outline of further strategies**

#### **Teaching assistant deployment and interventions**

- Within class, discreet support to embed strategies and support personalised targets that students are working towards, in line with diagnosis and need.
- One to one and small group tuition, working in conjunction with class teachers, as based on the EEF TA deployment recommendations.
- Morning meet and greets: developing resilience and confidence in students in order to promote a sense of self-worth and confidence.

- Homework support: bi-weekly sessions to support those students who need more bespoke guidance with homework and to reinforce key skills.
- Learning Support Assistants (LSAs) also deploy specific interventions, overseen by the SENCo and SALT.

### Interventions

#### Wave 2

##### Cognition and Learning

- SNIP literacy
- Fresh Start
- Paired reading
- Pre-teaching literacy
- Reading Buddies (peer mentoring)
- KS4 Literacy intervention
- Lexia
- Numeracy: securing foundations
- Numeracy: core skills
- Numeracy: precision teaching
- Developmental Dyscalculia
- Study Support
- LSA Support

##### Communication and Interaction

- Hub Club
- LEGO therapy
- Talkabout for Teenagers
- PEERs
- Social stories
- Circle of Friends

##### SEMH

- Timeout pass
- Language for Behaviour and Emotion
- Think Good, Feel Good
- Zones of Regulation
- Drawing and Talking
- Meet and Greets
- ELSA
- Teens and Toddlers

- Dog therapy (in training)

#### Physical and Sensory

- Touch Typing
- Fine Motor Skills
- Early Exit pass

#### Preparation for Adulthood

- ASDAN CoPE
- ASDAN Life Skills Challenges

#### Wave Three

- Educational psychologist
- SALT group therapy
- SALT individual therapy
- Life Skills
- Cognify Counselling
- Humanettiq