

Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

School overview

Detail	Data
School name	Leigh Academy Bearsted
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	11.5% (34 pupils)
Academic year	2024-2025
Date this statement was published	1st September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Simon Lockwood
Pupil premium lead	Jane Tipple
Governor / Trustee lead	Simon Lockwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,320.00
Recovery premium funding allocation this academic year	£tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,320.00

Part A: Pupil premium strategy plan

Statement of intent

At Leigh Academy Bearsted, we believe that every child is unique and special. All members of staff, including governors and teaching assistants, accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a nurturing environment. Every child in our care, including a child who is considered to be ‘socially disadvantaged’, is valued, respected and entitled to develop to their full potential, irrespective of need. We intend that each child will develop a love for learning and acquire skills and abilities to support them in reaching their full potential and to be successful in life.

We are committed to ensuring the achievement of pupils who are eligible for Pupil Premium is equal to the achievement of non-eligible pupils. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified below

High-quality learning and teaching is at the heart of our approach. The Leigh Academy Bearsted Curriculum is truly broad and balanced, delivering challenging learning opportunities purposefully and in context.

Funding from the Pupil Premium Grant supports learning and teaching support, enrichment and well-being for our socially disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Securing a positive sense of self to feel equitable with peers and therefore be equitably successful
2	Trusting in a safe environment to be able to engage with the learning and teaching.
3	Being emotionally and physically ready to enter the academy
4	Accessing enrichment activities, opportunities and resources and basic living needs.

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
Pupils feel valued enough to have the confidence to engage with their peers.	Knowing they are valued empowers pupils to feel equal to their peers and worthy of wanting and achieving the same things as them. All staff, but particularly support staff, are trained to support pupils who may present as facing SEMH challenges
Improved opportunities for pupils to be challenged across the curriculum; and to apply and extend skills in greater depth learning to inspire high aspirations for their future.	Pupils will develop physically, emotionally and academically in line with their peers. They will be successful in the Profile for Success that will develop them as an individual through agency and action. All pupils will have access to a wide range of clubs both internal and external.
Pupils do not feel disadvantaged because of their socio-economic status and achieve good attendance.	Pupils know and understand that they are entitled to the same high quality education and life opportunities as their peers and embrace this. Attendance to be broadly in line with National at 96%
Pupils are empowered and skilled to collaborate in learning with their peers.	Pupils know and recognise their own strengths together with those of others and know how to use these to build and develop knowledge and the capacity to be successful.

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: £4,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for teaching staff to better understand the developmental needs of these pupils and appropriate interventions and strategies to support them to be successful.</p> <p>NurtureUk - whole school programme to drive and embed inclusive practice and approaches to be integral to academy life.</p> <p>Drama development</p> <p>Music development</p>	<p>The learning and teaching delivered to pupils directly influences and impacts upon the outcomes of pupils to be successful in line with their peers.</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	1, 2, 3, 4

<p>NPQs x 4 (NPQSL, NPQSENDCo x 2, NPQML)</p> <p>Student teachers x4 (internal candidates).</p> <p>Reading programmes to close gaps and support accelerated reading. Reading Eggs and Literacy Gold</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support to allow SEMH interventions to be implemented.	Curriculum and developmental research and theory agree that social and emotional development and communication are fundamental to being able to learn.	1,2,3
Learning Mentor to provide emotional support and guidance for pupils and their families		1,2,3
Extend library and music resources to facilitate reading interventions and reading for pleasure. Extend music resources to support SEMH intervention.		1,2,3
	EEF Teaching and Learning Toolkit states that SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	
	Music with Children and Young People who have Social, Emotional and Mental Health Difficulties (Dr Phil Mullen for Midlands Arts Centre) states Music can provide pupils with a creative outlet to express their feelings and emotions, while allowing them to explore their identity and make sense of their experiences. Music leaders and teachers who engage young people in a relevant and respectful way can help them achieve well musically and transform their attitude to themselves as learners	

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training	EEF Teaching and Learning Toolkit states that SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment	1,3
<p>Extend well-being corners in each classroom, including new, to give pupils a safe space to take respite from the day at a time they are struggling. Embed the philosophy of using these to support pupil well-being and capacity to be successful and learn. Whole academy well-being area.</p> <p>Bespoke outdoor equipment and resources to support pupils to build relationships with their peers and to feel safe and comforted during social times.</p>	When pupils struggling with their emotions and behaviour can express how they are feeling, they can recover rapidly and re-engage in their learning. This can be achieved through specific strategies and resources that allow them to independently remove themselves to a safe space to distract from their barriers and regulate their behaviour to access learning again. This is a particularly inclusive approach as everyone has a need for respite at some time.	1, 2, 3
Support families who have financial difficulty with regards to academy resources and expenditure.	By supporting families to afford the opportunities on offer, pupils are not disadvantaged and have equity in their learning. This starts at home including (not exhaustively) having a clean comfortable bed, satisfying meals and resources for leisure and learning..	3, 4
Enrichment through clubs, trips, visits and visits and associated resources.	Access to enrichment activities builds confidence and self-esteem, as well as developing independence, cultural capital and knowledge of wider opportunities.	1, 3, 4
Wrap Around Care space and resources	Access to enrichment activities builds confidence and self-esteem, as well as developing independence, cultural capital and knowledge of wider opportunities.	1,2,3
Support for families regarding attendance, relationships and well-being including external agencies and meeting individual needs.	By supporting families to afford the opportunities on offer, pupils are not disadvantaged and have equity in their learning. This starts at home including (not exhaustively) having a clean comfortable bed, satisfying meals and resources for leisure and learning.	1,2,3,4
Pupil Employment Scheme for first hand experience of the processes involved in recruitment, employment and being successful at work.	<p>What works? Career-related learning Dr Elnaz Kashefpakdel, Jordan Rehill and Dr Deirdre Hughes OBE primary schools states:</p> <p>Societal expectations act to restrict children's futures by limiting what they believe they can do. careers in the curriculum (through topic-based activities, discrete lessons and/ or themed weeks) [are] designed to motivate children, to give them self-belief and to connect learning to life.</p>	4

Communication Relations Officer	By supporting families to afford the opportunities on offer, pupils are not disadvantaged and have equity in their learning. This starts at home including (not exhaustively) having a clean comfortable bed, satisfying meals and resources for leisure and learning.	2, 4
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Total budgeted cost: £ 51,000.00

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.

<p>Inclusion is at the heart of everything we do. We deliver teaching and learning through an inquiry based curriculum which values everyone’s ideas, opinions and personal circumstance. We build on this culture in our social relationships and learning environment. .</p> <p>Having additional adults enabled us to provide focused support for pupils in class to build their independence and confidence which, in turn, builds their positive learning behaviours. Further to this, additional adults and resources provided the capacity to work with individuals and groups of pupils to give them the skills and strategies to build friendships and to understand their feelings and emotions. There has been some mobility of support staff due to personal circumstances and it is important to maintain ratios of at least one teaching assistant per class. The most important impact of this is that they know and, most importantly, believe are important and valued. Over time, this is fed into their home life, helping families strengthen relationships and build a positive future together.</p> <p>More practically, to ensure pupils could attend the academy and families can have the very basics they deserve, we have provided families with beds, mattresses and bedding, digital devices for home, uniform and subsidised or funded trips and visits. We have also funded wrap around care places where necessary to support working families.</p>

Teaching (for example, CPD, recruitment and retention)		
Activity	RAG	Comments
CPD for teaching staff to better understand the developmental needs of these pupils and appropriate interventions and strategies to support them to be successful.		CPD including: Teaching and Learning - including developmental psychology IB PYP Prem Birth Awareness Training Solo Taxonomy Conferencing Agency and action in learning. The gap is closing for disadvantaged pupils and work will

		continue to drive standards and outcomes for these pupils to succeed in line with their peers.
Makaton training for Early Years staff which will then be disseminated across the whole academy.		Selected staff trained and disseminated training in weekly sessions to all staff and to pupils.
Team teach Family Engagement Training for Community Relations Officer and Learning Mentor		Staff trained to understand and support parents and families to help their children.
Reading programme to close gaps and support accelerated reading		Three programmes have been trialled. All were successful but two are very expensive and one will be continued.
Targeted academic support (for example, tutoring, one-to-one support structured interventions)		
Additional TA support to allow SEMH interventions to be implemented		The addition of an additional TA with this role, has meant that
Introduction of a Learning Mentor to provide emotional support and guidance for pupils and their families		This additional support is invaluable for our pupils and has been the difference for some that might otherwise have been suspended or permanently excluded.
Wider strategies (for example, related to attendance, behaviour, wellbeing)		
<p>Extend well-being corners in each classroom, including new, to give pupils a safe space to take respite from the day at a time they are struggling. Embed the philosophy of using these to support pupil well-being and capacity to be successful and learn.</p> <p>Whole academy well-being area.</p> <p>Bespoke outdoor equipment and resources to support pupils to build relationships with their peers and to feel safe and comforted during social times.</p>		<p>Despite limited space, teachers have used resources to make designated spaces for pupils to use when they are struggling emotionally and need time to self-regulate. These spaces work really well for pupils and they know how to use them for their own benefit to be successful.</p> <p>The restructure of the outdoor area into zones and resources for each of these has significantly improved behaviours and social interactions. One zone is designated for pupils who struggle in large groups. They get to socialise in smaller groups with support but are still outdoors like their peers.</p>
Support families who have financial difficulty with regards to academy resources and expenditure.		Families have been supported to maintain comfortable living standards and to attend school. Some examples include: mattresses, uniform items, wrap around care and resources to access learning.
Enrichment through clubs, trips, visits and visits and associated resources.		Pupils and their families have been supported where they are unable to meet the costs of accessing trips, visits and associated resources to meet their academic and personal needs and entitlement.

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
Reading Eggs	Reading Eggs
Literacy Gold	Literacy Gold