



## Leigh Academy Oaks Pupil Premium Strategy Statement 2024 - 2025

This statement details our academy'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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Leigh Academy Oaks
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	37.09% (79 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Luke Coulson
Pupil Premium Lead	Luke Coulson
Governor / Trustee lead	David Elliott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,960
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£113,960</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

There is a clear connection between economic disadvantage and lower academic achievement. A notable gap exists nationwide in the progress of students eligible for free school meals compared to those who are not. This gap is influenced by many factors. Schools receive Pupil Premium funding to help bridge this divide, which is essential in counteracting the challenges poverty creates for students. It allows schools to provide the support needed for every child to succeed and confidently advance through the curriculum.

At Leigh Academy Oaks, the proportion of disadvantaged students is well above the national average. Both Pupil Premium and non-Pupil Premium students face similar barriers to academic success.

The main barriers that disadvantaged pupils face are outlined below:

1. Limited opportunities to have literacy and conversational skills developed and extended outside of school.
2. Lack of access to enrichment activities, resources and support for achieving greater depth outside of the school environment.
3. Limited opportunities for exploring their community and the wider world.
4. Parental and community perceptions of the value of education and lack of confidence or experience which can prevent them from engaging with their child's learning.

## Challenges

	Detail of Challenge
1	Lower starting points than their peers in maths, reading and writing.
2	Oral language skills, particularly in Reception, are lower for pupils eligible for PP than for other pupils.
4	Financial implications typically affect a child's access to wider life experiences.
5	Low attendance rates affect progress and attainment.
6	Incorrect uniform affects wellbeing and involvement consequently progress and attainment.

7	Financial implications may reduce the access to key items to maintain good personal hygiene and good nutrition
8	Securing a positive sense of self to feel equitable with peers and therefore be equitably successful.
9	Being emotionally and physically ready to enter the academy.
10	Trusting in a safe environment to be able to engage with the learning and teaching.

## Intended Outcomes

Intended outcome	Success criteria
To ensure that the attainment and progress gap between disadvantaged and non disadvantaged, SEN and Non SEN pupils is narrowed. Pupils are given equal opportunities to systematically reach their full potential.	<p>To be in line with or exceed the national average for children achieving a Good Level of Development.</p> <p>To be in line with or exceed the national average for the expected standard in the Phonics Screening Check.</p> <p>Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards at the end of KS1 assessments.</p> <p>Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards at the end of KS2 assessments.</p> <p>Progress scores at the end of KS2 are 0 or better.</p>
<p>To ensure that attendance figures remain at least in line with last published national averages.</p> <p>To identify and implement effective strategies to engage hard to reach families and reduce the proportion of persistent absentees in line with national averages. Each PA pupil has an individual action plan in place.</p>	<p>Attendance for PP pupils will increase and will be broadly in line with the national average of 96%</p> <p>Persistent absence will decrease and will be either in line with or below the national percentage.</p> <p>A clear strategy and effective approach to addressing poor attendance is in place.</p> <p>Parents will value good attendance and are motivated to ensure their children are in school.</p> <p>Pupils will value good attendance and are motivated to be in school.</p>
To ensure that all disadvantaged and SEN pupils consistently benefit from opportunity and exposure to our wider curriculum opportunities to develop individual interests and talents. Where this is not the case, strategies are in place to ensure that any barriers to this curriculum are removed. The PPG Expenditure is used to provide a subsidised Breakfast Club and a wide range of free after school clubs. When WAC After school club is	<p>All PP pupils have access to a broad menu of extra-curricular clubs.</p> <p>All PP pupils will attend at least three trips or experiences a year.</p> <p>The number of PP pupils attending extra-curricular clubs will increase.</p>

launched, it is intended that PP pupils will use this provision. PPG Expenditure will subsidise this where appropriate.	The number of PP pupils attending WAC services will be increased.
To continue to provide effective emotional, mental health and wellbeing support.	A clear strategy of support is in place in order to support our most vulnerable pupils. All staff, but particularly support staff, are trained to support pupils who may present as facing SEMH challenges. Look towards expanding ELSA provision within the academy.
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.
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.
Pupils do not feel disadvantaged because of their socio-economic status.	Pupils know and understand that they are entitled to the same high quality education and life opportunities as their peers and embrace this.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach
To significantly increase the proportion of effective and highly effective teaching, using a range of resources effectively to support e.g. On Track, CAs, team teaching, CPD and shadowing of high performing colleagues within the academy and across the trust.	The learning and teaching delivered to pupils directly influences and impacts upon the outcomes of pupils to be successful in line with their peers. Support From the Trust can be directly linked to improved teacher performance and subsequent pupil attainment and outcomes.
To use digital technology to improve teaching, learning, including home learning, and assessment.	All pupils in Years 1-6 have access to a 1:1 device. Technology is used to help teachers explain and model new concepts and ideas. It supports teachers to model in new ways and provides opportunities to highlight how experts think as well as what they do. It also enables teachers to adapt practice effectively. Furthermore, the use of digital technologies supports pupils metacognitive strategies as they are able to work through learning at their own pace.

<p>To ensure that teachers systematically demonstrate ambition in their planning by:</p> <ul style="list-style-type: none"> <li>- ensuring work always matched to pupils' needs and abilities</li> <li>- providing suitable challenge, especially for the most able</li> <li>- in mathematics, securing more consistency in the mastery approach.</li> <li>- to provide greater opportunity for extended writing and the development of the required skills.</li> </ul>	<p>Ensuring that all pupils have the opportunity to make excellent progress by:</p> <ul style="list-style-type: none"> <li>● Maintaining high expectations for all and adapting curriculum so that all pupils can meet these expectations</li> <li>● Balancing the input of new contents so that pupils master important concepts</li> <li>● Effective use of Learning Support Assistants</li> <li>● Deployment of resources effectively to maintain and ensure effective progress and attainment of pupils.</li> </ul>
<p>To implement effective metacognitive strategies that support teaching &amp; learning and knowledge acquisition.</p>	<p>By teaching students to plan, monitor, and evaluate their approach to tasks, they can develop greater independence and confidence in their learning. These strategies encourage deeper understanding, improved problem-solving skills, and better retention of knowledge, ultimately leading to higher academic achievement and greater resilience when faced with challenges.</p>
<p>To ensure that all disadvantaged pupils are given equal opportunities to systematically reach their full potential</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions will be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. All interventions will take place within the classroom, where appropriate. Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p>

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach
<p>Small Group and One to One support</p>	<p>Evidence consistently shows the positive impact that targeted academic support has, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Classroom teachers and Learning Support Assistants provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, pre-teaching and post-teaching specific skills and knowledge.</p>
<p>Digital Learning - all pupils have access to a 1:1 device. Additional resources such as Lexia, Read and Write and SATs resources</p>	<p>Specific high quality resources enable pupils to make rapid progress.</p>

Additional TA support to allow SEMH interventions to be implemented i.e. ELSA provision.	Curriculum and developmental research and theory agree that social and emotional development and communication are fundamental to being able to learn.
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,960

Activity	Evidence that supports this approach
Embedding principles of good practice set out in the DfE's <a href="#">Working Together to Improve Attendance</a> advice.	Good attendance is essential for pupils to gain the most out of their school experience, including their attainment, wellbeing, and wider life chances.
Disadvantaged pupils will consistently benefit from our wider curriculum opportunities to develop individual interests and talents. <ul style="list-style-type: none"> <li>• Provide financial support for trips, workshops and experiences</li> <li>• Provide financial support for after school clubs that may require a fee</li> <li>• Prioritise places in free after school clubs for disadvantaged pupils</li> </ul>	Extracurricular activities are an important part of education in its own right. This approach may increase engagement across the curriculum.
Disadvantaged pupils will have access to adequate resources for good physical health in regard to both nutrition and hygiene. <ul style="list-style-type: none"> <li>• Provide financial support to access wraparound care like breakfast club and after school club</li> </ul>	When families do not have access to these resources, there are implications for attendance, health and wellbeing. These can all have a significantly negative impact on pupil progress and attainment.
Disadvantaged pupils will be well equipped for school. <ul style="list-style-type: none"> <li>• Provide financial support for uniforms.</li> <li>• Provide financial support for school equipment.</li> </ul>	When a child is not wearing the same standard of uniform as their peers, this can have a negative impact on their wellbeing. A number of our families request support with the purchasing of uniform.
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. Bespoke outdoor equipment and resources to support pupils to build relationships with their peers and to	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.

feel safe and comforted during social times.

## Part B: Review of outcomes in the previous academic year

### Teaching priorities for current academic year

Aim	Target	Target date	RAG	Comments
To significantly increase the proportion of effective and highly effective teaching, using a range of resources effectively to support e.g. On Track, CA, Performance Management	100% Highly Effective	September 2024		New staff have joined the academy recently. Some are new to teaching or their leadership role
To ensure that teachers continue to develop their practice through high quality Professional Development which tackles key areas of the teaching standards. <ul style="list-style-type: none"><li>- AfL is strategically approached to ensure children are presented with learning in a multitude of ways and that we can confidently assess progress and outcomes.</li><li>- Pedagogically informed teaching challenges, supports and enhances the learning opportunities for all children.</li><li>- Subject specific CPD is administered to ensure discrete teaching is highly valued and delivered effectively.</li></ul>	Learning Walks evidence, pupil outcomes improve, in particular Greater Depth.	September 2024		

To improve our mastery of digital technology. Support our digital lead and research champion to discover new initiatives and research new methods of ensuring that digital technology supports teaching and learning outcomes whilst upskilling staff members.	Digital Level increases	September 2024		
Enhance phase specific CPD and leadership to value the practitioners in each phase whilst allowing them to tackle their own challenges with small groups collaboratively. <ul style="list-style-type: none"> <li>- See a drastic improvement in the delivery of education and environment in EYFS (Reception Class in particular).</li> </ul>	Learning Walks evidence, pupil outcomes improve, in particular GLD	September 2024		Change in EYFS leadership for the year ahead.
To emphasise the importance of supporting all pupil groups and ensuring that no gaps are created between groupings. <ul style="list-style-type: none"> <li>- better use of Lenz to inform pupil progress measures and to monitor progress trends across the school.</li> </ul>	Monitor and support all pupil group proactively Disadvantaged, non-disadvantaged pupils with SEND/AEN, EAL	September 2024		Data & Assessment Lead has a firmer oversight on tracking PP pupils using Lenz

### Targeted academic support for current academic year

Measure	Activity	RAG	Comments
Priority 1	Targeted 1:1 and small group tutoring support for all pupil groups to ensure that all pupils make rapid progress in each year group. Specific designated support for Reading, Writing and Maths.		
Priority 2	Digital Teaching Strategy prioritises key technologies which support children to be successful in their learning - Read and Write, Speech Link, TTRS, Numbots, Spelling Shed and Teaching Times.		
Barriers to learning these priorities	Time constraints - ensure that flexible timetabling allows all children to have sufficient allocated time with these resources.		Further work on the use of flexible timetabling for the academic year ahead.



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Projec ted spendi ng	£38,000		

### Wider strategies for current academic year

Meas ure	Activity	RAG	Comments
Priority 1	Community Liaison Officer and wider SLT to manage and reduce persistent absences. Initiatives, parent workshops, links with the Trust Attendance Team and KCC.		
Priority 2	To ensure that pupil wellbeing is supported, allowing all pupils to access their learning successfully (as they are entitled to). Ed Psych and Play Therapist to support this.		
Barrier s to learnin g these prioriti es addres s	Fluctuating Attendance, lack of parental engagement and social deprivation which presents complex and challenging home conditions.		
Project ed spendi ng	£58,000		

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Planned CPD which accounts for Short, Medium and Long term goals and looks to account for bespoke training needs of staff	Leigh Thrive, Diligent Senior Leaders who are on the pulse with the EEF and Pedagogical updates.
Targeted support	Work collaboratively to ensure that no pupil groups lag behind and that all children are accounted for regardless of their starting points.	Work collaboratively and with a wider team to ensure that children are identified, tracked through LENZ and supported.
Wider strategies	Tackle Attendance and Wellbeing challenges.	Leaders to lay out robust systems for families, clear policies and accountability frameworks for parents,

		celebrating positive attendance and engagement.
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**Total budgeted cost: £ 116,400**