Leigh Academy Oaks Pupil Premium Strategy Statement 2025 - 2026

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	217
Proportion (%) of pupil premium eligible pupils	38.1% (80 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	September 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Luke Coulson
Pupil Premium Lead	Luke Coulson
Governor / Trustee lead	Simon Lockwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£113,625

Part A: Pupil Premium Strategy Plan

Statement of Intent

There is a stark and undeniable link between economic disadvantage and lower academic outcomes. Across the nation, a significant achievement gap persists between students who qualify for free school meals (FSM) and their non-FSM peers. While this divide is complex and driven by multiple factors, Pupil Premium funding is critical. This essential resource enables schools to directly counteract the challenges that poverty creates, ensuring that every child receives the necessary support to succeed and progress confidently through the curriculum.

At Leigh Academy Oaks, we are tackling a particularly high level of need, as our proportion of disadvantaged students is significantly above the national average. We recognise that both our Pupil Premium and non-Pupil Premium students share similar obstacles to reaching their full academic potential.

Key Barriers to Success:

We have identified the primary challenges facing our disadvantaged pupils:

- Limited Literacy and Communication: Reduced opportunities for developing and extending literacy and conversational skills outside of the academy environment.
- Access to Enrichment: A lack of access to enriching activities, resources, and external support necessary for achieving greater depth in their learning.
- Wider World Experience: Fewer opportunities for exploring their immediate community and the wider world, which broadens perspective and context.
- Parental Engagement: Challenges stemming from parental and community perceptions of education's value, or a lack of confidence and experience that prevents active engagement 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	RAG JAN 26
Close the attainment and progress gap between pupils who are disadvantaged and their peers, and between pupils with Special Educational Needs (SEN) and those without. Guarantee equitable opportunities and the necessary support for all pupils to systematically reach and exceed their full potential. Ensure pupils' socio-economic status is never a barrier to opportunity, progress, or success.	To be in line with or exceed the national average for children achieving a Good Level of Development. To be in line with or exceed the national average for the expected standard in the Phonics Screening Check. Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards at the end of KS1 assessments. Children achieving the expected standard and greater depth standard exceeds national averages for disadvantaged children achieving these standards at the end of KS2 assessments.	
Maintain overall attendance figures above the most recently published national average. Significantly reduce the proportion of persistently absent (PA) pupils to below the national average by implementing targeted, effective engagement strategies for hard-to-reach families. Ensure every persistently absent pupil has a robust, individualized action plan that is monitored and reviewed weekly.	Attendance for PP pupils will increase and will be broadly in line with the national average of 96% Persistent absence will decrease and will be either in line with or below the national percentage. A clear strategy and effective approach to addressing poor attendance is in place. Parents will value good attendance and are motivated to ensure their children are in school. Pupils will value good attendance and are motivated to be in school.	
Ensure all disadvantaged and SEN pupils consistently participate in and benefit from the full range of wider curriculum opportunities, allowing them to discover and develop individual talents and interests.	All PP pupils have access to a broad menu of extra-curricular clubs. All PP pupils will attend at least three trips or experiences a year.	

	The number of PP pupils attending extra-curricular clubs will increase.	
Proactively remove all identifiable barriers to wider curriculum access for disadvantaged and SEN pupils. Utilize Pupil Premium Grant (PPG) expenditure to provide high-impact, accessible provision (e.g., subsidized Breakfast Club, free after-school clubs, and subsidized access to WAC After school club) to maximize equity and opportunity.	The number of PP pupils attending WAC services will be increased.	
Deliver a comprehensive and highly effective program of emotional, mental health, and wellbeing support that addresses pupil needs proactively. Cultivate a school environment where all pupils feel secure, valued, and confident enough to actively and positively engage with their peers and the school community. Embed enhanced opportunities for challenge, critical thinking, and application of skills across the entire curriculum, promoting greater depth learning and inspiring pupils to set high aspirations for their future.	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. Knowing they are valued empowers pupils to feel equal to their peers and worthy of wanting and achieving the same things as them. 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 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	RAG JAN 26

Significantly raise the proportion of effective and highly effective teaching across the academy. Achieve this by systematically leveraging high-impact professional development (including shadowing top-performing colleagues and cross-trust collaboration), and ensuring the consistent, effective use of core resources to support student progress, Curriculum Advisors (CAs), and Steplab.	Effective professional development (PD) is an ongoing process (not a one-off event) that is content-focused and supports collaboration among teachers. This approach is strongly linked to changes in teacher practice and improved pupil outcomes. PD that includes coaching, modeling of effective practice, opportunities for feedback, and reflection is significantly more likely to translate into improved classroom teaching. Shadowing top-performing colleagues directly aligns with the research-backed feature of using models and modeling of effective practice. The use of StepLab will aid this. Collaborative learning and joint practice development (like cross-trust collaboration) enhance the exchange of skilled and informed practice, stimulating reflection and leading to intentional, positive change in teaching methods.	
Embed digital technology strategically to enhance in-class instruction, assessment practices, and the quality and effectiveness of learning for all students.	Digital tools provide immediate feedback to students in real-time, reinforcing learning and boosting motivation. They also improve efficiency and allow for personalisation of learning, which aligns with individual needs and capabilities. Digital Learning Platforms increase student engagement and support a more personalised learning experience. Technology facilitates appropriate adaptation and scaffolding.	
Enhance curricular planning to demonstrate high ambition for all students by: ● Consistent adaptation of tasks to precisely match student needs and abilities. ● Ensuring the most able students receive consistent, suitable challenge.	Adaptive teaching (or consistent adaptation) is more effective than traditional differentiation as it involves teachers responding to students' understanding in real-time (formative assessment) while maintaining high expectations and ensuring all students work towards the same ambitious learning objectives. This prevents inadvertently lowering expectations or widening knowledge gaps. Ensuring the most able students receive consistent, suitable challenge supports the principle of having high expectations for all. A mastery approach focuses on ensuring students achieve a deep, secure, and adaptable understanding of key mathematical concepts before moving on. This consistent embedding of conceptual understanding is widely supported as a high-quality practice for sustained learning in Mathematics.	

• Embedding a consistent mastery approach across all Mathematics teaching. • Increasing the quality and frequency of opportunities for extended writing and the focused development of complex writing skills across the curriculum.	Requiring students to write routinely over extended timeframes and in all content areas (like science and history) helps them to think fluently about the subject content and develop more complex composing skills.	
Routinely implement and embed effective metacognitive strategies (e.g., planning, monitoring, evaluation) to explicitly support students in knowledge acquisition, retrieval, and independent learning.	Metacognition is crucial for successful learning. Teaching students to plan, monitor, and evaluate their learning helps them become autonomous learners capable of directing their own motivation and regulating their learning. Metacognitive strategies are highly effective in improving knowledge acquisition, critical thinking, problem-solving, and overall academic achievement.	
Ensure all disadvantaged pupils are systematically provided with equal opportunities and targeted support to maximize their attainment and reach their full academic potential.	The foundation for closing the gap is a whole-school ethos of high attainment for all and high-quality teaching being consistently applied across the academy. The recommended approach to Pupil Premium spending involves a tiered structure, including: • High-Quality Teaching (as above). • Targeted Academic Support (e.g., small group tutoring or structured interventions) to meet individual needs. • Wider Strategies to address non-academic barriers such as attendance or social, emotional, and mental health (SEMH) needs. The most successful schools view disadvantaged pupils as individuals, identifying specific barriers for each student (e.g., low literacy, poor attendance) rather than stereotyping them as a homogenous group with less potential.	

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	RAG JAN 26
Targeted academic support provided by dedicated Interventions Support Teachers through focused small group or individual sessions.	Small group tuition has a significant average impact, showing approximately four months' additional progress over a year. This impact is maximised when the intervention is highly targeted to address students' specific needs, which requires strong diagnostic assessment to precisely identify gaps. The use of dedicated Interventions Support Teachers ensures the staff delivering the support are highly trained and focused on curriculum-aligned, evidence-based methods. Small group support is often preferred over one-to-one tuition for its high cost-effectiveness while retaining substantial academic benefits. Effectiveness is further increased when the tutoring sessions are explicitly linked with the school's core curriculum, ensuring coherence and reinforcing classroom learning.	
All pupils have 1:1 device access to integrate technology seamlessly into support strategies. Utilisation of specific digital resources such as Read&Write (accessibility and study tools), and SATs resources for targeted academic preparation.	A 1:1 device model (one device per student) allows teachers to adapt and tailor instruction more quickly and effectively, providing access to diverse and leveled resources that meet students at their current learning level. Access to a dedicated device is necessary for the seamless integration of accessibility software and study tools (like Read&Write), allowing all students, particularly those with Special Educational Needs and Disabilities (SEND), to utilise support functions like text-to-speech, word prediction, and digital highlighters in all lessons.	
Increased LSA (Learning Support Assistant) capacity to deliver crucial SEMH (Social, Emotional, and Mental Health) programs, specifically including the implementation of ELSA (Emotional Literacy Support Assistant) provision delivered one-to-one or in small, therapeutic groups.	Research confirms that programs focused on enhancing emotional literacy improve academic performance and behaviour. Social and emotional skills are key to a child's overall well-being and future success. ELSA is a targeted, time-limited intervention designed to support students who are experiencing temporary or longer-term social, emotional, or mental health difficulties. By supporting areas like anxiety, self-esteem, managing feelings, and social skills, ELSA directly tackles the non-academic barriers that prevent vulnerable pupils from accessing the curriculum and reaching their full potential.	

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

Budgeted cost: £18,625

Activity	Evidence that supports this approach	RAG JAN 26
Implement and uphold the Department for Education's (DfE) principles of good practice for attendance, as outlined in the Working Together to Improve Attendance advice, to ensure all pupils benefit from consistent and supportive school engagement strategies.	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 consistently benefit from the full spectrum of our wider curriculum, by providing targeted financial assistance to fully cover the costs of trips, workshops, experiences, and fee-based after-school clubs. Furthermore, these pupils will receive priority access to all free after-school club opportunities to foster their individual interests and talents.	Extracurricular activities are an important part of education in its own right. This approach may increase engagement across the curriculum.	
Disadvantaged pupils to be fully ready for the school day by providing financial support to cover the costs of school uniforms and essential school equipment.	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.	

Part B: Review of outcomes in the previous academic year

Teaching (for example, CPD, recruitment and retention)

Activity	RAG	Comment
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 proportion of highly effective teachers of teaching increased by 12% over the academic year. Curriculum Advisors were commissioned to support class teachers in various aspects of practice. CPD was provided in: • Teaching and Learning • IB PYP • Solo Taxonomy • Conferencing • Agency and action in learning
To use digital technology to improve teaching, learning, including home learning, and assessment.		The use of digital tools to enhance learning and teaching has improved the adaptations teachers have been able to put in place for pupils. Pupil confidence in using assistive technology such as Read & Write toolbar has increased.
To ensure that teachers systematically demonstrate ambition in their planning by: - ensuring work always matched to pupils' needs and abilities - providing suitable challenge, especially for the most able - in mathematics, securing more consistency in the mastery approach. - to provide greater opportunity for extended writing and the development of the required skills.		Monitoring has revealed that gains have been made in this area. This will remain a focus for the year ahead.
To implement effective metacognitive strategies that support teaching & learning and knowledge acquisition.		Training and deployment of metacognitive strategies have been evident.
To ensure that all disadvantaged pupils are given equal opportunities to systematically reach their full potential		Disadvantaged pupils have been adequately supported in their learning. Outcomes for pupils in KS2 demonstrate this.

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

Activity	RAG	Comment
Small Group and One to One support		Intervention teachers deployed effectively to close attainment gaps for vulnerable and disadvantaged pupils.

Digital Learning - all pupils have access to a 1:1 device. Additional resources such, Read and Write and SATs resources		The use of digital tools to enhance learning and teaching has improved the adaptations teachers have been able to put in place for pupils. Pupil confidence in using assistive technology such as Read & Write toolbar has increased.
Additional TA support to allow SEMH interventions to be implemented i.e. ELSA provision.		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)

Activity	RAG	Comment
Embedding principles of good practice set out in the DfE's Working Together to Improve Attendance advice.		Support from the Trust Attendance team has been invaluable in working towards improved attendance.
Disadvantaged pupils will consistently benefit from our wider curriculum opportunities to develop individual interests and talents. ● Provide financial support for trips, workshops and experiences ● Provide financial support for after school clubs that may require a fee ● Prioritise places in free after school clubs for disadvantaged pupils		PPG expenditure had been allocated appropriately to subsidise trips and visits.
Disadvantaged pupils will have access to adequate resources for good physical health in regard to both nutrition and hygiene. ● Provide financial support to access wraparound care like breakfast club and after school club		PPG expenditure had been allocated appropriately to subsidise WAC.
Disadvantaged pupils will be well equipped for school. ● Provide financial support for uniforms. ● Provide financial support for school equipment.		PPG expenditure had been allocated appropriately to subsidise uniform expenditure.
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		Resources have been appropriately resourced to enhance the outdoor learning environment for pupils, i.e. outdoor sports equipment.

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 feel safe and comforted during social times.		