

Pupil premium strategy statement – Leigh Academy Minster

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery 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	1016
Proportion (%) of pupil premium eligible pupils	43.90%
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)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Mathieu Stevens
Pupil premium lead	Sarah Hartnell
Governor / Trustee lead	Jenny Fissenden and David Day

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£512,266
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£512,266

Part A: Pupil premium strategy plan

Statement of intent

Leigh Academy Minster is committed to creating a universal culture for all students that demands success. Where aiming high is actively encouraged through the expectation that students will strive to be ambitious and achieve regardless of circumstance. To deliver this the academy will set high standards for all students, breaking down the barriers that financial inequality creates to ensure that high aspirations are the expectation for all students no matter their background.

All students will be provided with a highly sequential curriculum that is rooted in the core, but designed to provide its students with a dynamic, informed curriculum offer that is as least as ambitious as 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), appropriate Level 2 and 3 qualifications, and A Levels, which will be centred on enhancing student attainment in line with national standards.

Disadvantaged student performance and positive learning behaviours will be monitored through robust academy systems, rewarding and applauding success of all kinds through the setting and achievement of challenging targets. These targets will remain appropriate to the ability level of the student, irrespective of their background.

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 Pupil Premium strategy is designed to identify and intervene with Disadvantaged students who are falling behind when compared to their peers. The strategy demonstrates the academy's belief that all students should have access to Quality First Teaching (QFT) and wrap around pastoral support through the academy's Small School model. This is further enhanced through the provision of additional tuition and resources, incorporating a blended face-to-face and remote provision, supported by the use of cutting edge technology to support the needs of all learners.

Leigh Academy Minster believes that every child matters, with student engagement and progress maximised through an appropriately supportive, but challenging learning environment based on strong relationships. This learning environment will be created and maintained by all staff, supported and advanced through its comprehensive evidence based CPD programme and delivered through weekly dedicated professional

development time. Subscriptions to evidence-based Department for Education approved providers such as the National College, will augment this further, providing a plethora of resources and materials for staff to continue their development outside of the classroom to support the needs of students.

The well-being of students is a central priority for the academy. The academy's Small School pastoral structure will deliver high quality localised care, providing human-scale support that is targeted to meet the needs of all students. A dedicated on-site counselling service will be available to all students, as well as close links with external agencies and support providers.

The academy's enrichment, cross-curricular and cultural 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.

The Key Principles of the academy's Pupil Premium Strategy statement 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 ambitions 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	Student agency and autonomy - a student's belief and attitude towards their own learning can have a significant impact on academic progress. A student is at risk of falling behind their peers if they are unaware of how to engage with learning, representing a significant barrier to their own progression.
2	Attendance - attendance below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success.
3	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.
4	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.
5	Welfare - a significant amount of our students require additional support for a range of emotional, social and family issues. These issues can limit the academic progress a student can have, as well as causing the student to feel negative emotions such as stress, anxiety and low self esteem.

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 accelerate student progress across the curriculum in line with National Standards	<ol style="list-style-type: none"> 1. Progress 8 and Attainment 8 shows progress towards national standards 2. A reduction in the difference between PP and Other pupils in Key Stage 4 and 5
To improve student literacy levels and reading age	<ol style="list-style-type: none"> 1. Students Reading Age to improve in line with National Standards 2. Student Literacy levels and fluency to develop in line with expected standards
To improve attendance and punctuality	<ol style="list-style-type: none"> 1. A reduction in absence from the academy for Pupil Premium students over the course of the academic year 2. A sustained reduction in the number of late incidents for Pupil Premium students

<p>To support pupils who may be at risk of suspension</p>	<ol style="list-style-type: none"> 1. A sustained reduction in the number of Fixed Term Suspensions (FTS) for Pupil Premium students over the the course of the academy year 2. A reduction in the difference of FTS's between Pupil Premium and 'Other' students
<p>To ensure students feel supported and are aware of the support the academy can provide</p>	<ol style="list-style-type: none"> 1. A student well-being programme to be embedded across the academy 2. Students feel safe and cared for at the academy
<p>To provide all students with a well-rounded curriculum which is as least as ambitious as the National Curriculum and is designed to enhance their life choices</p>	<ol style="list-style-type: none"> 1. All students will follow a broad and balanced curriculum which is at least as ambitious as the National Curriculum 2. All students to be provided with a wide range of Key Stage 4 and 5 Options to enhance their future employment
<p>To provide students with Enrichment opportunities in which they can gain a greater understanding of the world around them</p>	<ol style="list-style-type: none"> 1. All students to be provided with a wide-ranging Enrichment and Cultural Capital programme which enhances their understanding of the world 2. Pupil Premium student attendance is monitored and intervention and support is put in place where appropriate to improve attendance
<p>Guidance and preparation for transition to Post Sixteen Education</p>	<ol style="list-style-type: none"> 1. All students to participate in a robust careers programme that is centred on enhancing their future employment opportunities and is in line with Gatsby Benchmarks

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: £ 362,578.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Staff CPD	i. The EEF Teacher and Learning Toolkit	1, 3, 4, 5
Online Professional Development Subscriptions	ii. The EEF Guide to Support School Planning: A Tiered Approach (2021-22)	1, 3, 4, 5
English and Mathematics recruitment	iii. The OECD: Combatting COVID-19's effect on Children (2020)	3, 4
Educational Technology and Hardware provision	iv. DfE Guidance: Using Pupil Premium (School Leaders)	3, 4, 6
Lead Practitioner Recruitment and Development	v. EEF Evidence Summaries: Closing the Attainment Gap	1, 3, 4, 5
	vi. EEF Evidence Summaries: Pupil Premium	
	vii. DfE Guidance: Standard for Professional Development	

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

Budgeted cost: £ 31,387.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
Virtual Tuition Providers	i. The EEF Teacher and Learning Toolkit	3,4
Academy based pupil Intervention	ii. The EEF Guide to Support School Planning: A Tiered Approach (2021-22)	3,4
In-lesson support and tuition	iii. The OECD: Combatting COVID-19's effect on Children (2020)	1, 2,5
	iv. DfE Guidance: Using Pupil Premium (School Leaders)	
	v. EEF Evidence Summaries: Closing the Attainment Gap	
	vi. EEF Evidence Summaries: Pupil Premium	
	vii. DfE Guidance: Standard for Professional Development	

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

Budgeted cost: £ 118,299.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Small School Pastoral teams	i. DfE Guidance Promoting and Supporting Mental Health and Well-being in Schools and colleges	1, 2, 5, 6
Recruitment of Academy well-being team	ii. The Education Hub: Mental Health Resources for children, pupils, parents, carers and school/college staff	1, 2, 5, 6
Retention of Onsite Counselling		1, 2, 5, 6
Retention of Academy Attendance Administrator		1, 2, 5, 6
Retention of Educational Psychologists	iii. Using Pupil Premium Guidance for School Leaders	1, 2, 5, 6

Total budgeted cost: £ 512,266

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-25 Headlines	Whole Cohort Outcomes	Pupil Premium Outcomes
Cohort	228	108
A8	28.41	25.14
English & Mathematics 4+	25.4% (58)	21.3% (23)
English & Mathematics 5+	7.5% (17)	4.6% (5)
Best English 4+	45.2% (103)	36.1% (39)
Mathematics 4+	29.8% (68)	25% (27)
Ebacc APS	2.36	2.09

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.