

Pupil premium strategy statement – Leigh Academy Hartley

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

All schools that receive pupil 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 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	417
Proportion (%) of pupil premium eligible pupils	8.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Stuart Mitchell, Principal
Pupil premium lead	Mrs Victoria Hayes, Vice Principal
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,716.96
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£55,716.96

Part A: Pupil premium strategy plan

Statement of intent

At Leigh Academy Hartley, our overarching vision is that all pupils, regardless of background, reach their full potential and become Happy, Positive Achievers. Our ultimate objective is to ensure that disadvantaged pupils not only close the attainment gap but also match or exceed the academic progress and achievement of their non-disadvantaged peers nationally, especially in foundational literacy and numeracy. Beyond academics, we are committed to providing equal access to the same rich, culturally diverse, and engaging learning experiences for all children, preparing them for their place in society and ensuring they develop the resilience, self-esteem, and strong mental health necessary for lifelong success.

We explicitly recognise that disadvantaged children often face more significant social and academic challenges, and our Pupil Premium Strategy is specifically designed to counteract these barriers. This strategy is underpinned by three core principles:

- **Highly-Effective Quality First Teaching:** This is the most crucial, evidence-based approach to closing the attainment gap and is at the heart of our plan. We invest significantly in staff expertise to ensure teaching is responsive to the areas in which disadvantaged pupils require the most support, while simultaneously benefiting all children.
- **Responsive and Targeted Intervention:** Our approach is rooted in robust diagnostic assessment, not assumptions about disadvantage. We are committed to acting early to intervene at the point need is identified, ensuring support is precise and effective. Disadvantaged pupils will be consistently challenged in the work they're set, ensuring high expectations are maintained.
- **Whole School Accountability:** We adopt a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and actively raise expectations of what they can achieve.

This systematic, three-tiered approach ensures we are not only narrowing the gaps but also sustaining and improving the attainment of their non-disadvantaged peers, making the success of every child the responsibility of our entire community.

Challenges

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

Challenge number	Detail of challenge
1	Families are often unaware of how to support their children and do not always have the skills to do so.
2	A limited reading exposure also limits a child's ability to progress in line with their peers and widens the vocabulary gap.
3	Attendance of disadvantaged pupils
4	25% of pupil premium pupils have also been identified as having SEN
5	Well-being of disadvantaged pupils - it is recognised that pupils who are disadvantaged may have more than academic needs but may have social, emotional and mental health needs. These will be supported in school.

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
Persistent absence of disadvantaged children is significantly reduced.	Reduce the percentage of disadvantaged pupils with persistent absence down so that it is within 10% of their non-disadvantaged peers.
To narrow the gap in attainment at 'expected standard' between pupils in receipt of the Pupil Premium grant and those who are not across the school.	Combined attainment to be no less than a 10% difference between PPG and non-PPG children.
To narrow the gap in progress between pupils in receipt of the Pupil Premium grant and those who are not at the end of KS2.	Children in receipt of Pupil Premium grant will make accelerated progress in order to narrow the gap with their peers.
To ensure all pupils feel safe, happy and ready to learn through support and wider strategies.	Children will demonstrate positive learning behaviour, representing the Hartley Way, and engage positively in their learning and their school community.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,867.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD Teaching staff to attend regular CPD delivered by the Academy as well as provided by the wider Trust, to support understanding of the latest evidence in teaching and learning. Teaching staff to receive regular walk rounds with feedback, with a focus on disadvantaged pupils.	<p>Evidence argues that high quality teaching is the most important factor in ensuring the best possible outcomes for pupils</p> <p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p> <p>To continue to raise standards in teaching with teaching practice with regular, well-planned and evidence driven CPD as 'effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1 and 2
Recruitment Employment of teaching assistants - for EYFS, KS1 and KS2 - to ensure capacity for targeted interventions	<p>Whilst the impact of teaching assistants as a rule is fairly limited. The impact of small group interventions and individualised instructions is notable, at 4 and 3 months progress respectively.</p> <p>Individualised Instruction Toolkit strand Education Endowment Foundation EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching Assistant Interventions EEF</p>	1 and 2

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

Budgeted cost: £17,049.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader for KS1 and KS2 Implementation of the reading challenge program.	<p>Reading comprehension strategies have been extensively researched and have been proven to impact learning progress by 6 months.</p> <p>Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2 and 4
Lexia reading program Implementation of the reading program as an independent reading intervention for the lowest 20% readers.	<p>Reading comprehension strategies have been extensively researched and have been proven to impact learning progress by 6 months.</p> <p>Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2 and 4
Teaching assistants appointed to support Lexia Teaching assistants required to deliver taught interventions 1:1 or small groups when Lexia identifies misunderstanding.	<p>Teaching assistants required to facilitate taught sessions to address misconceptions and allow children to continue through the Lexia levels independently.</p>	1, 2 and 4
Small group phonics session Targeted phonics session to support the lowest 20%, including children Year 2 and above who have not achieved their phonics screening.	<p>Phonics is the bedrock of the reading framework and is an essential element of helping children to access a broad and balanced curriculum. Phonic interventions are proven to have an impact of 4 months on learning.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2 and 4
Reading books KS1 and KS2 Engaging, high quality reading texts purchased that represent a broad and balanced curriculum and promote an inclusive and diverse culture. KS2 books support the Accelerated Reader program.	<p>Engaging books and texts will capture the imagination of pupils and develop their love of reading.</p>	1, 2 and 4
Elklan Speech and Language Support Staff trained in Level 2 and Level 3 Elklan speech and language support.	<p>Staff will develop the knowledge and skills to support children with their language and speech development. Staff will be able to cascade training and strategies to wider teams.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 4

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

Budgeted cost: £26,783.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team events Inclusion team to focus on attendance, mental wellbeing, family relationship and provide specific interventions they are trained in at parent workshops and events	Parents will have more trust in the school which will enable them to discuss their needs and the needs of their children so that they can be properly supported. Parental engagement EEF	1,3 and 5
Attendance Pastoral support Family Liaison Officer to take responsibility for Attendance with focus on raising attendance and reducing persistent absenteeism, especially amongst disadvantaged.	Reducing rates of persistence absence and increasing overall attendance through positive relationships with families. A professional in a pastoral role can have a profound impact on students. They can be the difference between a child attending school or not, or a family engaging with their child's education. They can be crucial in ensuring that a child and their family get the intervention and support they need, whether at school or multi-agency level. Essentially, they can be the difference that ensures a child receives an effective education. https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools	3 and 5
ELSA TAs Specific TAs trained in ELSA.	Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months. Metacognition and Self Regulation Toolkit Strand Education Endowment Foundation EEF Social and Emotional Learning Strategies Toolkit Strand Education Endowment Foundation EEF	1 and 5
Uniform To fund new uniform.	Parents may not be able to afford uniform as it can be expensive and this can mark children out as different in a negative way.	1
Cultural Capital Opportunities funding of trips, experiences and clubs.	Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them.	1

<p>Sports Clubs A range of sports and activities clubs are available. These have been planned around the context of the school and in discussion with the pupils.</p>	<p>Sports participation is shown by the EEF to have a 1 month impact on learning. Physical Activity Toolkit strand Education Endowment Foundation EEF</p>	1
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Total budgeted cost: £55,716.96

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Leigh Academy Hartley's pupil premium strategy for the previous academic year focused on three key priorities: reducing persistent absence, supporting the wellbeing of disadvantaged pupils, and raising attainment across the curriculum.

Implementation of targeted interventions and whole-school initiatives has led to several positive outcomes. The introduction of Accelerated Reader has improved engagement with reading and contributed to an increase in the number of pupils meeting their individual reading targets and achieving 85% or above in comprehension quizzes. This has supported progress in reading, particularly for disadvantaged pupils.

Parental engagement has improved, evidenced by a higher proportion of disadvantaged families attending parents' evenings and participating in parent coffee mornings. The increased Family Liaison Officer (FLO) hours have enabled more consistent support for vulnerable families, improving communication between home and school and helping to address barriers to attendance and engagement.

Wellbeing provision has been strengthened through collaboration with the Kent Wellbeing Team, who have provided targeted support for identified pupils. The introduction of the Zones of Regulation, the use of 'worry monsters', and the identification of trusted adults for key individuals have enhanced pupils' emotional literacy and self-regulation. A whole-school wellbeing strategy has further embedded a proactive and inclusive approach to emotional health.

Access and participation for disadvantaged pupils have also improved. All school trips and visits are now planned and scheduled from Nursery to Year 6, with a notable increase in pupil premium children attending residential visits. Disadvantaged pupils have been given early access to sign up for extra-curricular clubs, broadening their experiences and supporting cultural capital. Lunchtimes have been enhanced to include indoor provision, structured play areas, and playground buddies, promoting positive social interactions and inclusion.

A significant proportion of pupils eligible for pupil premium also have special educational needs (SEN), which continues to present a challenge. Attendance data indicates that pupils with SEND, including those who are disadvantaged, have higher rates of absence and persistent absence than their peers. This overlap has made it more difficult to fully close attendance and attainment gaps.

Going forward, the school will continue to focus on reducing the attainment gap between disadvantaged pupils and their peers through high-quality teaching, targeted academic support, and effective use of assessment to inform intervention. This will be

complemented by sustained work to improve attendance and wellbeing, ensuring disadvantaged pupils are present, supported, and able to achieve their full potential.

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Learning
Lexia	Cambium Learning Group
EdShed	Education Shed Ltd

Service pupil premium funding (optional)

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

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

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 funding.