Pupil premium strategy statement – Joseph Leckie Academy

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.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including 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	1239 (Years 7 -11)
Proportion (%) of pupil premium eligible pupils	46.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 – 2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	May 2023
Statement authorised by	Mr J Ludlow
Pupil premium lead	Miss N Ravat
Governor / Trustee lead	Mrs A Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 534,855
Recovery premium funding allocation this academic year	£ 150,144
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£ 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*	£ 684,999

Part A: Pupil premium strategy plan

Statement of intent

At the Academy, our vision is as follows: We are a community with the courage to learn and lead together. We believe in equality of opportunity and support the achievement and wellbeing of all. We work to improve ourselves and each other, acting with integrity, empathy and kindness and celebrating one another's successes. We care for our surroundings and believe in our ability to inspire as well as achieve.

The focus of our pupil premium strategy is to ensure that every student (not just disadvantaged) leaves the Academy with the qualifications, knowledge and skills required to make positive lifestyle choices, to lead healthy and successful lives and to contribute positively to society, enriching their lives and the lives of others.

Our primary objectives for disadvantaged students are to:-

- Raise the attainment and aspiration of PP students (including those with SEN needs) with the intention that Non-PP students' progress and attainment will be sustained and improved by ensuring all students are exposed to high quality teaching and learning.
- Support PP students including high attainers to overcome barriers to learning by providing targeted mentoring, careers guidance, support with health & wellbeing and access to resources.
- Support PP students and their families to improve overall attendance and reduce Persistent Absence.
- Support PP students through high-quality mentoring to improve behaviour and attitude to learning.
- Enhance community outreach (transition from Primary schools) and parental engagement to provide parents the support and assistance required to play an active role in Academy life.
- Provide PP students with an all-round holistic Academy experience and increase culture capital opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Ensure PP students are challenged to make progress
- Act early to intervene
- Work collaboratively with all stakeholders
- Adopt a whole school approach (PP Working Group) in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	White British PP students make below expected progress compared to Non-PP White British.
2	PP students have a lower reading age then what their chronological reading age should be.
3	Pastoral and behavioural barriers to learning.
4	Overall attendance is lower for PP students in comparison to Non-PP students.
5	Parental engagement for PP students (parents evening's (on-line and face-to-face), coffee afternoons) is lower in comparison to Non-PP students.
6	PP students have limited access to careers advice and guidance.
7	PP student's health and well-being has been impacted to a greater extent due to the pandemic in comparison to Non-PP students.
8	PP students are often reluctant to participate in extra-curricular activities due to low self-esteem, anxiety and financial constraints.

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 narrow the overall Attainment 8 and Progress 8 Gap between White British PP and Non-PP students.	• All staff implement the TEEP pedagogical models to ensure consistency in teaching. • White British PP students are prioritised for one-to-one/small group support by Teaching Assistants and Internal Assessment Markers. • PP students to be provided with revision and practical resources to support with financial barriers to learning. • White British PP students are prioritised during the assignment of electronical devices. • PP students are prioritised for period 6 lessons, extra catch-up lesson and School Led Tutoring. • Early interventions within

	Faculties/Departments are carried out for identified White British students after each Data Drop. • Regular review of CAS data drop to direct intervention of White British PP students. • Underachieving targeted Year 11 White British PP students included in year mentor cohort to direct pastoral support. • Targeted White British PP students are prioritised during Achievement Meetings.
To enable PP students to reach their chronological reading age.	• Targeted PP students in Year 7 – 9 to complete Lexia interventions in English lessons and are further supported by one-to-one personalised literacy interventions to reach their chronological reading age. • Targeted PP students in Year 7 & 8 supported through Paired Reader to help build upon and develop their current reading age. • Targeted PP students in Year 7 supported through the Read Write Ink intervention within SEND to enable them to gain Literacy skills so as to access the wider curriculum. • Reciprocal reading to be integrated across the curriculum through Form time. • To encourage reading for pleasure by incorporating reading competitions within extra-curricular activities.
To support PP students to overcome barriers to learning	• Engaging with a wide range of staff / professionals to support student to engage positively in their studies. This, to improve motivation, engagement and in turn, levels of attainment; coupled with the aim to reduce levels of exclusion and provide support for students who may find school challenging.. • To intervene effectively in order to attempt to reduce the number of behaviour incidents, such as Hotspots and Timeout referrals for PP students with the support of newly introduced Key Stage Hubs and via consistent application of the Academy Behaviour Management Policy. • To reduce the number of Fixed Term Exclusions by: o supporting students to make informed decisions regarding their behaviour, o working closely with families to support their child(ren) to engage positively with

	the academy.
To narrow the attendance gap between PP and Non-PP students and close the overall gap of Persistent Absenteeism (PA) to be inline or below the National PA.	• HOY to intervene earlier and monitor target groups of students who have attendance between 91% and 94%. • SLT links to support Attendance Panel meetings to identify barriers to attending the Academy. • Celebration events for students who have excellent attendance, or those who have made significant improvements. • To utilise the Educational Welfare Services to support with closing the gap between PA.
To enhance parental engagement and community cohesion with local feeder schools.	• To raise the profile of Parental Engagement for PP students by continuing to provide rewards and incentives to reach a PP attendance target of 75% for Parent Consultation evenings. • To continue to raise the profile of Parent Consultation evenings via social media and online bookings. • To continue to hold coffee mornings/afternoons and additional year group events. • To continue to carry out positive phone-calls home to engage with parents. • T continue to offer alternative appointments for parents where necessary. • To start out-reach work with our local feeder primary schools to support families with a smooth transition to secondary school. • To work on engagement projects with the local community.
To provide a broad range of career related experiences to challenge stereotypes and increase aspirations.	• To embed careers within SOW and have career modules as part of PDP. • To promote National Careers Week in assemblies and Form Time. • To ensure all PP students in Year 7 – 11 are actively engaged on Unifrog. • DWP to work with identified Year 9 students (residuals from data drops) to support with career aspirations. • To ensure all potentially identified NEET students are provided with support and guidance they require to progress onto post-16 provisions. • To provide Year 11 students with the opportunity to take part in mock career

	interviews with local employers. • To ensure all PP students attend their careers interview with a dedicated careers advisor.
To support the health and well-being of student so they become more resilient learners.	• Identified PP students are referred to the Student Councillor (in-house) to provide the specialist and targeted support. • PP students to provide support to their peers by becoming Wellbeing Ambassadors. • PP students to represent the Academy Council. • Targeted PP student wellbeing ambassadors included in Youth Champion Scheme over 6 week programme to become trained in looking for signs of students in need for support. • Targeted PP students to receive additional support and mentoring by the Academy Wellbeing team. • All PP students to have access to the Student Mental Health and Wellbeing SharePoint and The Weekly Wellbeing Publication. • SMSC and Wellbeing Assembly rota designed with vulnerable groups and PP students in mind.
To sustain and increase culture capital experiences for PP students.	• To ensure all PP students are given the opportunity to participate in a range of activities (internal and external) to improve motivation, resilience, self-esteem and communication skills. • To ensure all PP students take part in at-least one house competition. • To subsidise activities during Activities Week to enable all PP students to participate. • To subside or provide PE kits for PP students to participate in PE lessons and sport fixtures (e.g. Sports Day).

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

Budgeted cost: £ 447,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT Pupil Premium Link	To lead, promote and develop the progress, aspirations and wider opportunities for Pupil Premium students throughout the Academy • https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	All
High Quality Teaching and Learning and effective tracking and monitoring of data	To improve the progress of PP students through high quality teaching and learning and effective use of Teaching Assistants to ensure all PP students make the required progress and beyond. • Collaborative Learning (EEF +5 months) Collaborative learning approaches | EEF (educationendowmentfoundation.org.uk) • Feedback (EEF +6 months) Feedback | EEF (educationendowmentfoundation.org.uk) • Metacognition and self-regulation (EEF +7 months) Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) • Teaching Assistant Interventions (EEF +4 months) Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) To accurately track data and implement effective interventions to narrows the attainment gap between PP and Non-PP students • Using Data to Raise Achievement - Good Practice in Schools 2013 (lambeth.gov.uk)	1
Literacy Interventions (Lexia, Paired reader, Reciprocal reader, Punctuation and Grammar focus and Vocabulary teaching)	To close the reading age gap between PP and Non-PP students To ensure the reading age of students in Year 7 – Year 9 students is in line with age and expected attainment. • Reading Comprehension Strategies (EEF +6 months) Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) To teach vocabulary in context to enable students to make authentic connections and cement learning of new word. • Tiered Vocabulary: What Is It, and Why Does It Matter? - Literacy In Focus (litinfocus.com)	2
Provision of Revision Guides and practical material	To remove any financial barriers and enable all PP students to access relevant study material to support independent learning.	1
Academy Uniform and PE kit	To assist with financial support for uniform and PE kit to ensure all students are present and enable to take part in PE lessons and extra-curricular activities • School Uniform	2

	School uniform | EEF (educationendowmentfoundation.org.uk) • Cost of school uniforms - GOV.UK (www.gov.uk) • Research review series: PE • Research review series: PE - GOV.UK (www.gov.uk)	
Additional Support (Transport support, Food vouchers, Wellbeing, Technology resources)	To ensure resources are readily available to support PP students affected by COVID-19 disruptions and the rise in cost of living. • The rising cost of living and its impact on individuals in Great Britain - Office for National Statistics (ons.gov.uk)	1, 3, 4, 7, 8

Targeted academic support

Budgeted cost: £ 209,729

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND Support	To close the attainment gap between PP and Non-PP SEND students. • Students with SEND have the greatest need for excellent teaching and the attainment gap between them and their peers is twice as big. Special Educational Needs in Mainstream Schools | Education Endowment Foundation | EEF	1,2
Student Support and Alternative to Exclusion	To support students (mentoring) to overcome barriers to learning and raise achievement and attainment by improving individual social skills, self-esteem, confidence and support to alleviate anxiety. • Mentoring (EEF +2 months) Mentoring | EEF (educationendowmentfoundation.org.uk) • Behaviour Interventions (EEF +4 months) Behaviour interventions | Toolkit Strand | Education Endowment Foundation | EEF • Social and Emotional Learning (EEF +4 months) Social and emotional learning | Toolkit Strand | Education Endowment Foundation | EEF	3
Attendance Team	To work with identified 'Hard to reach' families to break down barriers to Persistent Absence. To ensure attendance of Pupil Premium students is in line with national average of Non-PP students. • Working together to improve school attendance - GOV.UK (www.gov.uk)	4
Mental Health and Wellbeing including School Councillor	To support students with the skills and knowledge required to support their social and emotional development. • Social and Emotional Learning (EEF +4 months) Social and emotional learning | Toolkit Strand | Education Endowment Foundation | EEF • School wellbeing School Wellbeing, Children's Health | Nuffield Health • Counselling in schools	6

	Advice template (publishing.service.gov.uk)	
Parental Engagement	To enhance parental engagement within the Academy and provide parents the support and assistance required to play an active role in Academy life • Parental engagement (EEF +3 months) Parental engagement | Toolkit Strand | Education Endowment Foundation | EEF • The impact of parent engagement on learner success The-Impact-of-Parental-Engagement-on-Learner-Success613583.pdf (thehampshireschoolchelsea.co.uk) • Parent Power 2018 Microsoft Word - Parent Power- Final (suttontrust.com)	5
More Able Provisions	To narrow the attainment gap between PP and Non-PP students (High attainers). To provide PP students the knowledge, understanding and confidence to apply to Russell Group universities and tackle education inequality. • Pathways for Potential Pathways For Potential | A report by the Russell Group To embed an ethos and culture of high expectations to ensure all students have opportunities to flourish. • NACE About NACE	1
Transition	To carry out early liaison with primary schools to identify and support PP students with early interventions and attitudes to learning. To start early parental engagement and form strong links between parent and key members of the Academy. To work collaboratively with feeder primary schools to promote continuity and progression between Key Stage 2 to Key Stage 3. • Effective school partnerships and collaboration for school improvement: Effective school partnerships and collaboration for school improvement: a review of the evidence (publishing.service.gov.uk)	5
National School-Led Tutoring	To support PP students with missed learning due to the pandemic through tutoring by Academy staff in targeted subjects. • National Tutoring Programme: guidance for schools 2022 - 2023 National Tutoring Programme: guidance for schools 2022 to 2023 - GOV.UK (www.gov.uk) • One to one tuition (EEF +5 months) One to one tuition | EEF (educationendowmentfoundation.org.uk)	1

Wider strategies

Budgeted cost: £ 28,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subside trips and	To ensure all PP students have the opportunity to participate in a wealth of new experiences to enhance progress, improve en-	8

activities	gagement, behaviour and broaden culture capital experiences. • Outdoor adventure learning Outdoor adventure learning | EEF (educationendowmentfoundation.org.uk) National Tutoring Programme: guidance for schools 2022 to 2023 - GOV.UK (www.gov.uk) • A Complete Guide to Capital in Education A Complete Guide to Cultural Capital in Education - Education Corner • Building 'Culture Capital' in Schools: What is it and why is it important? Building 'Cultural Capital' In Schools: What Is It and Why Is It Important? - Global School Alliance	
Enrichment Opportunities (including Food Technology)	To ensure all PP students participate in enrichment activities each half term to enhance positive attitudes to learning, enrich their educational experience and increase well-being. • Extra-curricular Inequality Extracurricular-inequality-1.pdf (suttontrust.com). • Food technology in secondary schools untitled (ioe.ac.uk)	8
Sports Leaders and Language Ambassadors	To engage students in sports as a means to increase educational engagement and attainment. • Level 1 Qualification in Sports Leadership 2021-22 SL1155 SL3 Spec (sportsleaders.org) To provide students opportunities to promote modern languages to young people and encourage them to choose languages as part of their higher education pathways. • Foreign Language Leadership Sports Leaders :: Foreign Language Leadership	8
Careers	To ensure all PP students to have high career ambitions and are working to achieve aspiring goals in lessons To support PP students to challenge stereotypes and increase aspirations. • Careers education in England's schools and colleges 2020 1244_careers_ed_2020_report18_0.pdf (careersandenterprise.co.uk) • Aspiration interventions Aspiration interventions | EEF (educationendowmentfoundation.org.uk)	6
Music tuition (Drums, keyboards and singing lessons)	To remove the financial barrier constraint and provide PP students the opportunity to learn to play an instrument. • Arts Participation (EEF +3 months) Arts participation | EEF (educationendowmentfoundation.org.uk)	1,8
Breakfast Club	To ensure no child is too hungry to learn and to enable them to perform better academically, exhibit better classroom behaviour and enjoy an overall healthier diet. To improve both attendance and punctuality of PP students to the Academy. • Benefits of a school breakfast club – school, children and parents Benefits of a school breakfast club-school, children and	3,7

	parents! - Dazzle Workshops	

Total budgeted cost: £ 685,126

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our Academy's disadvantage students during the 2021/2022 academic year using Key Stage 4 Performance data from FFT.

Progress 8 overall:

Our overall Progress 8 (P8) score for PP students was +0.42 in comparison to the National average of -0.55[1] and the Walsall average of -0.44[2] for PP students. Furthermore, this is also above the P8 for Non-PP students In England which was 0.15[3] and Walsall which was 0.13[3]. This clearly highlights the positive impact of all the activities and interventions carried out to support PP students at the Academy.

Our overall P8 score for Non-PP was +0.3 which is also above the Non-PP average for England and Walsall.

Attainment 8 overall:

Our overall Attainment 8 (A8) score for PP students was 4.5 in comparison to the PP national average of 3.8[4] and 3.7[5] for Walsall. Our PP students are doing better than the national average, but we will continue working hard to ensure we close the gap to reach the Walsall average for Non-PP students of 5.1[3] and the national average of 5.2[3].

Our overall A8 score for Non-PP was 4.7 and therefore we have a gap of -0.2 between our students.

% English and Maths (4+):

61% of our PP students achieved a Grade 4+ in English and Maths which is higher than the average of 52% from FFT[6]. We will continue working hard to close the gap for our students to reach the Non-PP Walsall average of 72%[3].

66% of our Non-PP students achieved a Grade 4+ in English and Maths. The gap between PP and Non-PP is -5%.

% English and Maths (5+):

37% of our PP students achieved a Grade 4+ in English and Maths which is slightly higher than the average of 32% from FFT[6]. We will continue working hard to close the gap for our students to reach the Non-PP Walsall average of 53%[3].

43% of our Non-PP students achieved a Grade 5+ in English and Maths. The gap between PP and Non-PP is -8%.

[1] Value obtained from GCSE disadvantage gap highest in 10 years | Tes

[2,4,5] Value obtained from Data and reports | LG Inform (local.gov.uk)

[3] Value obtained from Results by pupil characteristics - Joseph Leckie Academy - Find school and college performance data in England - GOV.UK (find-school-performance-data.service.gov.uk)

[6] Value obtained from Key Stage 4 attainment in 2022: The headlines - FFT Education Datalab

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
N/A	

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)

During the 2021-2022 Academy year, we supported our PP students with the following interventions:

- Uniform, PE kit and transport (bus-fare and taxis) for students in all year groups.
- School Led Tutoring in Maths, English, Science, History, Geography, Business Studies and ICT during Saturdays and the Summer Holidays for students in Year 9 and Year 10.
- An online workshop from the Royal Shakespeare Company to support Year 10 students with the set-text for Romeo and Juliet.
- Year 11 PP students were provided with resources to support with the practical element of their Food Technology exam.
- Year 7 & 8 PP students have been provided additional support through Lexia to improve literacy skills and narrow their reading age gap.
- Students in all year groups provided mentoring (in-house and external agencies) to support with SEMH, transition, anxiety, behaviour, self-esteem, attendance and anger management.
- Enrichment activities including cooking club for students in Years 7 – 9.
- Year 9 students completed a Level 1 qualification in Sports Leadership (SL1).
- PP students in Year 7 and 8 were financially supported to partake in a residential trip to PGL.
- Year 10 PP students participated in the Peak District National Park as part of 'Generation Green' to enhance cultural capital experiences and bring students closer to nature.
- Year 7 students took part in the RAF Mighty Minds project which provided a robotics challenge to inspire the next generation of engineers and computer scientists.
- EAL PP students supported with the Flash Academy software.
- Year 10 G&T PP students were prioritised for university visits to Cambridge/Oxford to enhance knowledge, understanding and confidence to apply to Russell Group universities.
- Year 9 - 10 students also took part in the' Speak Out Challenge' to improve their skills and confidence to share ideas.
- Hard to reach families supported by an attendance support company.
- All Year 11 PP students were prioritised to receive one-to-one careers advice from the Careers Advisor and also took part in a 15 minute practice interview with employers.
- Selected Year 10 PP students took part in the Brighter Future Project to motivate, inspire and support them to make informed choices about their future.
- Low attaining Year 7 PP students experienced History 'hands on' by taking part in a trip to the Richard III Museum.
- Year 9 - 11, PP students received peri instrumental lessons to support with the GCSE practical exam.
- The Academy with the support from Kellogg's breakfast grant has continued to provide the breakfast provision.