

Pupil premium strategy statement – Joseph Leckie Academy

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	1305 (Years 7 -11)
Proportion (%) of pupil premium eligible pupils	48.03%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Mr A McNaughton
Pupil premium lead	Mrs L Price
Governor / Trustee lead	Gemma Coles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£718,100
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>	£718.100

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 and More Able) 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 support such as 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 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	PP students make below expected progress compared to Non- PP in core subjects
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, attendance clinics) is lower in comparison to Non-PP students.
6	PP students arrive with limited knowledge of careers advice and guidance.
7	To support PP student's health and well-being opportunities.
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 PP and Non-PP students.	<ul style="list-style-type: none">• All staff implement the TEEP and TLAC pedagogical models to ensure consistency in teaching.• All staff to work towards implementing MOP sequence as part of a metacognition project.• 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

	<p>barriers to learning.</p> <ul style="list-style-type: none"> • Early interventions within Faculties/Departments are carried out for identified PP students after each Data Drop and are recorded and reviewed. • Regular review of CAS data drop to direct intervention of PP students. • Underachieving targeted Year 11 PP students included in year mentor cohort to direct pastoral support or SLT. • Targeted PP students are prioritised during Achievement Meetings. • Strategies such as focus 5 used within departments to close the gap between pp and non pp. • Targeted PP book scrutiny and drop-ins calendared across the academic year.
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To enable PP students to reach their chronological reading age.	<ul style="list-style-type: none"> • Targeted PP students in Years 7 & 8 to complete Lexia interventions in English lessons and tutor time to reach their chronological reading age and access the wider curriculum. • Targeted PP students in Year 7 & 8 supported through Paired Reader to help build upon and develop their current reading age and their love of reading. • Targeted PP students in Year 7 & 8 supported through the Read Write Ink intervention within SEND to enable them to gain Literacy skills so as to reach their chronological reading age and access the wider curriculum. • To encourage reading for pleasure by incorporating reading competitions within extra-curricular activities. • The appointment of a Lead Practitioner for Literacy to develop whole school reading initiatives and reading platforms. Targeting PP students focuses.
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<p>To support PP students to overcome barriers to learning.</p>	<ul style="list-style-type: none"> • Engaging with a wide range of staff / professionals to support students to engage positively in their studies. 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 ensure the consistent application of the Academy Behaviour Management Policy whole school. • To intervene effectively in order to attempt to reduce the number of behaviour incidents, such as C0-C3, Hotspots and Timeout referrals for PP students with the support of , Heads of Year, Assistant Heads of Year & Key Stage Hub Managers. • To reduce the number of Fixed Term Exclusions by: <ul style="list-style-type: none"> • Supporting students to make informed decisions regarding their behaviour. • Working closely with families to support their child to engage positively with the academy. • Supporting students in the Internal Alternative Provision (IAP). This will offer a 6-8 week program of support to our most disaffected students within Years 7-10. Trying to reduce suspension and break down barriers to learning.
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<p>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</p>	<ul style="list-style-type: none"> • HOY to intervene earlier and monitor and target groups of students who have attendance between 91% and 94%. • Tutors to mentor targeted PP students who are on the cusp of falling below the attendance threshold. • SLT links to support Attendance Panel meetings to identify barriers to attending the Academy. • Attendance Workshops for targeted PP parents to offer support and guidance to ensure attendance for PP students is in line with the national.
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	<ul style="list-style-type: none"> • Appointment of a new Home Liaison Officer to work with the hard to reach PP families to support attendance • Celebration events for students who have excellent attendance, or those who have made significant improvements.
To enhance parental engagement and community cohesion with local feeder schools.	<ul style="list-style-type: none"> • To raise the profile of Parental • Engagement for PP students to reach a PP attendance target of 75% for Parent • Consultation evenings. • Engage in Leading Parent Partnership award, demonstrating the academy commitment to improving parental engagement. Write, monitor and assess action plan. • 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. • To 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 where available.

To provide a broad range of career related experiences to challenge stereotypes and increase aspirations.	<ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> • 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 ensure all PP students attend their careers interview with a dedicated careers advisor. • Staff to engage with industry experience to be able to build links with industry and share experiences with students in lessons.
To support the health and well-being of students so they become more resilient learners.	<ul style="list-style-type: none"> • Identified PP students are referred to the Student Councillor (in-house) to provide 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. • SMSC and Wellbeing Assembly rota designed with vulnerable groups and PP students in mind. • PP students to have access to the Educational Psychologist. • All PP students have access to the Academy Nurse. • All PP students have access to the onsite Councillor.

<p>To sustain and increase cultural capital experiences for PP students.</p>	<ul style="list-style-type: none"> • 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 actively encourage all PP students to take part in at least one enrichment. • To actively encourage all PP students to take part in at least one house competition. • To subsidise activities during Activities Week to enable all PP students to participate. • To subsidise or provide PE kits for PP students to participate in PE lessons and sport fixtures (e.g. Sports Day).
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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: £625,814.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT Pupil Premium Link	<p>To lead, promote and develop the progress, aspirations and wider opportunities for Pupil Premium students throughout the Academy</p> <ul style="list-style-type: none">• Education Endowment Foundation EEF	All
High Quality Teaching and Learning and effective tracking and monitoring of data	<p>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.</p> <ul style="list-style-type: none">• 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)• https://researchschool.org.uk/greenshaw/news/the-focus-five-how-we-are-addressing-disadvantage <p>It is important that subjects select PP students of all ability ranges.</p> <ul style="list-style-type: none">• Pupil Premium Next Steps – Sutton Trust https://www.suttontrust.com/wp-content/uploads/2019/12/Pupil-Premium-Summit-Report-FINAL-EDIT-1.pdf• Deployment of Teaching Assistants - EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants• Cultural Capital – What is it, and why your students need it - teachwire https://www.teachwire.net/news/cultural-capital-education-partnerships/• Cultural Capital. Toolkit - Hereforschools https://www.hereforschools.co.uk/Pages/Download/c7683b25-8c79-4f36-b61e-8471c528ef90/PageSectionDocuments <p>To accurately track data and implement effective interventions to narrows the attainment gap between PP and Non-PP students</p> <ul style="list-style-type: none">• Using Data to Raise Achievement - Good Practice in Schools 2013 (lambeth.gov.uk)	

	<p>The Focus Five strategy. Focus Five empowers teachers to identify and prioritise the needs of the most vulnerable pupils in their classes, particularly those who are eligible for pupil premium. Departments track five key pupils per half term to track progress.</p> <ul style="list-style-type: none"> • Case Study: Greenshaw's Focus Five Initiative Edexec 	
Literacy Interventions (Lexia, Paired reader, Reciprocal reader, Punctuation and Grammar focus and Vocabulary teaching)	<p>To close the reading age gap between PP and Non-PP students</p> <p>To ensure the reading age of students in Year 7 – Year 8 is in line with age and expected attainment.</p> <ul style="list-style-type: none"> • Reading Comprehension Strategies (EEF +6 months) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) <p>To teach vocabulary in context to enable students to make authentic connections and cement learning of new words.</p> <ul style="list-style-type: none"> • Tiered Vocabulary: What Is It, and Why Does It Matter? - Literacy In Focus (litinfocus.com) <p>Oracy in Form Time enhances communication skills, foster active participation and is a key focus of tutors to ensure students are equipped with the necessary skills with this.</p> <ul style="list-style-type: none"> • Voice 21 Oracy United Kingdom 	2
Provision of Revision Guides and practical material	<p>To remove any financial barriers and enable all PP students to access relevant study material to support independent learning.</p>	1
Academy Uniform and PE kit	<p>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.</p> <ul style="list-style-type: none"> • School Uniform School uniform EEF (educationendowmentfoundation.org.uk) • Cost of school uniforms https://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms • Research review series: PE https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe 	2
Additional Support (Transport support, Food vouchers, Wellbeing, Technology resources)	<p>To ensure resources are readily available to support PP students affected by the rise in cost of living.</p> <ul style="list-style-type: none"> • 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: £ 263,935.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND Support	<p>To close the attainment gap between PP and Non-PP SEND students.</p> <ul style="list-style-type: none"> Students with SEND have the greatest need for high quality 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	<p>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.</p> <ul style="list-style-type: none"> 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	<p>To work with identified 'Hard to reach' families to break down barriers to Persistent Absence.</p> <p>To ensure attendance of Pupil Premium students is in line with national average of Non-PP students.</p> <ul style="list-style-type: none"> Working together to improve school attendance - https://www.gov.uk/government/publications/working-together-to-improve-school-attendance • 	4
Mental Health and Wellbeing including School Councillor, Nurse and Ed Psych	<p>To support students with the skills and knowledge required to support their social and emotional development.</p> <ul style="list-style-type: none"> 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 Advice template (publishing.service.gov.uk) Access to an Educational Psychologist 'Make some noise for access to Educational Psychologists for young people' BPS https://www.bps.org.uk/psychologist/make-some-noise-access-educational-psychologists-young-people 	6
Parental Engagement	<p>To enhance parental engagement within the Academy and provide parents the support and assistance required to play an active role in Academy life.</p> <ul style="list-style-type: none"> Parental engagement (EEF +3 months) Parental engagement Toolkit Strand Education Endowment Foundation EEF The impact of parent engagement on learner success: a digest of research for teachers and parents- ResearchGate 	5

	<ul style="list-style-type: none"> • Parent Power 2018 Microsoft Word - Parent Power- Final (suttontrust.com) 	
More Able Provisions	<p>To narrow the attainment gap between PP and Non-PP students (High attainers).</p> <p>To provide PP students the knowledge, understanding and confidence to apply to Russell Group universities and tackle education inequality.</p> <ul style="list-style-type: none"> • Pathways for Potential - A report by the Russell Group https://www.russellgroup.ac.uk/publications/pathways-potential <p>To embed an ethos and culture of high expectations to ensure all students have opportunities to flourish.</p> <ul style="list-style-type: none"> • NACE About NACE 	1
Transition	<p>To carry out early liaison with primary schools to identify and support PP students with early interventions and attitudes to learning.</p> <p>To start early parental engagement and form strong links between parent and key members of the Academy.</p> <p>To work collaboratively with feeder primary schools to promote continuity and progression between Key Stage 2 to Key Stage 3.</p> <ul style="list-style-type: none"> • 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) 	

Wider strategies

Budgeted cost: £53,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subside trips and activities	<p>To ensure all PP students have the opportunity to participate in a wealth of new experiences to enhance progress, improve engagement, behaviour and broaden culture capital experiences.</p> <ul style="list-style-type: none"> • 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? https://www.globalschoolalliance.com/education/building-cultural-capital-in-schools/ 	8
Enrichment Opportunities (including Food Technology)	<p>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.</p> <ul style="list-style-type: none"> • Extra-curricular Inequality Extracurricular-inequality-1.pdf (suttontrust.com). • Food technology in secondary schools untitled (ioe.ac.uk) 	8
Careers	<p>To ensure all PP students have high career ambitions and are working to achieve aspiring goals in lessons</p> <p>To support PP students to challenge stereotypes and increase aspirations.</p> <ul style="list-style-type: none"> • Careers education in England's schools and colleges 2020 1244 careers ed 2020 report18_0.pdf (careersandenterprise.co.uk) • Aspiration Intervention Aspiration interventions EEF (educationendowmentfoundation.org.uk) 	6
Music tuition (Drums, keyboards and singing lessons)	<p>To remove the financial barrier constraint and provide PP students the opportunity to learn to play an instrument.</p> <ul style="list-style-type: none"> • Arts Participation (EEF +3 months) Arts participation EEF (educationendowmentfoundation.org.uk) 	1,8
Breakfast Club	<p>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.</p> <p>To improve both attendance and punctuality of PP students to the Academy.</p> <ul style="list-style-type: none"> • Benefits of a school breakfast club – school, children and parents Benefits of a school breakfast club-school, children and parents! - Dazzle Workshops 	3,7

Total budgeted cost: £942,941.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our Academy's disadvantaged students during the 2024/25 academic year using Key Stage 4 Performance data from FFT.

1. Progress 8 (P8) Gaps - These are based on internal CAT4 scores rather than KS2 SATs due to the year group not taking KS2 SATs due to COVID.		
Disadvantaged: +0.44 <ul style="list-style-type: none"> English: +0.36 Maths: +0.32 EBacc: +0.63 Open: +0.38 	Non-Disadvantaged: +0.84 <ul style="list-style-type: none"> English: +0.63 (-0.27) Maths: +0.87 (-0.55) EBacc: +0.97 (-0.34) Open: +0.83 (-0.45) 	Progress 8 is designed to measure school effectiveness in levelling the playing field for all pupils. Targeted efforts are needed to close the subject-specific gaps. High quality teaching.
2. Attainment 8 (A8) Gaps		
Disadvantaged: 39.08 <ul style="list-style-type: none"> English: 8.57 Maths: 7.23 EBacc: 11.54 Open: 11.74 	Non-Disadvantaged: 45.97 (-6.89) <ul style="list-style-type: none"> English: 9.62 (-1.05) Maths: 8.96 -(1.73) EBacc: 13.54 (-2) Open: 13.86 (-2.12) 	Lower attainment among disadvantaged pupils reflects systemic barriers such as limited access to resources, tutoring, or stable learning environments. Targeted support.
3. English Baccalaureate (EBacc) Participation and Achievement		
Disadvantaged: <ul style="list-style-type: none"> APS: 3.48 % Entering: 43.7% % Achieving Grade 4+: 17% % Achieving Grade 5+: 10.4% 	Non-Disadvantaged: <ul style="list-style-type: none"> APS: 4.13 % Entering: 56.5% % Achieving Grade 4+: 20% % Achieving Grade 5+: 14.8% 	The EBacc participation had doubled and success rates amongst disadvantaged pupils are significant, as EBacc subjects are often seen as gateways to higher education. Wider opportunities.
4. English and Maths (Basics Measure)		
Disadvantaged: <ul style="list-style-type: none"> Grade 5+: 23.7% Grade 4+: 45.9% 	Non-Disadvantaged: <ul style="list-style-type: none"> Grade 5+: 38.3% Grade 4+: 65.2% 	English and Maths are pivotal for post-16 pathways. The 15 percentage point gap highlights that disadvantaged pupils are less likely to meet this benchmark. High quality teaching.

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	

Further information (optional)

During the 2024-2025 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.
- 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 RWI, Lexia and Paired Reader 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.
- EAL PP students supported with RWI Fresh Start and Lexia.
- Year 10 More Able PP students were prioritised for university visits to Cambridge/Oxford to enhance knowledge, understanding and confidence to apply to Russell Group universities.
- Years 7-10 More Able PP have opportunities presented from NACE during weekly assemblies.
- Years 7-10 More Able now partake in a More Able inter school competition each half term set up by Joseph Leckie Academy.
- Hard to reach families supported by our Home Liaison Officer and our Steps Together team. PP student's prioritised.
- Year's 7-11 Parental Attendance workshops targeting PP students.
- 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.
- Year 7-11 PP students are given the opportunity to receive peri instrumental lessons to support their cultural capital experiences.
- Trips to Cologne and Barcelona are offered to all PP students and funding provided where needed alongside the Fischer Family Association to support access to wider opportunities.
- Access to the apprenticeship Show to engage with employers.
- Year 12 and 13 Parliament trip and Birkenau experience – cultural capital
- Departmental trips offered yearly such as (Theatre trips/Prison Tours/Heights of Abraham/Ikea/Birmingham Art Gallery/Field Trips/ Christmas Markets) to foster a sense of adventure.
- Reward trips for attendance provided termly for PP students such as (rock climbing/bowling/disco etc)
- Malthouse experience provided fortnightly for students in the IAP to experience wider opportunities.