

Pupil Premium Strategy Statement – East Leake Academy 2025-26

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 academy.

School overview

Detail	Data
School name	East Leake Academy
Number of pupils in school	997 (Year 7 to 11) 1126 (Year 7 to 13)
Proportion (%) of pupil premium eligible pupils	214 = 21.5% (Year 7 to 11) 222 = 19.7% (Year 7 to 13)
Academic year/years that our current pupil premium strategy plan covers	Three years
Date this statement was published	Original Statement – Nov 2021 Reviewed November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	T. Reid (Principal)
Pupil premium lead	T. Jackson (Vice Principal)
Governor / Trustee lead	Ash Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,197
Recovery premium funding allocation this academic year	Concluded in 2024.
Pupil premium funding carried forward from previous years	£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.	£177,197

Part A: Pupil premium strategy plan

Statement of intent

At East Leake Academy, all members of staff and the governing body are morally committed to improving the life chances of all students. Opportunities to support students' academic, pastoral, and social growth, irrespective of background, will ensure that all students experience a high-quality education and make sustained academic progress across the curriculum.

Our Academy's vision is 'To inspire. To raise aspirations. To create brighter tomorrows.' Our intention is that this applies to all students, irrespective of background by drawing on research and appropriate evidence to ensure the following are achieved:

- Entitlement to the absolute best breadth and depth of provision:
 - Ensure students receive an ambitious, coherently planned, knowledge-rich curriculum that is carefully sequenced to build students' schema and supported by a varied and rich co-curricular offer.
 - Ensure that high-quality teaching and assessment responds to the needs of all students and will equip disadvantaged students with the literacy, knowledge and cultural capital needed to make good progress. Students must have the best opportunity for success in their next phase of education, employment, or training.
- Targeted Academic support:
 - Literacy – Students are encouraged to be confident and fluent readers to enable them to fully access the curriculum. Where current performance is below age-related expectations, appropriate and timely support is implemented.
 - Students with SEND are supported to enable them to engage fully in the curriculum including reasonable adjustments when undertaking assessed work and examinations.
 - School-led tutoring and peer support networks provide additional support based on identified areas of improvement.
- Wider Strategies:
 - Attendance – Students and their families are supported to ensure good attendance to the Academy.
 - Behaviour and Wellbeing – students are supported to take responsibility for their learning and conduct and show respect for all members of the community. The Academy's behaviour and rewards programme enables students to learn from their actions and celebrate achievements.
 - Extra-Curricular Activities - Additional support enables students to engage with learning not previously accessed through addressing identified educational needs, including domestic and financial challenges.
 - Parental Engagement – Opportunities to work with families are planned into the academic calendar. Improved outcomes in terms of academic progress, SEMH and post-16 destinations supports students' future plans.

This Pupil Premium Strategy Statement provides a summary of the approaches taken by East Leake Academy to achieve this commitment. These include a mix of whole-school approaches as well as small group and individual interventions. The Pupil Premium Grant enables interventions to be funded according to need which often coincides with additional barriers to learning, including low attendance, literacy and reasonable adjustments in assessments and examinations. This is as important in Years 7 to 9, as it is in Year 10 and 11.

Challenges

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

Challenge number	Detail of challenge																								
1	<p>The prior attainment of students is variable across different peer groups. Students with a lower prior attainment may lack key educational foundations that, if not addressed, can lead to a disparity of progress (Matthew Effect).</p> <p>In September 2025, the mean prior attainment in maths and reading for the incoming Year 7 is:</p> <table><tr><th>Category</th><th>Maths KS2 Scaled Score</th><th>English KS2 Scaled Score</th></tr><tr><td>All Students</td><td>106</td><td>106.9</td></tr><tr><td>Pupil Premium</td><td>103.6</td><td>103.4</td></tr><tr><td>Non-Pupil Premium</td><td>106.8</td><td>108.1</td></tr><tr><td><i>PP/non-PP Gap</i></td><td><i>3.2</i></td><td><i>4.7</i></td></tr><tr><td>SEND-E</td><td>98.2</td><td>101.8</td></tr><tr><td>SEND-K</td><td>103</td><td>103.3</td></tr><tr><td>Non-SEND</td><td>106.6</td><td>107.5</td></tr></table>	Category	Maths KS2 Scaled Score	English KS2 Scaled Score	All Students	106	106.9	Pupil Premium	103.6	103.4	Non-Pupil Premium	106.8	108.1	<i>PP/non-PP Gap</i>	<i>3.2</i>	<i>4.7</i>	SEND-E	98.2	101.8	SEND-K	103	103.3	Non-SEND	106.6	107.5
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2	<p>At the end of the academic year 2024-25, the average normed-referenced scaled scores (NRSS – national average = 100) for reading for each year group were:</p> <ul style="list-style-type: none">• Year 7 – 103• Year 8 – 107• Year 9 – 106• Year 10 – 109• National Average = 100																								

3	<p>The correlation between attendance to the Academy and academic outcomes clearly demonstrates the contributing impact of high attendance. The data below shows attendance categories for the academic year 2024-25 for Year 11:</p> <table><tr><td></td><td>Pupil Premium (FSM6) (24 students)</td><td>Non-Pupil Premium</td><td colspan="2">SEND (41 students)</td></tr><tr><td>Attendance</td><td>75.9 % (down from 77.2%)</td><td>89.7% (up from 88.8%)</td><td colspan="2">81.6%</td></tr><tr><td>Progress 8</td><td>-0.39 (up from -0.6)</td><td>+0.42</td><td colspan="2">-0.03</td></tr></table> <table><tr><td rowspan="2">Attendance Category</td><td colspan="2">Attainment – Year 11 2024-25 <i>(number of students in brackets)</i></td><td colspan="2">Progress 8* – Year 11 2024-25 <i>*based on CAT4 testing where available</i> <i>(number of students in brackets)</i></td></tr><tr><td>Pupil Premium</td><td>Non-Pupil Premium</td><td>Pupil Premium</td><td>Non-Pupil Premium</td></tr><tr><td>95%+</td><td>53.0 (3)</td><td>60.4</td><td>+0.6</td><td>+0.9</td></tr><tr><td>90.1 to 95%</td><td>26.9 (5)</td><td>47.9</td><td>-0.48</td><td>+0.2</td></tr><tr><td>80.1 to 90%</td><td>35.4 (9)</td><td>44.9</td><td>-0.38</td><td>-0.21</td></tr><tr><td>50 to 80%</td><td>33.1 (5)</td><td>33.4</td><td>-0.64</td><td>-1.31</td></tr><tr><td>0 to 50%</td><td>12 (2)</td><td>24.7</td><td>-2.33</td><td>-1.34</td></tr></table>		Pupil Premium (FSM6) (24 students)	Non-Pupil Premium	SEND (41 students)		Attendance	75.9 % (down from 77.2%)	89.7% (up from 88.8%)	81.6%		Progress 8	-0.39 (up from -0.6)	+0.42	-0.03		Attendance Category	Attainment – Year 11 2024-25 <i>(number of students in brackets)</i>		Progress 8* – Year 11 2024-25 <i>*based on CAT4 testing where available</i> <i>(number of students in brackets)</i>		Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	95%+	53.0 (3)	60.4	+0.6	+0.9	90.1 to 95%	26.9 (5)	47.9	-0.48	+0.2	80.1 to 90%	35.4 (9)	44.9	-0.38	-0.21	50 to 80%	33.1 (5)	33.4	-0.64	-1.31	0 to 50%	12 (2)	24.7	-2.33	-1.34
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4	<p>Some students need additional support to self-regulate with regards to social, emotional, and behavioural interactions to maximise their chances of successful outcomes.</p>																																																	
5	<p>Lower levels of parental engagement. Data has shown that parents of disadvantaged students have lower levels of engagement with the academy. This reduces the opportunities for communication between the academy and home to re-affirm the value of education and related expectations to provide support, as necessary.</p> <p>Attendance to Parents' Evening in 2024-25 was as follows:</p> <table><tr><td>Year Group</td><td>Attendance</td></tr><tr><td>7</td><td>85% (up from 76.7%)</td></tr><tr><td>8</td><td>71% (71.8% in 2023-24)</td></tr><tr><td>9</td><td>79% (up from 75.8%)</td></tr><tr><td>10</td><td>82% (up from 78%)</td></tr><tr><td>11</td><td>92% (93% in 2023-24)</td></tr></table>	Year Group	Attendance	7	85% (up from 76.7%)	8	71% (71.8% in 2023-24)	9	79% (up from 75.8%)	10	82% (up from 78%)	11	92% (93% in 2023-24)																																					
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6	Identification and support of individual needs for preparedness for learning. The additional support requirements for students at risk of underachieving due to educational, domestic, or financial barriers are not always identified early or addressed in an appropriate bespoke manner.
7	Identification and support of individual needs to engage fully in subject assessments, both internal and external. Any reasonable adjustments that will support students in accessing assessments across all year groups are built on a body of evidence, starting in Year 7. Applications for Access Arrangements are made at the start Key Stage 4 to enable students to engage with assessments in accordance with their 'normal way of working'.
8	Opportunities to engage with learning experiences outside the classroom may be limited by families' financial situation.

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 ensure the ambitious academic curriculum and high-quality teaching and assessment responds to the needs of all students and will equip disadvantaged students with the literacy and knowledge needed to make good progress so that students have the best opportunity for success in their next phase of education, employment, or training.	<p>In 2024-25, 84.8% (up from 91.4% in 2023/24) of Year 10 and 88.8 % (up from 82.6% in 2023/24) of Year 11 disadvantaged students follow a full Progress 8 pathway at Key Stage 4.</p> <p>Progress data for disadvantaged students is in-line with that of non-disadvantaged students (or there is a closing gap from previous examination years) as students gain knowledge that enables greater access. All pupils are thinking hard and actively participating in appropriately challenging work in class.</p> <p>Focussed and needs-led staff deployment and resourcing enhance the learning experiences of all students.</p> <p>The home learning policy enables all students to access high quality provision regardless of ICT access.</p>
Improve literacy levels to enable students to access the whole curriculum.	<p>Secondary reading age assessments demonstrate improvement: Reading ages of disadvantaged students is in line with their chronological age and above twelve years by the end of Key Stage 3.</p> <p>The gap between disadvantaged and non-disadvantaged decreases year on year.</p> <p>The number of disadvantaged students categorised as 'urgent intervention' reduces to near zero during Key Stage 3.</p>
The pastoral curriculum and wider school culture, enables all students to thrive.	<p>The attendance for Years 7 to 11 is similar to that of non-disadvantaged students (or there is an improving trend when compared to previous years). The average percentage of disadvantaged students who are persistent absentees (below 90% attendance) is similar to that of their peers and reduces over time.</p> <p>Parents/carers are fully informed about all areas of academy life, including progress reporting and mechanisms for support.</p> <p>Any support needs, including financial, are established to remove any barriers to students' full engagement in education.</p>

	<p>Attendance to clubs and engagement in trips is broadly in line with that of non-disadvantaged students.</p> <p>Poverty-proofing ensures that families feel able to seek financial assistance to engage fully in academy life.</p> <p>High quality careers guidance and education supports students from securing a post-16 and post-18 pathways into education, employment, or training.</p> <p>Student voice surveys and discussions enable feedback to be shared between students and staff to be considered by and responded to by the academy.</p>
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £43,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all students have access to an ambitious knowledge-rich curriculum that is underpinned by cognitive science and delivers high quality pedagogical approaches to teaching and assessment that responds to the needs of the pupils and supports home learning.	<p>Evidence suggests that high quality teaching underpinned by cognitive science is the most significant lever to improve student outcomes, including for disadvantaged students:</p> <ul style="list-style-type: none"> • EEF guide to improving literacy. • EEF guide to improving teacher feedback. • EEF –Cognitive Science approaches in the classroom. • Evidence based Education- Great teaching tool kit. • Daniel Willingham- Why students don't like school. • Rosenshine's principles. • Sweller's cognitive load theory. 	1,2 & 7
<p>Continued professional development of high quality first teaching through the CPD programme using evidenced based approaches.</p> <p>For example: formative assessment and feedback; activating hard thinking; metacognition</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes compares to the impact of having a teacher with ten years' experience rather than a new graduate. (Fletcher-Wood & Zucollo 2020).</p> <p>EEF effective professional development guidance report recognises supporting high quality teaching is pivotal in improving children's outcomes. Using</p>	1,2 & 7

	<p>the right professional development mechanisms and considers the context of the school.</p> <p>EEF guide to metacognition.</p>	
<p>Reciprocal reading and development of tier 2 and tier 3 vocabulary opportunities across the curriculum are detailed in curriculum plans and evidenced through curriculum implementation so that subject specific vocabulary is developed, and students can access the full curriculum.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject specialism. EEF guide to improving literacy in secondary schools.</p> <p>Reading comprehension, vocabulary and literacy skills are heavily linked with attainment in English and maths.</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p> <p>EEF recommends that teachers in all subjects provide explicit vocabulary instruction to help students access and use academic language. Teachers should prioritise Tier 2 and Tier 3 vocabulary.</p>	1, 2
<p>Increase the availability of key learner information to enable staff to 'know their students', including disadvantaged students and what their respective needs are; including knowledge of reading ages, starting prior-attainment band, SEND, Social and emotional learning (SEL) and related gaps in knowledge, skills and strategies to enhance the learning experiences of all students. Pupil profiles of all disadvantaged students made available to staff to use this information to inform planning.</p>	<p>Matt Pinkett and Mark Roberts in 'Boys Don't Try' (2019) are emphatic in saying "without understanding the needs and situations of each student, the gap will not be narrowed".</p> <p>Knowing students allows teachers to have high expectations and give effective feedback that provides students with the tools to build self-efficacy and agency- Reaching the unforeseen child- Jean Gross</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Being able to effectively manage emotions will be beneficial to students- EEF toolkit strand on SEL.</p> <ul style="list-style-type: none"> • EEF SEND in mainstream. • EEF guide to effective feedback. • EEF guide to metacognition and self-regulation. • EEF effective use of TAs 	1, 2, 4 & 7
<p>Reading for pleasure – daily reading of age-appropriate texts covering a range of modern and classic literature, life stories and themes enables students to experience regular exposure</p>	<p>Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self-confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision-making</p>	1, 2 & 7

to new vocabulary complex ideas	(Clark & Rumbold, 2006; Howard, 2011; Wigfield & Guthrie, 1997). Currently there is a large gap in achievement between secondary school students who read books for pleasure and those who do not (OECD, 2010; Mol and Bus, 2011), and the strongest predictor of reading growth from age 10 to age 16 is whether a child reads for pleasure (Sullivan & Brown, 2013).	
Poverty Proofing - Ensure students have access to teaching resources needed to engage in learning. Disadvantaged students will be provided with course texts, revision guides and stationery to ensure they have appropriate access to learning and can prepare for assessments. Curriculum-based trips and visits are provided at no cost with other trips being supported through 50% financial support.	Research conducted by the Child Poverty Action Group on the effects of the Covid 19 pandemic found in June 2020 that children from disadvantaged backgrounds were twice as likely to say that they lacked all the resources they needed to support learning at home, with 40 per cent saying they were missing at least one essential resource. Supporting disadvantaged students to overcome this barrier to learning by providing resources will therefore improve their opportunities to be successful.	1, 6 & 8

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

Budgeted cost: £30,711

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants (TAs) and High-Level Teaching Assistants (HLTAs) effectively support students with identified educational needs, inside and outside of classrooms. TAs support small group and individual interventions, including after-school study support.	EEF cites evidence of deploying TAs to support teaching can lead to an extra four months' progress over the course of a year for a moderate cost. The EEF are clear that high quality teaching remains the most important lever for improving outcomes and it is important for teachers to ensure that students receiving additional support from TAs supplements teaching and does not reduce the number of high-quality interactions they have with students.	1, 3, 4, 6
Deliver a programme of school-led tutoring to support students with identified needs in core and Ebacc subjects, especially where students do not have access to such support outside of school.	"Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact." EEF 'Small Group Tuition'	1, 3 & 6

Reading interventions are in place for all students with below age-related scores at Key Stage 3. Regular testing (Star Reader) tracks progress over each academic year from Year 7 to 10.	EEF identifies that “Reading comprehension strategies are high impact on average” (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF research also indicates that the average impact of the deployment of teaching assistants is an additional four months’ progress over the course of a year. Alex Quigley in ‘Closing the Vocabulary Gap’ stated, “closing the vocabulary gap is a crucial factor to later school success.” He also highlights that “the evidence of the vocabulary gap proving a crucial factor for school success is comprehensive.”	1 & 2
Transition work with students at primary school enables any necessary support to be identified and addressed in a timely manner. This work commences in Year 5 for disadvantaged students.	Marc Rowland in Learning Without Labels (2017) expressed the need for “a clear and sustained transition. Best practice indicates that this begins in year 4 or 5 of primary school”	1, 2, 3, 5 & 6

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

Budgeted cost: £69,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
The newly created culture team, comprising of Pastoral Leaders, Pastoral Assistants, Community Liaison and Attendance Officer support students with emotional and behavioural needs to focus on academic attainment through regular meetings and ‘mini goal’ setting.	Benard, B. (1995). Fostering resilience in children states that effective pastoral care can improve students’ attendance and retention rates; foster an orderly atmosphere where all students can access opportunities and enhance their academic achievements as well as promoting tolerance, teaching respect for self and others, resilience, fairness, and equal opportunities for all. Effective pastoral care is linked to academic engagement and performance (Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children’s academic achievement and performance.). Furthermore, the EEF research suggests that parental engagement has a positive impact on average of four months additional progress.	4, 5, 6 & 7
The Personal Development programme meets the needs of all students and supports their personal growth and academic attainment. This programme includes metacognition activities and raises	Research from the EEF has demonstrated that supporting students to understand metacognition and self-regulation can lead to seven additional months’ progress over the course of an academic year. Such strategies help students to take greater responsibility for their learning and better understand what is required for them to succeed.	4, 6 & 8

<p>awareness of contributing factors to success. Students gain effective study skills as well as considering the wider aspects of learning.</p> <p>Students in Years 7 to 10 are supported through fortnightly PSHE and careers lessons. Year 11 and 12 have weekly PSHE and careers lessons.</p>	<p>In addition, social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. The EEF research suggests that such strategies can improve academic progress by four months over the course of a year but also provide other, non-academically measured benefits to young people.</p>	
<p>School counsellor provides support as required through appointments and a 24-hour email address, providing family support out-of-school hours.</p>	<p>The Department for Education's <i>Counselling in Schools</i> document recognises that effective counselling is part of a whole-academy approach to mental health and wellbeing and provides evidence that there is a much higher prevalence of mental health issues for vulnerable students, and they often have multiple challenges.</p>	1, 3 & 6
<p>Attendance Officer, Emotionally Based School Avoidance (EBSA) key worker, SENDCO and Deputy SENDCO support students who have limited attendance to the academy. Attendance reports track attendance of all students and enable targeted support of students and parents to improve their attendance. Outside agencies used as appropriate.</p>	<p>The academy's own data shows a clear correlation between attendance and progress, as summarised in the FFT Early Analysis report on 2022 Level 2 outcomes.</p> <p>Research from the Welsh Assembly shows that communicating frequently with parents about attendance in ways which emphasise the responsibility and role of parents in partnership with the academy and including them in positive achievements and improvements is effective at improving attendance. This research also found that the use of targeted intervention and support in areas of specific need can be highly effective in improving attendance, such as having meetings with parents to discuss strategies within the academy and at home, with a key worker to support students who are at risk of non-attendance.</p>	3
<p>CEIAG and Enrichment - Ensure sufficiently aspirational careers advice and guidance is available (prioritising disadvantaged students for support). This includes a programme in Key Stage 3 that encourages students to consider a range of further education and training opportunities, (utilising connections with the Peterhouse at Cambridge University and Magdalen College, Oxford. Both of which are working to increase social mobility through higher education in the area. Other</p>	<p>Research by the EEF suggests that raising aspirations is often believed to incentivise improved attainment. This can occur by highlighting to children and young people the possibilities they can hope to achieve for themselves in the future and understanding that, to meet their aspirations about careers, university, and further education, students often require good educational outcomes.</p> <p>Gatsby benchmarks provide a clear indicator of student engagement in extra-curricular experiences, education, and work-related encounters. The Compass+ tool tracks the engagement of students in Year 7 to 13 in these activities.</p> <p>EEF key findings of 'arts participation' approaches:</p>	8

<p>providers to support students, for example Positive Futures.</p> <p>Careers Leader undertakes meetings with individual students where there is identification of need. Year 11 students have at least one meeting with a careers advisor, with students who are in receipt of Pupil Premium finding being a priority.</p>	<ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation 	
<p>Poverty Proofing - Continue to reduce financial barriers to accessing extracurricular opportunities by offering a 50% discount on costs for PP students. A voucher booklet includes support with all essential equipment, uniform, and study materials.</p>	<p>The International Journal of Science and Technology Education Research has suggested that after academy extracurricular activities and trips have long been recognised for contributing many ways to the enhanced academy experience as well as to the increased social skills of students. In addition to creating an academy culture and promoting academy spirit, extracurricular activities have been found to have a relationship with students' academic performance through the development of responsibility, discovering their abilities and interest, self-discipline, and leadership skills.</p>	6 & 8
<p>Parental engagement is facilitated through online and face-to-face interactions opportunities. Academic and pastoral support needs are reinforced by clear and accurate engagement and progress reporting.</p> <p>Participation of the parents/carers of disadvantaged students is actively encouraged and support provided where required to enable engagement.</p>	<p>EEF research has identified that, although difficult to achieve, the average impact of approaches that engage parents is about an additional four month's progress over the course of a year.</p> <p>Sonia Blandford in her report 'Born to Fail' (2017) wrote "Breaking down barriers and improving parent engagement develops a positive culture and success amongst disadvantaged students".</p>	5
<p>To ensure all students have the opportunity to experience the co-curricular offer and that any financial barriers are addressed.</p> <p>Teaching Assistants provide a homework club after school on Tuesdays and Thursdays.</p>	<p>EEF 'Arts Participation' report.</p>	1, 3 & 8

Total budgeted cost: £ 143,591 + £29,533 spend to date = £173,124

Part B: Review of outcomes in the previous academic year (2024-25)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Pupil Premium Outcomes 2023-24	
Examination Year	Pupil Premium Progress Gap
2019	0.74
2022 (First year of strategy)	1.44
2023 (Second year of strategy)	0.62
2024 (Third year of strategy)	0.56
2025	0.81

Attendance - Year 11 Attendance in 2024-25:

	Pupil Premium (FSM6) (24 students)	Non-Pupil Premium
Attendance	75.9 % (down from 77.2%)	89.7% (up from 88.8%)

Attendance – All Year Groups 11 Attendance in 2024-25:

Attendance breakdown				Year To Date				26 Aug 24	01 Aug 25
Pupil Groups		Pupils		All	Year 7	Year 8	Year 9	Year 10	Year 11
All	All	940	School	91.3%	94.0%	90.5%	90.9%	90.7%	89.4%
			FFT National	91.3%	93.6%	91.8%	90.8%	90.3%	89.6%
			Difference	0.0%	+0.4%	-1.4% ●	+0.1%	+0.4%	-0.2%
Gender	Female	421	School	90.7%	93.5%	90.9%	89.5%	90.0%	89.6%
			FFT National	90.9%	93.7%	91.6%	90.2%	89.6%	88.9%
			Difference	-0.2%	-0.2%	-0.7%	-0.7%	+0.4%	+0.7%
	Male	519	School	91.8%	94.3%	90.2%	92.2%	91.2%	89.1%
			FFT National	91.7%	93.5%	92.1%	91.3%	90.9%	90.2%
			Difference	+0.1%	+0.8%	-1.9% ●	+0.9%	+0.3%	-1.1% ●
FSM6	FSM6	184	School	84.3%	89.1%	79.9%	87.1%	81.1%	74.1%
			FFT National	86.2%	89.8%	87.0%	85.2%	84.2%	83.6%
			Difference	-1.9% ●	-0.7%	-7.1% ●	+1.9% ●	-3.1% ●	-9.5% ●
	Not FSM6	756	School	92.9%	95.6%	93.1%	91.8%	92.6%	90.6%
			FFT National	93.3%	95.2%	93.8%	92.9%	92.5%	91.7%
			Difference	-0.3%	+0.3%	-0.7%	-1.1% ●	+0.1%	-1.1% ●

School Counsellor – Students Accessing Support 2024-25

Activity	Students Accessing (Year 7 to 13)	PP Students Accessing (Year 7 to 13)
School Counsellor	113	22 (19.5% of total)
Anxiety Workshop	44	8 (18% of total)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider

Service pupil premium funding (optional)

Budgeted cost: £4,900

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
Contribution to Staffing: £3,700	<p>Heads of Year support transition of services pupils by:</p> <ul style="list-style-type: none">• Organising peer support and staff mentors.• Taking a personalised approach to their transition.• Providing a point of contact for parents and checking on their academic progress and wellbeing. <p>Business Manager further supports the transition by ensuring the transfer of records about prior attainment, needs, experience, and topics covered is communicated to Heads of Faculty with appropriate class placement.</p> <p>A total of three new Services Children successfully transferred across to East Leake Academy during the 2024-25 year, bringing the total number to fourteen.</p> <p>Pastoral Leaders monitor Service children and communicate with staff when parents are deployed, signposting counsellor support as required.</p>
Contribution to counselling costs and 24-hour family support email: £500	Accessibility of School Counsellor increases via in-school appointment booking and remote messaging service.
Extra-curricular subsidies: £700	The school continued to reduce financial barriers to accessing extra-curricular opportunities by offering a subsidy to Services pupils.