

Leigh Academy Wilmington

Pupil Premium Strategy Statement 2025

This statement utilises the Education Endowment Foundation (ETF) guided template to inform stakeholders of how the Pupil Premium Grant is used at Leigh Academy Wilmington. Part A details the three-year strategy aims, challenges and intended use of the additional finance. Part B details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

School Overview

Detail	Data
School Name	Leigh Academy Wilmington
Number of Pupils	Year 7 - 11: 1203 Whole school: 1405
Proportion (%) of pupil premium eligible pupils	20%
Academic Year(s) that our current pupil premium strategy covers	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Michael Gore, Principal
Pupil Premium lead	Lucy Youdale, Assistant Principal
Governor / Trustee lead	Keith Ellis

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£297,969
Total budget for this academic year	£297,969

Part A: Statement of intent

Leigh Academy Wilmington is committed to ensuring that all students have equitable access to opportunities that foster academic success, irrespective of their socio-economic backgrounds. We aim to achieve this primarily through the delivery of a high-quality, balanced, and enriching curriculum. Our focus is on elevating lifelong aspirations, dismantling barriers to learning, and promoting excellence, ensuring that no child is disadvantaged due to socio-economic factors.

In addressing the needs of vulnerable students, we will consider those who may not qualify for pupil premium funding, such as children with social workers and young carers. The initiatives outlined in this statement are designed to support all students facing challenges, regardless of their classification as disadvantaged.

Leigh Academy Wilmington considers its unique context and the specific challenges it faces when making decisions about Pupil Premium funding. We adopt a research-based, evidence-informed approach, drawing on studies conducted by leading organisations, such as the Education Endowment Foundation (EEF).

Disadvantaged children often encounter various barriers to learning, including limited support at home, low literacy and communication skills, lack of confidence, low aspirations, difficulties with self-regulation, and issues with attendance and punctuality. Family circumstances may also hinder their development. Given the complexity and diversity of these challenges, a tailored approach is essential. We will ensure that all teaching staff can identify pupil premium students, understand the barriers they face, and possess a thorough understanding of their attainment data. This enables staff to recognize individual strengths and weaknesses and to implement targeted interventions to bridge knowledge and skill gaps through high-quality, differentiated instruction. Our emphasis on exceptional teaching is proven to be the most effective strategy for narrowing the attainment gap, benefiting both disadvantaged and non-disadvantaged students.

In addition to prioritising high-quality teaching, we will focus on enhancing literacy for all students, fostering emotional resilience, and providing targeted wellbeing support for our most vulnerable learners. We are dedicated to offering enriching experiences beyond the classroom and minimising student absence. This comprehensive approach to closing the achievement gap involves our entire staff, all of whom play a crucial role in ensuring the academic success of every pupil at Leigh Academy Wilmington.

Challenges

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

Challenge	Detail of challenge
1	<p><u>Progress (English and maths)</u> - to improve student attainment for disadvantaged students through high quality teaching and learning.</p> <p>To effectively use data tracking points to identify disadvantaged students for interventions.</p> <p>To improve metacognitive, self-regulatory and study skills of disadvantaged students.</p> <p>To ensure students have access to materials to support their learning.</p> <p>Mathematics & Numeracy An attainment gap exists at GCSE level in maths as informed by 2025 outcomes: <ul style="list-style-type: none"> 9-4: 58% (disadvantaged) compared to 72% (non-disadvantaged) – 14% gap (<i>Gap has reduced by 1% compared to 2024</i>) 9-5: 36% (disadvantaged) compared to 52% (non-disadvantaged) – 16% gap (<i>Gap has reduced by 6% compared to 2024</i>) 9-7: 6% (disadvantaged) compared to 12.5% (non-disadvantaged) – 6.5% gap (<i>Gap has reduced by 1.5% compared to 2024</i>) The progress gap is more pronounced based on gender, with disadvantaged female pupils making less progress than disadvantaged males.</p>
2	<p><u>Literacy Skills</u> To improve the literacy, oracy and reading scores of disadvantaged students so that the gap diminishes between DA and their non-DA peers.</p> <p>To continue to utilise the academy's extended writing strategy to enable students to produce more sophisticated pieces of written work, raising the quality of work produced and student academic outcomes.</p>
3	<p><u>Attainment Gap</u> To reduce the attainment gap between disadvantaged students and their peers.</p> <p>Disadvantaged pupils have lower attainment when compared to their peers in terms of GCSE outcomes. In the 2023/24 academic year, the Attainment 8 score for non-disadvantaged pupils was 45.82, compared with 39.55 for disadvantaged pupils. In 2024/25, the corresponding scores were 45.15 and 39.45. Consequently, the Attainment 8 gap between non-disadvantaged and disadvantaged pupils decreased from 6.27 in 2023/24 to 5.7 in 2024/25.</p>
4	<p><u>Low aspirations, self-esteem and social, emotional and mental health needs.</u> To increase the number of disadvantaged students accessing extracurricular activities, trips and experiences and provide additional support with social and emotional needs.</p> <p>Our observations of our student cohort and interactions with students and families, show that an increasing number of students are experiencing a range of social and emotional issues, such as depression (diagnosed by medical professionals), anxiety, low self-esteem and poor self image. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Additionally, many of our most disadvantaged pupils currently require additional support with social and emotional needs via a range of small group interventions as well as one-to-one support, which is overseen by our Wellbeing Manager.</p>
5	<p><u>Attendance</u> To improve attendance for all pupils, with a specific focus on improving the attendance of disadvantaged pupils.</p>

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	<p>LAW attendance data for 2024/25 indicates that attendance among disadvantaged pupils was 87.3% compared to 92.1% for all students. The LAW disadvantaged attendance rate of 87.3% was slightly below the national average attendance for disadvantaged students - 89.4%*. The LAW 23/24 DA attendance figure was 0.6% better than in 23/24.</p> <p><i>*Please note that national disadvantaged figure encompasses all phases of education including that from Primary schools (It is not separated as per overall attendance figures)</i></p>
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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
<p>Progress (English and maths) - to improve student attainment for disadvantaged students through high quality teaching and learning.</p> <p>To effectively use data tracking points to identify disadvantaged students for interventions.</p> <p>To improve metacognitive, self-regulatory and study skills of disadvantaged students.</p> <p>To ensure students have access to materials to support their learning. Improved attainment among disadvantaged pupils within mathematics.</p>	<p>2025/26 KS4 outcomes will demonstrate that disadvantaged pupils will achieve:</p> <ul style="list-style-type: none"> an average grade of 4 or above in English and Maths. Maths attainment will demonstrate a positive trajectory.
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p> <p>Embedding consistent application of the academy extended writing strategy.</p>	<p>Reading comprehension tests and the Accelerated Reader Programme to demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Evidence from student outcomes and quality assurance processes demonstrate an increase in the quality and breadth of students' extended writing.</p>
<p>To reduce the attainment gap between disadvantaged students and their peers.</p>	<p>Student outcomes will demonstrate that the attainment gap between disadvantaged students and their peers will continue to reduce over time.</p>
<p>To increase the number of disadvantaged students accessing extracurricular activities, trips and experiences and provide additional support with social and emotional needs.</p>	<p>We will receive positive feedback from a range of qualitative data including student voice, student and parent surveys and teacher observations as well as data for referrals to wellbeing interventions. Cultural Capital day will ensure that all students access cultural awareness opportunities.</p> <p>We will also see an increase in participation in enrichment activities (clubs, school trips etc), particularly among disadvantaged pupils.</p> <p>Additional support will be provided to disadvantaged students to help with social and emotional needs. This will be facilitated through our well being manager, internal pastoral teams as well as college inclusion leads and additional support will be gained from external agencies if necessary.</p>
<p>To improve attendance for all pupils, with a specific focus on improving the attendance of disadvantaged pupils.</p>	<p>We will continue to close the gap in attendance between all pupils and disadvantaged pupils.</p> <p>We will ensure that LAW attendance for disadvantaged pupils is at least in line with the national average.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment into the implementation of a strong CPD offer for staff with a sharp focus on research-informed approaches and pedagogy to help ensure high quality teaching practice and ultimately, stronger pupil outcomes for the most disadvantaged.	EEF research into effective professional development.	1-4
Continued investment into the implementation of a digital strategy where all pupils have their own Chromebook so that technology can be used to enhance the learning experience of students and to personalise their learning experience.	Research by the EEF into the use of technology to enhance learning.	1-4
Enhancement of our teaching of literacy (explicit teaching of reading, writing, oracy and vocabulary). To close the writing gap, the academy will focus on strategies for continuing to develop extended writing at all Key Stages.	EEF Improving Literacy in Schools guidance and toolkit. Research (and accompanying resources and strategies) by Alex Quigley into the importance of closing the vocabulary gap , reading gap and writing gap in order to support improved academic outcomes as well as enhanced life chances. Research into the importance of the word gap and its link to attainment.	1,3 & 4
Funding teacher release time to engage in NPQ programmes to support them to lead change within the academy, positively impacting our disadvantaged pupils.	From DfE recommendations as part of a wider set of teacher development reforms.	1-6
Investment into time for subject staff to work collaboratively to joint plan and share resources, thus reducing workload and helping to retain/attract quality staff.	From research commissioned by the DfE to support a reduction in staff workload to help retain and attract strong talent.	1-4
Retaining staff by reducing workload and pressures by evaluating and improving behaviour policies, practices and systems.	From research commissioned by the DfE to support a reduction in staff workload to help retain and attract strong talent. Tom Bennett's research into 'Creating a Culture' .	1-4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group mentoring provided to Year 7 and 11 pupil premium students by KS5 students to support personal development and well-being and to provide bespoke literacy and numeracy interventions.	Research suggests that tuition (one-to-one or small group) can have a positive impact when it has a sharp focus on uncovering gaps and ensuring that these knowledge gaps are closed.	1-4
The development of a bespoke small group Y11 intervention programme to support pupils to close knowledge gaps, refine revision techniques and excel academically.	Supported by research from the EEF which outlines the effectiveness of small group intervention.	1-4
Investment in bespoke intervention programmes & resources to support the work of the Director of Literacy	The significance of supporting pupils who are behind with literacy & EEF reading intervention strategy research .	1 & 4
Continue to use platforms to promote a love of reading in order to broaden the vocabularies, imaginations and comprehension abilities of pupils (e.g. the Accelerated Reader programme)	EEF study found that Year 7 pupils who were offered 'Accelerated Reader' made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. Enhanced by the Chromebook scheme we provide further access to digital texts which provides unlimited, 24/7 access to multiple fiction and non-fiction titles.	1 & 4
Providing disadvantaged students with the necessary resources to be able to carry out their studies, such as revision guides, equipment, calculators and subject specific resources such as covering the cost of materials for cooking in food technology. Uniform Swap Shop - a significant amount of uniform has been accumulated through the swap shop and this will be distributed to students who require assistance.	Department for Education - Guidance on using pupil premium for school leaders.	2, 3, 5 & 6
Weekly intervention with selected pupil premium students from Year 7-11 with SWE to provide emotional support and monitor wellbeing.	The Department for Education stresses the importance of promoting and supporting mental health and wellbeing in schools for all students.	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional time protected for our Attendance Lead to analyse attendance data.</p> <p>Implementation of key initiatives, including: H.E.R.O. (Here, Every day, Ready, On time), W.o.W. (Wilmington on Wheels) and Persistent Absence (PA) Improvement Strategy which targets disadvantaged PA students.</p>	<p>Evidence from the Department for Education study shows a strong correlation between school attendance and outcomes.</p>	6
<p>Improved attendance through: Cycle scheme 'Wilmington on Wheels' to allow disadvantaged students unable to afford travel to school to be able to loan a bike so that they can cycle to school.</p> <p>HERO Reward Programme to provide enrichment activities and food vouchers, targeted at pupil premium students, as a reward for those with 100% attendance</p>	<p>Section 5.3 of the Attendance and Persistent absence ESC Submission EEF - ESC Submission</p>	6
<p>Development of an enriching co-curricular offer which ensures that disadvantaged pupils are able to access a range of clubs, societies, activities, trips and experiences which they may not otherwise have the chance to experience.</p>	<p>Children from the poorest backgrounds are three times more likely to not take part in any extra-curricular activity compared to those from the richest families, study finds. A report by the Social Mobility Commission revealed that young people from better-off families are much more likely to engage in a range of activities out of school – including music and sport. Cost barriers, access difficulties and a fear they will not fit in are all reasons behind the disparities.</p>	4, 5, & 6

Total budgeted cost: £297,969

Part B Review for 2024-25:

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

To improve student attainment for disadvantaged students through high quality teaching and learning and interventions.

- It is clear that the strategies applied for several years have gained traction. This is no more evident in the outcomes of students. Headline figures have improved for DA students. A8: 2023 (34.53) 2024 (38.73), 2025 (39.45). The National 2024 attainment gap was 15.5 and LAW's was 5.7. P8: 2023 (-0.50), 2024 (-0.05), 2025 Unpublished.
- Efforts in both English and maths have ensured further impact, with more students sustaining both English and maths. Over a three year period 5/10 DA students achieved both a 4+ in English in Maths.
- Curriculum changes have encouraged DA students to access full Ebacc has proved fruitful with Ebacc APS results of 2023 (2.93), 2024 (3.59) to 2025 (3.63).
- P16 outcomes have also demonstrated a narrowing of the gap with Applied General subjects averaging a Distinction overshadowing the rest of the cohort who got an average of a Merit +. For T-levels we are pleased to say that 100% of DA students passed.
- Student outcomes at KS3 demonstrate that the quality of education is in line with the high expectations set by a world average target from each year group from yr 7-9.
- There is a positive trend of all micropopulations improving their MYP outcomes in every subject in every year group over the past three years. In the year 24/25 57% of subjects improved their DA data in Year 7 improving from the previous year. 100% in Year 8 and 71% in Year 9.
- Over 90% of teachers were rated as "effective" or "highly effective" which evidences the impact of the comprehensive CPD offer made available to our staff (weekly CPD training, a bespoke LAT Teach programme to support teacher development, employment of Teaching and Learning Lead Practitioners) to ensure students are exposed to high quality teaching at all times.
- Extended Writing Strategy has been embedded across all faculties for every year group.
- All Year 11 students were offered the opportunity for additional 1:1 tuition (Modules 3/ 4) with MyTutor. Previous impact has shown an average increase of 0.6 grade after 15 hours of tuition.
- Positive accolades achieved by LAW in 24/25 were The International School Award, Wellbeing Award, Sharing best practice with Leigh Academies Trust regarding extended writing, Universal Design for Learning (UDL), Full ADHD award, Hosted a visit for the Director General of the IB. Outreach work with local Primary and Secondary schools who have adapted their practice and improved their outcomes as a result.

To improve the literacy, oracy and reading scores of disadvantaged students so that the gap diminishes between DA and their non-DA peers.

- Word of the Week (Tier 2) - embedded into lessons and the tutor time programme. Each student has a Yellow Vocabulary Notebook (bank of vocabulary) to support their learning in MYP assessments and GCSE exams.
- Accelerated Reader Lessons for KS3 - Year 7 and 8 students have sat their STAR reading tests at the beginning and end of the Academic Year. Accelerated reader lessons are facilitated by our full time librarian who also plans and delivers World Book Week activities each year.
- Bespoke SEN strategies available with College Inclusion Leads and TA's.
- The academy's Extended Writing strategy embeds positive writing techniques from Year 7 allowing students to build on their writing skills.

To improve resilience and engagement of DA students.

- For disadvantaged students, we have seen an increase in the number of positive points compared to the previous academic year.
- We continuously reviewed the positive and negative logs for DA students to ensure they were inline with their peers.
- Well-being Support - 1:1 meetings with 56 DA Year 7 students to support transition over M1&2. Additional equipment provided to students where needed.
- Attendance for all pupils in the academy is above national average for 2024-25. LAW has achieved a higher attendance figure for DA students compared to similar schools in the local area as reported by the DFE. Work is currently ongoing to further reduce the number of persistent absenteeism and has enabled internal attendance staff to focus on early response contact with parents/carers when pupils are absent from school.
- H.E.R.O Attendance Programme - re-launched across the academy and led by the DA Champion.
- PA Champion reviews the LENZ attendance report which highlights all micro-populations to ensure DA/PP is continued to be monitored carefully.
- Weekly meetings are held with the PA Champion and the Attendance Leads to discuss strategies. PA students are discussed in weekly College meetings.
- Weekly home visits are made for Disadvantaged students who are classed as PA and DA. If students have slightly above 90% attendance they are monitored to ensure they do not fall below.
- Wilmington on Wheels Bike Rental Scheme - currently 6 bikes on loan to DA/PP students to allow them to get to school.
- Breakfast boxes - DA students have access to breakfast bars should they need them.
- Kent SLO has reported that all staff are enthusiastic about school attendance and actively support and promote this.
- In terms of our vision to ensure that all pupils had access to an electronic device to support them with classwork, homework and other independent learning opportunities, all pupils have now been issued with their own device along with lessons in digital citizenship and an embedded digital strategy which ensures that they are utilised as learning tools on a daily basis.
- To increase the number of disadvantaged students accessing extracurricular activities, trips and experiences (cultural capital).
- Enriching experiences have been provided for WA pupils, with a broad range of clubs and activities offered to students. There was a specific focus on the engagement of DA and SEND students.
- The Personal Development programme for all students is age related and bespoke to support aspirations and character development.
- 100% of students have engaged with Unifrog. All Year 10 students have engaged with virtual work experience through the SpringPod platform.
- Students of all ages are offered bespoke assemblies throughout the year with different providers, in order to develop their awareness of the different opportunities that are available to them. Student feedback is overwhelmingly positive, with many students exploring future potential opportunities across the UK and Europe.
- Meetings with Year 12 DA students were also scheduled through the VESPA programme. The programme will aid them in their next steps in further education, apprenticeships or employment.
- The safeguarding and well-being provision at the academy is such that students feel comfortable to access support and a feeling of belonging.

To increase parental engagement.

- Attendance Reward - vouchers have been changed to 'Just Eat' to incentivise families to further support consistent attendance. This has had an impact as families can benefit from the reward, especially during the current climate and cost of living crisis.
- Support Letters - free school meal and universal credit information sent out to parents. We have supported parents in applying for free school meals online.
- Uniform Swap Shop - a significant amount of uniform has been accumulated through the swap shop and has been distributed to students who require assistance.
- Bespoke parental information evenings provided throughout the year to ensure support and guidance such as Year 7 Meet the Tutor and Year 10 and 11 parents information evenings.

To improve metacognitive, self-regulatory and study skills of disadvantaged students (UDL).

- Year 7 and 11 students (DA and SEND) were mentored by KS5 students - programme launched in Module 2. Over 30 KS5 students have applied for the mentoring programme and have been trained by DA Champion.
- Year 11 DA revision google classroom launched by the DA champion. Year 11 DA students posted and shared their revision notes with each other. Students would be rewarded with 'reach for the stars' in line with the academy's Year 11 rewards programme for students who engaged with this revision method.
- The IB learner profile is part of the academy's culture.
- Carefully crafted curriculum supports achievement across all key stages.
- We have seen an improvement in students' confidence, social skills and ability to reflect on their daily, short/long term goals.

Externally provided programmes

Programme	Provider
Accelerated Reader - reading comprehension programme Renaissance	Renaissance
Bedrock	
Read and write	
Seneca	
Sparx maths	
LanguageNut	
Sparx Science	
Unifrog	
Charlton Athletic Programme	
SpringPod	
Local and Trust specialist support.	