

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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 school.

School overview

Detail	Data
School name	Leigh Academy Dartford
Number of pupils in school	671
Proportion (%) of pupil premium eligible pupils	20.12% (135)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 / 2026-27 / 2027-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rebecca Roberts, Principal
Pupil premium lead	Declan Filsell, Vice Principal
Governor / Trustee lead	Scott Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,135
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£165,135

Part A: Pupil premium strategy plan

Statement of intent

At Leigh Academy Dartford (LAD), our vision is that all pupils reach their full potential, regardless of background, and become Determined, Persistent Achievers who will change the world. We believe that all children should experience the same rich, culturally diverse and engaging learning experiences in order to prepare them for their place in society.

At LAD, we recognise that disadvantaged children often face more challenges socially and academically and therefore our pupil premium strategy aims to counteract these challenges and narrow the gaps that these children face.

Highly-effective quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery and the long-lasting developmental impact of Covid-19, notably in its targeted support for pupils whose education and development has been worst affected including non-disadvantaged pupils. 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 pupils excel.

To ensure they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *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	Our pupil premium children lack a wealth of cultural capital experiences which limits their ability to explore their imagination or peak their curiosity.

2	A limited reading exposure also limits a child's ability to progress in line with their peers and widens the vocabulary gap.
3	Families are often unaware of how to support their children and do not always have the skills to do so.
4	Children, including pupil premium children, are increasingly presenting with developmental and speech, language and communication needs.
5	Children from disadvantaged backgrounds are more likely to be persistently absent at some point in the school year in comparison to their peers.

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 gap in attainment at 'expected standard' between pupils in receipt of the Pupil Premium grant and those who are not (less than -10% in all areas) across the school.	Combined attainment at the end of Key Stage to be sustained at no less than 80%
To narrow the gap in attainment at 'higher standard' between pupils in receipt of the Pupil Premium grant and those who are not (less than -15% in all areas) across the school.	All year groups will have children who achieve the higher standard in combined attainment.
To narrow the gap in in-year progress between pupils in receipt of the Pupil Premium grant and those who are not at the end of KS2.	Children in receipt of Pupil Premium grant will make accelerated progress in order to narrow the gap with their peers.
To ensure all pupil premium pupils feel safe, happy and are ready to learn each day through support and wider strategies of engagement.	Children will show positive behaviours for learning and will demonstrate engagement in lessons through questioning. Children will be able to discuss what makes them feel happy at school and who keeps them safe. Attendance of disadvantaged groups will be in line with those of non-disadvantaged groups.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Times Table Rockstars program and Numbots</p> <p><i>Technology and other resources focussed on supporting high quality teaching and learning</i></p>	<p>Studies have shown that the use of digital technology can improve outcomes by 4 months.</p> <p>Digital Technology Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Writing Enhancement of approaches to writing in order to energise pupils and give them purpose to write with a particular focus on the use of feedback.</p> <p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</i></p>	<p>These strategies will be based around the needs of the children in our school, one key strategy is feedback which adds up to 6 months progression to a child's learning.</p> <p>Feedback Toolkit Strand Education Endowment Foundation EEF</p>	1 and 2
<p>Reading <i>Myon</i> An online library for children to explore which can be linked directly to their AR quizzes and levels.</p> <p><i>Technology and other resources focussed on supporting high quality teaching and learning</i></p>	<p>Providing children with a range of engaging texts is vital to creating a love of learning. This resource means that children have access to books without having to take them home physically. Again, the use of digital technology adds up to 4 months impact on learning.</p> <p>Digital Technology Toolkit Strand Education Endowment Foundation EEF</p>	1 and 2
<p>Recruitment Employment of teaching assistants - for EYFS, KS1 and KS2 - to ensure capacity for targeted interventions.</p> <p><i>Recruitment and retention of teaching staff</i></p>	<p>Whilst the impact of teaching assistants as a rule is fairly limited. The impact of small group interventions and individualised instructions is notable, at 4 and 3 months progress respectively.</p> <p>Individualised Instruction Toolkit strand Education Endowment Foundation EEF</p>	1 and 2

	Small group tuition Toolkit Strand Education Endowment Foundation EEF Teaching Assistant Interventions EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language EYFS speech and language programme and allocated HLTA to run this. <i>Interventions to support language development, literacy, and numeracy</i> <i>Teaching assistant deployment and interventions</i>	EEF notes a 5 month impact on learning for oral language interventions. It also adds that Early Years interventions, although expensive, have an impact of 5 months progression. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2 and 4
Extend TA hours for SALT <i>Teaching assistant deployment and interventions</i>	Oral language interventions are proven to add 5 months progression to a child's learning. In order to facilitate effective SALT delivery we have extended the reception TA working hours in order to ensure that they are delivered effectively. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2 and 4
Accelerated Reader for KS1 and KS2 Implementation of the reading challenge program. <i>Interventions to support language development, literacy, and numeracy</i>	Reading comprehension strategies have been extensively researched and have been proven to impact learning progress by 6 months. Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF	1 and 2
RWI Reading leader appointed <i>Interventions to support language development, literacy, and numeracy</i>	Phonic interventions are vital and are proven to have an impact of up to 4 months. Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 2
Teaching Assistants appointed to support RWI	Phonic interventions are vital and are proven to have an impact of up to 4 months. In order to	1 and 2

<p>Reading Leader (x1 Reception, x1 Year 1 and x1 Year 2)</p> <p><i>Teaching assistant deployment and interventions One to one and small group tuition</i></p>	<p>ensure that the interventions are well planned and delivered accurately we have been able to appoint a RWI HLTA to support the reading leader.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>1:1 Phonics</p> <p>Targeted phonics sessions for those working in the lowest 20%</p> <p><i>One to one and small group tuition</i></p>	<p>Phonics is the bedrock of the reading framework and is an essential element of helping children to access a broad and balanced curriculum. Phonic interventions are proven to have an impact of 4 months on learning.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>TA Reading Support</p> <p>TAs hear groups of pupils who do not read at home read 1:1.</p> <p><i>Teaching assistant deployment and interventions One to one and small group tuition</i></p>	<p>Reading interventions are proven to have up to 6 months impact on the ability of children. This will help with fluency, comprehension and confidence building.</p> <p>Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF</p>	1 and 2
<p>Tutoring 1:3 KS2</p> <p>Tutor to support gaps in Reading, Writing and Maths within UKS2</p> <p><i>One to one and small group tuition</i></p>	<p>Gaps can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 and 2
<p>Reading books KS1 and KS2</p> <p>Engaging, high quality reading texts purchased for school libraries. These represent a broad and balanced curriculum and promote an inclusive and diverse culture.</p> <p><i>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</i></p>	<p>Engaging books and texts will capture the imagination of pupils and develop their love of reading.</p>	2
<p>Targeted Assessments</p> <p>Purchase of high quality, bespoke assessments to identify barriers to student learning and provide accurate</p>	<p>Assessments recommended by Educational Psychologists and the Specialist Teaching and Learning Service to identify the barriers to pupil learning.</p>	2 and 4

<p>baselines and progress measures.</p> <p>TAPS-4 - A language processing skills assessment & TVPS-4 - A test of visual perceptual skills.</p> <p><i>Activity and resources to meet the specific needs of pupils, including disadvantaged pupils and pupils with SEND</i></p>	<p>Individualised Instruction Toolkit strand Education Endowment Foundation EEF</p>	
<p>Elklan Speech and Language Support</p> <p>Staff trained in Level 2 and Level 3 Elklan speech and language support.</p> <p><i>One to one and small group tuition</i></p> <p><i>Teaching assistants development and interventions</i></p>	<p>Staff will develop the knowledge and skills to support children with their language and speech development. Staff will be able to cascade training and strategies to wider teams.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2 and 4

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion team</p> <p>Employment of a team to focus on attendance, mental wellbeing, family relationship and provide specific interventions they are trained in.</p> <p><i>Supporting attendance</i></p>	<p>Parents will have more trust in the school which will enable them to discuss their needs and the needs of their children so that they can be properly supported.</p> <p>Parents will be supported through school and the local authority to ensure their children remain in school to receive a full time education.</p> <p>Parental engagement EEF</p>	1, 3 and 5
<p>ELSA TAs</p> <p>Specific TAs trained in ELSA.</p> <p><i>Supporting pupils' social, emotional and behavioural needs</i></p>	<p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.</p>	1 and 3

	Metacognition and Self Regulation Toolkit Strand Education Endowment Foundation EEF Social and Emotional Learning Strategies Toolkit Strand Education Endowment Foundation EEF	
Uniform To fund uniform. <i>Communicating with and supporting parents</i>	Parents may not be able to afford uniform as it can be expensive and this can mark children out as different in a negative way.	3 and 5
Cultural Capital Opportunities Funding of trips, experiences and clubs. <i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</i>	Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them.	3 and 5
Solihull Parent Groups Targeted support group for families run by FLO. <i>Communicating with and supporting parents</i>	Parental support enables parents to feel more confident in supporting their children and their learning. Parental engagement EEF	3
Sports Clubs A range of sports and activities clubs are available. These have been planned around the context of the school and in discussion with the pupils. <i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</i>	Sports participation is shown by the EEF to have a 1 month impact on learning. Physical Activity Toolkit strand Education Endowment Foundation EEF	3 and 5
Activities Week Children experience a multicultural week each year at school which enables them to explore another country through art, craft, dance and drama. School trips are also planned. <i>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</i>	Arts participation is shown by the EEF to have a 2 month impact on learning. Arts Participation Toolkit Education Endowment Foundation EEF	3

Total budgeted cost: £165,135

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Outcomes:	
EYFS GLD: LAD	National
82%	67.7%
PHONICS YEAR 1: LAD	National
88%	80%
YEAR 4 MULTIPLICATION CHECK: LAD	National
22.6	20.6
YEAR 6 SATs 2024	LAD
Combined EXP RWM	94%
Combined GDS RWM	26%
Disadvantaged combined EXP RWM	83%
EAL combined EXP RWM	100%
<p>Leigh Academy Dartford's end of key stage outcomes for KS2 2025 were again exceptional. Of note, 100% of KS2 pupils achieved an expected score in Reading. Data for KS2 continues to show a narrowing and closing of the gap between disadvantaged and non-disadvantaged pupils to below -10% by the end of the year.</p> <p>Pupil voice survey by English leader continues to evidence high engagement with class reader texts from the reading spine. Within vocabulary focused reading lessons children were referring to, building on and being able to interpret the meaning of new vocabulary. Overall attainment in reading increased.</p> <p>Writing has continued to be a significant focus area due to the impact of Covid-19 school closures. Pupil engagement with writing and quality of teaching significantly improves each year due to the impact of our approach to writing and extensive CPD programme. This year has built upon the CPD schedule from the previous two years and had a specific focus on Strong Foundations.</p> <p>Phonics interventions have ensured excellent results. 88% children in year 1 achieved a score of 32 or more in the phonics screening check. Of the 21 pupil premium children in year 1, 16 children achieved a score of 32 or more (88.9% excl. D). There were 7 pupils that were screened for phonics in year 2 in 2024; all 7 of those met the expected standard.</p> <p>Where possible, TA hours have continued to be extended to provide targeted planning and preparation time for</p>	

working with the children during the school day. This enables more time to be dedicated to 1:1 reading and 1:1 phonics which improves fluency for these children. Recruitment meant that pupils did make progress to close gaps as evidenced in pupil progress discussions. Funds continued to be used to keep reading areas immersive and stocked with engaging texts; regular learning walks evidenced pupils choosing books, discussing them in detail and recommending them to peers.

Our dedicated inclusion team continued to ensure that worry boxes, sensory circuits, zones of regulation and emotion coaching were able to be run specifically to meet the needs of pupils. ELSA interventions continue to be significantly in demand this academic year due to the long lasting impact of covid and a rise in parental concerns regarding student mental health and anxiety. We saw a rise in a need for this within all cohorts from year 1 to year 6. Uniform has been available and families were able to request and were offered personalised support with this from our dedicated Family Liaison Officer.

This year our extra curricular and cultural capital opportunities continue to result in 100% of students and disadvantaged students accessing our lunchtime club offer of 'Build your profile'.

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
Times Table Rock Stars	Maths Circle Ltd
Accelerated Reader	Renaissance
Read, Write Inc.	Ruth Miskin
Myon	Renaissance

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). Our Vice Principal has achieved the Intermediate Certificate in the Role of the Senior Mental Health Lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular lunchtime clubs to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on 'building your profile' linking with the International Baccalaureate Learner Profile attributes.
- implementation of a 'team rewards' strategy to further build on pupils' collaboration skills.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.