

Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	London Enterprise Academy
Number of pupils in school	477
Proportion (%) of pupil premium eligible pupils	34.6%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ashid Ali, (Principal)
Pupil premium lead	Abdul Moquith, (Vice Principal)
Governor / Trustee lead	Nazim Ahmed, (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,525
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	£222,525

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 detailed below, 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, notably in its targeted support for pupils whose education 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 are 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	Data, assessments and quality assurance indicates that disadvantaged pupils generally make less progress and lower attainment, particularly higher ability pupils
2	Outcomes for disadvantaged pupil, in terms of progress and attainment, is below expectation due to inconsistent good or better teaching.
3	Our students have low levels of literacy and oracy particularly in the lower year groups. This is a barrier to achievement in all subjects especially for our disadvantaged pupils.

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
Higher ability disadvantaged pupils are supported by providing more challenge in lessons	Higher expectations and aspirations of disadvantaged pupils will result in their progress throughout the year. A highly effective curriculum will drive progress in disadvantaged pupils ensuring they develop the core knowledge and skills they need to make progress. Their progress will be measured using their interim data showing that the gap between PP and non PP pupils is diminishing. Additionally, GCSE outcomes are improving in terms of A8 and P8 and other headline figures for PP pupils and particularly for higher ability PP pupils.
Progress of disadvantaged pupils on par with their peers through high quality teaching and learning	The quality assurance of lessons involving disadvantaged pupils will show a good or better standard of teaching and learning with no inadequate teaching. Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged pupils that need it the most. Intervention sessions will be quality assured and progress will be tracked and measured using baseline assessments. This will result in the progress of disadvantaged pupils.
Significantly better levels of literacy and oracy with disadvantaged pupils who are not meeting their age related levels	Disadvantaged pupils will be identified and put in interventions during advisory time and taken out of lessons that they cannot access due to low literacy and/or oracy. Pupils will show higher than expected progress in their literacy and oracy levels and this will be measured using GL NGRT assessments at least in 2 points of the year.

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: £65,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise levels of challenge for all disadvantaged pupils by providing more challenging work	EEF toolkit has shown that high expectations along with peer tutoring can have a huge impact on PP student progress	1
Develop whole school teaching and learning strategies and provide CPD to staff to promote the progress of disadvantaged pupils	Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils	2
The development of a curriculum that challenges all students	A knowledge rich curriculum that also develops skills which results in the progress of disadvantaged students. The EEF's key findings in the metacognition strand of the Teacher Toolkit states: 'These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.'	1
	Developing metacognitive skills is a high-impact, low-cost way of improving outcomes for all. It will therefore benefit pupil premium students most of all. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
Deploy highly effective tutors to catch up disadvantaged pupils due to lost curriculum time	EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged pupils	2
The effective use of homework	EEF toolkit has shown that metacognition and self-regulation to have an impact of +8 months to progress	2
To improve the literacy skill of all students pupils	EEF toolkit has shown an improvement in reading and literacy skills can have a huge impact on progress: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf	3
Review of SOL and assessment for all faculties	High challenge is needed for all PP pupils to ensure progress is made	1
The improved consistency in lessons to promote the progress of disadvantaged pupils	Effective teaching and learning for PP pupils will promote progress	2
Develop high quality leaders with a focus on disadvantaged pupils	Top quality leaders in charge of PP pupils will result in the progress of these pupils	2

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

Budgeted cost: £62,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons	EEF toolkit has shown that small group tuition can greatly accelerate the progress of disadvantaged pupils Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 & 2
Ensure all faculties have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge for disadvantaged pupils	Effective interventions must be based on accurate assessments.	2
Constant cycle of targeted intervention for disadvantaged pupils	Effective data analysis and targeted intervention can promote progress – NfER	2
Targeted interventions during P6 (Mon/Fri) and P7 (Tues to Thurs) as well as Saturday school	Targeted interventions can rapidly promote progress in disadvantaged pupils both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £94,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
The effective use of behaviour and attendance data	Students need to be at school and in lessons to make the required progress during their time at the LEA.	1
Ensure PP students are supported during their education at LEA	Senior leader in charge of PP students can hold all members of staff to account as well as implement new strategies.	2
	Detailed data analysis followed by effective intervention can have a huge impact on PP progress.	1
	High quality teaching and learning has a huge impact on PP student progress.	2

Develop an enriching curriculum	At the LEA we strongly believe in developing the whole individual. School should not be all about exam results. Disadvantaged students should have the opportunity to develop skill they enjoy as well as the skill they need to succeed in their exams. With a large proportion of disadvantaged pupils, it is essential that they have a say in the decisions made at the school At the LEA we strongly believe in developing the whole individual. School should not be all about exam results.	1 & 2
To provide all pupils at LEA with an engaging and varied enrichment programme.	All students deserve the chance to experience higher education. We also want to raise the aspirations of students at LEA so that we produce students that strive for academic excellence.	1
To raise the aspirations of PP pupils at the LEA.	One of the biggest barriers to raising the aspirations of disadvantaged students is the student not knowing their future career path. Trips and FE/HE will remove that barrier.	1
The use of drop down day to develop cultural capital and to deliver PSHE	To deliver an effective PSHE curriculum that develops the entire character of a disadvantaged student so they can positively contribute to society	1

Total budgeted cost: £222,525

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 2022 to 2023 academic year.

Comparing GCSE results for the Year 11 cohort from 2022/ 2023 with the cohort from 2021/2022 shows that PP pupils had closed the gap with non PP pupils as the P8 gap had closed from -0.774 to -0.532

Our 2022/2023 KS3 Internal data for Years 7 to 9 also shows that the progress of PP pupils compared to non PP pupils had also improved for all year groups when compared to internal data from 2021/2022.

NGRT data shows that there has been significant improvement with reading ages. Our school initiatives such as ERIC(Everybody Reads in Class), Advisory groups timetabled library lessons, graduate apprentices delivering guided reading sessions with targeted small groups, Lexia (for those with reading ages of 6-10) and finally Toe by Toe (for those with reading ages below 6) have had positive outcomes:

Year 8- 71% made progress with reading ages of which 66% made at least 6 months increase.

Year 9- 69% made progress with reading ages of which 69% made at least 6 months increase.

Year 10- 76% made progress with reading ages of which 53% made at least 6 months increase.

Year 11- 72% made progress with reading ages.

Our PP pupils were given free books from book buzz. Despite the success of the whole school reading initiative, reading remains a high focus PP strategy for 2023/2024.

The outcomes still show the ongoing impact from Covid-19, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a full curriculum through remote learning during periods of partial closure. This which was aided in addition by use of online resources such as those provided by Oak National Academy, SAM Learning and Seneca.

The overall attendance was 93.4%, and this was higher than the national average. In 2022/2023 the attendance of our disadvantaged pupils' is was better than non PP pupils whereas in 2021/2022 the attendance of PP pupils' was significantly lower than non PP pupils'. Therefore the academy has not made attendance a focus for the current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted, primarily due to Covid-19 related issues. The impact was acute to the disadvantaged pupils but still a priority. Therefore, we use the pupil premium funding to provide wellbeing support for all pupils including bringing a counsellor and CAMHS.

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

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.