



Pupil premium strategy statement – Leigh Academy Mascalls

This statement details our school'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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1238
Proportion (%) of pupil premium eligible pupils	25.93%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	August 2026
Statement authorised by	Mrs Jo Brooks
Pupil premium lead	Mr Mike Illsley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,468.13
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£299,468.13

Part A: Pupil premium strategy plan

Statement of intent

Our Vision and Aims for Promoting Social Justice

Our foundational vision is to actively and consistently promote social justice within our school community. We believe that this is achieved through the unwavering commitment to ensuring excellent educational and holistic outcomes for *all* students, regardless of their background or socio-economic status. The strategic allocation of Pupil Premium funding is central to this vision, acting as a crucial resource to dismantle barriers and equalise opportunities.

Key Aims for the Strategic Use of Pupil Premium Funding

To realise our vision, we have established three core, interconnected aims that drive our strategy:

1. Raise Achievement: Maximising Attainment and Progress for Disadvantaged Students

The primary purpose of our Pupil Premium expenditure is to significantly boost the academic outcomes for students eligible for this funding. This aim encompasses a relentless focus on:

- **Accelerated Progress:** Implementing targeted interventions, high-quality teaching, and personalised learning pathways to ensure that disadvantaged students make rapid and sustained progress that is at least in line with, and ideally exceeds, that of their non-disadvantaged peers nationally.
- **Elevated Attainment:** Directing resources toward strategies that lead to higher levels of academic attainment across all key stages, particularly in core subjects such as English, Mathematics, and Science, which are critical for future success.
- **Whole-School Approach:** Integrating Pupil Premium planning into the overall academy improvement strategy, ensuring that high expectations and support for disadvantaged students are embedded in every classroom and department.

2. Close the Attainment Gap: Committing to Equity and Equality

We are resolutely committed to eliminating the persistent attainment gap that exists between our disadvantaged students and their non-disadvantaged peers, both within our school and nationally. This involves:

- **Data-Driven Focus:** Rigorously analysing student performance data to precisely identify where gaps exist, whether in specific subjects, skills, or demographic groups, allowing for highly targeted intervention.
- **Removing Barriers to Learning:** Addressing specific academic, financial, or logistical obstacles that prevent disadvantaged students from accessing the full curriculum and co-curricular

opportunities.

- **Sustained Impact:** Implementing long-term, evidence-informed strategies designed not only to close the gap at key transition points (e.g., end of Key Stage 4) but also to ensure that the gains are sustained throughout their educational journey.

3. Improve Well-being: Fostering Social, Emotional, and Mental Resilience

Recognising that academic success is intrinsically linked to overall well-being, a significant component of our strategy is dedicated to supporting the social, emotional, and mental health of all our students. While this is a whole-school priority, we place a **particular and intense focus** on those eligible for Pupil Premium funding. This includes:

- **Targeted Pastoral Support:** Providing access to specialist services such as counselling, mentoring, and focused pastoral care to address issues like anxiety, low self-esteem, or trauma that can impede learning.
- **Developing Essential Life Skills:** Implementing programmes that enhance resilience, self-regulation, attendance, punctuality, and engagement in school life, which are crucial prerequisites for academic success.
- **Enrichment and Cultural Capital:** Using the funding to subsidise or entirely cover the cost of extracurricular activities, trips, and resources that enrich their educational experience and build essential cultural capital, ensuring they have the confidence and capacity to thrive both inside and outside the classroom.

4. Identification and Holistic Support Mechanism

To ensure our strategy is truly individualised, proactive, and rooted in evidence, our small school model serves as the primary lens through which all student needs are identified. Each small college operates with dedicated, multi-disciplinary pastoral teams who build deep, trusting relationships with students and families, enabling the early and accurate detection of academic, social, or emotional barriers. This proactive approach is cemented by our holistic safeguarding mechanism, which goes beyond statutory requirements to constantly triangulate three core data sets: academic outcomes, attendance figures, and safeguarding logs. By rigorously cross-referencing this information, we move beyond merely addressing symptoms to conducting a deeper, root-cause analysis of barriers. This process ensures that interventions are not only academic but also address underlying well-being and logistical issues, guaranteeing that support is immediate, appropriate, and coordinated across all aspects of school life, and ensuring no Pupil Premium student is overlooked.

Common barriers to learning for disadvantaged pupils may include:

In school barriers:

- Some students may not be working at an age related level and have conceptual gaps or misconceptions.
- Some pupils may have limited speech and language skills which can impact upon learning.
- In some cases, learning skills may need developing, e.g. organisation, commitment, resilience.

External barriers:

- In some cases, consistent attendance and punctuality.
- In some cases, access to resources, such as books, libraries and life experiences.
- In some cases, a lack of regular routines including home reading, homework, spelling and having equipment in school.

We aim to do this through:

The graduated strategy of support that we use has been structured to ensure our pupil premium provision is both transparent and sustainable. The main mantra underpinning the strategy is LEVEL THE PLAYING FIELD

In terms of providing an outstanding support package for ALL disadvantaged pupils and evidencing the impact. This will include pastoral support, academic achievement, data tracking, extra-curricular activities, improved life experiences, careers advice and guidance.

LEVEL THE PLAYING FIELD - For ALL disadvantaged students. What additional things are we doing for the disadvantaged that is above what other students are receiving. What are we doing together to give them a better chance? The Universal offer is the basic entitlement that ALL Disadvantaged pupils will have access to. This is achieved by utilising our small school model to facilitate a continuous, holistic safeguarding approach, ensuring early identification of barriers

Challenges

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

Challenge number	Detail of challenge
1	The literacy and numeracy skills of disadvantaged students at point of entry is lower than their peers.
2	Disadvantaged students achieve an overall A8 score that is lower than their non disadvantaged peers.
3	An increased proportion of sanctions implemented for our disadvantaged students compared with their peers, this can lead to lost learning time as a result of our disruption free learning strategy.
4	Many of our disadvantaged students have lower aspirations for their future compared to their peers.
5	Parental support can be a challenge with some families who do not share our high value for education and how transformative it can be.
6	Lack of access to materials / support at home to support their learning such as revision materials or a space to work .

7.	The attendance of our disadvantaged students is below that of their peers and this has a direct impact upon their access to teachers and a full and enriching educational provision.
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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
To improve disadvantaged student outcomes across all Key stages and to continue to close the gap.	<ul style="list-style-type: none"> ● Teaching Quality: Effective teaching and learning will be assured through quality assurance processes, including observations, learning walks, and student voice, with evidence of highly effective teaching sustained over time. Records of Progress folders will also be used for monitoring. ● Attainment Gap: The attainment gap between disadvantaged and non-disadvantaged students will be reduced. The 2025 attainment score is projected to improve upon the 2024 score and align with the national average for non-selective schools in Kent. ● Progress and Expectations: Disadvantaged students should make equivalent or better progress compared to their non-disadvantaged peers, reflecting higher expectations. This will be evidenced by improved Attitude to Learning (ATL) scores over time. Increasing student reading ages as a cohort of disadvantaged students. <p>Staff lesson observations show lessons are either good or better</p> <p>Students' MYP scores of our disadvantaged students are inline with non disadvantaged students.</p> <p>Completion of google level 1</p> <p>Staff training on Google workspace tools</p>
To improve attendance of our disadvantaged students	<ul style="list-style-type: none"> ● Attendance Parity: Achieve attendance figures for disadvantaged students that are in line with those of their non-disadvantaged peers. ● Integrated Support: Ensure close, continuous collaboration between the Attendance team and Pastoral college staff to address holistic barriers to attendance. ● Data-Driven Action: Implement and rigorously use attendance trackers to identify specific trends, demonstrate the impact of interventions, and drive a continuously improving attendance picture. ● Strategic Escalation: Leverage the Central Trust team for specialist support and the timely escalation of complex or persistent non-attendance cases.

<p>To improve the literacy, oracy and numeracy of disadvantaged students.</p>	<p>Actions to Achieve Improved Literacy, Oracy, and Numeracy for Disadvantaged Students</p> <p>The following actions form a tiered, data-driven strategy to improve the literacy, oracy, and numeracy of disadvantaged students, directly incorporating the use of diagnostic tools to inform targeted intervention:</p> <p>1. Diagnostic Assessment</p> <ul style="list-style-type: none"> ● Initial Reading Age Assessment (Sparx Reader): Systematically use Sparx Reader (as mentioned in the current strategy) as the first layer of whole-cohort screening for all disadvantaged students. This provides an initial, consistent reading age assessment to immediately identify those who are significantly behind their chronological age or non-disadvantaged peers. ● Targeted Follow-up Screening (NGRT): Deploy the New Group Reading Test (NGRT) as a secondary, diagnostic screening tool for students flagged by the Sparx Reader assessment. The NGRT provides a more detailed breakdown of reading comprehension, decoding, and underlying literacy skills, which is crucial for tailoring interventions. ● Data-Driven Grouping and Referral: Utilise the combined data from Sparx Reader and NGRT to precisely group students by specific literacy need (e.g., phonics, vocabulary, comprehension). This data will be used to refer students to the correct intervention program. <p>2. Tiered and Targeted Interventions</p> <ul style="list-style-type: none"> ● Core Literacy Intervention: Implementation of small-group or 1:1 intervention programs for students with the greatest deficits identified by the NGRT. ● Oracy Development Programme: Embed a whole-school oracy strategy, with specific, measurable targets for disadvantaged students. This includes: <ul style="list-style-type: none"> ● Structured speaking and listening tasks in all subjects. ● Explicit teaching of academic vocabulary and sentence structures necessary for subject-specific discussion. ● Use of sentence starters and talk frames to support complex articulation for lower-confidence students, but effective removal of these support frameworks to not limit challenge. ● Numeracy Skill-Building: Implement targeted numeracy intervention via Sparx Maths for personalised homework and gap-filling of skills building. Focus on core mathematical concepts and problem-solving skills that are foundational for progression in all STEM subjects. <p>3. Quality First Teaching and Whole-School Literacy</p>
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	<ul style="list-style-type: none"> ● CPD on Disadvantaged Learners: Provide ongoing, high-quality CPD for all teaching staff focused on the instructional needs of disadvantaged students, particularly in literacy, oracy, and numeracy. ● Vocabulary Instruction: Mandate and monitor a whole-school approach to explicit and sustained Tier 2 and Tier 3 vocabulary instruction in every subject. Ensure key terminology is taught, revisited, and assessed regularly. ● Reading Across the Curriculum: Dedicate protected time for reading practice in the English curriculum and the advisory programme. Our disadvantaged students have access to high-quality, age-appropriate reading materials that build cultural capital via the library and librarians ● Mentoring reading programme in place for DA Yr 7 and 8 students alongside Year 12 and 13 students.
<p>Enrichment - co curricular and cultural capital development. Pupil Premium learners are fully engaged and participating in the school's rich enrichment offer.</p>	<ul style="list-style-type: none"> ● Payment plans are available and trips arranged with as much notice as possible to support DA families in enabling students to have access, particularly for students who have not travelled previously. ● Reserve and guarantee prioritised places for Pupil Premium (PP) learners on all oversubscribed and high-impact school trips to ensure fair and equitable access. ● Advisors and teaching staff are fully aware of the need to actively promote, invite, and prioritise PP learners for enrichment activities, shifting from passive invitation to active encouragement. ● Monitor and Intervene: Implement a rigorous system for monitoring of enrichment activity attendance for all PP students to quickly identify non-participants and provide a supportive follow-up intervention to achieve the aspirational aim of 100% student involvement.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 89,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Quality first teaching available consistently to all students	The EEF states that "high-quality teaching fundamentally disproportionately benefits disadvantaged learners more than their non-disadvantaged peers.	1,2, 3, 4
Broad and balanced curriculum which develops global awareness and cultural capital for all students.	The EEF acknowledges the importance of the curriculum beyond the national curriculum, including enrichment activities, sports, performances, work experience, and careers advice. This 'wider curriculum' is recognised as essential for providing young people with the necessary knowledge and skills for life and work, indicating a commitment to breadth beyond purely academic subjects.	1,2,4,5
Development of adaptive teaching practice and a clear understanding of metacognition	The EEF emphasizes that disadvantaged pupils are often less likely to spontaneously use metacognitive and self-regulatory strategies without explicit instruction. Therefore, explicitly teaching these strategies—such as how to plan, monitor, and evaluate their learning—is crucial for encouraging their use and helping these pupils develop skills to manage their own learning independently.	1,3,5,1
Development of digital strategy to include online homework platforms: Sparx Maths, Sparx Science, Sparx Reader and Languagenut.	Independent research by RAND Europe and Cambridge University found that using Sparx Maths for the recommended one hour a week of homework was positively associated with better maths outcomes.	1,2,3,4,5,6
Embedded assessment strategy and timely communication with parents	The EEF's Teaching and Learning Toolkit suggests that Formative Assessment has a high impact on learning, with an average effect size equivalent to +4 months' additional progress over the course of a year.	1,3,5,7

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

Budgeted cost: £ 105,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Google chromebook use of Read & Write Inc</p>	<p>We believe that regardless of an individual student's ability and aspirations, literacy is an integral part of every young person's learning journey. The ability to read and write with confidence impacts all aspects of a child's academic, social and personal development, from the early years right through to graduation and beyond.</p> <p>Therefore, it is our mission to support students on their personal literacy and learning journeys through innovative technology that can help them read, write and express their thoughts with clarity and confidence. In doing so, we can unlock everyone's full potential.</p>	<p>1,2,3,5,</p>
<p>Targeted interventions to support in developing literacy skills</p>	<p>Tuition targeted at specific needs and knowledge can be an effective method to support low attaining students.</p> <p>EEF Toolkit cites positive impact of One to One Tuition (+5 months) and Small Group Tuition (+4 months)</p> <p>EEF Toolkit shows Mastery Learning as having positive impact for very low cost (+5 months) EEF: Targeted small group and one-to-one interventions (+5 months) have the potential for the largest immediate impact on attainment.</p> <p>EEF Toolkit shows digital technology having positive impact (+4 months)</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £ 105,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist leads Attendance Behaviour Teaching & Learning Data & Assessment</p>	<p>The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the</p>	<p>6,4,2</p>

	<p>end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	
<p>Promotion of students' mental and emotional well-being.</p> <ul style="list-style-type: none"> ● Healthy minds implementation ● Mental health wellbeing team ● Mind and body – mental health screening 	<p>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that disadvantaged children tend to have weaker non-cognitive skills than their peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils.</p> <p>EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. 1, 4 8 EEF Toolkit: Social/emotional learning (+4 months). The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org).</p>	6,4,2
<p>Immediate attendance response systems</p>	<p>Evidence from a Department for Education study shows a strong correlation between school attendance and GCSE success. A child who averages 80% attendance during their secondary school career effectively</p>	2,3

	misses one whole year of education and significantly reduces their chances of good grades.	
<p>Enrichment Programme</p> <p>Introduction of Duke of Edinburgh</p> <p>MCAS online platform and advisory used to promote enrichment activities to all and monitor attendance of all students</p>	Evidence from the Social Mobility Commission- <i>An Unequal Playing Field</i> states that the breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.	4,3,1,
<p>Appropriate and effective use of behavioural support services.</p> <p>Student referral centre and behavioural services via 'inclusion' and 'learning hub'</p> <p>Access to WKLF support and shared support from Leigh Academies Trust central Kent and wider services.</p>	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programmes described above. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.	6,4,2
Provision of revision guides and academic text for all PP students	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self regulation	5,1

<p>Effective pastoral support via the small school model.</p>	<p>Facilitation of the small school model to lead to more effective communication with parents and students.</p>	
<p>Digital Equity and Universal Access Programme - Universal Device Provision (e.g., Chromebooks) - Connectivity Support - Digital Skills Integration for students and families</p>	<p>Targeted Barrier Removal: Direct provision of a high-quality personal learning device directly addresses the external barrier of 'technological poverty' and 'lack of access to materials' (Challenge 6).</p> <p>Closing the Attainment Gap: Universal digital access supports consistent homework completion, wider reading, access to revision materials, and remote learning, which collectively contribute to the reduction of the attainment gap (Challenge 2).</p> <p>Aspirations & Parental Engagement: Use of digital platforms for careers information and accessible parental resources helps raise aspirations (Challenge 4) and mitigate challenges with parental support (Challenge 5).</p>	<p>2, 4, 5, 6</p>

Total budgeted cost: £ 229,468.13

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 3:

- Disadvantaged pupils achieved their best Key Stage 3 outcomes on record in 2025 since the last inspection. Gaps between disadvantaged and all pupils were narrower in 2025 than in any year since the last inspection.
 - **Table 3: average MYP end of year grades for years 7-9 in 2023, 2024 and 2025 (disadvantaged pupils).** Shows that disadvantaged pupils in years 8 and 9 achieved their highest average MYP grades in 2025 (Year 8: 3.7, Year 9: 3.9).
 - **Table 4: average gap between disadvantaged pupils and all pupils for years 7-9 in 2023, 2024 and 2025 using MYP grades.** Shows the disadvantaged gap was the lowest or equal lowest on record for all three year groups in 2025 (Year 7: 0.4, Year 8: 0.5, Year 9: 0.4).

Table 3: average MYP end of year grades for years 7-9 in 2023, 2024 and 2025 (disadvantaged pupils).

	Year 7	Year 8	Year 9
End of 2023	3.7	3.4	3.7
End of 2024	3.6	3.5	3.4
End of 2025	3.7	3.7	3.9

Table 4: average gap between disadvantaged pupils and all pupils for years 7-9 in 2023, 2024 and 2025 using MYP grades.

	Year 7	Year 8	Year 9
End of 2023	0.5	0.8	0.7
End of 2024	0.4	0.6	0.6
End of 2025	0.4	0.5	0.4

Key Stage 4:

- The performance of disadvantaged pupils improved in 2025, bringing it closer to the national average.
 - **Table 10: disadvantaged performance at Mascalls in 2024 and 2025 versus national average.** Shows that Attainment 8 for disadvantaged pupils at Mascalls improved from 31.3 in 2024 to 33.3 in 2025, closer to the 2025 national average of 34.9.

- The gap between disadvantaged and non-disadvantaged pupils at Mascalls is considerably narrower than the national average.
 - **Table 11: disadvantaged / non-disadvantaged gap 2025, Mascalls versus national.** Shows the Attainment 8 gap for Mascalls in 2025 was 9.0, compared to the national average of 15.4, a difference of -6.4.

Table 10: disadvantaged performance at Mascalls in 2024 and 2025 versus national average.

	2024 Mascalls	2025 Mascalls	Difference	2025 National
Attainment 8	31.3	33.3	+2.0	34.9

Table 11: disadvantaged / non-disadvantaged gap 2025, Mascalls versus national.

	2025 Mascalls	2025 National	Difference
Attainment 8	9.0	15.4	-6.4

Post 16:

- Value added for disadvantaged students was high in all academic, applied, and technical programs in 2025.
 - **Table 17: value scores for post 16 programmes 2024 and 2025.** Shows that in 2025, Academic (disadvantaged) was 0.46, Applied (disadvantaged) was 1.06, and Technical (disadvantaged) was NA (not available). The notes indicate that disadvantaged students achieve positive value added in all programs and that value added for disadvantaged students improved in all programs in 2025.

Table 17: value scores for post 16 programmes 2024 and 2025.

	2024	2025 (est.)
Academic (all)	-0.06	-0.03
Academic (disadvantaged)	-0.24	0.46
Applied (all)	0.01	0.30
Applied (disadvantaged)	-0.24	1.06
Technical (all)	1.42	0.73
Technical (disadvantaged)	1.75	NA