LEAFSTUDIO
ACADEMIES OF SPORT & PERFORMING ARTS
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Pupil Premium Strategy Statement 2026/27

Contents

1. Introduction 3
2. School Overview 3
3. Funding Overview 3
4. Part A: Pupil Premium Strategy Plan 4
4.1. Statement of intent 4
4.2. Challenges 5
4.3. Intended Outcomes 5
4.4. Activity in this academic year 6
4.5. Teaching (for example, CPD, recruitment and retention) 6
4.6. Targeted academic support (for example, tutoring, one-to-one support structured interventions) 6
4.7. Wilder strategies (for example, related to attendance, behaviour, wellbeing) 7
5. Part B: Review of outcomes in the previous academic year 8
5.1. Pupil premium strategy outcomes 8
5.2. Supporting GCSE attainment evidence – Ofsted IDSR disadvantaged cohort (2024–2026) 9

1. Introduction

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 effect that last year's spending of pupil premium had within our school.

2. School Overview

Detail	Data
School Name	LEAF Studio
Number of Pupils in School	KS4: 253
	WHOLE SCHOOL: 538
Proportion (%) of pupil premium eligible pupils	KS4 ONLY: 28.46% (Oct 26)
	WHOLE SCHOOL: 13.9% (Oct 26)
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was publish	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	N Lapskas
Pupil premium lead	O Yeats
Governor/Trustee lead	TBC

3. Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,700
Recover premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£73,700

4. Part A: Pupil Premium Strategy Plan

4.1. Statement of intent

- At LEAF Studio School, we are committed to ensuring that all pupils, regardless of their background or personal circumstances, have the opportunity to achieve their full potential. In line with our school ethos, *Perform to Your Potential*, we aim to remove barriers to learning, raise aspirations and ensure that disadvantaged pupils are supported to achieve positive academic, personal and social outcomes.
- Our Pupil Premium Strategy focuses on improving educational outcomes for disadvantaged pupils through high-quality teaching, targeted academic support and wider strategies that address barriers to attendance, engagement and achievement.
- We recognise that disadvantaged pupils may face a range of challenges, including gaps in prior learning, reduced access to educational resources, difficulties with attendance and fewer opportunities to participate in enrichment activities. Our approach is therefore responsive to individual needs, informed by available evidence and focused on ensuring equitable access to the curriculum and wider school experience.

Our key priorities are to:

- Improve academic attainment and progress, particularly in English and mathematics, through effective teaching, targeted intervention and appropriate learning resources.
- Improve attendance and reduce persistent absence through consistent monitoring, early intervention and positive relationships with pupils and families.
- Support positive behaviour, emotional wellbeing and engagement through a relational and inclusive approach.
- Develop literacy, independent learning skills, confidence and aspirations to support long-term educational success.
- Ensure disadvantaged pupils can access enrichment opportunities, including sport, performing arts, educational visits and careers guidance, regardless of financial circumstances.
- Support successful transitions into further education, training or employment.
- We recognise that improving outcomes for disadvantaged pupils is a whole-school responsibility. Teachers, pastoral staff and school leaders work collaboratively to identify barriers, monitor progress and provide appropriate support.
- The impact of our strategy will be evaluated through attendance, behaviour, attainment, literacy and destination data, alongside feedback from pupils and families. This will enable us to review the effectiveness of our provision and adapt our approach where necessary.
- Through consistent expectations, strong relationships and targeted support, our ambition is to ensure that disadvantaged pupils are fully included in school life and have every opportunity to succeed, both during their time at LEAF Studio and beyond.

4.2. Challenges

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

Challenge number	Detail of challenge
1	Improving accessibility to suitable IT equipment for learning at home
2	Supporting students in regard to attendance, behaviour and learning outcomes
3	Improving student knowledge regarding how to develop independent learning skills
4	Supporting students with the cost of education materials (e.g. set texts, reading books, revision guides)
5	Creating opportunities for students to experience many cultural opportunities
6	Improving life chances and aspirations of disadvantaged students via enrichment activities and careers intervention
7	Improving literacy skills of disadvantaged students and addressing low engagement in reading
8	Improving students' lack of self-belief, aspiration and effort which leads to lower attainment and progress

4.3. 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
Improved academic progress of all PP students	Increase the percentage of disadvantaged/PP pupils achieving grades 4+ and 5+ in both GCSE English and mathematics and reduce attainment gaps. Use summer 2026 IDSR disadvantaged outcomes (57.1% at 4+; 28.6% at 5+).
Improved attendance of all PP students	Improve PP attendance against the verified 2025–26 baseline of 89% and narrow the attendance gap relative to non-disadvantaged pupils and national benchmarks.
Improved behaviour of all PP students	Reduce PP behaviour incidents and suspension rates compared with verified 2025–26 data.
Improved destinations and careers for all PP students	Monitor intended and sustained post-16 destinations for PP leavers, with the aim that all progress into education, employment or training.

4.4. 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.

4.5. Teaching (for example, CPD, recruitment and retention)

Budgeted Cost	£30,000	
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Personalised CPD for all staff on evidence-based pedagogy approaches	*EEF report* - Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1, 2, 3, 5, 6, 7, 8
Allocation of whole school PP tracking and responsibility	Targeted approaches including progress tracking intervention and mentoring are likely to narrow the gap between PP and non-PP students.	1, 2, 3, 4, 5, 6, 7, 8
Proportion of pastoral staffing time for PP	*Improving school attendance report* – use skilled pastoral staff to support with attendance	2, 8
Reading and numeracy strategies and reading interventions including Reading Plus and Sparx	*EEF report* – using interventions to improve understanding of texts using a number of techniques	1, 2, 7
Reduced class sizes for lower sets	*EEF study* – smaller class sizes have larger effects for lower achievers and disadvantaged children	2, 3, 7, 8

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

Budgeted Cost	£13,700	
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
In school intervention programme for all GCSE subjects	*EEF study* - overall, evidence shows that small group intervention is effective and, as a rule of thumb, the smaller the group the better	2, 3, 8
Holiday intervention timetable	*EEF study* – classes during holidays can have a positive impact of PP progress	2, 3, 8
Academic mentoring	*EEF report* – feedback information is effective in improving outcomes for PP students	2, 8

Homework club on Tuesday, Wednesday and Thursday after school	OECD study identified globally that many disadvantaged students who have access to the internet are only able to use gaming and streaming devices which do not support learning	1, 2, 3, 7, 8
Printed resources (eg. revision booklets)	EEF study - The evidence shows that the impact of homework, on average, is five months' additional progress	2, 3, 4, 8

4.7. Wilder strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost	£30,000 (includes £20,000 allocated to trips and educational resources)	
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Subsidised school transport costs	*DFE Improving school attendance report* – attendance amongst disadvantaged students is lower than their peers	2, 6
Extracurricular activities, including sports, outdoor activities, arts, culture and trips	*EEF study*- Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	2, 3, 5, 6, 7, 8
Subsidised trips and events	*EEF study* – improves outcomes by reducing challenging behaviour and increasing engagement	5, 6, 8
ELSA support	*EEF report* – metacognition and self-regulation (learning to learn) should be taught explicitly	2, 3, 6, 7, 8
Rewards and attendance incentives	*DFE Improving school attendance report* – attendance amongst disadvantaged students is lower than their peers *EEF study* – improves outcomes by reducing challenging behaviour and increasing engagement	2, 6, 8
Trips, enrichment opportunities and educational resources – combined planned allocation of £20,000 within the wider-strategies budget	Removing cost barriers can improve equitable access to curricular resources, educational visits and wider participation. The £20,000 is an allocation across the existing trips/resources activities, not additional expenditure.	3, 4, 5, 6, 8

Total Budgeted Cost	**£73,700**

5. Part B: Review of outcomes in the previous academic year

5.1. Pupil premium strategy outcomes

This reviews the impact of the school's pupil premium strategy during the 2025–26 academic year, using the strongest available validated evidence.

Intended outcome	Success criteria	2025–26 impact
Improved academic progress of all PP students	Improve attainment at grades 4+ and 5+ in both GCSE English and mathematics and narrow gaps.	PP cohort (21 pupils), 57.1% achieved grade 4+ in both English and mathematics (national disadvantaged: 44.9%; similar schools: 39.6%). At grade 5+, 28.6% achieved both (national: 27.5%; similar schools: 20.8%). The gaps to national non-PP pupils were 16.1 percentage points at 4+ and 25.7 points at 5+. Grade 5+ attainment increased from 11.8% in 2025, narrowing this gap by 15.7 points.
Improved attendance of all PP students	All PP students to be above national average for attendance	PP attendance at 89%- national average 87.9%. 1.1% higher than national average.
Improved behaviour of all PP students with evidence of reduced suspensions	Reduction in number of suspensions PP students	52% decrease in PP suspensions compared to 24/25
Improved destinations and careers for all PP students	All PP students to have secured quality destinations on leaving LEAF Studio in order to progress with their careers	All PP students secured either their first or second choice destinations in summer 2026. No PP students ended up as NEETs.

5.2. Supporting GCSE attainment evidence – Ofsted IDSR disadvantaged cohort (2024–2026)

Measure	2024	2025	2026
Disadvantaged pupils in IDSR cohort	13	17	21
4+ in both English & maths – LEAF	53.8%	58.8%	57.1%
4+ – national disadvantaged pupils	43.4%	43.8%	44.9%
4+ – disadvantaged pupils in similar schools	37.0%	37.7%	39.6%
4+ gap vs national non-disadvantaged (pp)	−18.9	−14.3	−16.1
5+ in both English & maths – LEAF	30.8%	11.8%	28.6%
5+ – national disadvantaged pupils	25.8%	25.8%	27.5%
5+ – disadvantaged pupils in similar schools	19.6%	18.1%	20.8%
5+ gap vs national non-disadvantaged (pp)	−22.4	−41.4	−25.7