



Pupil premium strategy statement 2025-26 London Enterprise Academy

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	397
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ashid Ali (Principal)
Pupil premium lead	Ashraf Khan (Vice Principal)
Governor / Trustee lead	Nazim Ahmed (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 205,325
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£ 205,325

Part A: Pupil premium strategy plan

Statement of intent

London Enterprise Academy is a learning community where staff and students have high aspirations of themselves and each other. All pupils, irrespective of their background or the challenges they face, have the right to grow into well informed, articulate and confident individuals who achieve highly across the curriculum, particularly in EBacc subjects, and who demonstrate independent learning and responsibility in their attitudes to learning. We aim to provide a safe and inclusive environment where pupils learn effectively, respect each other and are well prepared for the next stage of education, employment or training.

Our ultimate objectives for disadvantaged pupils are to ensure that they:

- Make at least good progress and achieve high attainment across the curriculum, particularly in EBacc subjects
- Attend school regularly and punctually, in line with or better than their non-disadvantaged peers
- Have raised aspirations for their futures, alongside their families, and a strong belief that they can succeed
- Experience a positive school culture that nurtures excellent attitudes to learning and behaviour
- Have equitable access to opportunities within and beyond the curriculum, including clear awareness of future education and employment pathways
- Are consistently met with high expectations from all staff

Our current pupil premium strategy plan works towards these objectives through a combination of high-quality teaching, targeted academic support and wider strategies to remove barriers to learning. High-quality teaching is at the heart of our approach, with a particular focus on areas where disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage gap while also benefitting non-disadvantaged pupils. Targeted provision, including small-group and one-to-one support is used to address specific academic and pastoral needs. We also provide practical support such as a free breakfast offer and access to essential equipment, ensuring that pupils have the physical and emotional tools they need to engage fully in their learning.

Our strategy is integral to our wider school plans for education recovery and school improvement. It is responsive to both common patterns and individual needs, rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The activities detailed in this plan support disadvantaged pupils first and foremost, but are also designed to benefit other vulnerable learners, such as pupils with a social worker and young carers, and, where appropriate, non-disadvantaged pupils.

The key principles underpinning our strategy are to:

- Prioritise high-quality teaching and a well-sequenced curriculum as the most powerful lever for improvement
- Ensure disadvantaged pupils are consistently challenged in the work they are set
- Act early, intervening at the point need is identified, rather than waiting for pupils to fall significantly behind
- Use diagnostic assessment to identify precise learning gaps and barriers, and match these to evidence-informed interventions
- Adopt a whole-school approach, in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations of what they can achieve
- Work in partnership with families and external agencies to remove barriers beyond the classroom
- Monitor, evaluate and refine our strategy regularly, so that funding is used efficiently and has maximum impact on outcomes for disadvantaged pupils

Through this strategy, we aim not only to close the attainment and progress gaps, but to ensure that disadvantaged pupils thrive academically, socially and personally alongside their peers.

Challenges

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

Challenge number	Detail of challenge
1	Data from internal assessments, external examinations and quality assurance indicates that disadvantaged pupils, particularly high prior attainers, make less progress and achieve lower attainment across a range of subjects, including EBacc, than their non-disadvantaged peers.
2	Inconsistent implementation of high-quality teaching and curriculum across subjects and classes leads to variable learning experiences. Disadvantaged pupils are disproportionately affected by this inconsistency, contributing to lower than expected progress and attainment.
3	Many pupils, especially disadvantaged pupils in the lower year groups, and mid-phase arrivals new to the country have low levels of literacy and oracy (including reading, writing, vocabulary and spoken language). This limits their access to the full curriculum and is a barrier to achievement in all subjects.

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>High prior attaining disadvantaged pupils make progress at least in line with, and increasingly above, similar non-disadvantaged pupils, particularly in EBacc subjects.</p>	<ul style="list-style-type: none"> • Interim assessment data (all data drops) show that progress and attainment gaps between high prior attaining disadvantaged pupils and their non-disadvantaged peers are narrowing over time across subjects, especially EBacc. • By the end of the plan, Attainment 8 and Progress 8 for disadvantaged pupils, and particularly high prior attainers, show sustained improvement and are closer to, in line with or above national averages. • Lesson observations, work scrutiny and student voice show that high prior attaining disadvantaged pupils are routinely provided with strong challenge and have high aspirations for their outcomes.
<p>Disadvantaged pupils' progress is at least in line with their peers as a result of consistently high-quality teaching, accurate assessment and targeted intervention.</p>	<ul style="list-style-type: none"> • Quality assurance (learning walks, book looks, observations) shows that teaching in lessons with high proportions of disadvantaged pupils is consistently good or better, with no inadequate teaching. • Assessment cycles provide accurate, moderated data; this is used to identify disadvantaged pupils who are underperforming and to allocate timely interventions. • Intervention sessions are tracked and quality assured; pre- and post-intervention assessments demonstrate accelerated progress for disadvantaged pupils receiving support. • Across key stages, disadvantaged pupils' progress measures show that they are at least keeping pace with, and increasingly closing the gap with, non-disadvantaged pupils.
<p>Disadvantaged pupils with below age-related literacy and oracy levels show significantly improved skills, enabling better access to the full curriculum.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils with low literacy and/or oracy are identified early through baseline and screening assessments (including GL NGRT) and placed in targeted interventions (e.g. during advisory time and, where appropriate, temporary withdrawal from lessons they cannot access due to low literacy). • GL NGRT and other standardised literacy/oracy assessments, completed at least twice per year, show measurable gains (e.g. improved reading ages and comprehension scores) for disadvantaged pupils in intervention groups. • Classroom observation, work scrutiny and pupil voice evidence demonstrate that disadvantaged pupils are better able to access lesson content, contribute orally, and meet the literacy demands of the curriculum in a wider range of subjects.

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

Budgeted cost: £102,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and quality-assure a whole-school teaching and learning framework with a strong focus on challenge for disadvantaged and high prior attaining pupils (e.g. clear expectations for explanation, modelling, scaffolding, independent practice and feedback).	EEF evidence indicates that high-quality teaching, including effective feedback and metacognitive strategies, has a high impact on pupil progress and is particularly beneficial for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2
Targeted CPD and instructional coaching for staff in EBacc subjects to improve planning, adaptive teaching and the use of assessment to close gaps for disadvantaged pupils.	Coaching and subject-specific CPD help improve teacher practice and consistency, leading to better outcomes for disadvantaged pupils when combined with robust assessment and feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2
Develop and embed a whole-school literacy and oracy strategy (disciplinary literacy, explicit vocabulary instruction, structured talk routines) to improve access to the curriculum, especially in KS3.	The EEF identifies oral language interventions and literacy approaches as high-impact, particularly for disadvantaged pupils, supporting reading, vocabulary and access to the wider curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 3
Strengthen assessment and data use (standardised assessments, PP-first data meetings, subject progress reviews) so that teachers systematically identify and respond to gaps for disadvantaged pupils.	Accurate assessment and regular monitoring enable early identification of underperformance and better targeting of support, which is central to evidence-informed use of pupil premium.	1, 2, 3

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

Budgeted cost: £61,598

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group and one-to-one tuition in English, maths and key EBacc subjects for disadvantaged pupils, particularly high prior attainers and those at risk of not meeting target grades.	EEF evidence shows that small-group and one-to-one tuition can provide 4+ months additional progress, with particularly strong impact for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2
Structured literacy interventions (e.g. reading comprehension, decoding and vocabulary programmes) for disadvantaged pupils below age-related expectations, identified through NGRT and internal assessments.	Targeted literacy interventions, particularly those focused on reading comprehension and word-level skills, have strong evidence of raising attainment, especially for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 3
Oracy intervention groups (e.g. structured discussion, debate, presentation and vocabulary sessions) for disadvantaged pupils with low confidence or limited spoken language skills.	Oral language interventions have been shown to have a high impact on attainment (around +6 months) and to be especially effective for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Targeted after-school and holiday revision programmes for disadvantaged KS4 pupils, with a PP-first approach to invitations and attendance tracking.	Extending learning time and providing targeted academic support, when well structured and aligned with classroom teaching, can improve outcomes for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2

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

Budgeted cost: £41,064

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Targeted attendance strategy for disadvantaged pupils (PP-first attendance tracking, first-day response, parental meetings, attendance panels and rewards).	EEF and wider research indicate that improving attendance is essential to closing attainment gaps; persistent absence has a disproportionate impact on disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3
Enhanced pastoral and SEMH support for disadvantaged pupils (mentoring, counselling, small-group social and	Social and emotional learning and behaviour interventions can improve attainment and engagement, particularly for disadvantaged pupils, by addressing barriers beyond the classroom. https://educationendowmentfoundation.org.uk/news/updates-ten-strands-toolkit	1, 2, 3

emotional learning programmes).		
Breakfast club and access to essential resources (uniform, equipment, revision materials, where needed) to remove practical barriers to learning and participation.	Providing basic resources and a calm, structured start to the day can support attendance, concentration and readiness to learn, supporting disadvantaged pupils in particular.	1, 2
Structured parental engagement for disadvantaged families (e.g. PP parent evenings, workshops on supporting learning at home, regular progress updates).	Parental engagement approaches, when well-designed and focused on learning, show positive impacts on pupil attainment and can be particularly beneficial for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3

Total budgeted cost: £205,325

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Comparing GCSE results for the Year 11 cohort from 2024/2025 with the cohort from 2023/2024 shows that PP pupils have significantly closed the gap, reducing from 10.52 to 4.47 (6.05 A8 points).

There are no P8 data for this cohort so this could not be compared.

Our 2024/2025 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 2023/2024.

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 Toe by Toe (for those with reading ages below 6) have had positive outcomes.

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 2025/2026.

The overall attendance 2024/2025 was 95.2%, and this was higher than the national average. In 2024/2025, the attendance of our disadvantaged pupils was 96.8%, which is 1.6% better 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 still impacted, due to ongoing Covid-19 related issues. The impact was acute to the disadvantaged pupils but still a priority. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. Therefore, we use the pupil premium funding to provide wellbeing support for all pupils including bringing a counsellor and social worker.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider



Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, 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 reviewing our current 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 exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

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 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 implemented 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.