

Part B: Review of Outcomes

2024-2025

Impact of the Pupil Premium Grant Spending Strategy

Please note that our co-ordinated strategy for continued school improvement and raising achievement for all disadvantaged students can be seen within our current School Improvement Plan.

EYFS Outcomes		
	2025 Outcomes	Trend
% of pupils achieving GLD	63.0%	Rising trend broadly in line with National Average (68% in 2024)
% of PP pupils achieving GLD	60.0%	Rapidly closing disadvantage gap
% of non-PP pupils achieving GLD	63.9%	
Despite extremely low starting points (0% at EYFS Baseline assessment), students make progress to achieve GLD broadly in line with the National Average (68% in 2024). The disadvantage gap is closing year on year.		

Phonics Outcomes		
	2025 Outcomes	Trend
% of pupils achieving Phonics pass score	77%	Three year rising trend broadly in line with National Average (81%)
% of PP pupils achieving Phonics pass score	83%	Disadvantaged pupils outperformed non-disadvantaged pupils
% of non-PP pupils achieving Phonics pass score	73%	
Due to a relentless focus on securing foundational knowledge and skills from EYFS into KS1, Phonics outcomes are broadly in line with National Average, with the disadvantage gap eradicated.		

MTC Outcomes		
	2025 Outcomes	Trend
% of pupils achieving full marks	41%	Three year rising trend securely above National Average
% of PP pupils achieving full marks	24%	Since MTC has been assessed through iPads, our disadvantage gap has widened
% of non-PP pupils achieving full marks	70%	
MTC outcomes have been above National Average for the last two years. We are working to combat the digital illiteracy disadvantage our families face to continue to address the disadvantage gap.		

KS2 Outcomes		
	2025 Outcomes	Trend

Reading ARE All	54%	Up 14% since 2024
Reading ARE PP	52%	Up 19% since 2024
Maths ARE All	34%	Three year rising trend
Maths ARE PP	26%	Up 7% since 2024
Writing ARE All	33%	Continuing focus for UKS2
Writing ARE PP	29%	

A relentless focus on foundational skills has supported a vast improvement in reading ARE, particularly for disadvantaged pupils. It is important to note that students who began at TLA in Reception and receive the benefit of our approach perform much more strongly in comparison to those who join us in UKS2 with outcomes in all measure on a three-year rising trend.

KS4 Outcomes		
	2025 Outcomes	Trend
Basics 4 All	40.70%	Up 14% since 2023
Basics 4 PP	22.2%	Up 10% since 2023
Basics 5 All	28.00%	Up 13% since 2023
Basics 5 PP	12.5%	Up 4% since 2023
Attainment 8 All	33.74	Improving trend since 2023
Attainment 8 PP	21.37	Improving trend since 2023

There are some strong improving trends here seen over time. It is also important to consider how PP students at TLA perform in comparison to their national peers of similar starting points. At TLA, Low Prior Attaining (67% of the cohort) and High Prior Attaining PP students perform in line with their national peers for in the Basics 5 measure and broadly in line with National for Attainment 8 for similar students.

Beyond these measures, we have seen our Post-16 Secure No Zeroes strategy dramatically reduce the number of students who leave without the qualifications needed to make secure next steps.

Post-16 Transition / NEET All	4.8%	Reduced from 10.9% in 2023.
Post-16 Transition / NEET PP	9.7%	Reduced from 12% in 2023

While there is no national data available to allow us to compare our disaggregated NEET data to for PP, we are confident that we are well below national rates for NEET despite a far higher than typical cohort of RONIS (Risk of NEET Indicating Students).

This is particularly significant considering the large volume of students with very low academic outcomes due to (for example) SEND or EAL needs. These students are competing for rapidly declining numbers of appropriate courses available to them for future study. This is especially acute within Leeds.

Attendance		
	Primary	Secondary
Improving Attendance	0.7% improvement	1.6% improvement
Improving PP Attendance	1% improvement	2% improvement
Reducing Persistent Absence	6% improvement	2% improvement
Reducing Persistent Absence PP	8% improvement	4% improvement

Other measures of the success of our strategy

Enrichment - All students in both Phases have the opportunity to go on at least one trip per year. These are partially subsidised through the Pupil Premium Grant, and bespoke payment arrangements are organised on a case-by-case basis for disadvantaged families. Consequently, Pupil Premium students benefit from this offer, and we continue to work to remove any barriers to experiencing these opportunities.

Extra Curricular - We have a varied and broad offer for all students in both Phases. We are committed to ensuring the accessibility of these opportunities for disadvantaged students.

PP vs Non-PP Student leaders – we ensure that PP students are represented on the student leadership teams in both Phases

Our continued investment in character education in the secondary phase has shown a powerful cohort wide improvement in ATL scores between April 2024 and October 2025. Rates of improvement for PP students is 0.45 compared to non-PP improvement of 0.38. This reflects the strategy to intervene early with low ATL cohorts when students were also in receipt of PP. This strategy has allowed us **to close the gap in ATL score between PP and Non-PP students across all year groups.**

Based on 2025 outcomes, 4 subjects have eradicated (or reduced to the point of insignificance) the attainment gap between PP and Non-PP students at KS4. This is as a result of the long-term application of our well-designed Principles of Teaching Practice which are anchored in research driven approaches to pedagogy which accelerates progress.

Reading Ages – as a result of the significant investment in securing foundational knowledge in order to support students' progression to the next stage in their education, 90 PP students in Secondary accessed a research-based provision to improve their reading age. The average improvement over one year was one year and 7 months during 2024-25.