

# Pupil Premium Strategy Statement

## Temple Learning Academy 2025-26

**The goal of our PPG Strategy is to deliver a provision which empowers students in receipt of the PPG with the agency and achievements they need to unlock their full potential, realise their ambitions and embrace the world of opportunity available to them in future life.**

### School overview

Detail	Data
Number of pupils in school	950
Proportion (%) of pupil premium eligible pupils	
Date this statement was published	31 <sup>st</sup> May 2026
Date on which it will be reviewed	1 <sup>st</sup> December 2026
Statement authorised by	Stuart Huddleston
Pupil premium lead	Alex Clark & Amy Thompson
Governor / Trustee lead	Steph Burn

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£639915
<b>Total budget for this academic year</b>	£639915
<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>	

## Part A: Pupil premium strategy plan

### Statement of intent

The goal of our PPG Strategy is to deliver a provision which empowers students in receipt of the PPG with the agency and achievements to unlock their full potential, realise their ambitions and embrace the world of opportunity available to them in future life.

At Temple Learning Academy, a high proportion of our pupils eligible for the PPG face multiple, significant barriers to their learning which are varied and complex, magnified by the socio-economic challenges faced by the community as a whole even where this does not extend into their own home.

At Temple Learning Academy, we have devised our entire vision, culture and strategy to dismantle the barriers to belonging, thriving and achieving which can impact so negatively on students eligible for the pupil premium. We are resolute in our commitment to educational practice which dismantles barriers for students eligible for the pupil premium.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers:

- Developing high quality Teaching
- Providing high quality academic support
- Combatting external barriers to education through wider strategies

We also consider our strategies in 3 groups:

- Essential – a non-negotiable for all students eligible for the pupil premium
- Important – embedded within our culture and practice
- Pupil Specific – bespoke provision for those with bespoke needs

This section details the key challenges to achievement that we have identified among pupils eligible for the pupil premium.

## Challenges

Challenge number	Detail of challenge
1	<p><b>Gaps in prior learning, and underdeveloped Foundational Knowledge</b></p> <p>For students who join us in Reception: On entry to school, 100% of our cohort are not at age related expectations. For many children, they start school with low levels of language and communication, including little pre-phonics knowledge. Personal and Social development is not yet at a school readiness stage, and some children have significantly underdeveloped sensory systems. This means that from the outset, school must catch the children up and then support them to keep up with national benchmarks and measures at the end of Reception. From this strong start offered in school, good progress is made to all external measure in KS1 and Y4 MTC.</p>

	<p>For many students who join us in Year 7 gaps in mathematics, reading and writing can result in slower rates of progress than we see in their peers. This is evident by the proportion of Yr7 students joining below 'age related expectations'.</p> <p>For students who join us outside the traditional transition points, we see a high number of students eligible for the pupil premium with disruptions to their prior educational experience. These disruptions can affect continuity in learning, requiring targeted support to help students build secure foundations and make sustained progress</p>
2	<p><b>Attendance</b></p> <p>Living in poverty can be associated with challenges affecting physical and mental wellbeing leading to high rates of absence for many students eligible for the pupil premium. The rising levels of EBSA (Emotionally Based School Avoidance) are particularly pronounced for our cohort and reflected in far higher proportions of students with recognised SEMH needs.</p>
3	<p><b>Reading, speech, language and communication</b></p> <p>In Primary, 32.7% of have an additional speech, language and communication need which can impact on a student's ability to fully access our broad and balanced curriculum. For children without an additional communication need, but who are not yet making the expected progress in reading, intervention is allocated to catch up with peers through a systematic phonics programme and targeted support. Weaker reading skills impact on the ability to access the broad curriculum and is addressed as a priority, particularly those eligible for PPG.</p> <p>In Secondary, many students eligible for the PPG join our school with significant barriers to learning due reading levels below age related expectations, language challenges or issues linked with communication. This has a knock-on impact to their ability to achieve well in their academic learning and make progress in line with their peers.</p>
4	<p><b>Self-Regulation, SEMH need and engagement in learning</b></p> <p>Due to a range of factors, some students eligible for the PPG need additional support in maintaining their self-regulation, and need additional support with self-regulation, SEMH needs and engagement in learning.</p> <p>Students with identified SEMH needs are formally recognised on the SEND register.</p>
5	<p><b>Daily Impact of Childhood Poverty</b></p> <p>Children experiencing poverty may face a wide range of barriers that can affect daily life and learning readiness. These are particularly acute for students during</p>

	<p>this current time of economic crisis and rise in the cost of living. It is important to note this can continue long after a period of financial instability has passed.</p> <p>These impact in both the short and long term on a great many of our students. These factors can affect children's access to learning, participation and sense of belonging.</p>
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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 Outcomes

Intended outcome	Success criteria
<b>Primary Phase</b>	
<b>Early Years</b>	
Improve rates of attendance and reduce persistent absenteeism for students eligible for the pupil premium	Increase attendance figures by at least 0.6% (in line with the school's DfE target) compared to 2025 to begin to secure rapid progress and stronger outcomes at all key stages.
Improve outcomes in combined WRM outcomes for students eligible for the pupil premium	Increase the % of children reaching combined outcomes for RWM and specifically KS2
Improve outcomes in end of KS2 Reading, Writing and Maths assessments for students eligible for the pupil premium	Increase the % of children reaching ARE in reading across school but specifically KS2
<b>Secondary Phase</b>	
Improve rates of attendance and reduce persistent absenteeism for students eligible for the pupil premium	Increase attendance figures by at least 0.6% (in line with the school's DfE target) compared to 2025 to begin to secure rapid progress and stronger outcomes at all key stages.

Improve KS4 Attainment in Maths for students eligible for the pupil premium.	% of PP students achieving their target grade in maths to increase year on year, contributing to raising attainment within this subject.
Improve KS4 Attainment in Basics 4 and Basics 5 for students eligible for the pupil premium	% of students eligible for the pupil premium achieving Basics 4 and Basics 5 to increase each year, closing the gap to align with national trends by Leavers 2028
Improvement KS4 Attainment for students eligible for the pupil premium.	Increase in Attainment 8 measure, and when comparing performance of students eligible for the pupil premium compared to students not eligible for the pupil premium within each subject. To increase each year, closing the gap to align with national trends by Leavers 2028
Improve Progress 8 Measure	For Leavers 2027 and future cohorts, to demonstrate a narrowing gap on the Progress measure for students eligible for the pupil premium.
Reduce rates of NEET for students eligible for the pupil premium	Year on year decline in the rates of NEET and driving down below national levels.

## 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.

We have a two-page summary of this strategy for the PPG spend which is shared with all stakeholders. Please see (HERE) for a link to this document.

## Teaching

Budgeted cost: £225000

Activity	Evidence that supports this approach	Challenge link / Essential / Important / Pupil Specific
<p>Relentlessly pursue the highest possible standards of inclusive teaching and learning for all students eligible for the PPG.</p> <p><b>High quality teaching</b> and learning ensures personalisation is effective in closing the gaps and ensuring good progress</p> <p>The Principles of Teaching Practice are designed to ensure that the pedagogical choices made by staff focus on strategies proven to accelerate the progress of students eligible for the pupil premium.</p> <p>CPD is delivered in line with EEF guidance and underpinned with research to ensure that practitioners in school are aligned with the best available current practice.</p>	<p>The EEF Teaching and Learning Toolkit states developing students' meta cognition and self-regulation approaches could increase progress by seven months.</p> <p>Evidence concludes the importance of high-quality teaching and learning as a key lever to combat the barriers from disadvantage</p> <p><a href="#">1. High-quality teaching   EEF</a></p> <p>The EEF Teaching and Learning Toolkit states individualised instruction could increase progress by four months.</p> <p><a href="https://bit.ly/32bfl57">https://bit.ly/32bfl57</a></p> <p>Evidence concludes the importance of high-quality teaching and learning as a key lever to combat the barriers from disadvantage <a href="#">1. High-quality teaching   EEF</a></p>	<p>Challenge 1 / 3 / 5</p> <p>Essential</p>

<p><b>Curriculum and School Day Design</b> The curriculum is designed to be based on progression, underpinned by the need for spaced and distributed practice.</p> <p>In Secondary, English and Maths are taught daily to ensure a relentless pursuit of the foundational skills of literacy and numeracy.</p>	<p><b>Extended school day</b> <a href="#">Extending school time   EEF</a></p> <p><b>Reducing class sizes (5<sup>th</sup> Groups KS4)</b> <a href="#">Reducing class size   EEF</a></p>	<p>Challenge 1 / 2 / 3 / 4 / 5</p> <p>Essential</p>
<p><b>Assessment</b> Robust assessment is used to identify the needs and any gaps in learning for students.</p> <p>This informs adaptive and responsive pedagogy from all practitioners.</p> <p>Systematic Checking For Understanding (both live and overtime) is a relentless focus of the Principles of Practice.</p> <p>Assessment for learning is effectively delivered to rapidly respond to students gaps in knowledge and misconceptions.</p>	<p>Teacher Feedback to Improve Pupil Learning Guidance Report. EEF The EEF Teaching and Learning Toolkit states improving the feedback students receive could increase progress by six months.</p> <p><a href="#">Feedback   EEF</a></p>	<p>Challenge 1 / 3 / 5</p> <p>Essential</p>
<p><b>Professional Development</b> Appropriate professional development is in place that supports the delivery of consistently good teaching and student progress.</p> <p>Staff Development Director oversees the effective deployment of CPD throughout the school.</p> <p>CPD is aligned with guidance shared through EEF.</p>	<p>Effective staff development is key to ensuring the best possible outcomes for students:</p> <p><a href="#">Effective Professional Development   EEF</a></p> <p>Effective Professional Development Guidance Report. EEF 'High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.'</p> <p><b>Evidence suggests the importance of collaboration</b></p>	<p>Challenge 1-5</p> <p>Essential</p>

	amongst colleagues <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	
<p><b>Oracy Strategy</b></p> <p>Investment in the ability of all staff to utilise oracy as a powerful pedagogical tool for accelerating learning. This includes work on verbal rehearsal, group discussion as a learning tool, development of vocabulary and the use of Academic voice.</p>	<p>Improving Literacy in Secondary School Guidance Report. EEF “By attending to the literary demands of their subjects, teachers increase their pupils’ chance of success in their subjects.”</p> <p><a href="#">Improving Literacy in Secondary Schools   EEF</a></p>	<p>Challenge 1, 2, 3, 4</p> <p>Essential</p>
<p><b>Curricular Costs</b></p> <p>TLA utilises the PPG to ensure that the costs of curriculum resources are not passed on to families and thus they do not become a barrier to engagement for our students including Peripatetic Music Lessons.</p>		<p>Essential</p> <p>Challenge 1 &amp; 5</p>
<p>Teacher of Primary PE to provide high quality sports provision to all year groups including a bespoke programme of physical development for Reception and Y1</p>	<p>High quality sports provision support good attendance and enjoyment of school</p> <p>Joint PPA for teachers allows for collaboration, strong planning and increase wellbeing across the week</p> <p>Physical development and secure gross and fine motor control leads to better emotional regulation, handwriting and readiness to learn. Building under-developed sensory systems in crucial for long term academic achievement and confident communication.</p>	<p>Challenge 1, 2, 4, 5</p> <p>Important</p>

## Targeted academic support

Budgeted cost: £64,915

Activity	Evidence that supports this approach	Challenge link / Essential / Important / Pupil Specific
Additional LA in Y1 to support in high quality RWInc Catch Up Interventions	<p>Daily interventions for early Reading show impact on phonics data and outcomes</p> <p>Daily interventions support in closing the gap between DP and non-DP</p> <p>Consistency of adult support maintains high-quality intervention and continuity.</p>	<p>Student Specific</p> <p>Challenges 1-5</p>
In Secondary, the use of additional learning resource centres (Horizon / Student Central) to provide opportunities for small groups or 1-2-1 interventions and catch up sessions for students in KS3 and KS4.	<p>The EEF Teaching and Learning Toolkit states group tuition could increase progress by four months.</p> <p><a href="https://bit.ly/3pekA1s">https://bit.ly/3pekA1s</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p><a href="#">One to one tuition   EEF</a></p>	<p>Student Specific</p> <p>Challenges 1-5</p>
Targeted Maths tuition for student sin KS3 and KS4 who are not projected to achieve their target grade in Maths.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p><a href="#">One to one tuition   EEF</a></p>	<p>Student Specific</p> <p>Challenges 1-5</p>
In KS4, provision of Academic Mentoring to support students in managing their revision workload and overall strategy.	<p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Student Specific</p> <p>Challenges 1-5</p>

	The EEF Teaching and Learning Toolkit states mentoring could increase progress by two months. <a href="https://bit.ly/3cUGZLt">https://bit.ly/3cUGZLt</a>	
High quality, research-based maths intervention that is personalised in order to fill gaps in prior knowledge. (Dreambox Maths)	<a href="#">High Quality Maths</a> Independence and motivation are key factors in improving Maths learning as well as supporting children to rapidly fill gaps in prior learning in order to progress to new concepts.	Student Specific Challenges 1-5
Lexia Reading programme utilised to support readers with lower than chronological reading ages.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	Student Specific Challenges 1-5
In Primary, the use of Learning Assistants, HLTAs and 1-2-1 SEND Support to support key students within lessons.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  Small group and 1:1 intervention can support children to make progress and as a result reduce the need for additional support. Targeted and specialist intervention and support is in place through TLC.	Student Specific Challenges 1-5
In Secondary, the use of Teaching Assistants and HLTAs to support within key lessons to reduce barriers to learning for PP students with SEND.	The EEF Teaching and Learning Toolkit states Teaching Assistants could increase progress by four months.  EEF: Making best use of Teaching Assistants <a href="https://bit.ly/3lj5TZB">https://bit.ly/3lj5TZB</a>  EEF: Maximising the impact of Teaching Assistants <a href="https://bit.ly/3i51WSi">https://bit.ly/3i51WSi</a>	Student Specific Challenges 1-5

	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><b>Primary:</b> Continuation of resources into phonics and speech programmes including Read Write Inc and Fresh Start, including retention of a Fresh Start leader at middle leadership level</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>Essential</p> <p>Challenges 1-5</p>
<p>Teaching assistant deployment and interventions with key groups of students.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Student Specific</p> <p>Challenges 1-5</p>

## Wider strategies

Budgeted cost: £350,000

Activity	Evidence that supports this approach	Challenge link / Essential / Important / Pupil Specific
<p><b>Attendance:</b></p> <p>Embedding principles of good practice, as set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Attendance Improvement officers appointed to improve attendance, and targeted interventions and incentives schemes for students eligible for the pupil premium and families utilizing highly skilled experts</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">Improving School Attendance</a> <a href="#">Using pupil premium   EEF</a> <a href="https://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p>Rapid Evidence Assessment on Attendance Interventions for School Aged Pupils. EEF <a href="https://bit.ly/32w7e8Q">https://bit.ly/32w7e8Q</a> DfE's Improving School Attendance <a href="https://bit.ly/3D1YCTS">https://bit.ly/3D1YCTS</a></p>	<p>Essential</p> <p>Challenge 2</p> <p>Co-related</p> <p>Challenged 1-5</p>
<p><b>Personal Development:</b></p> <p>A well crafted Personal Development Curriculum (which integrates character development, PSHCE, citizenship, British Values and SMSC) is delivered through the school to a very high standard. This is anchored in our CORE school values.</p> <p>This Personal Development Curriculum assist students in developing academic self-image, resilience and grit.</p>	<p>EEF guidance around students eligible for the pupil premium strongly encourages the increase of cultural capital <a href="#">Using pupil premium   EEF</a> <a href="https://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	<p>Important</p> <p>Challenge 1-5</p>
<p><b>Home Learning &amp; Effective Revision</b></p> <p>In KS3 and KS4, the home learning strategy is devised to ensure social economic</p>	<p><a href="#">Homework   EEF</a></p> <p>Academic Mentoring <a href="#">Mentoring   EEF</a> <a href="#">Peer tutoring   EEF</a></p>	<p>Important</p> <p>Challenge 1-5</p>

<p>barriers are not a double disadvantaged.</p> <p>The principles of cognitive science are effectively delivered to ensure students know and remember more.</p> <p>Resources are funded by school and shared to all families.</p>		
<p><b><u>Pastoral Support:</u></b></p> <p>Provide a safe, welcoming, harmonious and inclusive climate for learning for all students to allow them to focus on their learning.</p> <p>High quality behaviour management and pastoral care systems to help prevent further barriers to learning created by social, pastoral, behaviour or emotional issues.</p> <p>Significant investment into an expert pastoral team to provide wrap around support for students and families</p> <p>Supporting families with economic and social wellbeing through developing a community hub at TLA and employing a full time Mental Health Practitioner</p>	<p>EEF evidence around students eligible for the pupil premium suggests positive impact of pastoral support to provide the link between home and school <a href="#">3. Wider strategies   EEF</a></p> <p>The EEF Teaching and Learning Toolkit states group social and emotional learning could increase progress by four months. <a href="https://bit.ly/31agI9i">https://bit.ly/31agI9i</a></p> <p>DFE guidance and the EEF evidence around students eligible for the pupil premium strongly encourages the support of parents as detailed in the Parent Engagement review (<a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>)</p> <p>Behaviour Interventions <a href="#">Behaviour interventions   EEF</a></p>	<p>Essential</p> <p>Challenge 1-5</p>
<p><b>Careers Education</b></p> <p>Students receive a very high quality of Careers Education throughout their time at TLA.</p> <p>Students eligible for the pupil premium experience a heightened, enhanced, offer</p>	<p>What is the impact of careers education on improving young people's outcomes? EEF <a href="https://bit.ly/313OGfw">https://bit.ly/313OGfw</a></p>	<p>Important</p> <p>Challenge 1-5</p>

especially if they meet one of the Risk Of NEET indicators.		
<p><b>Enhanced Study Support:</b> Research based home learning programme for Secondary students taking into account the digital disadvantage many of our families experience</p> <p>Providing exam age students with access to revision guides and materials including GCSE Pods to support gap filling.</p>	EEF information on the benefits of home learning for disadvantaged pupils <a href="#">Homework   EEF</a>	Important Challenges 1-5
Significant investment into recruitment and retention of teaching and non-teaching colleagues through additional capacity in the HR team to ensure wellbeing	Recent research shows the importance of staff wellbeing in securing student outcomes: <a href="#">Education staff wellbeing charter - GOV.UK (www.gov.uk)</a>	Essential Challenge 1
<p><b>Enrichment &amp; Extra Curricular Offer</b></p> <p>We utilise the PPG to a) deliver a high quality enrichment and Extra Curricular offer and b) subsidise any costs to families so that financial disadvantage does not become a barrier to participation.</p>	EEF guidance around students eligible for the pupil premium strongly encourages the increase of cultural capital <a href="#">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>	Important Challenges 1-5
<p><b>Emergency Hardship Fund</b></p> <p>When families find themselves in an emergency hardship position, school will step in to provide essentials for students which ensure they continue to be able to access their education. This may include uniform, transport costs, learning materials etc.</p>	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	Important Challenges 1-5

Total budgeted cost: £639,915

## Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes in 2024-2025

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

# Impact of PPG Spend in 2024-2025

Outcomes and Academic Impact for PP Students in Primary Phase
<p><b>GLD</b></p> <p>- 59% GLD with a small cohort. Significantly, only 56% of students who have below 90% attendance achieved GLD, as opposed to 64% of students who had above 90% of attendance. This indicates that when students are in, the curriculum is not only appropriate but helps our students thrive from extremely low starting points.</p> <p>- Additional adult support to ensure that RWInc is taught daily to a high standard has shown to have a positive impact on outcomes and readiness for Y1. Using Sports Premium has also allowed for the provision in the outdoor learning environment to be improved which has impacted on motor skills development and writing.</p> <p>- Writing has been a significant focus this year, with only three SEND children not yet secure in their pencil grip. Additional staffing ensured that basic skills were addressed to build strong foundation.</p> <p><b>Y1 PSC</b></p> <p>76% pass for Y1. 53% Pass for Y2 Resits.</p> <p>-With support from the English Hub, the teaching of Early Reading is reviewed termly as we have now moved off the intensive support plan. In these visit sessions are observed and the fidelity to the Systematic Synthetics Programme (SSP) checked. At TLA this SSP is the RWInc programme and is taught five days a week from Reception to Y2.</p> <p>-Y1 and Y2 are streamed to allow for a wider range of abilities to be catered for. HLTA Staffing for two of these groups has been crucial to their success. The focus for school from the most recent visit is the intervention for the lowest 20% of Y1/2 and their intensive 1:1 catch up support. Additional LA staffing in Y1 allows regularly intervention during afternoon sessions at least three times per week from a highly trained RWInc practitioner and supplemented by Learning Assistant support within each class.</p> <p><b>Y4 MTC</b></p> <p>41% Pass</p> <p>Of those, who took the check MTC for 2025 was 44% (83% got over 20 marks and mean score was 21.9) – we were higher than National (34% and a mean score of 20.6). Investment in iPads though strategic spending allowed children living in higher deprivation and in need of support.</p>

## **KS2**

-Reading has been a huge success with an increase of 13% achieving ARE from last year – this is down to the strategic deployment of Reading+ which has helped bridge the gap between disadvantaged and non-disadvantaged pupils. Reading has surpassed our predictions.

-Maths has held steady in comparison to last year, however streaming has been shown to have an impact as the 98+ scaled score group has moved up significantly by 7% from last year. Paper analysis shows that the reasoning paper was where our students lost most marks. Maths is slightly below our predictions, this can be explained by the grade boundary moving substantially in comparison to other years, increasing by four marks. Therefore, with 98+ scaled score we would have been in line with our predictions. There was also a significant drop in content from weightiest content domains (calculations and FDP) in comparison to last year (now 59% as opposed to 67% last year) – this formed a key prioritisation of time and coverage in our maths curriculum this year. Where students are disadvantaged, maths is substantially lower than non-disadvantaged. This demonstrates a key area for support next year.

-GPS has fallen slightly from last year, however priority was given in the curriculum to reading, as we wanted to ensure that our students would be able to access what they needed in Secondary. Further analysis needs to be done to identify why this has fallen slightly in comparison to last year, however again 98+ has improved by 5% from last year.

-Writing has fallen slightly from last year, however we were moderated this year, and with a teacher new to school and new to year 6, caution was exercised.

-R/W/M combined has held relatively steady from last year, with maths and writing as the limiters. With 98+, this would have risen significantly from last year, demonstrating again the number of children who have risen to being almost at EXS in comparison to last year

Year	2024-25 Outcome	DP Outcomes	Non-DP Outcomes	Notes
Rec	GLD – 63%	60% (10 children)	63.9% (36 children)	
Y1	PSC – 77%	83% (18 children)	73% (30 children)	
Y2	PSC – 60% (15 children)	75% (8 children)	42% (7 children)	
Y4	MTC – 41%	23% (38 children)	69% (23 children)	Concerns around the impact of digital poverty on these outcomes.
Y6	R – 54% W – 33% M – 34% GPS – 41% Combined – 23%	R – 52% W – 29% M – 26% (42 children)	R – 58% W – 42% M – 53% (19 children)	60% of the cohort were consistently TLA students from Rec. 65% WHB Boys and an average attendance of 90.8%

## **Attendance in Primary Phase**

Attendance in Primary is moving closer to National Average at 92.8% (all students).

PP attendance 2024/25 was 91.4%. This shows an improvement of +1.8% for PP attendance from 2023/24 to 2024/25 from 89.6% to 91.4%.

PA figures reduced by 3.4% from 25.6% to 22.2%. A significant proportion (90%) of PA pupils are PP – this is a priority of the school to address this. Judiciously targeted support for children at risk of PA is in place and these children have been prioritised for afterschool clubs, pastoral support and individualised attendance rewards that support their goals.

Half termly family rewards were in place for the Autumn Term of 2024/25 and showed a marked impact on attendance figures with strong buy-in from parents and carers. These events and rewards were well publicised and planned at the start of year to ensure that strong communication around attendance was maintained.

<p>Parent voice showed that they were aware that attendance was our priority and how to gain support if they had concerns.</p>
<p><b>Improvements in data trends linked with behaviour and attitudes – Primary Phase</b></p> <p>2024/25 - 4 suspensions, 3.5 days (3 pupils),</p> <p>2025/26 - 1 suspension 0.5 days (1 pupil)</p> <p>Evidence from Class Charts analysis from Autumn 2024 to Autumn 2025 show:</p> <ul style="list-style-type: none"> <li>- increases in positive points in a number of key areas -Respect, Good Choices, proud cloud, ready to learn, active listening (supports work around oracy)</li> <li>- Negatives are broadly in line with a decrease in disruption to learning</li> <li>- Reduction in Mentor Logs to support – 2 pupils currently</li> <li>- Reduction of negative incidents with key pupils in Year 4 attending SEMH intervention (The Hub) 60% of this cohort are PP and have benefited from the additional support to access learning and in receiving SEMH intervention.</li> </ul> <p>Pastoral Support and Intervention-morning check ins help identify any possible issues to prevent negative behaviours and early intervention supports success for all.</p> <p>Our 'Reflection' intervention programme indicates a reduction in negative behaviours through supported strategies. The reflection time has enabled pupils to understand how their actions can have a negative impact on others and supported them to make changes. Regular analysis of reflection logs support next steps for pupils and supports a graduated response to negative behaviours.</p>
<p><b>Engagement in PSHCE provision, extra-curricular and enrichment opportunities in the Primary Phase</b></p> <p><u><b>Trip and Residential</b></u></p> <p>Support to fund residential and trips for students in receipt of PP is set at 50% for all students with additional support for families with multiple births and PP+. This has allowed maximum engagement in residential trips to The Deep (Y4), Whitby (Y5) and Malham (Y6).</p> <p>Further curriculum enrichment has been focused on cultural diversity and the introduction of places of worship trips and visitors which are free to all children in order to broaden their understanding of cultural diversity and faiths. This has been supplemented by the use of local links and the school minibus which is supporting our children to access local experiences without adding an additional cost to parents.</p> <p><u><b>Clubs</b></u></p> <p>A wide range of afterschool clubs are provided by our staff team. These are always targeted for children with PP before being opened to the wider school population. This supports children to nurture talents and explore new interests within school with trusted adults. There are 15+ after school clubs (161 pupils – 60% PP) which are all over subscribed.</p> <p><u><b>Careers Education</b></u></p> <p>A highly successful programme of Career development is in place for Primary from Rec-Y6. This has been commended during our Peer Review with elements being named as outstanding. A Student Takeover Day also support a full Career Week within the Primary Phase. Local business and employers engage with all year groups to provide an insight into the world of work and aspirations of the children are celebrated.</p> <p>Student voice suggests that this is one of the strongest elements of the PD curriculum with attendance increases seen during this period.</p>

### **Collaboration**

Strong collaboration and partnerships with Phoenix Dance, Leeds United and Leeds Rhinos supports a broad and balanced curriculum. Phoenix Dance is particularly affective in engaging boys in dance and those who are PP are targeted to attend this after school club. We also have opportunities to visit the centres of excellence within the city to celebrate dance for all.

Both Leeds Utd and Leed Rhinos, support the curriculum with behaviour incentives, healthy meals and lives curriculum and also attendance incentives.

### **Outcomes and Academic Impact for students eligible for the pupil premium in Secondary Phase**

#### **GCSE Outcomes**

Leavers 2025 had no KS2 attainment due to the Covid Pandemic. As such, Progress 8 measures are not available. However, FFT Aspire are able to give a projection of P8 for those students who completed a CAT test with us in Year 7. For those 41 students, FFT estimate P8 to be -0.37.

2025 GCSE examinations, **22.9% of students eligible for the pupil premium achieved the Basics 4 Measure – Grade 4 or better at GCSE in English and Maths.**

In terms of Attainment 8, this cohort achieved slightly better than in 2023-2024, narrowing both the internal and the external gap.

#### **Reading:**

*Impact of the Universal Reading Offer*

On average, **students eligible for the pupil premium made 16 months of progress in 12 months.** This includes those who had no specific intervention into their reading beyond our universal offer.

*Impact of Targeted Reading Intervention*

90 students eligible for the pupil premium in KS3 (those below Functional Reading Age) received a specific reading intervention (Lexia, Fresh Start, Toe by Toe, Action Reading) as appropriate for their needs.

Among those receiving Lexia support, **students eligible for the pupil premium made an average of 19 months of reading age progress.**

Among the students receiving Fresh Start intervention, **80% of students eligible for the pupil premium graduated from the programme** onto the next level of fluency in reading.

#### **Universal Careers & Post 16 Offer**

Our internal data analysis identifies students with "Risk Of NEET Indicator" (RONIs). This happens immediately on entry into Year 7 and is re-evaluated in February and October each year for all students in all years. All students eligible for the pupil premium are automatically included within RONI monitoring, and those with multiple NEET indicators are tracked as part of a higher risk cohort. They are closely monitored at SLT level, and receive an enhanced careers and guidance offer which includes more frequent time with the Careers Advisor, higher levels of support when making post-16 applications etc.

**For Leavers 2025 with PPG funding, 38 students were identified as high risk of NEET at one or more points in their time with us. Our intervention and support reduced the risk factors for these students with an end NEET figure of 6.5% for students eligible for the PPG – indicating another year where the NEET for PP leavers has declined by 5.3%.**

**Post 16 Destinations, and NEET figures**

	2023	2024	2025
<b>Number of Students On Roll</b>	119	130	123
<b>NEET Full Cohort</b>	10.9% (13 students)	6.9% (9 students)	4% (5 students)
<b>Number of PP Students in Cohort</b>		72	76
<b>NEET PP Cohort</b>		11.8% (9 students)	6.5% (5 students)

#### Attendance in Secondary Phase

##### Improvement in Overall Attendance

**Overall attendance for students eligible for the PPG improved by 4.3%** between 2023/24 and 2024/25 in line with the overall improvement in Secondary attendance.

**The gap between students eligible for the pupil premium and students not eligible for the pupil premium has narrowed slightly** between 2023/24 and 2024/25, from 12.1% to 9.9%.

##### Improvement in the attendance of White British students eligible for the pupil premium

At 67% of our pupil premium cohort, improving the attendance of White British students eligible for the pupil premium remains a priority.

**The attendance of White British students eligible for the pupil premium improved more significantly in comparison to the previous year, by 5.7%**, although their overall attendance still is below that of students eligible for the pupil premium as a whole – 73.0% compared to 77.5% for all students eligible for the pupil premium.

##### Reduction in Persistent Absence

**Persistent Absence has reduced by 1.8% since last academic year, with persistent absence for students eligible for the pupil premium reducing by 2.8%**. Although we recognise that Persistent Absence is still too high, the focus on students eligible for the pupil premium has meant that **the gap between students eligible for the pupil premium and students not eligible for the pupil premium in Persistent Absence is closing** – improving from a gap of 11.3% in 2023-24 to 9.8% in 2024-25.

Amongst a universal offer of promoting attendance and belonging for all, **all students eligible for the pupil premium who were at risk of being PA in half term 5 underwent a coaching programme** – the TLA Attendance Awareness Course. This supported students in identifying their 'why' for attending school - breaking down individual barriers around their attendance. **As a consequence, 65% of students who took part in the course were not PA by the end of the year.**

#### Improvements in data trends linked with behaviour and attitudes – Secondary Phase

##### Reduction in Suspensions

**Suspensions for students eligible for the pupil premium have reduced significantly between 2023/24 and 2024/25**, demonstrating improved regulation and a reduction in behaviours escalating to exclusion. Over this period, **suspensions for students eligible for the pupil premium decreased by 47%**, alongside a **46% reduction in the number of suspension days**. This improvement exceeds the overall school reduction and indicates a disproportionately positive impact for students eligible for the pupil premium.

**The concentration of suspension recidivism (repeat suspensions for the same issues) has also reduced significantly for students eligible for the pupil premium**, suggesting that improved behaviour for these pupils is being maintained over time.

##### Reduction in Isolations

**The use of internal isolation for students eligible for the pupil premium has reduced year-on-year, indicating improved classroom retention and fewer escalations following low-level or persistent behaviour issues**. Between

2023/24 and 2024/25, **isolation incidents for students eligible for the pupil premium reduced by 12%** contributing to a **22% reduction in isolation incidents across the school overall**.

Importantly, **repeat isolations reduced by 5% for students eligible for the pupil premium**, suggesting that behavioural improvements for these pupils are increasingly sustained rather than cyclical. This reduction in isolation has increased access to classroom-based learning for students eligible for the pupil premium and reduced the disruption to curriculum continuity caused by repeated removal from lessons.

#### **Reduction in recidivism and high-level behaviour issues.**

There has been a marked reduction in repeat and high-level behaviour incidents involving students eligible for the pupil premium, as evidenced by declines in suspensions, isolation, Step 4 removals, and detentions. **Step 4 removals for these pupils reduced by 10%**, indicating fewer behaviours escalating to removal from lessons. Similarly, **detentions for students eligible for the pupil premium reduced by 22%** reflecting a reduction in repeated low-level incidents feeding into high-level sanctions.

The reduced number of students responsible for multiple sanctions further demonstrates decreased recidivism. Compared to 2023/24, fewer pupils eligible for the pupil premium are repeatedly appearing in high-level behaviour data in 2024/25, suggesting improved self-regulation and more consistent engagement with behavioural expectations. While year-to-date data in 2025/26 highlights increased incidents linked to Year 7 transition and peer conduct, this represents a cohort-specific challenge rather than a reversal of the sustained improvement seen for the wider group of students eligible for the pupil premium.

#### **Attitudes to Learning**

ATL for students eligible for the pupil premium as a whole has improved during the 2024-2025 academic year, showing higher rates of compliance and reduction in low level classroom issues. In 2023-2024, the average ATL for students eligible for the pupil premium was 2.97 and is now 2.48. Showing almost half a grade improvement across the cohort.

The 2.48 score is typified by compliant classroom behaviours, with rarely any issues resulting in lost learning or Step 4 (Removal from classroom for that lesson). For this score, students will be receiving a varied ATL score across their subjects with some very strong scores and others at ATL 3 "Supported". This data does indicate that, typically, PP students are being awarded for proactive "Excellent" ATL less often than their non-PP peers. This will be addressed in the ATL strategy for 2025-2026.

#### **Engagement in PSHCE provision, extra-curricular, enrichment and student leadership opportunities in the Secondary Phase**

##### **Enrichment Engagement**

Engagement in trips and visits during 2024-25 shows that **disadvantaged (PP) students are accessing enrichment opportunities in strong numbers overall**, though a consistent gap remains when compared to their peers. Across all year groups, **approximately 80% of disadvantaged students participate in "big ticket" enrichment events**, demonstrating that the majority are benefiting from trips. However, this is typically 7% higher for Non-PP students.

In KS3, **PP access to residential has improved dramatically, with now less than a 10% gap in rates of engagement**. This indicates that funding and prioritisation strategies are having a positive impact in widening access at this stage. In KS4, although overall participation in residential is much lower due to cost, there are **signs that PP students are being successfully prioritised for limited places**, with comparatively strong PP representation in some cohorts. This indicates that equity-driven allocation, subsidising all trips and visits by at least 30% in cost, is helping to ensure disadvantaged students are not excluded.

Overall, a high proportion of disadvantaged students are engaging in trips, showing **funding and prioritisation are making a tangible difference**, particularly with residential. However, **participation gaps persist** and this remains the key area for further improvement.

##### **Student Leadership opportunities**

Following with the launch of the Year 9 leadership project, we have seen a 11% increase in the number of Student LEadership posts held by PP students. We will continue to pursue proportional representation for this body of students in 2025-2026.

The representation of disadvantaged students in these leadership roles has had a positive impact on both individual students and the wider school community. **Students voice indicated that PP students feel have increased confidence, improved communication skills, and a stronger sense of belonging within the school**. It also ensures that student voice is more

representative, allowing a broader range of perspectives to inform decision-making and school improvement. However, while the proportion is encouraging, it does not yet fully reflect the overall disadvantaged cohort within the school.

#### **Year 9 Excellence**

**64 (100%) PP students have completed a Mental Health first aid qualification in Year 9.** We have implemented a range of **targeted actions to ensure that Pupil Premium students are actively encouraged and supported to participate in higher-prestige enrichment opportunities** such as the Duke of Edinburgh Award. This has included the provision of financial support to remove cost barriers, alongside the loan of essential equipment to ensure all students can take part fully. Staff and leaders have proactively identified eligible students, offering guidance, encouragement, and check-ins to sustain engagement. We have also prioritised clear communication with families to highlight the long-term benefits of participation, while celebrating student involvement and success to build aspiration and confidence. Collectively, these strategies have helped to increase both access to and sustained participation in these valuable experiences into 2025-26.

#### **Careers Education**

Success Interviews: **100% of Year 10 and Year 11 students within the mainstream provision completed at least one in person formal success interview with an external partner** (e.g. Rotary Club) as part of our career's education programme. This was a strategy designed to give direct interview experience to all PP students in school at least twice during KS4 to help support their career and post-16 transitions.

Commented [AT1]: @Rachel Cowlar - please can you include here some of the targetted actions we have taken to ensure that PP students engage in the "higher prestige activities such as DoE? We discussed these recently I think,