Pupil premium strategy statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2026 - 2027. This is a three-year funding statement

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.

School overview

The breakdown of funding for Pupil Premium Budget has been completed by Helen Britton, Associate Deputy
Figures updated September 2026.

Detail	Data
School name	Temple Moor High School
Number of pupils in school	1315 Students including Sixth Form
Proportion (%) of pupil premium eligible pupils	326 students in receipt of PP Y7-11 –27.2 % Allocation in Sixth Form 24.9 % of the student body
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025 October 2026
Statement authorised by	Matthew West
Pupil Premium lead	Helen Britton & Lauren Jellett
Governor / Trustee lead	David Lees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,760 (including CLA)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£362,760

Part A: Pupil premium strategy plan

Statement of intent

At Temple Moor High School, our approach is underpinned by our belief in pursuing excellence in everything we do. Through this commitment, and a focus on continual school improvement, we strive to provide the very best life chances for all students, ensuring they are fully prepared for the next steps in their education, both now and into the future.

Central to this mission is our determination to remove pedagogical barriers to learning, enabling every student—regardless of their background or starting point—to access a high-quality education. We aim to ensure that all students can develop the confidence, resilience and strategies needed to make strong progress and achieve highly across a broad and ambitious curriculum.

Raising aspiration is a key priority. We are committed to creating opportunities that inspire students to become the best version of themselves, supporting them to make informed and successful choices at Post-16 and Post-18. In doing so, we ensure that our students are not only successful during their time at school but are also well-equipped for their futures.

Our Pupil Premium strategy reflects this mission by focusing on equity and excellence. We are committed to ensuring that disadvantaged students achieve in line with their peers, while also developing the academic, social and personal skills required for long-term success. Improving attendance, engagement and attainment is central to securing these outcomes and enhancing students' life chances.

The strategy is rooted in a thorough diagnostic understanding of our school context and student needs. It is systematically planned, regularly reviewed and continuously refined, reflecting our commitment to continual improvement. We adopt a holistic, whole-school approach, recognising that success is achieved through a combination of high-quality teaching, strong pastoral support and a culture of high expectations.

Our approach focuses on improving Attainment 8 outcomes through three key strands:

- **Reducing barriers to learning**, ensuring all students can access and succeed in the curriculum
- **Investing in a strong pastoral system**, supporting wellbeing, self-regulation and aspiration
- **Raising expectations in teaching and learning**, driven by a shared commitment to excellence

Targeted support and intervention are delivered both within and beyond the classroom, allowing students to close gaps, sustain progress and maximise their potential.

Key principles underpinning our work include:

- A relentless focus on **high-quality first teaching**
- A whole-school commitment to **literacy and numeracy**
- Clear and consistent **attendance and behaviour systems**, supporting a culture of inclusion, respect and ambition

Through this strategy, we ensure that all students benefit from our commitment to excellence and are supported to achieve outcomes that improve their future opportunities and life chances.

Challenges

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

Challenge Number	Detail of challenge
1. Continue to reduce pedagogical barriers impacting disadvantaged students, to support sustained improvements in achievement and attainment over time.	At Temple Moor, some disadvantaged students would benefit from continued, explicit development of their organisational, metacognitive, and self-regulation skills to maximise access to classroom learning. Evidence indicates that these skills are not fixed and can be effectively taught and modelled through high-quality classroom practice. For example, some learners are in the process of strengthening their ability to organise resources, follow instructions, and manage their work overtime. Others are continuing to develop metacognitive approaches, such as planning how to approach a task, monitoring their understanding, and evaluating the effectiveness of strategies used. In addition, a number of students are building their capacity for self-regulation, including maintaining attention, managing distractions, and sustaining effort. By embedding structured support—such as modelling, guided practice, scaffolding, and gradual release of responsibility—teachers can help students to develop greater independence and confidence in their learning. This, in turn, can support improved engagement, resilience, and academic progress for disadvantaged students.
2. To foster a lasting appreciation for reading and to improve the chronological reading ages of disadvantaged learners.	Bedrock assessment data indicates that pupils eligible for Pupil Premium have, on average, lower reading ages than their peers across Key Stage 3: • **Year 7:** 1.2 years • **Year 8:** 1.0 years • **Year 9:** 1.0 years The gap reduces across KS3, suggesting that current provision is supporting progress in reading over time. Pupil Premium guidance emphasises the importance of understanding the **specific barriers and starting points** of pupils, rather than making assumptions about disadvantage. The data indicates that some pupils in this group would benefit from additional support to continue to develop their reading fluency, comprehension and vocabulary in order to access the full curriculum. In line with a **tiered approach** (high-quality teaching, targeted academic support, and wider strategies), the school will prioritise:

	• **High-quality teaching:** Embedding disciplinary literacy, explicit vocabulary instruction, and reading strategies across all subjects • **Targeted academic support:** Structured reading interventions and responsive support informed by assessment • **Wider strategies:** Promoting reading engagement and access to reading opportunities within the school environment This approach ensures that teaching and support are **diagnostic, responsive, and evidence-informed**, enabling pupils to make strong progress in reading and access learning across the curriculum.
3. To promote a lasting appreciation for numeracy and to improve the mathematical attainment levels of disadvantaged learners	Learners arrive with diverse experiences, opportunities, and levels of confidence in numeracy. Creating consistent, engaging, and meaningful numeracy experiences that build both enjoyment and attainment requires carefully tailored support, inclusive teaching approaches, and sustained opportunities for practice and success.
4. To raise both the overall attendance, reduce rates of persistent absenteeism and improve the punctuality of disadvantaged students.	Ensure that attendance is at the heart of all aspects of school life, with every member of staff consistently communicating its importance and the significant impact it has on individual outcomes. Attendance rates for disadvantaged pupils are, on average, lower than those of their peers. This must be addressed as a priority to ensure that gaps do not widen and that absence does not hinder students' academic progress and overall attainment.
5.To reduce suspension rates among disadvantaged learners by providing targeted support for SEMH (Social, Emotional and Mental Health) needs.	Nationally, disadvantaged pupils and those with SEMH or SEND are more likely to be suspended or excluded. This creates a cycle where disengagement increases, widening attainment and wellbeing gaps.
6.. To promote an equitable model for cultural capital and enrichment.	Students arrive at Temple Moor with a wide range of valuable experiences and perspectives. To ensure every student is fully prepared for future success, the curriculum and wider opportunities should intentionally build on these strengths while providing access to the knowledge and cultural capital that will support them beyond school.

7.Empowering disadvantaged students to achieve their highest aspirations by fostering a culture where everyone feels they truly belong	Empowering all students to achieve their highest aspirations is challenging because it involves addressing complex and interconnected factors that shape experiences both inside and outside the classroom. Differences in access to opportunities, representation, and networks can influence how students see their future pathways. At the same time, fostering a genuine sense of belonging requires sustained effort to build inclusive environments, challenge assumptions, and ensure every student feels recognised and valued. The challenge lies in aligning opportunity, support, and belief so that every student can fully realise their potential.

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
Teaching is consistently highly effective across the curriculum for disadvantaged pupils.	Disadvantaged pupils make expected or better progress across all subjects and year groups. The attainment gap between disadvantaged and non-disadvantaged pupils is diminishing.
Disadvantaged pupils achieve outcomes in line with or above national averages.	GCSE outcomes and Progress 8 scores for disadvantaged pupils are in line with or exceed national figures.
Assessment is used effectively to identify gaps and inform teaching.	Teachers use assessment to adapt teaching, leading to accelerated progress and closing of knowledge gaps.
Disadvantaged pupils develop secure knowledge and skills across the curriculum.	Pupils demonstrate strong understanding, retention, and application of knowledge across subjects.
Leadership, QA and CPD drive high-quality teaching and improved outcomes.	CPD results in consistently strong teaching; quality assurance demonstrates impact; Pupil Premium funding is used effectively.
Disadvantaged pupils make accelerated progress in reading across Key Stage 3.	The majority of disadvantaged pupils improve their reading age significantly by the end of KS3.
Disadvantaged pupils make accelerated progress in numeracy.	An improving trend in numeracy outcomes at KS3 and KS4 across the three years.
Attendance for disadvantaged pupils improves and the gap narrows.	Attendance for disadvantaged pupils is in line with national averages; persistent absence is reduced.

Behaviour for disadvantaged pupils improves.	Reduction in suspensions, repeat reflections, and lesson removals for disadvantaged pupils.
Disadvantaged pupils are supported to re-engage positively with learning.	Increased engagement in reflection and improved reintegration into lessons, resulting in reduced repeat incidents.
Disadvantaged pupils with SEMH needs are supported effectively.	Pupils with SEMH needs show improved engagement, progress, and outcomes.
Alternative provision supports strong outcomes and destinations.	Pupils achieve appropriate KS4 outcomes and secure positive post-16 destinations; NEET remains below national levels.
Disadvantaged pupils access a wide range of enrichment opportunities.	Participation in enrichment and trips is at least in line with cohort proportions.
Enrichment supports cultural capital and engagement.	Improved attendance, engagement, and aspiration linked to participation in enrichment activities.
Disadvantaged pupils progress to ambitious post-16 and post-18 pathways.	Increased numbers of disadvantaged pupils studying Level 3 courses and progressing to university or apprenticeships; NEET remains below national.
EBacc entry for disadvantaged pupils is maintained or increased.	The proportion of disadvantaged pupils entering EBacc subjects remains at or above 44%.
A strong culture of belonging improves engagement and outcomes.	Improved attendance, behaviour, and student voice demonstrate increased engagement and sense of belonging.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £144564

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged students are provided high quality first teaching. • Leadership of the provision of disadvantaged students maintains a clear focus across all areas of school. • CPD for staff to support students through explicit instructions, scaffolding and effective AfL. • 'QA first' prioritising disadvantaged both within the classroom and in out of classroom and for enrichment activities. • Teachers use evidence-based strategies from the EEF Pupil Premium Toolkit (Collaborative Learning Approaches, Feedback, Homework, Metacognition and self-regulation). • Interleaving and formative assessment are embedded consistently across all curriculum areas – supporting improved rates of knowledge retention. • CPD to focus on faculty specific needs and be coordinated by the Teaching and Learning Lead.	The best available evidence indicates that high quality teaching is the most important tool a school can use to improve student attainment. It is important for all staff to fully understand and explicitly teach: Cognitive strategies and memorisation techniques. Metacognitive strategies that we use to monitor and control our cognition. The EEF Guide to the Pupil Premium | Education Endowment Foundation	1, 2, 3, 4, 5 . 6 & 7
Improvement in the attainment and progress of disadvantaged students in Maths • Consistent staffing on the whole and strong programme leadership in place with clear vision for Maths. • Assessment will provide staff with information about what students can and cannot do. • Curriculum sequencing across all years allowing students to build a network of mathematical knowledge. • A focus on teaching strategies to solve problems. • High quality CPD for all Maths staff • Period 6 for Year 11 • Form time intervention for Y11	Focus on the improvement of numeracy skills across the transition from KS2 to 3 and throughout to give students a strong foundation the rest of their academic career. Link	1,3, 4,5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Use of Axiom with selected cohort in year 7 students to develop and secure maths skills		
Improvement in the attainment and progress of disadvantaged students in literacy • Read to succeed – a structured programme students will engage in for three 30-minute sessions per week in KS3. • Reading in English – targeted reading sessions on a weekly basis. • Whole school literacy strategy embedded through the use of explicitly teaching of vocabulary and reading stratergies in all curriculum areas. • Staff model writing with explicit instruction on how to improve. • Use opportunities to blend reading and writing across the curriculum. • PiXL strategies – walking talking mocks, theatre based lectures to increase engagement. • Investment in Lexia and Bedrock programmes to support early reading intervention.	Developing a strong disciplinary literacy across the curriculum, emphasising the need for explicit teaching for vocabulary at a subject level. Link PiXL uses the collaboration of schools to share best practice of around 1600 schools. Allowing us to benefit from some of the most up to date and effective research in English and Maths, Ebacc subjects – as PiXL are branching out into the 'open' bucket subjects too. Link	1, 2, 4,5, 6 & 7
Investment in research based CPD for teaching staff. Teaching staff and TA's are supported through specific CPD in the area of SEND and disadvantaged. • Investment in Leadership for SEND. • Courses for SENDCO, SLT Link for SEND (NPQ SENDCo) • Maintaining a positive and supportive environment for all students, that builds positive relationships to support access to the best possible teaching.	A strong SEND culture ensures an equity of opportunity. Ensuring that all disadvantaged students have access to a high-quality teaching and the support needed to meet their needs. Link School SEND page link Effective use of TA guidance - link	1, 2, 3, 4, 5 & 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Teaching Assistants to complete calendared CPD through whole Education and Step lab. • Engagement with the Red Kite SENDCO networks • Development of key staff through NQPSENDCO • Introduction and use of provision map to support students and staff in ensuring needs are met. • Promoting a holistic understanding of students and their needs. • Strong ASSESS, PLAN, DO and REVIEW for interventions and reasonable adjustments. • Increase SEND staffing capacity. • Reading and English are supported by the HLTA in foundation classes. Small group / individual speech and language withdrawal. • Teaching assistants deployed inside and outside lessons to support, scaffold and model aspects of learning to meet needs of students. Ensuring students are closing gaps and working in line with peers.		
Cultural Capital opportunities and experiences to be explicitly identified and embedded across the curriculum • Enrichment curriculum for all students with an extensive range of clubs available 20+ for students to engage in. • Continued development of enrichment activities during P6, using student and staff voice. • Middle leaders have the opportunity to design strategies that will positively impact upon disadvantaged students and apply for funding to support disadvantaged students in accessing activities. Allows students to access activities and areas of the world students may	There is evidence which suggest cultural capital is linked to economic and social capital, and that building on all areas through the wider curriculum and the opportunities that can present opens the doors for disadvantaged students and supports raising their aspirations for the future and success within school. Cultural capital TES meaning Link	1,4 ,5, 6 & 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
not have had to opportunity to access previously. • Funding provided for variety of opportunities and can be requested via a concise proposal, e.g. theatre production, music lessons, course specific activities.		

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

Budgeted cost: £67,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
Universal Spelling and Reading age tests to be completed by Y7/Y8 to gather current data for Y7 and review Y8 data. Use of Lexia and Bedrock Intervention for students with below age-related reading ages in place of some MFL lessons (adapted curriculum to rapidly improve literacy)	Developing a strong disciplinary literacy across the curriculum, emphasising the need for explicit teaching for vocabulary at a subject level. EEF improving literacy in secondary schools Link	1, 2 & 4, 5
Fresh start programme to run for students in Y7 who have a reading age much lower than expected 5-8 years which is 3-6 years behind actual age. The use of phonics will be utilised to enhance the progress of students.	Providing significant challenge with specialist input and whole school leadership. EEF improving literacy in secondary schools Link A phonics programme has low cost and strong evidence of impact with +5 months benefit. EEF phonics Link	1, 2, 3, 4 & 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Period 6 and P7 provision. This will be offered in all subjects (where there is a need identified) students will be invited to a subject area for P7.	Extending the school day is evidenced to improve progress by 3 months. EEF extending school time Link	1, 2, 3, 4, 6, 7
Provision of Y11 revision classes during February, Easter and May holidays.	Departments request sessions that will be held during the Easter and May half term holidays. EEF summer schools Link	1, 6, 7
Ensure students at Elect have a broad and balanced curriculum offer. Provide high-quality teaching within a small group setting. Provide behaviour support workers to build relationships and work to provide a calm, positive and supportive environment.	Evidence suggests that all students should be provided with a wide curriculum, allowing them an equity of opportunity and ensuring they are not limited. Ensuring that staff are fully knowledgeable regarding the context of students is key for informing their practice and work to provide every student with a supportive relationship with a member of school staff. DfE teaching a broad and balanced curriculum Link EEF special educational needs in mainstream schools Link	1, 2, 3, 4, 5 & 6, 7

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

Budgeted cost: £144,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy aims to reduce absence rates, specifically persistent absence amongst disadvantaged children. SLT Attendance strategic lead and clear attendance policy/whole school attendance strategy Ensuring strong attendance practices to monitor absence and identify any	Attendance is a significant non-academic barrier identified by the EEF. A strong leadership of attendance that conveys clear messages is important for developing a supportive attendance strategy to support all students to attend. Improving school attendance DFE Link Attendance strategy link	1, 2, 3, 4, 5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
patterns where students are frequently missing school. Training to support staff in use of the local authority systems. Attendance Lead - works with families, students and external agencies to reduce barriers to attending school and implement strategies to support attendance in school. Attendance leads to provide key cohorts, analysis of absence patterns. Discuss attendance issues with parents, complete safeguarding calls to monitor attendance.		
Graduated SEMH response led by the inclusion team aimed at reengaging students after suspensions and supporting students to regulate their behaviour and responses in school.	Ensuring that staff are aware of the students who have student context and needs, will allow us to best support students throughout their whole curriculum. Pastoral Officers will engage with students inside and outside the classroom to help teach them learning behaviours and self-regulation. Some individuals where behaviour might be considered more challenging are likely to require a bespoke support based upon building relationships as suggested by the EEF. EEF improving behaviours in school Link	1, 4, 5,
Redesigning the re-engagement process into school to support students who have been absent from school for a significant period of time or are considered persistent absentees.	Ensuring a clear vision for attendance and reengagement of students so they students can see a progression plan and work with staff and students to build relationships and work towards increasing attendance. DfE improving school attendance Link	1 & 4
Aspiration initiatives increase academic progression rates at Post 16 and Post 18 disadvantaged students. • Red Kite Links to access programmes such as Oxbridge	Helping students build an idea and raise their aspirations on what they can achieve for themselves. The schemes themselves are diverse – exposing children to a range of opportunities so students can develop their self-esteem, motivation and self-efficacy.	1, 6, ,7

Activity	Evidence that supports this approach	Challenge number(s) addressed
interview sessions at Harrogate Grammer. • Higher Education visits to Universities and Higher/Degree Level apprenticeship providers. • Careers through the curriculum • Brilliant club for a selected cohort of students	EEF aspiration interventions Link	
Revised reward system which rewards students regularly. Focus on keeping momentum and opportunity to win to be available to all, to encourage disadvantaged students to be able to win and want to engage with the system.	Student's voice has guided the reward system so we could listen to the students' opinions and offer the system that would most motivate them. There is some evidence to say that rewards do offer some form of motivation for students, this was particularly found in low prior attainers. EEF incentives and education Link EEF increasing pupil motivation Link	1, 4, 5, 7
Behaviour and mental health interventions on a specific needs' basis. When required students are provided with a bespoke curriculum. ELSA and cluster support Suspensions and NEET are lower than National Average comparisons • Students and staff build relationships to best support disadvantaged students. • Mentoring support provided on a referral basis through pastoral officers. • ELECT staffing cost contribution • Bespoke careers and transition support to post 16 and post 18 pathways.	We have a consistent and coherent whole school approach to behaviour which supports staff and students with behaviour management. EEF improving behaviour in schools Link	1, 4, 5, 7
Provision ELSA – Emotional Literacy Support worker.	Having the right level of support and positively impact students, their mental health and wellbeing, and academic performance. EEF prioritise social and emotional learning Link	1 & 4, 5, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase student leadership opportunities through student ambassadors. • Sixth Form leaders working with students throughout school and into primaries. • Increase in enrichment opportunities.	Our student ambassadors are based upon the key theory that student councils have been, providing students with the opportunity to provide their views and opinions of the school and help to improve school life. DfE school councils and student participation Link	1, 4, 5, 7
Promote attendance and positive behaviour of disadvantaged students and encouragement to claim the breakfast uplift. • Breakfast served from 8.05am	Using the EEF guidance on selecting interventions we will utilising elements of the TARGET approach and ensuring that interventions are targeted planned and reviewed for impact. The tiered approach to Pupil Premium spending | Education Endowment Foundation The EEF suggest that the simple routines can be used to support behaviour and positive choices. EEF Improving behaviour in schools Link	1, 4, 5, 7
PiXL Staff utilising membership and attending a range of conferences to gain latest research and strategies. Invest in research in both academic and pastoral areas to create a holistic curriculum for students.	PiXL have adapted their response and advise to ensure it is the latest and most accurate as a result of the pandemic. There are a number of strategies that can be utilised within school to support the whole child, and enable them to access their curriculum and support them in aspects of their wider life. PiXL Link	1, 2, 3, 4, 5, 6, 7
Disadvantaged students are prepared effectively for knowledge retention and understand how to revise • School wide use of e-learning software (GCSE Pod, Arbor, Sparx Maths and Science) • Laptop provision (internal and external) • All disadvantaged students in Yr11 are offered free revision resources across all subjects	The EEF suggest that alongside high-quality teaching and the explicit teaching of metacognitive strategies students should be supported to organise and effectively manage learning independently. These tools can be used to help target students and ensure learning is at the appropriate level of challenge and provide a structure to independent practice. EEF metacognition and self regulated learning Link	1, 3, 4 & 5, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Year 11 Supporting Success support		
Transition programme. • Building on positive relationships with primaries and creating working groups and opportunities at the earliest point in the year to support the smooth transition of students. • CLG leaders in subjects to work alongside primary leads to support the continuum of the curriculum. • Event running through the school year to enhance learning opportunities. • Year 6 transition which would include opportunities for building social cohesion. • Targeted transition for students who have SEMH/Neurodivergent/at risk of low attendance.	Working with feeder primary schools to create curriculum continuity can support students and help to avoid a regression in literacy and numeracy skills which can be caused by change in systems, routine and curriculum.	1, 2, 3, 4 & 6
Disadvantaged Capitation • Funded peripatetic instrumental lessons for disadvantaged children who play an instrument • Uniform and equipment hardship fund • Subsidy allowance for all Free School Meal students. Additional payment to enable free breakfast • College taster visits for students supporting those on a vocational pathway • Subsidised educational and sporting visits and cultural experiences.	Evidence within the local area of Leeds demonstrates that children who do not eat breakfast often achieve less well than their peers who do eat breakfast. University of Leeds breakfast and GCSE grade document Link Including aspects into the curriculum that support students having experiences that developing their abilities, as well as ensuring that students have the ability to access enrichment activities. The key cultural capital Link	4, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspire Careers Guidance – Year 9-11 receive career-based guidance from people in industry to help prepare students for life beyond TMHS. Targeted support fort Yr11 and Post-16 students through 'My Performance Learning' online coaching	Research from Gatsby Benchmarks suggests that career guidance is important to social mobility. If young people and their families know more about the rich range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs. They also state as part of the benchmarks every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace Gatsby good career guidance link	6, 7

For an itemised breakdown demonstrating the impact of interventions, please refer to the following.

Teaching and Learning Toolkit | EEF

B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Evaluation for academic year 2025-26

The strategy aims to support students in improving attainment 8, disadvantaged attainment compares favourably against disadvantaged national averages. Even with a small decline in A8 this summer to 34.22, it is still in line with national average and has not experienced the COVID impact that has been reported nationally in terms of a widening gap. Basics 4+ improved, and English A8, Ebacc A8 and Open A8 have a 3 year trend of improvement and are exceed their respective national averages.

Improving literacy and numeracy skills for students across all key stages is a focus for the school, and those students who are the most disadvantaged so they can gain more access to the curriculum. English and maths attainment 8 broadly remained the same from 2025 to 2026. Reading data for last year shows a positive impact for all disadvantaged students with strong improvements evident within the intervention cohorts particularly across year 8 and 9.

Students who are disadvantaged tend to have lower levels of attendance on average versus their peers who are not in receipt of pupil premium. Attendance will continue to be a key focus for improvement for students who are in receipt of PP in the year 2025-26. Within school student attendance patterns are in line for each year group with PP and non-PP following the same trends. Persistent absentee rates for our disadvantaged students were lower than the figure published by FFT and 3.8% lower than in 2024. Our attendance rates for disadvantaged students were 1.7% higher in 2025 then 2024.

Behaviour data for students in receipt of PP shows a continuing downward trend. High expectations are continually held for all students, and students are supported by a range of strategies to help them learn how to manage behaviour effectively and self-regulate. There is evidence of improvements in the numbers of phase 4s, on calls and suspensions in the final half terms which indicates that the strategies put in place with a cohort of year 7 disadvantaged students who contributed significantly to these numbers earlier in the year are starting to have an impact.

Outcomes and attendance for students attending our Elect provision are on a 3 year improving trend for both measures.

We have re-established and strengthened links with a wide range of businesses, employers and external providers to continually raise aspirations and expose students to the breadth of opportunities available to them in the future. Through these partnerships, students access a bespoke programme of workplace experiences, including visits to local businesses, employer-led workshops and talks delivered both in school and within professional settings. In 2025-26, students also participated in a range of educational visits, including university visits, theatre trips, and subject-specific experiences across a range of subjects. In addition, we run a Leeds to success programme, which starts in year 7 and runs through to year 11. This initiative specifically targeting disadvantaged students to support them to make positive choices regarding higher education.

Students access a universal programme of Personal Development drop-down events throughout the year. These include workshops, assemblies and enrichment activities delivered by a range of external organisations and speakers, including Members of Parliament, the Bank of England, the Anne Frank Trust and emergency service providers. Events such as Restart a Heart Day, Emergency Services Day and other nationally recognised awareness initiatives further enhance students' understanding of citizenship, careers, personal safety and life beyond school. All students in Years 7-10 also benefit from one hour of enrichment each week as part of the timetabled curriculum. This

programme provides opportunities to develop personal interests, talents and character, while broadening students' understanding of future pathways and careers.
All opportunities are accessible to disadvantaged students, with financial and practical support provided where needed. Where activities are linked directly to the curriculum, disadvantaged students are actively encouraged and prioritised for participation.

All students in Y7-10 had access to 2 hours a week of enrichment activities within the curriculum and the opportunity to change these 3 times over the academic year, to provide a variety of experiences.

Externally provided programmes

We continue to implore the use of technology which has proved successful throughout the pandemic and has had a positive impact on progress.

Programme
GCSE pod
Sparx – maths and Science
Seneca Learning
Pixl
Unifrog
Fresh Start
Bedrock
Lexia
My Performance Learning
Ed Class