

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Levenshulme High School
Number of pupils in school	1049
Proportion (%) of pupil premium eligible pupils	51.62%
Academic years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 (plus interim checks)
Statement authorised by	Donna Johnson & Neil Johnson, Co-Headteachers
Pupil premium lead	Tom Norton, Deputy Headteacher
Governor / Trustee lead	Emma Antrobus, Chair of Local Academy Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£493,500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£493,500

# Part A: Pupil premium strategy plan

## Statement of intent

In line with the achievement of previous year groups, we aim for all students to make strong progress in a broad range of subjects, regardless of their starting points or potential disadvantage. Our broad curriculum encourages a large proportion to follow the Ebacc pathway, and our inclusive approach ensures all students are challenged to achieve their dreams and be the best they can.

Our pupil premium strategy aims to maintain high expectations of all vulnerable students whilst supporting them with bespoke interventions where necessary. Regular leadership meetings focusing on vulnerable students ensure we consider all students as individuals and make decisions based on their personal needs. In the main, this is achieved through quality-first teaching, with us providing tailored professional development opportunities for all staff during the year. Whole-school priorities reflect the importance of continued pedagogical development, and we know that this will provide the biggest lift to the progress being made by all students.

Minimising the negative impact of socioeconomic disadvantage and the potential residual impact of the pandemic is integral to our planning, with curriculum adaptations being informed by astute assessment and carefully-considered sequencing of content. We aim to supplement this with proactive targeted interventions which support vulnerable students, including the disadvantaged, and which include additional tutoring, support with emotional wellbeing and engagement with metacognition to help our students to become reflective learners.

Our school development plan reflects the challenges identified within this document, so that links can be made with our broader development work. Regular reviews of the efficacy of interventions, cross-referenced with internal data collected on a termly basis will inform any necessary shifts in emphasis during the year and across the three-year period of this strategy.

All reporting and quality assurance processes maintain a focus on the progress and engagement of disadvantaged students to ensure the best for them, regardless of the challenges they face.

## Challenges

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

Challenge number	Detail of challenge
1	<p>GCSE outcomes show our disadvantaged students making progress principally in line with their peers, which we consider to be a great indicator of the work we do to support them. Other gaps have continued to narrow, including the progress made by SEND students, and hence we know our focus is paying off.</p> <p>The key challenge in the next year of this three-year plan is to maintain the acute focus on the performance of our disadvantaged students whilst adapting and refining processes to accommodate the needs of the new Y11 cohort.</p>
2	<p>Internal data shows that reading age gaps are larger for disadvantaged students on entry (current Y7 PP cohort have a gap of 11 months on average when compared to their non-PP peers), and we know this can impact all aspects of learning. This is compounded by the number of students who arrive each year with prior attainment below national averages.</p>
3	<p>Internal formal assessments continue to show learning gaps for disadvantaged students which then need targeted support for these to be overcome. Developing effective metacognitive strategies, and using these to prioritise independent study planning, will be crucial for all students, including those who are disadvantaged, in being successful.</p> <p>Pastoral and learning-based support for disadvantaged students will support them in developing these habits in line with their peers.</p> <p>Our assessments, feedback from staff and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies, and disruptions to our comprehensive intervention package has also impacted disadvantaged students disproportionately.</p>
4	<p>Behaviour data shows that disadvantaged students are over-represented where sanctions are concerned. Causes for this are varied and broad, but we aim to ensure that individual needs are addressed, and parental engagement supports improvement as much as possible.</p> <p>We need to ensure parents are equipped to support their children effectively, prioritising disadvantaged families for close contact and strategies which are personalised to their situation.</p>
5	<p>Internal data shows an increase in disadvantaged students needing counselling and mental health support, either self-referring or being flagged to staff, and responses to this need must be varied and tailored to individuals.</p>

	Attitude to learning data also shows wider gaps in engagement and motivation for disadvantaged students compared to their peers.
6	Our attendance data over the last few years indicates that attendance among disadvantaged pupils had been around 2% lower than for non-disadvantaged pupils. This obviously negatively impacts progress and requires continued attention, and we have seen progress made with this gap in the previous academic year.
7	With disadvantaged students at risk of reduced life experiences, our aim to broaden horizons for all students must specifically address gaps caused by access. Tracking data for extra-curricular clubs shows up-take for disadvantaged students to be relatively strong, and we need to broaden this to provide data for other events so we can target interventions appropriately. 'Experience' gaps will have broadened in recent times and we wish to set this right with an extensive and inclusive package for students.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils at the end of KS4, with a focus on narrowing Basics gaps.	By the end of our current plan in 2024/25, Basics gaps for disadvantaged students will continue to be in low single digits (as achieved with the 2023 gaps of 4.3% and 5.4% and 2024 at 7.5% and 9.5%). When compared to National gaps, these gaps are a sign of success.
Improved reading ages and engagement with reading among disadvantaged pupils across KS3.	Reading age gaps for disadvantaged students reduce over time, as tracked using the revised assessments for 2024-25. Internal data shows engagement with reading improves, and this is reflected in assessment outcomes and through internal quality assurance. Our weakest readers are supported through developing phonics work, resulting in improved reading ages for the most vulnerable.
All students, including those who are disadvantaged, are well-supported with regards to their mental and emotional wellbeing.	Feedback from student and parent questionnaires shows students are well-supported, with no significant gaps for disadvantaged students. Pastoral team referrals for additional support reduce, with disadvantaged students proportionally represented within the cohorts being supported.

Engagement of disadvantaged students with extra-curricular activities and other enrichment opportunities improves or is sustained.	Engagement data (from Evolve for external visits and SIMS internally) shows gaps have narrowed. Student and parent feedback shows opportunities are appropriate and relevant and result in high levels of uptake.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Cumulative attendance data will show gaps for disadvantaged students have reduced to 1% or as near as possible, with individual case studies demonstrating the efforts that have been made in key cases. Persistent absence data will also show narrower gaps for disadvantaged pupils.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our bespoke CPD programme to develop teacher practice, will focus on incremental coaching to support embedding classroom strategies to improve engagement and attainment of all. Adaptive teaching for pupils with SEND (58% of whom are PP) remains a focus of staff CPD this year, along with strategies and resources for the more able (covering HAPP students).	EEF advice shows the importance of investing in high quality teaching, and our development of bespoke approaches comes as a result of broad research into what will most benefit our school.	1, 4
Continued development of SSA practice, resulting in astute assessments driving sustained progress. Gaps in learning from pandemic	Astute assessment provides detailed feedback to students, parents and staff regarding strengths and areas for future development.	1, 3

<p>closures to be identified and addressed.</p>	<p>EEF evidence for this approach is widespread, including <a href="#">here</a>.</p>	
<p>Developing metacognitive and self-regulation skills in all pupils, alongside a whole-school focus on effective modelling by teachers.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Growth Mindset approach and resources used across subjects, alongside Journals and reflection activities, with training and briefing time allocated to support this.</p> <p>Developing familiarity with the language of self-regulation and metacognition is an ongoing priority, including using exam wrappers to support practice around key assessments.</p> <p><u><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p>One of many elements to our development of modelling is to maximise impact of <a href="#">worked examples</a>, in line with student feedback on what they value most.</p>	<p>3, 4</p>
<p>Continued development of Mastery approach in maths, supporting improved long-term retention of skills and knowledge.</p> <p>Staff training, including across the Trust and beyond, will support this.</p>	<p>As part of longer-term work, our KS3 curriculum is based on Mastery, and staff training and collaboration time is needed to continue to embed this. This pays consideration to the guidance here:</p> <p><u><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></u></p> <p><a href="#">White Rose link</a></p>	<p>1, 4</p>
<p>Improving literacy (for early readers, disciplinary literacy and reading for pleasure) in all subject areas in line with recommendations in the EEF <u><a href="#">Improving Literacy in Secondary Schools</a></u> guidance.</p> <p>We will fund professional development within subject areas, and track impact for disadvantaged cohorts.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><u><a href="#">Improving Literacy in Secondary Schools</a></u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment across all subjects (priority focus on English and maths) and affect life chances for all. DfE <u><a href="#">The Reading Framework</a></u>.</p> <p>Our reading support strategy also targets early readers through 1-to-1 intervention, whilst reading for pleasure is developed more broadly.</p>	<p>1, 2, 7</p>
<p>Re-establishing our rich offer of visits and experiences is crucial for developing cultural</p>	<p>Developing students' cultural capital is a crucial part of the curriculum, and our internal feedback points to the</p>	<p>7</p>

<p>capital for all students. With disadvantaged students at increased risk of limited life experiences we will subsidise expenses as far as possible to ensure students' lives are enriched during their time with us.</p>	<p>benefits of experiences beyond the classroom.</p> <p>We know from discussions with families, feedback from exam boards and interactions with teachers that we need to broaden horizons as much as possible to ensure no students are disadvantaged with regards to their understanding of the world beyond their daily lives. Closer tracking of participation, using data from Evolve, will enable us to target opportunities more astutely.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting targeted students, particularly those who are disadvantaged, with their desire and ability to read will improve literacy and engagement with reading materials.</p> <p>More staff are being trained to teach phonics to support our weakest readers.</p>	<p>A range of programmes are being used to promote positive attitudes towards reading, support the weakest readers and provide appropriate challenge through access to demanding texts. <a href="#">Targeted reading interventions</a> have been shown to positively impact disadvantaged pupils.</p> <p>Regular meetings with faculty based basic skills leads enables sharing of cross curricular strategies to develop reading support within all faculty areas.</p> <p>A high number of staff, including teaching assistants, English teachers and librarians are trained to deliver and support with the <a href="#">Fresh Start</a> phonics programme.</p>	2
<p>With a broad range of needs (including EAL, SEND , literacy, numeracy etc) we have a bespoke programme of interventions, coordinated</p>	<p>Our annual intervention review shows the successes we have enabled, and also points to areas for further development. New strategies will be selected using the same rigorous processes that encompass discussions</p>	1, 2, 3, 4

by a specialist working alongside the Inclusion faculty	with other schools, reference to national research evidence and consideration of strategies from a range of sources.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £392,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adding capacity to our established support mechanisms to cope with increased demand and provide personalised responses for students with social, emotional and mental health needs.	Internal data on positive impact of individual strategies shows those which have best impact, whilst use of Edukey is providing stronger evidence over time. EIF report is being used to select new strategies, with new providers playing a key part in our increased support offer: <u><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></u>	4, 5
Embedding principles of good practice set out in DfE's <u><a href="#">Improving School Attendance</a></u> advice. Staff will get training and release time to develop and implement new procedures. Attendance team target families in need of support to raise attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Our own systems have also shown that targeted support improves attendance, so we continue to develop our early-indicators to direct support appropriately. Refinement of our systems for tracking attendance and identifying areas for improvement has supported this work.	6
Addressing the cultural capital and experience gaps through broader enrichment visits and experiences.	National observations show that experiences have been limited for all students, and this risks impacting disadvantaged students disproportionately. Student and parent feedback tells us this needs to be addressed.  The Manchester United Foundation is a key part of our work here, and the nature of this collaboration is always evolving.	7



	Close tracking and response to data showing engagement with extra-curricular activities will also support improved engagement, from a strong start point.	
Contingency fund for acute and emerging issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £522,500**

## Part 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 2023 to 2024 academic year.

Our review of the 2023-24 pupil premium expenditure shows that we achieved many of our goals. The Progress 8 measure shows a gap of just 0.13 between the pupil premium students and the rest of the cohort. This gap shows very little difference in the rates of progress for our pupil premium students, and this should set them up for successful futures.

Disadvantaged students continue to be loaned devices where needed, offered places in additional tuition and broader support as needed and they experienced at least the same level of pastoral contact and care as all of our students.

With this being a three-year plan, we have reviewed and updated ready for the 2024-25 academic year, but we can see that the direction of travel remains positive.

#### **Raising attainment**

National GCSE data shows persistent and often significant gaps for disadvantaged students, and we are proud of the fact that our 2023-24 outcomes show the gaps for our cohort remain far lower than nationally. We still see strong progress from our disadvantaged students, with the P8 score of 0.87 equating to almost a grade better performance on average than comparable students across the country. Basics gaps did increase slightly (from the record low of 2023) but are still far lower than seen nationally.

We replicate our systems to track, celebrate and improve the performance of our disadvantaged cohort where necessary across all year groups, meaning teachers and leaders have a good understanding of the challenges students face and actions are taken where the data shows them to be needed.

Embedding the impact of the Maths Mastery curriculum continues to support improved results, with attainment at key grades improving this year. The gap for pupil premium students in maths remains small, showing the curriculum changes to be working for students across the board.

Tracking reading gaps shows progress made in certain cohorts, but information is less clear due to a shift in the package being used. We do see progress made with the Y8 gap, but narrowing the Y7 gap has proved more challenging. Efforts will continue next year, with additional and/or complementary actions to be planned.

## **Assessment**

Assessment systems are tighter, and line management discussions following periods of formal assessment focus on the pupil premium students. This enables us to consider the individuals concerned, the challenges they face and the support they need, and to then implement such support as required.

Work to develop metacognition continues, resulting in all students having clear areas of strength and development following assessments. Students understanding their own learning and reflecting on how they can improve in the future remains a key part of our work and priorities.

## **Attendance**

Attendance continues to be an area of success for the school and pupil premium students, with the overall gap at the end of the year being 1%, and PA gaps also reducing. An updated tracking and intervention system has supported these improvements, and keeps the disadvantaged students at the forefront.

Consistent approaches and clear messaging, strongly led by our attendance team and their SLT link, combined with a broad programme of rewards and interventions, supports the strong attendance figures for all students. We are very pleased that disadvantaged students' attendance is very nearly matching that of their peers, and we can be confident that no significant changes are needed to our approaches.

Beyond this, engagement with wider opportunities shows no significant gaps for disadvantaged students. We track and respond to this data more strategically now, and are thus able to act more efficiently. We are proud to see our pupil premium students engaging with the opportunities we make available to them.

## **Additional support for wellbeing**

With minor changes to specific providers and interventions used this year, our data shows pupil premium students to be proportionally accessing additional support in line with their peers, and we get regular strong feedback for the supportive actions we take. As all support is offered regardless of background, but an awareness that vulnerability of any type will be a flag to possibly mean additional support should be prioritised, the over-arching figures relating to attendance, engagement and academic underachievement show our approach to be working.