

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	1062
Proportion (%) of pupil premium eligible pupils	54.34%
Academic years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 (plus interim checks)
Statement authorised by	Neil Johnson, Academy Headteacher
Pupil premium lead	Alan Millington, Assistant Headteacher
Governor / Trustee lead	Emma Antrobus, Chair of Local Academy Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£556,125
Recovery premium funding allocation this academic year	£0
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	£556,125

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>Disappointingly the GCSE outcomes for 2025 show that the gap for our disadvantaged students grew - our disadvantaged students who achieved grade 5 or above in English and Maths was 44.4%, compared to 52.8% nationally for non-disadvantaged students. Internally the gap between pupil premium and non-pupil premium students achieving Grades 9 to 5 in English and Maths was -17.8%. Although in all measures, disadvantaged students at Levenshulme High School perform better than their disadvantaged peers nationally.</p>
2	<p>Although lower than previous years, our internal data shows that reading age gaps are larger for disadvantaged students on entry. Our pupil premium students on average have a lower reading age of 5 months compared to their peers. 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> <p>Attitude to learning data also shows wider gaps in engagement and motivation for disadvantaged students compared to their peers.</p>

6	Our attendance data indicates that attendance among disadvantaged pupils is slightly lower than that of their peers at around 1.5% - this gap is far lower than national figures, but the gap remains which obviously negatively impacts progress and requires continued attention in ensuring the gap further narrows.
7	<p>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 uptake for disadvantaged students to be relatively strong.</p> <p>We need to ensure that for all events our disadvantaged students are targeted appropriately to ensure there is no 'experience' gap in our extensive and inclusive extra-curricular package.</p>

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 2025/26, basics gaps for disadvantaged students will continue to be much stronger than nationally and further diminish in our setting to single figures.
Improved reading ages and engagement with reading among disadvantaged pupils across KS3.	<p>Reading age gaps for disadvantaged students reduce over time, as tracked using our internal assessment tools.</p> <p>Internal data shows engagement with reading improves, and this is reflected in assessment outcomes and through internal quality assurance.</p> <p>Our weakest readers are supported through developing phonics work, resulting in improved reading ages for the most vulnerable.</p>
All students, including those who are disadvantaged, are well-supported with regards to their mental and emotional wellbeing.	<p>Feedback from student and parent questionnaires shows students are well-supported, with no significant gaps for disadvantaged students.</p> <p>Pastoral team referrals for additional support reduce, with disadvantaged students proportionally represented within the cohorts being supported.</p>

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.
Improved behaviour for our disadvantaged students.	Our internal behavioural data and the number of students who are suspended will show the gaps have narrowed.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our bespoke CPD programme will focus on Adaptive Teaching, notably for the students with SEND (99 children are currently Pupil Premium and SEND), to further develop teacher practice to improve engagement and attainment of all. Whilst also ensuring our most able students are supported to reach their potential.	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. Support for ensuring adaptive teaching is embedded is widespread, including the research conducted by the Chartered College of Teaching which can be found here .	1, 4
Continued development of SSA practice, resulting in astute assessments driving sustained progress.	Astute assessment provides detailed feedback to students, parents and staff regarding strengths and areas for future development, whilst ensuring timely interventions that are informed to have a high impact on pupil outcomes. Evidence from the EEF shows the importance of formative assessment. Formative Assessment Link.	1, 3
Continued development of Mastery approach in maths, supporting improved long-term retention of skills and knowledge. Staff training, including across the Trust and beyond, will support this.	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: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) White Rose link	1, 4

<p>Improving literacy (for early readers, disciplinary literacy and reading for pleasure) in all subject areas in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</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: <u>Improving Literacy in Secondary Schools</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>The Reading Framework</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>Improving oracy skills for all students. Although difficult to measure quantitatively via internal data, we know that this which will particularly support our disadvantaged students who are likely to have fewer opportunities to develop their oracy skills.</p> <p>We will fund professional development within subject areas, and track impact for disadvantaged cohorts.</p>	<p>The EEF states that on average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). Evidence also tells us that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p><u>EEF research</u></p>	<p>1, 3, 7</p>
<p>Continue our rich offer of visits and experiences, this is crucial for developing cultural 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, and that they are proportionally represented in data.</p>	<p>Developing students' cultural capital is a crucial part of the curriculum, and our internal feedback points to the 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. Close tracking of participation, using data from Evolve and via extra-curricular participation will enable us to target opportunities more astutely and show there is no gaps between our disadvantaged and non-disadvantaged students.</p>	<p>7</p>

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

Budgeted cost: £106,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting targeted students, particularly those who are disadvantaged, with their desire and ability to read will improve literacy and engagement with reading materials.	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. Targeted reading interventions have been shown to positively impact disadvantaged pupils.	2
Delivery of the phonics programme to support our weakest readers.	Regular meetings with faculty based basic skills leads enables sharing of cross curricular strategies to develop reading support within all faculty areas. A high number of staff, including teaching assistants, English teachers and librarians are trained to deliver and support with the Fresh Start phonics programme.	
With a broad range of needs (including EAL, SEND, literacy, numeracy etc) we have a bespoke programme of interventions, coordinated by a specialist working alongside the Inclusion faculty	Strategies to be selected using rigorous processes that analyses student data to ensure the correct students are receiving the correct support. The interventions will be placed onto our online platform, 'Edukey', with staff analysing the impact of interventions on individuals. New strategies will be selected using the same rigorous processes that encompass discussions with other schools, reference to national research evidence and consideration of strategies from a range of sources.	1, 2, 3, 4
Introduction of the 'Scholars Programme', focussing on higher ability students, with higher ability pupil premium students prioritised for involvement.	The programme is designed to support students from non-selective state schools, such as Levenshulme, the opportunity to work with PhD researchers. Data from the Higher Education Access Tracker (HEAT) has	1, 2, 3, 7

	<p>shown that students who did The Scholars Programme in Year 8, 9 or 10 were more likely to achieve a 9-5 in maths and English at GCSE than students who scored similarly at Key Stage 2 within their schools.</p> <p>UCAS-2024-25.pdf</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £400,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support students with social, emotional and mental health needs with bespoke, personalised responses	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>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</u>	4, 5
<p>To ensure consistent application of the school's attendance policy informed by the DfE's <u>Improving School Attendance</u> advice.</p> <p>All staff in the school to promote attendance, making clear the links between attainment and attendance.</p> <p>Different stakeholders to be involved in escalation of support needed for students where attendance is proving to be a barrier, with a focus on disadvantaged students receiving a higher level of support/quicker escalation of interventions, ensuring the correct families are targeted in support for improving attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Our own systems have also shown that targeted support improves attendance, so we continue to develop our early indicators to direct support appropriately.</p> <p>Evidence from the EEF shows that attendance for disadvantaged students can be largely managed using the universal tools, in our case via our attendance tracker and escalation tool, with confidence that we are implementing this effectively and consistently first. Where further support for disadvantaged students is required, the EEF research considers different strategies to be used, <u>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision</u></p>	6

Addressing the cultural capital and experience gaps through broader enrichment visits and experiences.	<p>National observations show that experiences have been limited for all students, and these risks impacting disadvantaged students disproportionately. Student and parent feedback tells us this needs to be addressed.</p> <p>The Manchester United Foundation is a key part of our work here, and the nature of this collaboration is always evolving. Close tracking and response to data showing engagement with extra-curricular activities will also support improved engagement, from a strong start point.</p>	7
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: £556,300

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 2024 to 2025 academic year.

The review of our 2024-25 pupil premium expenditure shows that we did achieve many of our goals.

Raising attainment

The attainment 8 score showed a gap of 8.15 between our pupil premium and non-pupil premium students, showing an increase on previous years. There is no clear explanation for this in terms of the strategies deployed, with our disadvantaged pupils targeted as a priority for any interventions in place. However, it is worth noting that 14 of the 16 suspensions in Year 11 last year were disadvantaged pupils – these are days of lost learning. This is a higher proportion of representation compared to previous years. Similarly, this vulnerable cohort is over-represented in internal sanctions for negative behaviours. Furthermore, the attendance of our disadvantaged students was 90% in Year 11 last year compared to 91.6% for the year group. These are contributing factors to underachievement which we will be working to address this academic year.

This said, we are proud that our outcomes show the gaps for our disadvantaged cohort remains far lower than nationally with our students outperforming their peers nationally in all measures, notably the attainment 8 score of 48.3. Compared with non-disadvantaged students this is only a gap of 2. This is even more positive when looking at P8 scores; although this is based on internal data due to the pandemic, based on SISRA's score that takes into account a huge sample from across the country, our P8 score for Pupil Premium students was 0.53 meaning our Pupil Premium students make over half a grade more progress than their non-disadvantaged peers do nationally.

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.

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.

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 notably Year 7 and 8. However, the gap did increase in Years 9 and 10. The reading assessment package was changed during last academic year to ensure all schools in the trust were aligned. 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 1.5%, although this gap is more significant in the older years, with Year 11 having a gap of 3.5%. The tracking and intervention system has supported and ensures the disadvantaged students are 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

Our data shows pupil premium students to be accessing additional support with their wellbeing, being prioritised for additional support, such as access to counselling. We get regular strong feedback for the supportive actions we take. the over-arching figures relating to attendance, engagement and academic underachievement show our approach to be working.