# Levenshulme High School - 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 2026-27

| Detail | Data |
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| School name | Levenshulme High School |
| Number of pupils in school | 1076 |
| Proportion (%) of pupil premium eligible pupils | 57.2% |
| Date this statement was published | October 2026 |
| Date this statement was updated | N/A |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | Alex Fair, Academy Headteacher |
| Pupil premium lead | Alan Millington, Assistant Headteacher |
| Academy Councillor / Trustee lead | Emma Antrobus, Chair of Local Academy Committee |

**Part A: Review of Outcomes in the previous academic year 2025/26**

**Funding overview 2025-26**

| Detail | Amount |
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| Pupil premium funding allocation last academic year (2024-25) (including service pupil premium funding) | £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 (2025-26)**<br>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 |

| Area | Impact |
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| Teaching<br>Budgeted Cost:<br>**£186,000** | • 2025/26 GCSE outcomes demonstrate continued excellent PP cohort performance. A8 for PP cohort was 47.58 against a national average of 35.0. This A8, also, surpasses national A8 average for all students of 46.63.<br>• Due to the absence of KS2 SATs for this cohort, external outcomes are measured on attainment rather than progress. Internally, however, this 2025/26 Levenshulme cohort did take Y7 CATs and from this baseline PP P8 was +0.52.<br>• This is clearly significantly above customary national P8 averages of 0.00 for all students and approximately +0.15 for non-PP students.<br>• This trend of PP cohort performance is strongly embedded. 2024/25 outcomes show a PP cohort P8 of +0.53 and 2023 24 outcomes show +0.86.<br>• In terms of gaps between PP cohort performance and non-PP cohort performance, there is a trend of minimal and even negative gap. In 2022 23 non-PP cohort P8 was +1.07 against the PP cohort of +1.09.<br>• There was an A8 gap in 2024 25 of 8.14 (PP 48.37 and non-PP 56.51) and 2025/26 of 9.08 (PP 47.58 and non-PP 56.66%) but this was largely due to lower levels of prior attainment amongst PP learners.<br>• The quality of education across the school continued to be of a very high standard in 2025/26. Levenshulme High School were inspected by OFSTED in June 2026, the report stated “Pupils achieve well at this school. All pupils, including disadvantaged pupils, make effective progress and achieve examination outcomes well above the national average.” The report, also, stated that “teachers adapt learning effectively.”<br>• PP budget spend on English and Maths interventions has been impactful on our disadvantaged students.<br>• The A8 score in Maths for PP students was 4.44 in 2025/26, compared to 4.77 for all students, showing a minimal gap.<br>• In English, the A8 score was 10.44 for PP students, compared to national average of 7.6 for disadvantaged and 10.6 for non-disadvantaged nationally.<br>• In Maths, the A8 score was 8.88 for disadvantaged, compared to the national average of 6.9 for disadvantaged and 10.00 for non-disadvantaged nationally.<br>• Internal tracking data for years 7 – 10 show similar diminishing gaps.<br>• Standards of literacy improved across all year groups, for both disadvantaged and non-disadvantaged cohorts. There was regular sharing of strategies to identify and improve quality-first teaching, including disciplinary literacy and reading for pleasure. |

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| | • Staff have received on-going CPD training on strategies to develop oracy to be used in the classroom. |
| Targeted Academic Support<br><br>Budgeted Cost:<br>**£190,800** | • PP learners benefited from extra intervention and revision lessons at breaktime and lunchtime, after school and during the holidays. We also held a series of 'masterclasses' before the student's GCSEs, whilst open to all – our PP students were specifically targeted for attendance via phone calls to both the student and family.<br>• Year teams supported disadvantaged learners in a multitude of ways. This included Head of Progress, Senior Team and Peer Mentoring programmes. The introduction of our Everyone Belong meetings further strengthened this practice. Ofsted commented, "At the weekly 'Everybody Belongs' (sic) meetings, leaders share information about pupils' needs. Staff use this information to carefully plan how to remove any barriers to learning that pupils may have. Leaders regularly review pupils' support plans and adapt the curriculum accordingly.<br>• Teachers across the curriculum had a particular PP focus whilst they implemented wave 1, 2 and 3 interventions to boost achievement. Wave 3 interventions included bespoke reading groups.<br>• Seating plans identified PP students and were regularly updated on class charts to reflect impactful strategies.<br>• CPD training included a specific session on sharing impactful strategies with our Y11 PP learners.<br>• Phonics delivery was hugely impactful in support of our weakest readers. Amongst our PP learners, who were on the phonics programme during 25/26 academic year, passed all modules by being able to read 90 words per minute fluently, which allowed them to make progress with their reading development and gain further access to the curriculum.<br>• A range of other targeted reading interventions positively impacted disadvantaged learners. The average increase in reading age amongst this cohort was on average 2 years. |
| Wider Strategies<br>Budgeted Cost:<br>**£179,500** | • In 2025/26 attendance of our PP cohort was 92.7% against a national PP of 89.33. The national average for secondary pupils was 91.4%, 1.3% less than our PP learners. Ofsted commented, "attendance is high for all pupils, including disadvantaged pupils."<br>• In 2025/26 the number of PP learners whose cultural capital was boosted through curriculum enhancement increased. Furthermore, there were no salient gaps in this wider opportunity engagement with non-PP cohorts.<br>• In 2025 26, and in preceding years, more PP learners accessed additional support for wellbeing provisions, such as counselling.<br>• There was a concerted effort to ensure that our disadvantaged students can access a wide range of cultural capital and |

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| | steps are put in place to support where necessary. Ofsted commented “Staff support disadvantaged pupils well. Leaders ensure that the pupil premium funding is spent wisely. For example, leaders use pupil premium funding to give equal access to trips and similar experiences. Pupils with special educational needs and/or disabilities or those with other barriers have the same care and attention given to them. Leaders are creative in finding solutions. They make appropriate and well-informed choices regarding the use of alternative provision. As a result, pupils achieve well from their starting points and flourish.<br>• 99% of Year 10 Pupil Premium students engaged in and successfully completed a five-day work experience placement, providing valuable exposure to the workplace. The remaining 1% completed a virtual work experience programme with support from Careers Connect, ensuring 100% participation in work-related learning opportunities<br>• 100% of Year 10 Pupil Premium students participated in a visit to the University of Manchester. This experience was designed to raise aspirations, broaden horizons, and increase awareness of future educational and career pathways.<br>• 100% of Year 7 Pupil Premium students took part in an *Introduction to the World of Work* event. Working with trusted employers, students developed key employability skills and gained valuable insights into future career pathways<br>• During 2025/26, all Year 7 and Year 10 Pupil Premium students participated in inspirational employer engagement talks through Speakers for Schools. The sessions broadened students' understanding of future career opportunities and showcased the varied educational and professional journeys that can lead to success.<br>• During 2025/26, all Year 11 Pupil Premium students attended the annual Careers Fair, featuring more than 20 schools, colleges and employers. Students and their families had the opportunity to engage directly with a range of providers in one location, enabling informed and collaborative decision-making regarding post-16 education and training pathways ahead of the college application process.<br>• Ofsted commented, “Pupils are well prepared for their next steps in education, employment or training. They are ambitious in their plans for their futures. Staff build close relationships with post-16 providers to ensure smooth transitions for pupils. As a result, all pupils, including disadvantaged pupils, take meaningful and appropriate next steps.”<br>• Where additional support for a child is required, the school has worked closely with others to ensure that our support for PP students targets the correct areas, Ofsted report states, “Leaders' work for disadvantaged pupils is well informed and targets the right priorities, and they check the difference it makes. The school also works closely with local agencies, including the virtual school, so that pupils known to social care and other vulnerable pupils receive the support they need.” |

**Part B: Pupil Premium Strategy 2026-27**

## Section 1 - Funding overview 2026-27

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year (including service pupil premium funding) | £624,800 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £624,800 |

## Section 2 - Statement of intent

In line with the achievement of previous year groups, we aim for all students to make strong progress across a broad range of subjects, regardless of their starting points or any potential disadvantage. We offer a broad and ambitious curriculum, and our inclusive approach ensures that all students are supported and challenged to achieve their aspirations and be the very best they can be.

Our whole-school priorities reflect the importance of continued pedagogical development, focused on ten key elements of teaching and learning: high expectations; progress and challenge; planning and sequencing; expert subject knowledge; checking for understanding; assessment and feedback; adaptive teaching; routines; foundation skills, including literacy, reading and numeracy; and a positive climate for learning. We recognise that excellence in each of these areas contributes to high-quality teaching and learning for all. Importantly, these elements are

implemented with a clear focus on ensuring that disadvantaged students can fully access, engage with and succeed within the curriculum. Through carefully planned sequencing, adaptive teaching, regular checks for understanding, explicit development of literacy and numeracy, and consistently high expectations, we aim to remove barriers to learning, address gaps in knowledge and confidence, and thereby minimise the impact of socioeconomic disadvantage on educational outcomes.

Our curriculum adaptations are informed by precise assessment, a deep understanding of students' needs and carefully sequenced learning. We complement this with targeted interventions that support vulnerable students, including those who are disadvantaged. These interventions include academic tutoring, support for emotional wellbeing, and the development of metacognitive strategies that enable students to become increasingly independent and reflective learners.

Our Pupil Premium Strategy seeks to maintain high expectations for all disadvantaged students whilst providing bespoke support where necessary. Regular fortnightly Everyone Belongs meetings bring together key stakeholders to review the progress, attendance, wellbeing and engagement of vulnerable learners, including those who are disadvantaged. This ensures that students are considered as individuals and that support is tailored to their specific needs and circumstances.

We are committed to ensuring that disadvantaged students have full access to the wider opportunities that enrich education and broaden horizons. Through carefully planned cultural experiences, educational visits and enrichment activities, we prioritise disadvantaged learners to ensure they do not miss opportunities that may otherwise be beyond their reach. Participation is monitored closely and reviewed regularly so that any emerging gaps can be identified and addressed promptly.

Our comprehensive Personal Development curriculum further supports this aim by preparing students for life beyond school. Through a range of real-world contexts and experiences, students are exposed to diverse viewpoints, cultures and perspectives, enabling them to become informed, respectful and active citizens. We are committed to developing the knowledge, character and cultural capital that will allow all students to thrive in modern Britain and beyond.

The priorities identified within this strategy are closely aligned with our School Development Plan, ensuring coherence between our disadvantaged pupil provision and wider school improvement work. The impact of interventions is reviewed regularly and evaluated against internal and external performance measures, enabling us to adapt our approach where required and direct resources to where they will have the greatest impact.

Finally, all reporting, monitoring and quality assurance processes maintain a relentless focus on the progress, attendance, engagement and outcomes of disadvantaged students. Through this approach, we aim to ensure that every student, regardless of background or circumstance, receives the support, opportunities and high-quality education needed to thrive, achieve success and fulfil their potential.

**Section 3 - Challenges:**

The following challenges have been identified as the key barriers affecting educational outcomes for the disadvantaged students at Levenshulme High School:

1. Academic performance
2. Reading and oracy skills
3. Behaviour, wellbeing and mental health
4. Attendance
5. Reduced life experiences and cultural capital

The activities and approaches outlined within this strategy are designed to address these challenges and improve outcomes for disadvantaged students.

**Section 4 - Activity in this Academic Year (2026-27)**

*The challenges outlined above have informed the development of a comprehensive programme of support designed to address the academic, social, emotional and pastoral barriers experienced by disadvantaged students. Our approach combines high-quality universal provision available to all pupils with targeted support and interventions for those eligible for pupil premium funding. Together, these activities are intended to improve outcomes, remove barriers to success and ensure disadvantaged students can fully participate in all aspects of school life.*

**Challenge 1: Academic Performance**

| **Context specific detail:** | **Universal actions:** | **PP specific actions:** |
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| Nationally, disadvantaged pupils continue to achieve lower outcomes than their non-disadvantaged peers.<br><br>At Levenshulme High School, disadvantaged pupils achieve strongly and perform significantly above national disadvantaged averages. While attainment gaps | • Developing effective metacognitive strategies and using these to prioritise independent study planning.<br>• Colleagues come into school to promote different courses available at local colleges, promoting the qualifications required for entry.<br>• Heads of Progress regularly analyse data to identify gaps and those students most at risk of underachievement, putting in place | • A number of students in years 9 and 10 are offered the opportunity to participate in the Brilliant Club Scholars programme. Students will develop academic writing skills to help them in all aspects of their study moving forward, working with a PhD researcher from the University of Manchester to complete a piece of academic writing. Eligibility includes Ever6 and home postcode.<br>• Everyone belongs meetings take place for every year group; in a three-week cycle there is a focus on academic performance of PP students with |

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| between our disadvantaged and non-disadvantaged cohorts remain smaller than those seen nationally, a difference remains in some headline measures. Internal assessment information highlights the importance of continuing to provide targeted support to ensure all pupils achieve their full potential. | timely interventions. PP students are seen as a distinct group whose data is analysed and targeted interventions put in place.<br>• Students in years 7-11 participate in the GM Higher Widening Participation programme which provides Students from low-income households, first-generation, care-experienced, young carers, or students who reside in areas with low HE participation opportunities to experience HE age-appropriate activities to raise aspirations over a 5-year period.<br>• Study guides are provided for every student in KS4.<br>• Online revision guides are provided for every KS4 student.<br>• Whole school CPD is focussed on Adaptive Teaching for all students, with PP students seen as distinct group that are adapted for in day to day teaching. | interventions planned from this. Both deputies are present, along with SEND, attendance, Heads of Progress and Pastoral Managers.<br>• PP students are prioritised for interventions, for example English and Maths form time interventions.<br>• Seating plans are data informed which PP students' priority for increased access to the teacher.<br>• Mentoring to take place for targeted Year 11 students, with PP students prioritised for this.<br>• Parental forum for PP students in Year 11 of how they can support their child at home and in school.<br>• PP students will be prioritised for contact in the lead up to Year 11 exams for contact with home and how they can support their child.<br>• The Middle Leadership programme this year has focussed on vulnerable groups and how adaptive teaching may look in their faculty areas – PP is one such group. |

**Challenge 2: Reading and oracy skills.**

| **Context specific detail:** | **Universal actions:** | **PP specific actions:** |
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| Literacy and communication skills remain central to success across the curriculum. Baseline assessments show that some disadvantaged pupils enter school with lower reading ages and reduced literacy skills compared to their peers. While many pupils make strong progress through our literacy provision, continued focus on reading fluency, comprehension, vocabulary development and oracy remains important to ensure all students can fully access the ambitious curriculum and communicate confidently. | • All students in KS3 have a baseline reading test, all staff are then informed about each student's level of reading.<br>• One hour per week in KS3 is given for a "READ" lesson via the English curriculum.<br>• The school follows a phonics programme for the weakest readers.<br>• Based on reading scores, the library is designed to ensure students are accessing appropriate literature.<br>• Staff regularly take feedback form students to identify the books that they want to read.<br>• Within English, texts taught have been carefully chosen to increase cultural capital and be contextually relevant for the students, whilst ensuring accessibility.<br>• CPD time has been given to teaching fluency for reading and oracy.<br>• The school show has two casts which increases life chances for a wider range of students through their development in a range of skills, including oracy.<br>• Within the form time programme, the use of 'say it again better' and 'turn and talk' is used explicitly.<br>• In Year 9 all students deliver a spoken speed in English. | • PP students with lower reading ages are targeted within the READ lessons for support from the teacher, TA and librarians.<br>• Reading plus software used for PP students with low reading ages.<br>• Weekly peer mentor reading programme. PP students are prioritised before all students<br>• PP Students are targeted for clubs that promote oracy skills, for example debate mate.<br>• Inside the classroom adaptive teaching is a big focus of our CPD programme, this includes targeting PP students for support around reading and oracy. |

**Challenge 3: Behaviour, wellbeing and mental health**

| **Context specific detail:** | **Universal actions:** | **PP specific actions:** |
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| The wellbeing needs of young people have become increasingly complex in recent years, with schools seeing growing demand for emotional and mental health support. At Levenshulme High School, disadvantaged students are more likely to access wellbeing and pastoral support services. Continuing to provide timely, coordinated intervention helps ensure pupils remain engaged in learning, attend well and are able to thrive both academically and personally. | • Causes for behavioural issues are varied and broad, but we ensure that individual needs are addressed, and parental engagement supports improvement.<br>• Clear escalation system to manage behaviour.<br>• Range of different interventions are put in place to support all students when behaviour falls below expected standard, including support from pastoral teams, counselling, Upstream, Manchester United Foundation, 1:1 mentoring.<br>• Day to day rewards system embedded via the merit system.<br>• Targeted rewards to address behavioural issues. | • PP student display increased signs of SEMH with often manifests itself as behavioural issues, as a result our PP students are prioritised for access to counselling provided by professionals, e.g. via Manchester Mind.<br>• The Manchester United Foundation deliver interventions for students, this includes the delivery of extra-curricular sessions that target students displaying behavioural concerns. PP students are over-represented in this.<br>• In the fortnightly Everyone Belong meetings, PP students displaying behavioural concerns are focussed on and interventions planned, including where appropriate, the SEND team.<br>• Upstream colleagues work with our Year 9 students, but also work with other students from other students if they're PP.<br>• A Star group is run to target students who may be struggling with a range of aspects of school life, such as academically and behaviour. PP students are over-represented in this.<br>• PP specifically targeted rewards, for example to reduce behavioural sanctions over a period of time.<br>• Where behaviour of PP students is an ongoing concern, parents are invited to attend coffee mornings to discuss the support we can offer. |

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| | | • PP students are supported with uniform which limits behavioural points relating to uniform. |

**Challenge 4 - Attendance to school**

| **Context specific detail:** | **Universal actions:** | **PP specific actions:** |
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| Attendance for disadvantaged pupils at Levenshulme High School remains significantly above national averages for disadvantaged students. However, a small attendance gap between disadvantaged and non-disadvantaged pupils persists. As even small differences in attendance can impact learning over time, maintaining our strong attendance culture and further narrowing this gap remains a priority. | • Attendance is managed via our attendance tracker and escalation tool via SIMS, with confidence that we are implementing this effectively and consistently.<br>• Where a students' attendance becomes an area for concern various interventions are put in place involving different stakeholders including tutor conversations, texts, letters, meetings, contracts and where necessary statutory action.<br>• Parental meetings are held and Parenting contracts signed when attendance falls below an expected standard.<br>• The Inclusion, pastoral and attendance team are all EBSA trained.<br>• Students with complex attendance issues are discussed weekly during safeguarding meetings and bi-weekly in Everyone Belongs.<br>• Regular staff training around attendance, including the promotion of the importance of attendance. This is then shared with students via form and lessons. | • Where attendance becomes an ongoing concern, and where universal interventions are not having the desired impacts, students are given targeted EBSA support from SEND and year teams. PP students are prioritised for this intervention and are over-represented.<br>• Pastoral teams prioritise support for PP students around exams to ensure attendance.<br>• Targeted PP attendance rewards. |

**Challenge 5 - Reduced life experiences**

| Context specific detail: | Universal actions: | PP specific actions: |
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| Whilst many students benefit from a wide range of enrichment, cultural and educational opportunities through school, wider national research suggests that financial pressures can sometimes limit disadvantaged young people's access to experiences beyond the classroom. Continuing to prioritise access to enrichment, careers education and cultural experiences helps ensure all students are able to broaden their horizons, develop cultural capital and raise aspirations for the future. | • The Manchester United Foundation works across the school to provide experiences for students from an extra-curricular perspective and careers. The connections made through the foundation, provide students with the opportunities to engage in competitions, meet professional athletes and learn about a range of different careers while developing skills in various areas. Students in year 11 have been part of the DXC Digital Futures programme since year 8 and have successfully designed a range of winning apps demonstrating the skills they have acquired overtime which they will utilise in the future.<br>• Every student in the school attends work experience in Year 10.<br>• Beginning at the end of Year 10 and into Year 11, all students have a 1:1 careers appointment.<br>• Colleague employed by the school as careers Co-Ordinator who works with a range of CEIAG providers who come into school to deliver assemblies and sessions around different career options.<br>• This academic year, there will be two separate trips for each year group as a whole (one in y11 due to finish dates), for example Year 7 to Chester Zoo and Year 10 to the theatre. This will ensure improved cultural capital for these students with experiences they may not have otherwise. | • Through tracking the uptake of extra-curricular clubs and activities, form tutors are able to engage students in conversations and target PP students to develop their participation in the extra-curricular offer available.<br>• Names of non-attenders shared with form tutors and club leads who in turn will aim to increase participation using modelling from more successful clubs. further advertising of clubs, direct inviting of students and messaging home, PP students prioritised and targeted for 1:1 conversation.<br>• Regular audits of trips and visits data to identify potential gaps in target groups, including PP students. PP students are then targeted to attend where appropriate.<br>• Careers Co-Ordinator work specially when PP students to ensure a work experience placement that is suitable is found.<br>• Every student receives a 1:1 careers appointment, PP students are then discussed individually and those who'd benefit from a follow up meeting are offered one.<br>• FSM vouchers are provided through all the holidays.<br>• For the trips, Pupil Premium students financial contribution are not requested. |

**Section 5 – Evidence and Rationale**

*The activities outlined above form the core of our pupil premium strategy for 2026-27 and have been carefully selected to address the specific challenges facing disadvantaged students at Levenshulme High School. While these approaches reflect our understanding of our school context and build upon existing successful practice, they are also underpinned by a strong evidence base. The following section outlines the research, guidance and evaluations that have informed each area of activity, ensuring that pupil premium funding is directed towards strategies most likely to improve outcomes for disadvantaged pupils.*

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

Budgeted cost: £258,420

| Activity | Evidence/Rationale | Challenge(s) Addressed |
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| High-quality CPD focused on adaptive teaching, responsive teaching, metacognition and effective classroom practice. | Internal assessment and outcomes data show attainment gaps between disadvantaged and non-disadvantaged students. The Education Endowment Foundation identifies high-quality teaching as the most important lever for improving outcomes, particularly for disadvantaged pupils. Approaches such as explicit instruction, scaffolding, metacognition and diagnostic assessment have the strongest evidence base. The Chartered College of Teaching highlights adaptive teaching as an effective way of maintaining high expectations whilst responding to differing pupil needs.<br><br>Teaching and Learning Toolkit \| EEF<br><br>The shift to adaptive teaching: A research-informed guide : My College | **1, 2, 3** |
| Improving literacy through disciplinary literacy, reading for pleasure and targeted support for weaker readers. | Reading age assessment data demonstrates that disadvantaged students are more likely to enter school with lower levels of literacy than their peers. The Education Endowment Foundation recommends prioritising disciplinary literacy | **1, 2** |

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| | across the curriculum, whilst The Reading Framework highlights the importance of targeted support for weaker readers and fostering positive reading habits.<br><br>Improving Literacy in Secondary Schools \| EEF<br><br>The Disciplinary Literacy Tree<br><br>The reading framework | |
| Embedding whole-school oracy strategies across the curriculum. | Pupils from disadvantaged backgrounds are more likely to have less developed vocabulary and oral language skills than their peers. Oral language interventions can provide approximately six months' additional progress and support attainment across the curriculum.<br><br>Oral language interventions \| EEF<br><br>Teaching and Learning Toolkit \| EEF | **1, 2, 5** |
| Using curriculum, assessment and data-informed practices to identify misconceptions and provide timely intervention. | Effective formative and diagnostic assessment supports long-term pupil progress by identifying misconceptions early and enabling responsive teaching and intervention.<br><br>Embedding Formative Assessment \| EEF | **1, 3** |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**
**Budgeted cost: £215,862**

| Activity | Evidence/Rationale | Challenge(s) Addressed |
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| Targeted phonics, literacy and reading interventions for students working below age-related expectations. | Disadvantaged students are overrepresented amongst those entering school with lower reading ages. Phonics and structured literacy interventions have been shown to improve reading outcomes and access to the wider curriculum. The Fresh Start programme provides intensive support for students with the greatest literacy needs.<br><br>The reading framework<br><br>Improving Literacy in Secondary Schools \| EEF<br><br>Read Write Inc. Phonics and Fresh Start - trial \| EEF | **2** |
| Small-group intervention programmes and bespoke academic support in literacy and numeracy. | Internal assessment data identifies specific students requiring additional support. Evidence shows targeted interventions are most effective when carefully matched to identified need and delivered alongside high-quality classroom teaching.<br><br>Teaching and Learning Toolkit \| EEF | **1, 3** |
| Academic mentoring, progress reviews and examination support for identified students. | Targeted support and monitoring can help disadvantaged students overcome barriers to achievement. Students are identified through detailed analysis of attainment and progress data, with impact regularly monitored.<br><br>Teaching and Learning Toolkit \| EEF | **1, 3** |
| Aspiration-raising programmes, including GM Higher and The Brilliant Club. | Access to higher education experiences, academic challenge and expert mentoring can increase confidence, attainment and progression to ambitious post-16 pathways.<br><br>The Scholars Programme - The Brilliant Club | **1, 5** |

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| Structured reading support through Reading Plus, READ lessons and peer-reading programmes. | Disadvantaged students are more likely to require additional support to develop reading fluency, comprehension and confidence. Targeted reading interventions and structured peer-reading programmes can improve reading outcomes and engagement with learning. Evidence suggests that peer tutoring approaches can have a positive impact on attainment when delivered in a structured and purposeful way.<br><br>https://apiv3.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring/technical-appendix/queen-rania-foundation | **1, 2** |

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

Budgeted cost: £150,518

| Activity | Evidence/Rationale | Challenge(s) Addressed |
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| Whole-school attendance strategy, including early intervention, family engagement and targeted support. | Although attendance gaps are significantly below national figures, disadvantaged students continue to have lower attendance than their peers. Evidence highlights the importance of early intervention, effective communication with families and tailored support.<br><br>Supporting school attendance \| EEF<br><br>Deliver targeted interventions to supplement universal provision \| EEF<br><br>Working together to improve school attendance - GOV.UK | **4** |
| Targeted SEMH, counselling, mentoring and pastoral support. | Internal data shows increasing demand for mental health and wellbeing support, with disadvantaged students overrepresented amongst those requiring intervention. Addressing SEMH needs improves engagement, attendance and readiness to | **3, 4** |

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| | learn. Research suggests that vulnerable learners often experience multiple interconnected barriers relating to attendance, behaviour, wellbeing and attainment. Effective support is strengthened through coordinated multi-disciplinary approaches that enable schools to understand pupils' needs holistically, implement targeted interventions and monitor impact over time.<br><br>https://foundations.org.uk/wp-content/uploads/2026/03/eif-adolescent-mental-health-review-report-plus-appendices.pdf<br><br>Improving Behaviour in Schools \| EEF<br><br>Supporting school attendance \| EEF | |
| Fortnightly Everyone Belongs meetings to identify barriers, coordinate support and review impact for vulnerable students. | Research suggests that vulnerable learners often experience interconnected barriers relating to attendance, behaviour, wellbeing and attainment. Effective support is strengthened through coordinated multi-disciplinary approaches which enable schools to understand pupils' needs holistically, implement targeted interventions and monitor impact over time. Regular review through fortnightly Everyone Belongs meetings ensures interventions remain responsive to changing needs and helps remove barriers to learning at the earliest opportunity.<br><br>Improving Behaviour in Schools \| EEF | **1, 2, 3, 4, 5** |
| Behaviour systems, rewards and targeted behaviour interventions. | Disadvantaged students are overrepresented in behaviour data. Consistent systems, positive reinforcement and targeted interventions can improve behaviour, engagement and attainment.<br><br>Behaviour interventions \| EEF<br><br>Improving Behaviour in Schools \| EEF | **1, 3** |

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| Removing financial barriers to participation in enrichment, careers and cultural capital opportunities. | Research suggests that disadvantaged young people often have less access to the networks, experiences and career-related opportunities that support successful transitions into further education and employment. The Careers & Enterprise Company highlights that meaningful encounters with employers can increase career awareness, motivation, confidence and readiness for the workplace, whilst reducing the likelihood of becoming NEET (Not in Education, Employment or Training). Furthermore, the Sutton Trust has consistently identified access to social and cultural capital, professional networks and career opportunities as important factors influencing social mobility and long-term outcomes for disadvantaged young people.<br><br>Access to the workplace - The Sutton Trust<br><br>Gatsby Benchmark 5 \| CEC Resource Directory | **5** |

**Section 6 - Intended Outcomes**

*The activities detailed within this strategy have been selected to address the specific challenges facing disadvantaged students and are underpinned by a strong evidence base. The intended outcomes below set out the impact we expect these approaches to have over the course of the 2026-27 academic year. They provide a framework against which the success of our pupil premium strategy can be evaluated, ensuring that funding is directed towards improving academic achievement, attendance, wellbeing and wider opportunities for disadvantaged students.*

| Challenge | Intended Outcome | How will we know we have been successful? |
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| **Academic Performance** | Improved attainment and progress among disadvantaged students at the end of KS4, with a continued focus on narrowing gaps and ensuring students achieve outcomes in line with their potential. | • The attainment gap between disadvantaged and non-disadvantaged students continues to narrow and remains significantly below national averages.<br>• The proportion of disadvantaged students achieving Grade 5+ in English and Mathematics increases from 2026 outcomes.<br>• Disadvantaged students achieve positive progress measures that compare favourably to national disadvantaged outcomes.<br>• Internal assessment data shows disadvantaged students making at least expected progress across all year groups.<br>• The proportion of disadvantaged students progressing to sustained education, employment or training remains high. |
| **Reading and Oracy** | Improved reading ages, literacy skills and oracy among disadvantaged students, enabling them to access the curriculum successfully and communicate with confidence. | • The average reading age for disadvantaged students increases from baseline measures.<br>• Students receiving phonics, Reading Plus or targeted literacy support demonstrate accelerated improvements in reading age.<br>• Internal assessment data demonstrates improved literacy outcomes for disadvantaged students across the curriculum.<br>• Quality assurance activities show consistent implementation of agreed whole-school oracy strategies.<br>• Student voice demonstrates increased confidence when speaking, presenting and contributing to classroom discussion. |

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| **Behaviour, Wellbeing and Mental Health** | Disadvantaged students are well supported with their wellbeing and behaviour, enabling them to engage positively in school life and achieve their potential. | • Behaviour incidents involving disadvantaged students reduce compared with the previous academic year.<br>• Suspension rates for disadvantaged students reduce or remain below comparable national figures.<br>• Students identified as requiring SEMH support receive timely intervention and appropriate referrals where necessary.<br>• Student and parent surveys indicate that disadvantaged students feel safe, supported and able to access help when required.<br>• Internal behaviour data demonstrates a continued reduction in gaps between disadvantaged and non-disadvantaged students. |
| **Attendance** | To achieve and sustain excellent attendance for disadvantaged students, ensuring they can fully access learning and wider school opportunities. | • Attendance for disadvantaged students remains significantly above the national average for disadvantaged pupils.<br>• The attendance gap between disadvantaged and non-disadvantaged students reduces to below 2%.<br>• Persistent absence among disadvantaged students reduces year-on-year.<br>• Students receiving targeted attendance interventions demonstrate sustained improvements in attendance.<br>• Case studies demonstrate successful removal of barriers for students with complex attendance needs. |

| | | |
|---|---|---|
| **Reduced Life Experiences and Cultural Capital** | Disadvantaged students access and engage in a wide range of enrichment opportunities that enhance personal development, cultural capital and future aspirations. | • Participation rates for disadvantaged students in trips, visits and extracurricular activities remain in line with, or improve towards, those of their peers.<br>• All disadvantaged students have access to careers guidance, work-related learning and employer encounters.<br>• Monitoring of enrichment participation demonstrates that disadvantaged students are not under-represented in school opportunities.<br>• Student surveys demonstrate increased awareness of future education, employment and training pathways.<br>• Destination data demonstrates disadvantaged students progress successfully to appropriate post-16 pathways. |

**Section 7 – Budget Summary**

Teaching £258,420

Targeted academic Support £215,862

Wider strategies £150,518

**Total budgeted cost: £624,800**

**Section 8 - Externally provided programmes**

| Programme | Provider |
|---|---|
| Scholars programme | The Brilliant Club |

| | |
|---|---|
| Star Group | The Manchester United Foundation |
| 1:1 mentoring | The Manchester United Foundation |
| Targeted 1:1 support | Upstream |
| Work experience | Careers connect |

**Section 9 - Service Pupil Premium Funding**

| Measure | Details |
|---|---|
| How did you spend your services pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |