

## Pupil premium strategy statement 2025/2026

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	Leytonstone School
Number of pupils in school	1034 (2025/2026)
Proportion (%) of pupil premium eligible pupils	25% (258)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 – 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Onyelekere
Pupil premium lead	P Hunt
Governor lead	F Sinclair

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025/2026)	£277,350 (£1075 per pupil)
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	£277,350

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attaining pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

This strategy is underpinned by the principle that every disadvantaged pupil has an equity of opportunity and it is the whole school's responsibility to achieve this. As outlined in our ethos statement, every pupil in our school is treated as part of the 'Leytonstone family' and as such, "we work hard together" for every pupil to excel, regardless of their background. Supported by research and continual professional development, leaders understand the impact that coming from a disadvantaged background can have. However, every child is different and "we ask questions, we delve" to find out how to best support and guide pupils through their education in our school. Our ethos aspires that "we are healthy in mind and body" and therefore we have a responsibility to ensure pupils are not disadvantaged because of an absence of basic needs, such as food, access to equipment or uniform. The strategy is evidence informed and as such each of the challenges has been identified from a range of sources. Furthermore, as this strategy is Year 1 of 3, then the intended outcomes for this year are realistic for this year, whilst part of a bigger picture of how pupils will be positively impacted by the strategy:

#### **High-Quality Teaching**

Learning is a journey for pupils that they feel prepared to undertake and enjoy. As such, the pupils are enriched by the planned "experiences" in our curriculum, so that every pupil is ready for 'Life after Leytonstone School'. Our ethos voices that every pupil should "broaden their horizons" which our school aims to achieve through exposure and understanding of different careers, and educational opportunities. Quality first teaching should be at the forefront of our PP strategy and resources can often be more limited in the journey of a PP pupil. We will aim to fill that void with this funding through Embedding Formative Assessment and Instructional Coaching.

#### **Targeted Academic Support**

This part of the strategy focuses on supporting disadvantaged pupils through peer mentoring, coaching and targeted strategies to improve engagement with and attainment in school. Language development and literacy & numeracy skills will be at the heart of this support. Our SEND team will also have a pivotal role in this targeted support for our pupil premium cohort with their specific deployment and the interventions that come with this. Year 11 intervention will also play a vital role in improving our PP attainment. Our Pupil Premium pupils in Year 7 and Year 8 will once again be supported through our peer mentoring programme, led by our pastoral team and older pupils.

## **Wider strategies**

### **Behaviour & Attendance Interventions**

This area of the strategy focuses upon behaviour interventions that can occur outside of the classroom and uses well embedded external partners to ensure our disadvantaged pupils thrive when challenged to take a step outside of their comfort zone. Supporting pupils' social, emotional and behavioural needs with mentoring and pastoral support with the utilisation of the RESET team and Disadvantaged Coordinator skills. BACME EWO support and dedicated Pastoral Support roles will focus on PP attendance and punctuality.

### **Cost of Living in London**

We recognise that the rising costs of London living can have an enormous impact on the achievement of young people, especially those from disadvantaged backgrounds. We aim to provide a budget so that pupils are fully ready to engage with their learning so that this should be the only thing that occupies their minds daily. This wider strategy encompasses a extensive range of areas including extra-curricular trips and activity funding, WEX consultation, arts, culture, creative curricular access, breakfast club provision, lesson equipment preparedness and linking EFA strategies with classroom access through pupil planners.

## Challenges

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

Challenge number	Detail of challenge
<p>1 – <b><u>Attainment</u></b></p> <p><i>Close the gap between PP and non-PP attainment</i></p>	<p>Attainment at GCSE has demonstrated a widening gap between pupil premium and non-pupil premium.</p> <p>The average grade for PP pupils was 3.72, whereas for non-PP this sat at 5.15. Progress8 demonstrates again the gap between PP and non-PP with <math>-0.25</math> vs <math>+0.53</math> respectively.</p> <p>Literacy still provides a challenge for PP pupils with English Language attainment and this will be targeted through this specific challenge of attainment.</p>
<p>2 – <b><u>Attendance</u></b></p> <p><i>Raise attendance to above 96% for all.</i></p>	<p>School attendance rates are above the national average. However, pupil premium attendance is lower than that of non-pupil premium. Pupil Premium attendance 92.8% vs. Non Pupil Premium of 95.2%</p>
<p>3 – <b><u>Cost of living in London</u></b></p> <p><i>Ensuring financial burden of London living does not pose a barrier to education</i></p>	<p>The cost to send a pupil to school can be high. From uniform to equipment, from learning resources to PE kit we aim to ensure that no PP pupil faces this barrier so they can flourish and achieve in alignment with their non-PP peers. Hygiene poverty and breakfast club will feature here also.</p>
<p>4 – <b><u>Cultural Capital</u></b></p> <p><i>Provides more opportunities for PP pupils to experience life outside of the classroom</i></p>	<p>Reduced exposure to wider cultural capital experiences.</p> <p>As a result, the aspirations of these children can be limited.</p> <p>Foster aspiration and broaden the horizons of PP children through (but not exclusively) high-quality curriculum provision, a well-planned rich and varied programme of enrichment and extracurricular trips that not only enhance the curriculum but also improve the enjoyment factor of school life.</p>
<p>5 – <b><u>Suspension rates</u></b></p> <p><i>Reduce suspension rates for PP pupils</i></p>	<p>Suspension rates for pupil premium pupils are disproportionately high for the percentage of pupils who are categorised as PP (25%).</p> <p>In 2024/2025 54% of our suspended pupils were PP whereas 46% of suspended pupils were non-PP, therefore a higher percentage of our PP pupils were suspended than our non-PP.</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
<p><b>Close the gap between PP and non-PP attainment</b></p>	<p>Key Stage 4 performance measures in 2027/2028 (but also shown with improvement each year until then) demonstrate that PP pupils achieve an average Attainment 8 score of at least 55 and a positive Progress 8 score beyond 0.50.</p>
<p><b>Raise attendance to above 96% for all and close the gap between PP and non-PP attendance</b></p>	<p>School attendance to be above 96% target and therefore almost certainly above national average with a view to improve PP attendance to above 96% and a closing of the gap with non-PP. Punctuality rates show no significant differences between for PP and non-PP pupils. Unauthorised absence rate for all pupils to be no more than 2% and a significant reduction in all pupils who are persistently absent being below 10% in each year group.</p>
<p><b>Ensuring financial burden of London living does not pose a barrier to education</b></p>	<p>No pupil will be under-equipped to engage with learning. With all pupils furnished with full school uniform/equipment if the financial cost is too high for PP families. Breakfast club will continue and grow over the next three years so it becomes a staple part of Leytonstone mornings.</p>
<p><b>Provides more opportunities for PP pupils to experience life outside of the classroom</b></p>	<p>All pupils eligible for PP funding to experience one school trip per year over the next three years of the strategy. A significant increase in participation of enrichment activities with one activity experienced by PP pupils per term, per year.</p>
<p><b>Reduce suspension rates for PP pupils</b></p>	<p>An overall reduction in suspension rates with a significant reduction in the suspension rates of pupil premium pupils to ensure that this figure is proportional to the number of PP pupils at the school. PP pupils to be specifically selected for various tailored activities that aim to develop self-regulation, promote professionalism and enhance school life to make it easy to navigate and ensure a successful secondary life. Wellbeing surveys from Y7 pupils to demonstrate that the transition from primary to secondary has been smoother by 2027/2028 with more pupils stating that they feel safer, happier and able to vocalise issues to a trusted adult as we move toward 2027/2028.</p>

## Activity in this academic year (2025/2026)

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

### High Quality Teaching

Budgeted cost: £151,841

Activity	Evidence that supports this approach	Challenge number addressed
<p>CPD and training (£132,841)</p> <p>Developing high-quality teaching responding to the needs of pupil - CPD and dedicated time for implementation of initiatives such as EFA and IC</p> <p>Investing in staff so recruitment and retention is maximised through wellbeing, NPQ and CPD.</p> <p>(£7,000)</p>	<p>Teaching and learning QA data, training data, attainment data, pupil portfolios across school.</p> <p>Evidence from the EEF CPD review shows that the three strongest CPD models are: lesson study/instructional coaching/strong teacher checking the pupils have understood learning. Embedding formative assessment is our key strategy this year and research states 2 months additional progress for schools who embed this practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embeddingformative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embeddingformative-assessment</a></p> <p>Instructional Coaching -</p> <p><a href="https://evidencebased.education/why-arent-we-doing-instructional-coaching-even-though-everyone-else-seems-to-be/">https://evidencebased.education/why-arent-we-doing-instructional-coaching-even-though-everyone-else-seems-to-be/</a></p>	<p>1</p>
<p>Appraisal target 5 PP pupils and intervention obligations</p> <p>(£0)</p>	<p>Staff selecting 5 pupils within Year 11 (largely selected from PP cohort) to focus upon for guidance before exams, when used effectively can raise the attainment of these pupils. Obligations to attend interventions, early revision clubs can be evidenced through attendance logs and overall improvement in attainment.</p>	<p>1</p>

<p>High Quality teaching support through RAG and MWB with planners, a new behaviour management system and learning resources for core subjects for PP Yr I I</p> <p>(£12,000)</p>	<p>Attainment data for PP pupils across 2025/2026, 2026/2027 &amp; 2027/2028.</p>	<p>I</p>
---	---	----------

### Targeted academic support

Budgeted cost: £22,393

<p>Literacy &amp; Language</p> <p>Library &amp; Language resources – Leytonstone Canon &amp; EAL coordination</p> <p>(£15,000)</p>	<p>Leytonstone Canon  <a href="https://www.leytonstoneschool.org/page/?title=Leytonstone+Canon&amp;pid=158">https://www.leytonstoneschool.org/page/?title=Leytonstone+Canon&amp;pid=158</a></p> <p>Improving literacy in all subject areas in line with recommendations from EEF with the use of NGRT base levels also and their diagnostic testing.</p> <p><a href="https://reports.gla-assessment.co.uk/whyreading/">https://reports.gla-assessment.co.uk/whyreading/</a></p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Research suggests that a fall in the pleasure of reading has been evident and Lexia, Leytonstone Canon and an investment in library resources aims to curb that decline.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/educationendowment-foundation-eef-comment-falling-number-of-childrenreading-in-spare-time?utm_source=/news/education-endowmentfoundation-eef-comment-falling-number-of-children-reading-insparetime&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/news/educationendowment-foundation-eef-comment-falling-number-of-childrenreading-in-spare-time?utm_source=/news/education-endowmentfoundation-eef-comment-falling-number-of-children-reading-insparetime&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>I</p>
--	---	----------

<p>Lexia (£4643)</p>	<p>Dyslexia and targeted literacy support, when used effectively, can enhance the reading ages and English attainment for PP pupils and those with intervention. Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject.</p> <p><a href="https://www.cognus.org.uk/wpcontent/uploads/2023/09/Dyslexia-Literacyguidance.pdf">https://www.cognus.org.uk/wpcontent/uploads/2023/09/Dyslexia-Literacyguidance.pdf</a></p> <p>Lexia is also lead by our teaching assistants and link this learning to classroom settings:</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1</p>
<p>Teaching assistant deployment and intervention  (SEN budgeted)</p>	<p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	
<p>Music  Continuation of the school's subsidy for the music service to ensure that all pupils can have access to high quality music tuition.  (£2,000)</p>	<p>Music GCSE grades</p> <p>The benefit of arts participation is widely understood and that arts-based approaches can lead to overall improvements in educational attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/arts-participation</a></p> <p><a href="https://www.thinkific.com/blog/barriers-tolearning/">https://www.thinkific.com/blog/barriers-tolearning/</a></p> <p><a href="https://www.anewdirection.org.uk/research/pupil-premium-case-studies">https://www.anewdirection.org.uk/research/pupil-premium-case-studies</a></p>	<p>1</p>
<p>Peer Mentoring (Y7/Y8)  (£750)</p>	<p>The impact of peer mentoring largely depends upon the matching criteria, the training provided and the duration of the sessions, however research and evidence suggests that there is an impact on attainment of pupils who are mentored.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mentoring</a></p>	<p>5</p>

## Wider strategies

Budgeted cost: £103,116

Activity	Evidence that supports this approach	Challenge number addressed
Attendance BACME EWO & Pastoral Support (£17,800)	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. An increase in attendance by 1.1% year on year and PP attendance was above the national average.</p> <p><a href="#">working together to improve school attendance.</a></p> <p><a href="https://explore-educationstatistics.service.gov.uk/find-statistics/thelink-between-absence-and-attainment-atks2-and-ks4">https://explore-educationstatistics.service.gov.uk/find-statistics/thelink-between-absence-and-attainment-atks2-and-ks4</a></p>	1, 2
Disadvantaged coordinator TLR (£3,416)	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. An increase in attendance by 1.1% year on year and PP attendance was above the national average.</p> <p><a href="#">working together to improve school attendance.</a></p>	1, 2
Uniform (including PE kit) (£2,000)	<p>Research and evidence demonstrates that uniform/PE kit brings a sense of belonging and identity and raises engagement with school. Uniform has become unaffordable for some disadvantaged families.</p> <p><a href="https://cpag.org.uk/sites/default/files/2023-10/School-Uniforms-Guide.pdf">https://cpag.org.uk/sites/default/files/2023-10/School-Uniforms-Guide.pdf</a></p>	3

<p>Equipment for Y7 (£1,500)</p>	<p>Ensuring classroom interruptions are minimised are essential in allowing teachers to deliver high quality, disruption free lessons. Equipment lending/requests are one way in which lessons can be derailed.</p> <p><a href="https://eedi.substack.com/p/the-cost-ofclassroom-interruptions">https://eedi.substack.com/p/the-cost-ofclassroom-interruptions</a></p> <p>Lacking equipment is also seen as a significant barrier to learning and engagement.</p> <p><a href="https://www.endingtheharm.com/wpcontent/uploads/2022/04/Barriersparticipation-progression-report.pdf">https://www.endingtheharm.com/wpcontent/uploads/2022/04/Barriersparticipation-progression-report.pdf</a></p> <p><a href="https://www.ngttravel.com/blogs/studentattainment-and-ofsted/">https://www.ngttravel.com/blogs/studentattainment-and-ofsted/</a></p>	<p>1, 3</p>
<p>Breakfast club &amp; Hygiene poverty (£5,000)</p>	<p>Although attainment evidence is scarce or weak, attendance evidence is strong and suggests that breakfast clubs can promote school engagement and attendance to school of PP pupils or the disadvantaged.</p> <p>The strongest recommendation is that schools should try where possible not to charge any pupils to attend. Breakfast clubs should remain free for FSM eligible pupils</p> <p><a href="https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf">https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</a></p>	<p>2, 3</p>
<p>Transport costs (£1,000)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="https://www.ngttravel.com/blogs/studentattainment-and-ofsted/">working together to improve school attendance.</a></p> <p><a href="https://www.ngttravel.com/blogs/studentattainment-and-ofsted/">https://www.ngttravel.com/blogs/studentattainment-and-ofsted/</a></p>	<p>1, 3</p>

<p>RESET – use of mentoring by key pastoral staff</p> <p>(£46,500)</p>	<p>Engaging our most at-risk pupils who are more than often on the road to exclusion can assist in ensuring that secondary life is a productive experience where attainment and achievement can be promoted and positive relationships fostered. There has also been a 13% reduction in suspensions year on year.</p> <p><a href="https://www.edweek.org/leadership/everystudent-needs-a-mentor-how-schools-can-make-that-happen/2023/02">https://www.edweek.org/leadership/everystudent-needs-a-mentor-how-schools-can-make-that-happen/2023/02</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidancereports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1733229021">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidancereports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1733229021</a></p>	<p>5</p>
<p>50% PP funding for trips and ventures, including extra-curricular activities, WEX consultation, arts and culture, Duke of Edinburgh</p> <p>(£25,900)</p>	<p>It is well researched and evidenced that residential trips and day trips can raise engagement and therefore attainment. Additional experiences and opportunities to engage in enriching activities outside of the classroom can enhance the attainment of PP pupils.</p> <p><a href="https://www.ngttravel.com/blogs/studentattainment-and-ofsted/">https://www.ngttravel.com/blogs/studentattainment-and-ofsted/</a></p> <p><a href="https://nasenjournals.online">https://nasenjournals.online</a></p> <p><a href="https://www.library.wiley.com/doi/full/10.1111/1471-3802.12638">library.wiley.com/doi/full/10.1111/1471-3802.12638</a></p> <p><a href="https://educationbusinessuk.net/features/schooltrips-help-schools-succeed">https://educationbusinessuk.net/features/schooltrips-help-schools-succeed</a></p> <p><a href="https://www.anewdirection.org.uk/research/pupilpremium-case-studies">https://www.anewdirection.org.uk/research/pupilpremium-case-studies</a></p> <p><a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a></p>	<p>1, 4</p>

## Part B: Review of outcomes in the previous academic year 2024/2025

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (48 pupils), drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the overall impact of PP funding suggests that pastorally (RESET, mentoring, attendance, punctuality) continue to improve the life chances and access to education of our pupil premium cohort, however GCSE outcomes remain lower than non-PP.

Although data for 2024/2025 is not yet available, the data set for 2023/2024 states that nationally the average A8 score for PP was 34.6 and although Leytonstone surpasses this with 37.17 (2024/2025 data), the LS non-PP figure remains significantly higher at 51.49 (2024/2025 data) (national figure is 49.6 (2023/2024 data)). This data demonstrates that we are making further gains nationally but in need of closing the gap in school as this is wider than the national figures (15.0 nationally vs 15.86)

A reliance on 2023/2024 P8 data sees that nationally the average P8 score for PP is -0.57 and although Leytonstone has improved upon 2023/2024 figure of -0.59, the PP P8 for 2024/2025 of -0.25 is still an area for significant improvement over the course of the next strategy. The non-PP figure 2024/2025 remains significantly higher +0.53 (nationally this is +0.16 - 2023/2024 data). This data demonstrates that we are making further gains nationally but in need of closing the gap in school.

Our literacy interventions now seem to be playing a fundamental role in improving our English Literature attainment and progress with PP P8 in this subject at +0.18 (half a grade higher than 2023/2024 data (-0.36)) - the average PP grade being 4.26. Whilst this is a welcomed improvement, the gap between PP and non PP still exists, and has widened (non-PP P8 in English Literature +1.03 - the average non-PP grade being 5.59). Interventions that focussed on revision kits, fortnightly essays and heavy intervention foci proved fruitful.

The literacy intervention seems less impactful when comparing attainment and progress in English Language. The subject progress index shows that PP cohort progress was -0.36 with an average grade of 3.77; as opposed to +0.53 and 5.21 when non-PP are considered. However, concerns around one of the papers' Dystopian focus could have been misinterpreted by many and be the reason for the lower attainment here.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Attendance has seen some impressive gains in 2024/2025 (94.6% overall as opposed to 91.4% nationally) and although our persistent absenteeism from the PP cohort rose slightly to 21%, this is lower than the overall persistently absent rate of 24.3% (non-PP and PP combined) and PP persistent absent rate of 30%.

The overall attendance for PP pupils increased in 2024/2025 when compared to 2023/2024 and 2022/2023 (92.8% vs 90.7% and 89.6% respectively) and is the first year that our PP attendance is above the **overall** national average, +1.8% which is a very strong indicator that our PP attendance intervention is having the desired impact. However, the gap between PP attendance and non-PP attendance remains significant and with a -2.4% difference this is an area where the school requires improvement. Overall school attendance closed at 94.6%, well above the national average (+3.2%) but still below the 2024/2025 school target of 95%, which will increase to >96% in 2025/2026.

Punctuality was a significant school concern in 2022/2023 and the school implemented a deterrent for lateness to school in September 2024 which has markedly improved punctuality rates for last academic year and we hope will continue to do so in 2025/2026. Data capture of PP punctuality has begun as of September 2025.

The school continues to fund 50% of trips & ventures for PP pupils to build cultural capital within the cohort. Stubbers is one example whereby 43% of participants in Year 7 (September 2024) were PP and 39% of participants in Year 9 (September 2024) attended being PP – the school recognises that more needs to be done with specific

data and logging of data and impact of these trips moving forward. Our Year 11 prom was attended by nearly all of our PP pupils in this year group with a subsidised cost for this rite of passage. There needs to be a larger reliance on the local amenities and environments that are less costly and more conveniently positioned. Less successful trips were abroad trips such as Barcelona at 18% PP uptake. Whilst our behaviour intervention-based trips have been a welcomed inclusion into the Pupil Premium budget, their impact does seem to be less evident vs the financial burden of these trips (RE:Solve and Jamie's Farm) and are likely to be phased out from the 2025/2026 strategy moving forward.

Our Enrichment PP offer was somewhat better represented by PP with 27% of Model UN participants being PP. Both the Graphics and Art club had only 1/5th of participants from the PP cohort but chess and badge clubs having 39% and 28% PP pupils respectively. The Science STEAM club attracted many pupils, however at least with the older pupils, who were largely our Triple Award candidates, most of whom were non-PP. Efforts to encourage higher participation from our PP cohort are ongoing. Breakfast club has been another very welcomed addition to the school day and has attracted many pupils on site from 08:00. With an average of 20 pupils every morning in 2024/2025, half of our regular attendees were in receipt of FSM. This free-provision is once again part of our daily experience for 2025/2026 with, on our highest day, a tripling of uptake (September 2025).

The school recognises that, moving forward, steps need to be taken to reflect on the positive impact enrichment will have on our PP cohort and raise the participation to at least 50% in all clubs and activities. The 2025/2026 has already gotten off to a strong start with 40-enrichment based clubs already offered weekly and steps are being taken to identify who is attending so the school can identify PP gaps in attendance.

Our challenge with aspirations remains a priority; Work Experience in Year 10 (June 2025) demonstrated that PP pupils were provided with some aspirant placements and of the 48 PP in Year 10, twenty-two placements were considered to be of an aspirant nature; environments such as banks, insurance, DfE and construction. However more of an emphasis is required moving forward to prioritise our placements with PP pupils so that they all are provided with aspirant experiences and not necessarily careers that are not as aspirational.

We continue to have a well embedded and consistent relationship with the College Roadshow event partners and LSC (just one example) who are welcomed annually to present to our Year 10 and Year 11 pupils for their post-Leytonstone destinations so we can continue to ensure that all of our leavers have a destination in mind. The Year 11 early pastoral focus in 2024/2025 was how to research and apply for suitable post-16 destinations and we are hopeful that the data, once gathered, demonstrates that we have 100% of our leavers in education, employment or apprenticeship training, up from 96% in 2023/2024.

Based on all the information above, the performance, especially attainment, of our disadvantaged pupils (when compared to LS non disadvantaged) did not meet expectations, and although our PP cohort do outperform their PP counterparts on a national level, there remains a significant attainment and progress gap.

Our evaluation of the approaches delivered in 2024/2025 indicates that attendance, punctuality, behaviour, literacy and certain elements of the WEX process and in-house enrichment are improving those life chances for our young people; however, as we move away from the legacy of COVID and into a period of time of financial struggle for many families we must now reflect on the next barrier of access to education being the cost of living, especially in London.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

<b>Programme</b>	<b>Provider</b>
Duke of Edinburgh Award	<a href="https://www.dofe.org/">https://www.dofe.org/</a>
Xello	<a href="https://xello.world/en-gb/xello-for-schools/">https://xello.world/en-gb/xello-for-schools/</a>
NGRT	<a href="https://www.gi-assessment.co.uk/assessments/products/new-groupreading-testfor-secondary/">https://www.gi-assessment.co.uk/assessments/products/new-groupreading-testfor-secondary/</a>
Lexia	<a href="https://www.lexialearning.com/">https://www.lexialearning.com/</a>