Pupil premium strategy statement – Lostock Hall Academy

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	763
Proportion (%) of pupil premium eligible students	23.95%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2024/2025 to 2026/2027
Date this statement was published	First published Dec 2024 Review of Yr 1 - Dec 2025 Review of Yr 2 – Oct 2026
Date on which it will be reviewed	Review of Yr 3 – Oct 2027 leading to a new 3-year plan for 27/28 to 29/30.
Statement authorised by	Mrs J Butterworth, Principal
Pupil premium lead	Mrs N Tucker, Senior Assistant Vice Principal
Governor / Trustee lead	Mrs J Mullineaux, Trustee for Safeguarding, Inclusion and Disadvantaged.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,200
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£167,200

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, 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 students to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The academy focus for high-quality teaching is **adaptive teaching and learning**, that gauges disadvantaged students' foundational knowledge. This means that disadvantaged students will be prioritised when:

- Responding to the formative assessment recording system DCPro
- Will be in receipt of re-teaching of components of knowledge not understood by disadvantaged students within class
- Will be in receipt of high-quality verbal and written feedback that moves learning forward
- Will be in receipt of targeted group intervention
- Will be in receipt of personalised interventions, attending to social, emotional and academic needs

Our strategy will continue to consider where additional support is required for students whose education and wellbeing were impacted by the COVID-19 pandemic, notably through school led interventions for students whose education has been worst affected, focusing on foundational knowledge and exposure to a wealth of cultural capital experiences (Ready to Thrive; careers; enrichment and extra-curricular; visits; rich Personal Development curriculum).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The

approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set – directional feedback that is acted upon
- act early to intervene at the point need is identified – targeted group intervention
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve – adaptive teaching and learning (using DCPro to respond to disadvantaged; CPD focus on high-quality teaching and high-quality feedback).

Challenges

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

Challenge number	Detail of challenge
1	**Attainment** Gaps exist between the outcomes of disadvantaged students and non-disadvantaged students. P8 for disadvantaged students has varied over time; disadvantaged progress had improved from -0.9 to +0.05 in 2022 but has declined, making it close to average, in 2023 (-0.45) and 2024 (-0.49. Overall P8 is close to average. Overall A8 is close to average. 4+EM is above average 5+EM is close to average Gaps remain across the key performance measures, between disadvantaged and non-disadvantaged students.
2	**Foundational Knowledge - Literacy** Assessments, observations and discussion with staff indicate that disadvantaged students generally have lower levels of reading and comprehension than peers. This impacts their progress in all subjects. During recent whole school diagnostic assessments, disadvantaged students in KS3 and KS4 demonstrated poorer decoding, fluency and reading comprehension than peers. Disadvantaged students are still more likely to have gaps in their phonic knowledge and have lower levels of fluency than non-disadvantaged students. In turn, this leads to lower levels of reading comprehension and more restricted access to the secondary curriculum.
3	**Attendance** <u>Overall Attendance</u> Attendance at LHA is generally about 1-2% higher than the equivalent national data for all. Attendance remains above or in line with the average for disadvantaged students, however there is an in-school gap. Despite attendance being in line with or better than that seen nationally, our attendance data prior to the pandemic indicates that attendance among disadvantaged students had been between 2-3% lower than for non-disadvantaged students. This has increased to just over 5% during 20-21, 7.7% in 21-22, 7.4% in 22-23, 4.9% in 6.4% in 23-24, 4.2% in 24-25 and 5.1% in 25-26. Although the gap is slightly narrower than that seen nationally (5.19%), the Academy is motivated to ensure that attendance of disadvantaged students remains above national and the gap between disadvantaged and non-disadvantaged narrows.

	Persistently Absent (PA) The gap between disadvantaged and non-disadvantaged has been impacted because of the ongoing challenges following the national pandemic, despite considerable efforts by the attendance and BfL team to ensure that students are in school. Since the pandemic, the school has seen an increase in the number of students displaying anxiety and mental health issues and becoming school refusers or poorer attenders (EBSA) than pre-pandemic. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress. In 23-24, PA for all students was 19.4% (national 25.6%). For disadvantaged students it was 42.5% (national was 42.5%). In 24-25, PA for all students was 17.5% (national 23.4%). For disadvantaged students it was 31.5% (national was 39.2%). In 25-26, PA for all students was 15.5% (national 21.5%). For disadvantaged students it was 26.4% (national was 34.5%). Although PA is better than national for all and for disadvantaged, a larger proportion of disadvantaged students are persistently absent, when compared to non-disadvantaged students. The Academy is motivated to continue to reduce the in-school gap.
4	**Readiness to Learn (equipment, social and emotional support and financial difficulties)** Our assessments, observations and discussions with students and families have identified social and emotional issues for our students, as well as some financial difficulties. These barriers exist and manifest as concerns about falling behind and catching up on lost learning, exams/future prospects and a lack of enrichment opportunities; these emerged following the pandemic and persist. However, they also exist because of the difficult economic environment our families are facing, which were made worse by the pandemic and persist. These challenges particularly affect disadvantaged students, including their attainment. Disadvantaged students feature disproportionately in safeguarding and counselling needs. An increasing number of students are arriving at secondary education stage with more complex social needs. School staff need to be trained to meet those needs as well as sourcing external agency support. Disadvantaged students feature more in the need for internal alternative provision. Resources and staffing are needed for this provision.
5	**Foundational Knowledge - Numeracy** KS2 data, internal assessment, curriculum-based assessments and teacher observations indicate that some disadvantaged students have gaps in foundational numeracy skills and mathematical understanding.

	These gaps can affect students' ability to access learning across a range of subjects, including mathematics, science, geography, technology and vocational qualifications. Recent research (Reaching the Unseen Children, Jean Gross, Routledge, 2026, P141) shows that “the disadvantaged gap in maths starts early and is particularly evident amongst white pupils. At the age of 7, the percentage of white British boys eligible for free school meals already failing to achieve the expected standard in maths was over twice that of non-FSM-eligible white boys. Some students enter KS2 with lower levels of confidence and fluency in key mathematical concepts, including number sense, calculation, proportional reasoning and problem-solving. These barriers can lead to reduced confidence, lower engagement and challenges when accessing age-related curriculum content. Research (Reaching the Unseen Children, Jean Gross, Routledge, 2026, P143) shows that “a great deal of maths work involves reading”. ‘As a result, of the strong association between reading and comprehension levels and performance on word problems, students can lose confidence in their mathematical ability and develop a negative attitude to maths’. The academy has identified the need to provide structured academic support through the **Edge Hill University Every Child Counts Programme**, which focuses on improving numeracy fluency, strengthening mathematical understanding and developing students' confidence as learners. Through targeted intervention and personalised support, the programme will help disadvantaged students secure the mathematical foundations required for success across the curriculum and in future education, employment and training.

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
Attainment To continue to improve P8, A8, Grade 5+ EM and Ebacc APS for disadvantaged students to achieve at least the same as	Success to be judged through: • A narrowing of the in-school attainment and progress gaps between disadvantaged and non-disadvantaged. Aiming for no gap. • Annual KS4 outcomes demonstrate that disadvantaged students achieve the same as national or better:

National like for like students	○ P8 in line with national of –0.57 (2023 and 2024 national; latest data available). ○ Attainment 8 score in line with national of 34.9 (2025 national) and 35.6 (2026 provisional) ○ Grade 5+EM of 25.8% (2025 national) and 27.5% (2026). ○ EBacc average point score of 3.02 (2025 national; latest available as measure withdrawn by DfE for 2026) • Curriculum leaders report reduced variation in engagement between disadvantaged and non-disadvantaged students. • Teachers demonstrate effective use of adaptive teaching strategies for disadvantaged students. • Quality Assurance shows disadvantaged students consistently participating in challenging learning activities.
Foundational Knowledge -Literacy Improved reading comprehension among disadvantaged students across KS3.	Success to be judged through: KS3 • Recording and monitoring of the Ruth Miskin Phonics Programme will evidence the closing of KS1 phonic gaps • Recording and monitoring of Reading Plus benchmark assessments will evidence increased fluency and reading accuracy in Year 7,8 and 9 • Yearly National Group Reading Tests (GL) will demonstrate the gap between disadvantaged and non-disadvantaged students closing in reading comprehension KS4 • Attainment in English is strong and above national but a gap remains in outcomes between disadvantaged and non-disadvantaged students. GCSE English outcomes will demonstrate a closing in the gap between non-disadvantaged and disadvantaged learners. ○ The national attainment gap for English for 2025 was –3.7 (non-disadvantaged was 10.6 and disadvantaged was 6.9); this is the equivalent of 1.85 of a grade. In school the attainment gap for 2025 was 3.51 (non-disadvantaged was 11.37 and disadvantaged was 7.83); this is the equivalent of 1.75. ○ The national attainment gap for English for 2026 was -2.8 (non-disadvantaged was 10.7 and disadvantaged was 7.9); this is the equivalent of 1.4 of a grade. In school the attainment gap for 2026 was 3.48 (non-disadvantaged was 11.32 and disadvantaged was 7.84); this is the equivalent of 1.74.

	• Evidence that the gap is beginning to close will be seen through subject attainment where outcomes for disadvantaged students are above national outcomes. • GCSE outcomes will demonstrate the P8 is aligned between non-disadvantaged and disadvantaged learners.
Attendance To continue to improve attendance of our disadvantaged students to reduce the in-school gap between disadvantaged and non-disadvantaged.	Success to be judged through: • a narrowing of the in-school gap between disadvantaged and non-disadvantaged. Whilst attainment is higher than national, we are aiming to continue with this as well as for no in-school gap. • Clearly identified barriers with strategies to reduce these barriers. • Improved parental engagement with attendance support processes. • Students identified as attendance concerns can articulate barriers and support strategies. • Case studies demonstrate successful reintegration of vulnerable students. • Attendance panels evidence early intervention and effective multi-agency working. • Increased sense of belonging reported through student voice activities.
Readiness to Learn To continue to support students' readiness to learn through pastoral, social, emotional and practical support.	Success to be judged through: • Individual students' ability to participate in lessons (including internal alternative provision) and an increased engagement in enrichment and extra-curricular activities. • Improvements in students' ability to participate and engage in secondary education as a result of the new Thrive programme, in conjunction with other existing interventions such as forest school, nurture and other well-being intervention programmes. • Thrive assessments identify progress in emotional development.

Foundational Knowledge - Numeracy Improved confidence and fluency in key mathematical concepts, including number sense, calculation, proportional reasoning and problem-solving.	Success to be judged through: • Improved performance in the numeracy strands identified, assessed through baseline and exit assessments. • A reduction in the numeracy literacy gaps as a result of the Every Child Counts programme • A reduction in the proportion of disadvantaged students significantly below age-related expectations in mathematics, as a result of the focus on disadvantaged outcomes • Student voice indicates improved attitudes towards mathematics and greater self-belief as learners.

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: **£105,764**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of standardised diagnostic assessments (GL progress tests, Fresh Start Phonics, NGRT and NGST reading and spelling, Every Child Counts, Sandwell assessments, DCPro and IDL).	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Diagnostic assessment | EEF GL Standardised Assessment Using Digital Technology to Improve Learning EEF	1, 2, 5
Employ a family progress and support officer (FPSO), to identify students	Support and intervention targeted at specific needs and knowledge gaps can	1, 2, 3, 4, 5

who are underachieving and work with them (and their family, where appropriate) to successfully attend school and make good progress. To work with other key curriculum and support staff, including attendance officer to ensure assessments are interpreted correctly, interventions are timely and impact evaluated.	be an effective method to support low attaining students or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF Working with Parents to Support Children's Learning EEF Parental Engagement EEF Parental Engagement International Evidence EEF Parental Engagement Report - EEF The importance of parent engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in **literacy and maths skills** (Van Voorhis et al. 2013), better **school attendance** (McConnell and Kubina 2014) and **closure of the achievement gap** (Goodall 2017). Overall, the authors concluded that 'parents, schools, and communities that actively pursued these aspects of family involvement would experience a stronger relationship between learning outcomes and parental involvement" (p.791).'	

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

Budgeted cost: **£35,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for foundational knowledge. One to one and small group support for students in need of additional	Tuition targeted at specific needs and knowledge gaps can be an effective	1, 2

support, delivered in addition to, and linked with, normal lessons. Use of Ruth Miskin Read Write Inc Resources and own resources to address fluency in reading, spelling and handwriting. Continue to provide intervention within lesson through teacher and TA support during bespoke intervention English Lesson at KS3 to address gaps in reading comprehension / writing skills. Those in need of Phonics will develop this during tutor time tuition (Year 7) or 1 hour a week with member of the SEND team through 1:1 support during Yrs 8-10. We will support individual students who are not meeting age related expectations, by providing additional literacy and numeracy (foundational knowledge) intervention to facilitate the narrowing of the gap. The family progress and support officer (FPSO) will work across the Academy with curriculum leads for English and maths, and the attendance officer, to identify and action for those students with the greatest catch-up needs. The FPSO will employ increased monitoring of T&L actions and outcomes.	method to support low attaining students or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF Diagnostic assessment | EEF GL Standardised Assessment Using Digital Technology to Improve Learning EEF	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Whole school approach to supporting phonics and fluency: 'best friends – sound talk – say the word'- All subject areas will work with students to develop disciplinary literacy.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools | Teaching and Learning Toolkit | EEF Reading comprehension, vocabulary and other literacy skills are heavily	1, 2

Whole school strategy on tier 2 vocabulary is embedded. (Academic Word of the Week) All subjects write disciplinary literacy targets into their SDPs.	linked with attainment in maths and English: Word-gap.pdf (oup.com.cn)	
Continuing with a targeted reciprocal reading programme (Reading Plus, Century Tech) as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
Phonics training, in the use of Fresh Start Phonics, has been provided for a wide variety of key staff and the academy has also undertaken consultancy support from the Ruth Miskin organisation. This will be further developed during 24/25. English curriculum is being adapted to support those that have completed phonics intervention and need to master accuracy, automaticity and fluency, before they master comprehension. Students in I and P will cement their Phonics knowledge through use of Fresh Start Anthologies during the English Intervention Session. For sets L and H - challenging reading material used via Century Tech and for sets A and S focus on reading fluency through plays / short dyslexia friendly class readers has been implemented.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds: Phonics | Toolkit Strand | Education Endowment Foundation | EEF Reading fluency strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading Fluency | Teaching and Learning Toolkit | EEF GOV.UK The Reading framework	1, 2
Students who have not met the expected standard in maths KS2 SATs will be identified and supported, through targeted intervention, through the ECC Number programme.	The 1st Class@Number 1 programme, developed by the Every Child Counts (ECC) team at Edge Hill, has been nationally recognised for supporting children to improve their numeracy skills after experiencing challenges with their prior curriculum.	1, 5

	The impact of the ten-week programme, which is structured around core topics including addition, subtraction, multiplication and division, has been highlighted in a National Foundation for Educational Research (NFER) report, prompting the Education Endowment Foundation (EEF) to add it to its 'Promising Programmes' list. NFER evaluated 1stClass@Number 1 in 226 schools across England. Pupils who took part made, on average, two months' additional progress in numeracy compared to the group who did not. The gains were similar for pupils eligible for free school meals, highlighting the important benefits of the programme in improving educational outcomes for this group.	
Purchase of school 1:1 laptop devices; for loan to ensure that all students can participate fully in the digital strategy.	Using Digital Technology to Improve Learning EEF	1, 2, 4, 5

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

Budgeted cost: **£10,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding good practice set out in DfE's guidance on working together to improve school attendance. Developing use of synergy Attend. Staff training and release time to develop and implement procedures. PFSO to work with attendance support officer to improve work with families to aid improvements in attainment and attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. GOV.UK - working together to improve school attendance Supporting School Attendance EEF	1, 3
Adoption of an inclusive Thrive approach for specific students who	There is evidence to suggest that Thrive can have an impact on identifying and	1, 4

require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our trainer and Thrive Practitioner release time.	plugging gaps and missed age development milestones. Social-and-emotional-learning | Teaching and Learning Toolkit | EEF	
Adoption of an inclusive Aspire approach for EBSA students. Or those with anxiety as a bespoke provision. Students in Aspire benefit from a blended curriculum, Oak Academy, Life Lessons and extra-curricular enrichment activities, all of which support inclusion. All alternative provision activities are assessed using the fully automated baseline and diagnostic testing system, to enable us to monitor and track individual student progress.	There is evidence to suggest that additional support can have an impact on identifying and plugging gaps and missed age development milestones. Social-and-emotional-learning | Teaching and Learning Toolkit | EEF Internal Alternative Provision | Teaching and Learning Toolkit | EEF	1, 4
To continue to support students' readiness to learn through pastoral, social, emotional and practical support through provision of **Forest School.**	Social and emotional learning (SEL) interventions seek to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions in Forest School focus on the ways in the student work alongside their peers, but impact on how they work with teachers, family and community. School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. Social and emotional learning | Teaching and Learning Toolkit | EEF Behaviour | Teaching and Learning Toolkit | EEF	4
Contingency fund for acute issues (for core subjects, foundation and hardship).	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding	All

	aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £151,414 (c/f £15,786)

Part B: Review of outcomes in the previous academic year. Pupil premium strategy outcomes for PP

Review of 25/26

We have analysed the performance of our school's disadvantaged students during the 25 slash 26 academic year using key stage 4 performance data and our own internal assessments.

Attainment – Foundational Knowledge

Phonics 25-26

Yr 7 cohort 50% Dis (3/6 students). 66.6% Dis (2/3) made the progress needed to be at age expected standard, with 33.3% (1/3) continuing.

Yr 8 cohort 33.3% Dis (1/3 students). Student has made some progress, graduated approach suggests that this support needs to continue.

Yr 9 cohort 50% (1/2 students). Student has made the progress needed to be at age expected standard.

IDL

40 Dis Students; Overall gain 7.4 months in spelling and 9.7 months in reading.

Reading Plus

During 25-26 all students participated in the reading plus programme, which aims to improve reading comprehension and reading fluency. The programme has demonstrated success as follows:

Yr 7 – average increase in reading comprehension: 2.98 years.

Yr 7 – average increase in reading fluency: 85.24 words a minute

Yr 8 – average increase in reading comprehension: 2.28 years

Yr 8 – average increase in reading fluency: 74.75 words a minute

Yr 9 – average increase in reading comprehension: 1.74 years.

Yr 9 – average increase in reading fluency: 63.56 words a minute

Attainment – KS4

For 2026, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4,

compared to other similar students nationally) is not available, as students did not undertake SATs assessments in KS2, due to the pandemic. Attainment 8 for our disadvantaged students (which is a measure of GCSE attainment across 8 subjects) was 32.60. Internal baseline dat a suggests that the 2026 cohort consisted of more students with lower baseline attainment, upon intake at Yr 7, resulting in a profile of students with a lower starting point than usual.

The school Progress 8 for 2026 was not available due to an absence of KS2 data (pandemic), however progress from internal baseline data suggests an improvement for 2026 leavers. The national P8 score for disadvantaged students in 2019 was -0.45 and in 2024 it was –0.57, with similar schools to LHA at –0.64 (2024 – latest data available).

The school Attainment 8 for 25/26 was 47.18 (all), 32.6 (disadvantaged) and 49.91 (non-disadvantaged); a gap of 17.31 (2025 gap was 18.08). In 2026, LHA has seen a small increase in A8 for disadvantaged students. The national A8 score for disadvantaged students in 2023 was 35.0, 2024 was 34.6, 2025 was 34.9 and 2026 was 35.6. LHA students are broadly in line with national, despite a lower starting point for this cohort, however, this remains an area of focus.

Key stage 4 data and our internal assessments suggest that some strong individual performances contributed towards average progress and attainment of the school's disadvantaged students in 2025-26. For the cohort who left this year, whilst the overall cumulative A8 does not appear as high as in recent years, outcomes were in line with expectations (from internal baseline data) and the vast majority of disadvantaged students performed in line with expectations. All disadvantaged students have been supported to their next destination.

EBacc APS was 2.53 compared to 3.02 (2025 national; 2026 not available, measure withdrawn by DfE). Variable performance across the subjects which form the Ebacc APS have been identified, investigated and plans put in place to address this variability.

Attendance

Absence among disadvantaged students is lower than that seen nationally. Disadvantaged students also have a much lower persistent absence rate than seen nationally. However, there is still a gap between disadvantaged students and non-disadvantaged students; this remains a stubborn gap. The school continues to make ongoing improvements to our attendance strategy, identifying barriers and putting plans in place to support students (and families) to overcome those barriers. Part of the plan moving forwards is to employ a family progress and support officer (FPSO) to identify students who are underachieving to work with them (and their family, where appropriate) to support attendance and progress.

Inclusion

Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The Academy continues its focus on supporting the inclusion of all students having previously introduced Thrive assessments, Aspire and Reflection facilities, as well as continuing to develop whole school personal development and our ready to thrive programme to meet the needs of students.

Inclusion within schools has become an even more important issue and is recognised as a key focus in school. At LHA, we have been improving our Inclusion offer to support more of our more vulnerable students to access their education with support through our new Aspire Hub. The Aspire Hub is led and operated by the BfL team and runs alongside our Reflection Room. The Reflection Room operates as our internal isolation facility where students will spend a period of time working with staff to develop awareness and capacity to choose improved behaviour.

The Aspire Hub operates to support LHA students who may struggle to attend school or lessons; whose behaviour requires additional support through intensive coaching (Thrive); have a specific safeguarding concern, is disadvantaged or has a SEND need which requires extra 1:1/small group support.

Overall

These results mean that whilst we have achieved some of the outcomes that we set out to achieve by 2026/27, as stated in the intended outcomes section above, this does not necessarily mean that each outcome will be achieved every year. Each cohort is very different in terms of prior attainment and future capability; therefore, we will continue to treat each student as an individual and support each student to the best of our ability.

Graduated Approach Review

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Teaching' and 'Targeted academic intervention' sections above. These include a **continued focus on closing foundational knowledge gaps in literacy** and following recent research (which shows that disadvantaged students are much less likely to achieve at KS2 and KS4), we have strengthened the focus on **numeracy**. We have decided to support students' **attendance and attainment** through the employment of a **family progress and support officer.**

Review of 24/25

We have analysed the performance of our school's disadvantaged students during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

For 2025, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) is not available, as students did not undertake SATs assessments in KS2, due to the pandemic. Attainment 8 for our disadvantaged students (which is a measure of GCSE attainment across 8 subjects) was 31.78. Internal baseline data suggests that the 2025 cohort consisted of more students with lower baseline attainment, upon intake at Yr 7, resulting in a profile of students with a lower starting point than usual.

The school Progress 8 for 2025 was not available. The national P8 score for disadvantaged students in 2019 was -0.45 and in 2022 it was –0.55. No P8 date is currently available for disadvantaged students in 2024, however data from SISRA suggests the national figure may be -0.43 (2024).

The school Attainment 8 for 24/25 was 47.57 (all), 31.78 (disadvantaged) and 49.86 (non-disadvantaged); a gap of 18.08. The national A8 score for disadvantaged students in 2019 was 46.7 and in 2022 it was 48.7; by 2024 this was 34.6. The DfE advises that the 24/25 National gap is at 15.4 and this gap has widened due to the disadvantaged group having a larger decrease that the non-disadvantaged group. The 2025 LHA gap between Disadvantaged and Non-disadvantaged is 18.08. This remains an area of focus in school.

Key stage 4 data and our internal assessments suggest that some strong individual performances contributed towards average progress and attainment of the school's disadvantaged students in 2024/25. For the cohort who left this year, whilst the overall cumulative A8 does not appear as high as in recent years, outcomes were in line with expectations (from internal baseline data) and the vast majority of disadvantaged students performed in line with expectations. All disadvantaged students have been supported to their next destination.

EBacc entry for disadvantaged students was 20%, which is slightly lower than the non-disadvantaged students in school at 29%.

Absence among disadvantaged students was 3.9% higher than their peers in 2024/25; this is an improvement. Overall school attendance was at 94.4%, in the top 20-30% of schools. Disadvantaged students' attendance was at 91.3%, in the top 20-30% of

schools. For non FSM the attendance was 95.2%, in the top 30-40% of schools. We recognise this gap remains, and raising the attendance of our disadvantaged students remains a focus of our current plan.

Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The Academy is focusing on supporting the inclusion of all students with the introduction of Thrive, Aspire and Reflection facilities, as well as continuing to develop whole school personal development and our ready to thrive programme.

Inclusion within schools has become an even more important issue and recognised as a key area in school. At LHA, we have been improving our Inclusion offer to support more of our more vulnerable students to access their education with support through our new Aspire Hub. The Aspire Hub is led and operated by the BfL team and runs alongside our Reflection Room. The Reflection Room operates as our isolation facility where students will spend a period of time in the facility to reflect on their poor behaviour choices.

The Aspire Hub operates to support LHA students who may struggle to attend school or lessons; whose behaviour requires additional support through intensive coaching (Thrive); have a specific safeguarding concern, is disadvantaged or has a SEND need which requires extra 1:1/small group support.

These results mean that whilst we have achieved some of the outcomes that we set out to achieve by 2026/27, as stated in the intended outcomes section above, this does not necessarily mean that each outcome will be achieved every year. Each cohort is very different in terms of prior attainment and future capability, therefore, we will continue to treat each student as an individual and support each student to the best of our ability.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity in this academic year section above. These include a continued focus on closing literacy gaps, an increased focus on attainment, attendance, internal alternative provision, and social/emotional needs.