Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Within this report you will read references to pupil premium figures and also whole cohort figures. Due to the significant mental health needs of our pupils, a pupil premium analysis can not show a true reflection of one group out performing another. At our school, Pupil premium status is only one factor impacting on a pupil's progress. 100% of our pupils are disadvantaged.

The number of pupils in receipt of pupil premium funding is identified through our school census. For the purpose of this report and to exemplify the impact of our strategy across the school, we have focussed on analysing the impact pupil premium funding has on the achievements of pupils attending Leo Kelly School unless otherwise indicated. This is the base for the vast majority of consistent pupil premium pupils.

Intended Outcomes

Pupils make progress relative to their starting points as identified through baseline assessments.

The progress of our pupils is positive. Staff use baselining and formative assessment well and this is reflective in the results. Pupil Progress meetings take place enabling teachers to discuss pedagogy and best practice to meet the needs of the pupils. The impact of these pupil progress meetings show targets are being met in the following cycle. The teaching and learning monitoring cycle continues to be successful, identifying any areas for development with early intervention. Our interventions within school meet the needs of the learners through the monitoring of EHCPs and OPPs. Pupil review meetings take place ensuring the pupils are on the right pathways to support their needs to enable them to make progress.

Total pupil numbers in brackets	Minimal progress made		Some progress made		Progress made		Progress made+		PM & PM+
	# of entries	%	# of entries	%	# of entries	%	# of entries	%	%
Weighted average progress Autumn	5	1.1	32	7	341	75.3	75	16.6	**91.9**
Weighted average progress Spring	6	1.8	22	6.7	278	84.5	23	7	**91.5**
Weighted average progress Summer	1	0.004	17	6.1	239	86.0	21	7.6	**93.6**

Due to our setting exams can be a difficult trigger for our young people. They can increase stress, anxiety, trigger depression and loss of hope. Leo Kelly School year 11 leavers outcomes are due to specialist staff delivering high quality teaching which is supported by effective CPD and monitoring. Interventions have supported our young people to help them build resilience and improved mental health to support them through exams season.

We have also been working to develop our K7 small steps curriculum, a tiered curriculum that has successfully increased engagement through bespoke learning for those pupils experiencing extreme EBSA.

We have developed the use of technology and AI across the school to support learning and metacognition for our pupils. Through investment in AI products and the development of a whole-school policy and CPD offering, we have developed staff's knowledge and understanding of this, and monitoring shows regular innovative use of bespoke resources and approaches to engage our pupils.

The Mental Health of disadvantaged pupils improves, enabling pupils to move onto their next destination.

Support with college and next step destination applications is offered while giving career guidance. This has meant that at our Leo Kelly provision 60% of year 11s have college applications/ destinations. 40% are at risk of NEET where 3/6 of these pupils are extremely disadvantaged being taught in the home or online due to significant poor mental health needs. All NEET pupils have had a NEET referral and have a NEET worker allocated from the local authority.

A range of interventions are delivered to meet the needs of the learners and this has played a part in improved mental health (EPOCH scores have improved demonstrating improvements in engagement, perseverance, optimism, connectedness and happiness) for the cohort of pupils engaging in these activities.

Overall Leo Kelly School cohort: Autumn term 2025 EPOCH score = 2.71

Overall Leo Kelly School cohort: Summer term 2026 EPOCH score = 3.09

Overall Galaxy House school cohort: Autumn term 2025 EPOCH score = 3.57

Overall Galaxy House school cohort: Summer term 2026 EPOCH score = 3.72

Intervention	EPOCH impact:	Attendance impact:	Number of pupils:	Autumn Impact Score	Spring impact score	Summer impact score
Haven	1	2	4	+3	+3	+6
Reflection Sessions	0	0	12	0	+8	+7
Sensory Room	3	1	4	+4	+3	+2
Art therapy	1	0	7	+1	+7	+6

Music therapy	2	1	4	+3	+8	+4
Animal Therapy	2	2	7	+4	+4	+5

**The impact score has been calculated - 1 point for each +5% in attendance and 1 point for each +0.1 in EPOCH. 1 point deducted for each -5% in attendance.*

Disadvantaged pupils feel prepared for adulthood and pupils have confidence and independence to help them engage with the wider community and prepare them for adulthood.

A full curriculum and site review has taken place to build on the successes of the Preparation for Adulthood curriculum. There are opportunities for all learners on all sites to take part in activities which prepare them for adult life. Pupil voice is positive. Pupils have engaged in activities such as making care packages for local food banks, charity events to raise money for charities, taken part in music and singing events to build confidence, have engaged in career workshops and attended large organisations to experience being around big crowds. Many of our trips have also incorporated independent travel training, through which pupils have built their confidence in using public transport. Progress in preparation for adulthood and life skills is tracked using an online platform called Kloodle, which allows for the identification of potential gaps in skills to inform future planning. Monitoring, as well as our recent self-assessment against the government's enrichment benchmarks, show that our pupils engage well in these activities and make good progress.

All activities are designed to consider trauma informed practice. 75.5% of pupils have increased their EPOCH score in 3 terms.

Improved attendance enables pupils to access an appropriate curriculum offer.

Leo Kelly School attendance -attendance improved throughout the year for pupils at Leo Kelly School.

***Whole school statutory attendance 2025-26**			
% Attendance	**%Absence**	**% PA Pupils**	**% SA Pupils**
43.4%	**56.6%**	**62.6%**	**46.2%**

As comparison to last year's data - Please note that the cohorts are different pupils:

***Whole school statutory attendance for academic year 2024-25**			
% Attendance	**%Absence**	**% PA Pupils**	**% SA Pupils**
41.6	**58.4**	**88.2**	**72.2**

*Whole school attendance includes all Leo Kelly pupils, home-teach pupils (K7 and K8) and hospital outpatients taught in the home. We do not include hospital inpatients in our attendance analysis as these pupils are in hospital.

We track and monitor attendance for all pupils at Leo Kelly School - and in order to show progress, we have analysed the attendance data of the pupils who have been at

the school across 3 terms of the academic year 25-26. This cohort improved their MHS* attendance by 6.3% (on average).

For this cohort:

Average MHS attendance at the start of the year - 72.95%

Average MHS attendance at the end of the year - 78.75%

The interventions and curriculum offer has been designed to promote improved attendance for all pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Preparation for Adulthood	Laura Nash Gardening Contact Theatre Manchester Museum Dunham Massey Salford University GE Healthcare Animal Safari Manchester College
Work Experience	Contact Theatre Manchester Museum
Academic Curriculum	Imperial War Museum North Chester Zoo