

Pupil Premium Strategy Impact Statement Mount St Mary's Catholic High School Leeds

| 1. Summary information | | | | | |
|------------------------|-----------------|----------------------------------|-------------|--|----------|
| School | Mount St Mary's | | | | |
| Academic Year | 2017/18 | Total PP budget | £452,256 | Date of most recent PP Review | 26-9-17 |
| Total number of pupils | 915 | Number of pupils eligible for PP | 463 (50.6%) | Date for next internal review of this strategy | May 2019 |

| 2. Current attainment | | |
|----------------------------|--------------------------------------|---------------------------------------|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (SPI data) |
| % achieving 9-4 E&M | 38.8% | 71.1% |
| % achieving 9-5 E&M | 22.5% | 48.8% |
| % achieving Ebacc Standard | 11.3% | 26.6% |
| Progress 8 score average | -0.155 | 0.146 |
| Attainment 8 score average | 38.6% | 48.6 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|---|
| In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i> | |
| A. | Not all teachers make specific provision in their planning and practice for disadvantaged students. |
| B. | Low literacy and numeracy levels of key cohorts |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | |
| C. | Poor attendance of disadvantaged students (especially white British) |
| D. | Lack of positive engagement of some parents of disadvantaged students with school. |
| E. | Low levels of out of school learning of disadvantaged students. |

| 4. Desired outcomes | | Success criteria | Impact September 2018 |
|---------------------|---|--|---|
| A. | All staff use appropriate strategies to meet the needs of specific disadvantaged cohorts in all lessons. | Disadvantaged students to make progress at least as good as that of their peers GCSE outcomes in all key measures to move towards / maintain a positive Progress 8 | Y7: 72% of Dis on pathway in 7+ subjects (68% for non Dis). Y8: 83% of Dis on pathway in 7+ subjects (80% for Non-Dis) Y9: P8 All -0.530 Dis -0.531 Non-Dis -0.529 Y10: P8 All -0.134 Dis -0.293 Non-Dis +0.053 Y11: P8 See outcomes |
| B. | Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed. | In maths and English, proof of progress testing in KS3 and GCSE results in KS4 to move towards / maintain a positive Progress 8. | From External Proof of Progress tests: 92% making expected or above expected progress in Maths 71% making expected or above expected progress in English Disadvantaged making better progress in English 72.6/ 69.7% and Maths 91.8 vs 93.5% |
| C. | Improved attendance of disadvantaged students, especially of white British. | Disadvantaged student attendance of at least 95%. White British average attendance to above 91%. Reduction of white British persistent absentees to below 20% of the cohort. | (Outliers Removed OLR) Dis Att 93.9% (OLR 95.6%) National PP = 92.2% Dis WBri Att 87.9% (OLR 92.3%) PP PA 11.2% (OLR 9.3%) WBri PA 20.5% (OLR =15.5%) |
| D. | Increased positive student engagement in education with the support of an appropriate adult. | Increased engagement with school activities Reduction in outliers / those most off track | 90% of students taking part in NCOP (National Collaborative Outreach Programme) are disadvantaged. For details of 22 events see separate sheet at the end of the document. Compared to 2017 data we have 7 less outliers. |
| E. | Increased disadvantaged students completing out of school learning/exam preparation | No internal gaps between disadvantaged and advantaged students. GCSE outcomes in all key measures to move towards / maintain a positive Progress 8. | Saturday Revision sessions: (figures of whole cohort) 2017 7 % WBri Boys (4% Dis Wbri Boys) 2018 21% WBri Boys (13.5 % Disad WBri Boys) For internal Gap data see A |

| Review of expenditure: | | | | |
|---|---|---|--|-----------------|
| Academic year | | 2017/18 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Impact September 2018 | Lessons learned | Cost |
| A. All staff use appropriate strategies to meet the needs of specific disadvantaged cohorts in all lessons | CPD programme is tailored to responsibility areas, focussed on evaluating strategies which impact the disadvantaged the most. | P8 – Up (+0.053) to -0.168 compared to 2017 -0.221 Disadvantaged students have made better progress than Non Disadvantaged. Gap reduced to -0.146 from -0.366. (Non Dis down - 0.167 to -0.022 compared to 2017 +0.145) Effect of outliers being removed from the disadvantaged cohort +0.074 and would see a positive gap +0.017 in favour of disadvantaged. | Quality first teaching is having an impact in maintaining accelerated progress for PP students. This is evident in internal tracking data and external proof of progress tests. This was cited in the EEF report on the Attainment gap updated April 2018 Continue with this approach? Yes | Costs = £6,000 |
| B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed | Data team support on enhanced use of SISRA | Forensic use of data at all levels is now embedded and underpins planning for high quality first teaching and early intervention. 92% making expected or above expected progress in Maths 71% making expected or above expected progress in English Disadvantaged making better progress in English 72.6/ 69.7% and Maths 91.8 vs 93.5% | Data continues to be used more effectively at every level to have direct impact on students by targeting underachieving students both in and outside the classroom. Continue with this approach? Yes | Costs = £17,063 |
| B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed | Additional groups in KS4 for English, Maths and Science Key staff allocated to smaller groups with more disadvantaged students | Previous years' reduction in difference 2017 Results EngP8 dis -0.289 non -0.145 MathsP8 dis +0.151 non +0.015 Year 11 outcomes EngP8 dis -0.138 non +0.120 MathsP8 dis +0.103 non +0.458 | The selection of students for specific small group intervention has had some of the largest impact. This is especially evident in the Maths results. Continue with this approach? Yes | Costs = £36,000 |

| | | | | |
|---|--|---|---|-----------------------|
| B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed | <p>– Accelerated Reader</p> <p>Accelerated Reader programme embedded within KS3 English Curriculum to include Y9</p> | <p>Impact seen from previous years</p> <p>10/14 groups added at least 1 year of progress – disadvantaged making more progress than non-dis.</p> <p>Sept-July 10 months chronological age change</p> <p>Y7: All = 12.09 months PP = 12.39 months NonPP = 8.64 months</p> <p>Y8: All = 9.15 months PP = 8.15 months NonPP = 10.04 months</p> <p>Y9: All = 9.06 months PP = 8.22 months NonPP = 9.95 months</p> <p>These data all show average reading age changes over the 10 months.</p> | <p>Although the impact on PP students in Y8 is not as good as with other year groups, historically the reading ages fell below chronological ages to a much greater extent. This accelerated progress on Y7 will have a significant impact in all subject areas moving forward.</p> <p>Continue with this approach? Yes with Y7 and Y8 only. Y9 to focus on Oracy</p> | <p>Costs= £ 4,547</p> |
| Total budgeted cost | | | | £ 63,610 |

| ii. Targeted support | | | | |
|---|--|--|---|--|
| Desired outcome | Chosen action / approach | Impact September 2018 | | Lessons learned |
| B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed | Year 10/11 English Intervention Resources and additional sessions for underperforming students (Identified at PC Data checks) Includes free resources for PP | Proven Success in previous years Yr10 PC6 data Dis. average English P8 0.111 2017 Cohort Dis. average English P8 0.233 Up from -0.54(2016 PR8 Eng.) 21 Dis Students: Eng PR8 Mock 1 Mock 2 Res: -0.215 +0.536 +0.478 | | This intervention did not have as greater impact as in previous years. Staffing changes and maternity leave of the Faculty Director may be additional factors affecting this. Furthermore the English data on the whole reflect the reduction in impact. Continue with this approach? Yes |
| B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch | Small group Maths Intervention Pupils are selected be a part of small group intervention in Maths if they are not reaching their target grade | Previous success with 2017 cohort shows this is a positive intervention strategy with a proven record of success 2017 Cohort Disad. Maths - P8 = -0.095 cf 2016 Disad. Maths -0.51 6 Key disadvantaged students. Maths PR8 Mock 1 Mock 2 Res: -1.354 -0.668 -0.151 | | This small group intervention was carefully selected using hard and soft data. Moving forward it is important to ensure the correct students are selected to have the maximum impact. Continue with this approach? Yes |
| B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed | Y11 Herd Farm residential Targeted pupils attend a week long residential targeted on English and Maths | This has proven successful in previous years 2017 data Mock 1 A8 35.09 Mock 2 A8 46.14 Result A8 52.88 Mock 1 P8 -2.231 Mock 2 P8 -1.429 Result P8 0.300 | 2018 data Mock 1 A8 3.64 Mock 2 A8 3.85 Res A8 4.08 Dis 3.69 non 4.43 Mock 1 P8 -1.315 Mock 2 P8 -1.154 Result P8 0.854 Dis -0.435 non -1.228 | Although this still has a positive impact on the students attending, many of the White British Disadvantaged students did not take up this opportunity, even after face to face conversations with parents. As a consequence of this and in addition to a change in Mock structure in Y11, we will not continue this moving forward. Continue with this approach? No |
| | | | | Costs = £ 2,000 |
| | | | | Costs = £ 18,865 |
| | | | | Costs = £ 3,080 |

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|---|--|--|--|-----------------|---------|---------|---------|--------|--------|--------|---------|--------|--------|--------|---|------------|------|---------|-------|-------|------|------|---|------------------|
| B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed | Dyslexia screening/Reading Age software/Sound Training – Screening to identify and address literacy issues to diminish difference on entry – Leading to Sound Training once areas of need are identified | <p>This has had a proven positive impact in previous year – Disadvantaged students taking sound training have increase on average 21 months.</p> <p>2018: 37 students:Y11</p> <table><tr><td></td><td>Mock 1</td><td>Mock 2</td><td>Res</td></tr><tr><td>Dis:</td><td>-0.667</td><td>-0.289</td><td>+0.206</td></tr><tr><td>Non-Dis</td><td>-0.415</td><td>-0.223</td><td>-0.172</td></tr></table> | | Mock 1 | Mock 2 | Res | Dis: | -0.667 | -0.289 | +0.206 | Non-Dis | -0.415 | -0.223 | -0.172 | <p>All these measures allow students with very specific barriers to learning to be identified and for bespoke interventions to be actioned. With many it is additional information on their Individual Progress Plan (IPP) to enhance quality first teaching.</p> <p>Continue with this approach? Yes</p> | Cost £850 | | | | | | | | |
| | Mock 1 | Mock 2 | Res | | | | | | | | | | | | | | | | | | | | | |
| Dis: | -0.667 | -0.289 | +0.206 | | | | | | | | | | | | | | | | | | | | | |
| Non-Dis | -0.415 | -0.223 | -0.172 | | | | | | | | | | | | | | | | | | | | | |
| B. Maintain diminished differences specifically in literacy and numeracy between disadvantaged and advantaged cohorts, with effective catch up where needed | Maths tutoring 1:1(2) after school | <p>EEF – 1:1 tutoring has 5+ months impact. Own data from previous years. P8 PP in cohort = +0.197 P8 non PP = +0.27</p> <p>25 students: Maths PR8 data</p> <table><tr><td></td><td>Mock 1</td><td>Mock 2</td><td>Est</td></tr><tr><td>Dis:</td><td>-0.856</td><td>-0.164</td><td>-0.278</td></tr><tr><td>Non-Dis</td><td>-0.377</td><td>-0.368</td><td>-0.134</td></tr></table> | | Mock 1 | Mock 2 | Est | Dis: | -0.856 | -0.164 | -0.278 | Non-Dis | -0.377 | -0.368 | -0.134 | <p>This continues to have a significant impact on outcomes.</p> <p>Continue with this approach? Yes</p> | Cost £6300 | | | | | | | | |
| | Mock 1 | Mock 2 | Est | | | | | | | | | | | | | | | | | | | | | |
| Dis: | -0.856 | -0.164 | -0.278 | | | | | | | | | | | | | | | | | | | | | |
| Non-Dis | -0.377 | -0.368 | -0.134 | | | | | | | | | | | | | | | | | | | | | |
| C. Improved attendance of disadvantaged students, especially of White British. Attendance office support First day response for non-attendance – Use of Safer Schools officer (SSO) for home visits | <p>Data Driven specific intervention 100% attendance challenge</p> <p>Pupils must be in school to make progress NFER briefing for school leavers identifying attendance as a key step</p> | <p>Evidence shows impact from similar scheme last year. More pupils with 90% increased 30%</p> <table><tr><td></td><td>2014-15</td><td>2015-16</td><td>2016-17</td><td>2017-18</td></tr><tr><td>All</td><td>93.01</td><td>95.22</td><td>95.49</td><td>96.1</td></tr><tr><td>PP</td><td>92.11</td><td>94.15</td><td>94.61</td><td>95.6</td></tr><tr><td>PP WBRI</td><td>89.92</td><td>91.94</td><td>91.5</td><td>92.3</td></tr></table> <p>Improving trend in PP attendance</p> | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | All | 93.01 | 95.22 | 95.49 | 96.1 | PP | 92.11 | 94.15 | 94.61 | 95.6 | PP WBRI | 89.92 | 91.94 | 91.5 | 92.3 | <p>Improvements in the efficiency of the whole of the Pastoral team in the endless drive for improved attendance has allowed MSM to go against national trends and improve the attendance of the most difficult groups. All research shows the direct correlation with attendance and attainment.</p> <p>Continue with this approach? Yes</p> | Costs = £ 15,360 |
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | | | | | | | | | | | | | | | | | | | | |
| All | 93.01 | 95.22 | 95.49 | 96.1 | | | | | | | | | | | | | | | | | | | | |
| PP | 92.11 | 94.15 | 94.61 | 95.6 | | | | | | | | | | | | | | | | | | | | |
| PP WBRI | 89.92 | 91.94 | 91.5 | 92.3 | | | | | | | | | | | | | | | | | | | | |
| D. Increased positive student engagement with education with the support of an appropriate adult | <p>Focussed careers advice and use of 'UXPLORE' in all year groups. Appointment of NCOP support worker.</p> | <p>Setting career based academic goals would fall into the EEF – Meta-cognition, self-regulation & 8 months impact. 90% of students taking part in NCOP (National Collaborative Outreach Programme) are disadvantaged. For details of 22 events see separate sheet at the end of this document. Of the 22% WBRI Disad in Y10 25% are prefects Vs only 23% on the non-Dis cohort</p> | <p>The school five year plan supporting Careers Education Information Advice and Guidance (CEIAG), has consistently ensured all our students secure progression routes – Again we have no NEET students.</p> <p>Continue with this approach? Yes</p> | Costs: £ 22,656 | | | | | | | | | | | | | | | | | | | | |

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|---|---|---|---|--|--------|-----|-------|-----|--------|--------|--------|--------|-------|--------|--------|---------|--------|--|---------------|
| D. Increased positive student engagement with education with the support of an appropriate adult | Rationalise off site provision A number of disadvantaged students are supported off site | In 2017 & 2018 all off site pupils engaged with their provision and were entered for qualifications No NEET – all secured a post 16 progression route. To maintain this home careers visits have taken place for those students on offsite provision | The student advocate team work closely with all off-site providers to ensure <u>all</u> students are entered for some qualifications with no students being taken 'off-roll'. All students have a progression route – therefore no NEET. Continue with this approach? Yes | Costs (including transport) = £128,070 | | | | | | | | | | | | | | | |
| E. Increased disadvantaged students completing out of school learning and exam preparation | Holiday Homework (H.H.) set for all disadvantaged students in X band. English 15 HATs. Maths 12 MATs | This had an impact last year. EEF research indicates effective homework has impact on the progress of disadvantaged Maths H.H. 2017 Av Tot P8 0.37 Av. Maths P8 0.82 English H.H. 2017 Av. Tot. P8 0.16 Av English P8 -0.15 2018: English HH: 16 Mastery Students: Maths HH: 11 Secure students: <table> <tr> <td></td> <td>Mock 1</td> <td>Mock 2</td> <td>Res</td> <td>Final</td> </tr> <tr> <td>Eng</td> <td>+0.275</td> <td>+0.463</td> <td>+0.713</td> <td>+0.368</td> </tr> <tr> <td>Maths</td> <td>+0.051</td> <td>+0.142</td> <td>+ 0.505</td> <td>+0.057</td> </tr> </table> | | Mock 1 | Mock 2 | Res | Final | Eng | +0.275 | +0.463 | +0.713 | +0.368 | Maths | +0.051 | +0.142 | + 0.505 | +0.057 | This has continued to have a clear focus and generated significant impact. Effective use of data for identification, and support from senior staff and subject specialists ensures the completion of these additional homework tasks. Continue with this approach? Yes | Costs £ 2,500 |
| | Mock 1 | Mock 2 | Res | Final | | | | | | | | | | | | | | | |
| Eng | +0.275 | +0.463 | +0.713 | +0.368 | | | | | | | | | | | | | | | |
| Maths | +0.051 | +0.142 | + 0.505 | +0.057 | | | | | | | | | | | | | | | |
| A-E | All T&L, Intervention and Pastoral care is strategically planned, quality assured and have clear accountability structures. | Disadvantaged Cohort 2017 A8 36.70 FFT50 31.90 P8 -0.194 FFT50 -0.975 Basics 9-4 46.9% FFT50 44.4% Basics 9-5 22.2% FFT50 16% Disadvantaged Cohort 2018 Final A8 34.39 FFT50 31.6 FFT20 35.3 P8 -0.168 FFT50 -0.236 FFT20 0.135 Basics 9-4 38.0% FFT50 48.1% FFT20 55.7% Basics 9-5 22.8% FFT50 19.0% FFT20 25.3% | The oversight of the Assistant head with responsibility for the school. Working alongside the Achievement team (which links to the PDWB team) – has consistently resulted in accelerated progress for the disadvantaged students. Continue with this approach? Yes | Costs: £ 37, 348 | | | | | | | | | | | | | | | |
| Total budgeted cost | | | | £ 237,029 | | | | | | | | | | | | | | | |

| iii. Other approaches | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--------------------------------------|---------|---------|---------|-----|-------|-------|-------|------|----|-------|-------|-------|------|---------|-------|-------|------|------|---|--------------|
| Desired outcome | Chosen action / approach | Impact September 2018 | Lessons learned | When will you review implementation? | | | | | | | | | | | | | | | | | | | | |
| D. Increased positive student engagement in education with the support of an appropriate adult. | Other Approaches Key stage 3 / 4 student advocate (SA) team. Key workers assigned to each year. Team support in both pastoral and academic areas | Improved attendance for key cohorts PP att: last 3 years: 92.11, 94.14, 94.61 Wbri PP: 89.92, 91.94, 91.50 C2 July 17 = 3075 v Jul 2018 = 3148 C3 Class teacher = 2368 v 2461 C3 Form tutor = 1088 v 407 C4 = 653 v 381 | The advocate team work closely with both the inclusion team and off site providers to ensure all students have consistent support. The whole school 'positive parenting' approach is particularly beneficial to the most vulnerable disadvantaged students. Continue with this approach? Yes | Cost £55,683 | | | | | | | | | | | | | | | | | | | | |
| E. Increased disadvantaged students completing out of school learning/exam preparation | Disadvantaged focused exam preparation Saturday off-site with specific forms (7 x per year) | EEF – Meta-cognition, self-regulation & 8 months impact Homework + 5 Months impact. Own data from smaller pilot in 2017 P8 – PP = + 0.324 Non PP = + 0.408 115 Students over 7 sessions PR8 data Mock 1 Mock 2 Res Dis: -0.154 +0.222 +0.490 Non-Dis -0.298 +0.054 + 0.131 | The day spent at an independent school not only gave disadvantaged students time and space to work out of school hours, it also helped raise aspirations. This intervention had a much greater impact on the PP students than the none PP, with the cohort achieving a PR8 of +0.447 Furthermore more of these students were offered full scholarships for the 6 th form at GSAL Continue with this approach? Yes | Cost £ 4,760 | | | | | | | | | | | | | | | | | | | | |
| C. Improved attendance of disadvantaged students, especially of White British. | A Pastoral Support Worker has been recruited to work alongside the Year leader in each year group. | Improved attendance for key cohorts <table border="1"> <thead> <tr> <th></th><th>2014-15</th><th>2015-16</th><th>2016-17</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>All</td><td>93.01</td><td>95.22</td><td>95.49</td><td>96.1</td></tr> <tr> <td>PP</td><td>92.11</td><td>94.15</td><td>94.61</td><td>95.6</td></tr> <tr> <td>PP WBRI</td><td>89.92</td><td>91.94</td><td>91.5</td><td>92.3</td></tr> </tbody> </table> | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | All | 93.01 | 95.22 | 95.49 | 96.1 | PP | 92.11 | 94.15 | 94.61 | 95.6 | PP WBRI | 89.92 | 91.94 | 91.5 | 92.3 | The disadvantaged students are the most likely to receive consequence points (C's) for poor attitude to learning or conduct. Year teams review 'C' data daily, identify hot spots and student support workers will work alongside teaching staff or remove students for short periods of time, to ensure that the amount of lost learning time is reduced Continue with this approach? Yes | Cost £64,343 |
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | | | | | | | | | | | | | | | | | | | | |
| All | 93.01 | 95.22 | 95.49 | 96.1 | | | | | | | | | | | | | | | | | | | | |
| PP | 92.11 | 94.15 | 94.61 | 95.6 | | | | | | | | | | | | | | | | | | | | |
| PP WBRI | 89.92 | 91.94 | 91.5 | 92.3 | | | | | | | | | | | | | | | | | | | | |
| D. Increased positive student engagement with school feedback with the support of an appropriate adult. | A specific EAL team to support students who join us with little or no ability to speak/write English. | Accelerated language acquisition and in class support. EAL outcomes from 2017 show EAL PP P8 = +0.400 Att 8 = 39.10 EAL outcomes for 2018 show EAL PP P8 = +0.792 Att 8 = 42.14 | The provision and outcomes of our EAL students continues to go from strength to strength. Training of new staff has allowed the team to deal with increasing numbers without a fall in quality of provision. Moving forward this may need to expand to maintain this level of impact. Continue with this approach? Yes | Costs: £29,591 | | | | | | | | | | | | | | | | | | | | |
| Total budgeted cost | | | | £ 149,617 | | | | | | | | | | | | | | | | | | | | |

Additional Information:

NCOP Events – Student numbers

(90% of students who took part in NCOP activities are disadvantaged)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | Total |
|--------------------------|----|----|---|-----|----|----|----|----|-----|----|----|----|-----|----|----|----|-----|----|----|----|----|-------|
| ALL | 39 | 94 | 3 | 177 | 34 | 17 | 15 | 11 | 177 | 11 | 8 | 5 | 108 | 7 | 10 | 12 | 164 | 12 | 29 | 13 | 88 | 1044 |
| Male | 27 | 46 | 2 | 88 | 11 | 15 | 10 | 4 | 88 | 7 | 7 | 3 | 65 | 5 | 5 | 12 | 96 | 4 | 26 | 3 | 44 | 568 |
| Female | 14 | 47 | 1 | 89 | 23 | 2 | 5 | 7 | 89 | 4 | 1 | 2 | 43 | 2 | 5 | 0 | 68 | 8 | 3 | 10 | 44 | 477 |
| DIS | 38 | 91 | 3 | 156 | 27 | 13 | 8 | 9 | 156 | 11 | 8 | 5 | 103 | 6 | 9 | 12 | 164 | 12 | 24 | 13 | 75 | 953 |
| Non DIS | 1 | 3 | 0 | 21 | 7 | 4 | 7 | 2 | 21 | 0 | 0 | 0 | 5 | 1 | 1 | 0 | 0 | 0 | 5 | 0 | 13 | 91 |
| WBRI | 20 | 37 | 2 | 67 | 14 | 9 | 5 | 2 | 67 | 6 | 5 | 0 | 45 | 2 | 6 | 3 | 70 | 6 | 4 | 6 | 33 | 416 |
| Non WBRI | 19 | 57 | 1 | 110 | 20 | 8 | 10 | 9 | 110 | 5 | 3 | 5 | 63 | 5 | 4 | 9 | 94 | 6 | 25 | 7 | 55 | 628 |
| DIS + WBRI | 20 | 37 | 2 | 61 | 12 | 7 | 3 | 2 | 61 | 6 | 5 | 0 | 44 | 2 | 5 | 3 | 70 | 6 | 4 | 6 | 32 | 395 |
| DIS WBRI + Female | 5 | 28 | 1 | 34 | 9 | 0 | 2 | 2 | 34 | 3 | 1 | 0 | 20 | 0 | 1 | 0 | 29 | 3 | 0 | 5 | 18 | 202 |

- | | |
|------------------------------------|---|
| 1 National Apprenticeship Show | 12 ESOL visit |
| 2 IntoUniversity Workshops | 13 Medical Mavs |
| 3 Animation W/S | 14 LCoB STEM day |
| 4 Performance in Education | 15 ITV visit |
| 5 Leeds Arts Uni tasters | 16 LSA coaching experience |
| 6 LCB talk | 17 Enterprise Challenge |
| 7 LSA W/S | 18 YWP - Animal Care |
| 8 Physics at Work | 19 Engineering W/S |
| 9 Learn by Design - Aspiring Minds | 20 Young Researchers |
| 10 LCC - Catering | |
| 11 LCoM taster | 21 Leeds Trinity University Residential |