

Leadership: Evaluation & Response

Leavers – Mid year and end of phase



Three-Year Overview (2023–24 to 2025–26)

Review of Leavers Data

Year	Number of pupils on roll in total over the year	Number of mid year leavers	% in year Leavers	Mid year Leavers returning to mainstream	Mid year Leavers integrating to a special school	Mid year Leavers to EHE	Mid year Leavers to others such as Out of County	Number of Year 6 Leavers at end of year	Y6 leavers at end of year with positive destination	% of Y6 leaving with positive destination	Y11 Leavers end of year	Y11 leavers with positive destination	% of Y11 leaving with positive destination	Total Leavers by end of year	Total leavers of those on roll to positive destination	% of all pupils who have been on roll who left to a	% of the leavers to a positive destination
23-24	55	15	27.3%	13	0	0	2	0	0	#DIV/0!	6	3	50.0%	21	18	32.7%	85.7%
24-25	57	23	40.4%	13	3	1	6	0	0	#DIV/0!	4	3	75.0%	27	25	43.9%	92.6%
25-26	69	19	27.5%	11	4	2	2	4	3	75.0%	11	10	90.9%	34	30	43.5%	88.2%
Overall 3 year data	181	57	31.5%	37	7	3	10	4	3	75.0%	21	16	76.2%	82	73	40.3%	89.0%

Trend Analysis

Over the past three academic years, Esteem South Academy has supported 73 **pupils** in moving on to their next educational destination. The data demonstrates the academy's strong success in preparing pupils for reintegration into mainstream education, progression into post-16 pathways, and transitions into placements that best meet individual needs.

The three-year picture demonstrates that Esteem South Academy has maintained **strong and increasingly successful leaver outcomes**, with a growing proportion of pupils progressing to positive destinations despite increasing pupil numbers and changing local authority arrangements. The most notable improvement can be seen in the last 2 year, with 43% of pupils successfully leaving to positive destinations.

These outcomes reflect the academy's commitment to inclusion, personalised intervention, and partnership working with schools and external agencies to ensure pupils can successfully re-engage with education.

The academy has shown a clear upward trend in the number of pupils progressing to positive destinations:

- 18 pupils in 2023-24.
- 25 pupils in 2024-25.
- 30 pupils in 2025-26.

This represents a **63% increase** in positive destinations over the three-year period despite significant growth in pupil numbers.

This is particularly significant for an alternative provision supporting pupils who have often experienced barriers to education

21 female leavers vs 61 males of the 82 leavers. Therefore 25% of leavers are female vs 75% boys. Girls typically account between 35-40% of the cohort. Therefore, girls are under represented in the leavers.

Leaders may wish to explore whether girls face different barriers to reintegration or remain in provision for longer periods.

- **The three-year data demonstrates that Esteem South Academy has maintained a strong record of supporting pupils into successful and sustainable educational pathways.**
- **Overall, the data provides clear evidence that Esteem South Academy successfully supports pupils to overcome barriers, re-engage with learning and progress into positive, long-term destinations.**

Across the three-year period, EHE destinations were substantially lower than mainstream reintegration outcomes. The overwhelming majority of ESA leavers progressed into mainstream schools or other educational settings, demonstrating that formal education remains the primary and most common pathway for pupils leaving the academy

Mainstream Reintegration Destinations

During the three-year period ESA successfully supported pupils to reintegrate into a broad range of mainstream schools including:

- Mercia Academy

- The Pingle School
- Amber Valley
- Granville Community School
- Springfield Junior School
- Belmont Primary School
- Elmsleigh Infant and Nursery School
- Three Trees Infant Academy
- Melbourne Junior School
- Robert Sutton Catholic School
- Anthony Gell School
- Nether Stowe School
- Denstone College

These destinations demonstrate strong working relationships with local schools and confidence in the academy's assessment of pupil readiness for reintegration.

Elective Home Education

Elective Home Education has remained an infrequent destination for ESA leavers across the last three academic years, accounting for only 3 pupils. The small number of EHE outcomes reflects the academy's success in supporting pupils to continue within formal education pathways and securing appropriate educational placements. Where EHE has been chosen, this has been through

parental preference and represents an alternative educational route rather than a reintegration destination. The data indicates that EHE has not been a significant trend within the academy's leaver profile and remains considerably less common than transitions to mainstream educational provision.

Educational pathways are sustained rather than pupils disengaging from the system.

Year 11 Leavers

Year 11 leavers predominantly reached the end of compulsory schooling and therefore followed a range of post-16 pathways

During 24-25 six KS4 pupils transferred to Esteem Valley Academy to utilise their home tutoring service. ESA did not have this pathway offer prior to 25-26.

Area for development

- A greater % of leavers to be girls

Next steps for Leaders

- SENDCo to strengthen argument for year 6 leavers based on evidence from ESA. Provide strong and robust reports to the Virtual school to support LAC pupils moving on. Be confident to professionally disagree with year 7 school choice.
- Produce break down of analysis based on dual registered places vs PEX
- Produce analysis of vulnerable groups to identify trends further