

Leading impact through trusts

Effective approaches to reading to
unlock educational outcomes

March 2026



What is 'Leading impact through trusts'?

'Leading impact through trusts' is a project in partnership between the Confederation of School Trusts (CST) and ImpactEd Group. As CST highlight, 'where a trust runs a group of schools, it has the power to create a collaborative framework' focused on a single purpose – to make its schools the best they can be¹.

This project therefore aims to showcase good practice in school trusts and highlight how they are demonstrating real impact within the some of the most challenging areas in education.

Rather than making a case for one type of trust approach over another, this work seeks to identify and amplify practice that demonstrates how trusts as a whole can effectively tackle the following key themes:

- Driving up educational outcomes for disadvantaged White children
- High quality primary to secondary school transitions
- Effective approaches to reading to unlock educational outcomes

Each of these three themes is explored in a concise paper, drawing on data-driven, real-life examples from a range of trusts across the country, accompanied by actionable insights and question prompts, to support trusts in their own work towards improving pupil outcomes.

A synthesis report will also be published in Spring 2026 to identify insights and learnings across the project, recognising that the themes are interrelated.

This report focuses on the theme of **high quality primary to secondary school transitions**. Future papers will be published on the CST and ImpactEd websites.



Effective approaches to reading to unlock educational outcomes

Context

The National Literacy Trust's 2025 data suggests that the percentage of children and young people enjoying reading is at its lowest in 20 years. Just one in three young people aged 8 to 18 said they enjoyed reading in their spare time, which marks a 36% decrease since 2005, and this drop has been particularly evident among boys aged 11 to 16.¹

Alongside improving pupils' ability to access the curriculum, reading for pleasure is linked to benefits including stronger writing skills, improved confidence and even higher future earnings.²

Whilst attainment in reading at the end of Key Stage 2 has been gradually recovering since Covid-19, and has now returned to pre-pandemic levels³ over a quarter of students are still leaving primary school without meeting the expected standard in reading. This figure rises to 40% for children from White, disadvantaged backgrounds, and for children with special educational needs (SEND), the figure rises even higher, to 59%.⁴ Research commissioned by the National Literacy Trust has found that 'children born into communities with the most serious literacy challenges have some of the lowest life expectancies in England'⁵ demonstrating the significant disparities in outcomes which exist within, and between, communities across the country.

The recent Curriculum and Assessment Review emphasised the importance of schools building and continuously assessing a strong foundation in reading⁶ in order to ensure that pupils can access the full curriculum as they progress, and this approach – focused on regular, purposeful assessment, ambitious targets and professional collaboration – is being implemented with success by trusts across the country.

Drawing on trust outcomes data and case studies, this report aims to provide trust leaders with actionable insights to support their own trust's work, breaking this key theme down into three areas:

- Using assessments and data to inform reading strategy
- Making reading a trust-wide priority
- Focusing on implementation

1. National Literacy Trust, 2025: [Children and young people's reading in 2025 - National Literacy Trust](#)

2. Department for Education, 2025: [Parents urged to read more to boost children's life chances - GOV.UK](#)

3. Curriculum and Assessment Review, 2025: [Curriculum and Assessment Review final report: Building a world-class curriculum for all](#)

4. Department for Education, 2025: [Parents urged to read more to boost children's life chances - GOV.UK](#)

5. National Literacy Trust, 2024: [Literacy and life expectancy - National Literacy Trust](#)

6. Curriculum and Assessment Review, 2025: [Curriculum and Assessment Review final report: Building a world-class curriculum for all](#)



Who we spoke to

Trust outcomes data was explored to identify trusts to speak to about their current approaches to reading. We focused on 2023/24 reading outcomes for KS2 pupils (percentage of pupils reading expected and high levels, and average reading score), as well as combined Reading, Writing and Maths outcomes which was the latest data available at the time of trust selection. We were able to understand any changes in 2024/25 data, which was subsequently published, in conversations with trusts.

It's important to acknowledge that there are many trusts across the country, not featured here, who are also doing good work to support strong reading outcomes. Similarly, the trusts featured in this paper do not claim to be doing everything perfectly. In fact, all of them were quick to highlight their continued priority areas and emphasise that none of their solutions represented a 'magic bullet.' Instead, the following case studies aim to spotlight tangible examples of trusts utilising their structures, capacity and experience to support pupils and teachers to succeed. You can view a full list of the trusts we spoke to, along with contextual information for each, at the end of the paper.

INSIGHT 1

Making reading a trust-wide priority

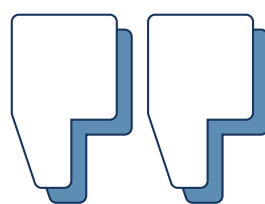
For all of the trusts that we spoke to, one of the elements that they identified as being key to any successful reading strategy was **ensuring that reading is seen as everyone's responsibility**.

Jo Thurston, Education Director at Lift Schools, calls reading a 'foundational skill that unlocks many of the summative outcomes that, here at Lift, we want our young people to realise for themselves'. As a result, they're calling the latest phase in their reading strategy 'Reading is Everyone's Business' – the aim of this work is to ensure that everybody within each school understands their roles and responsibilities for reading, beyond reading leads.

Leaders at The Elliot Foundation Academies Trust describe reading as a non-negotiable priority across all of their primary schools. 'If they can't read when they go to secondary school, then we've failed,' explains Travis Latham, Senior Regional Director for the West Midlands. 'We need to make sure they can read to be able to access the curriculum when they get there.'

Similarly, the tagline at Bath and Wells Multi-Academy Trust's recent Education Festival was 'Something for Everyone' – emphasising the networks, support and training available on reading to not only English leaders and teachers, but also to teaching assistants, SENCOs, headteachers and executive heads.

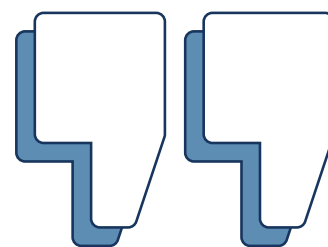
In order to build this collective responsibility, the trusts we spoke to emphasised the importance of first building trust-wide expertise and capacity, to ensure there's both sufficient skill *and* resource within the school system to promote the high quality teaching of reading.



[Reading is a] foundational skill that unlocks many of the summative outcomes that, here at Lift, we want our young people to realise for themselves.

Jo Thurston,
Education Director, Lift Schools

If they can't read when they go to secondary school, then we've failed. We need to make sure they can read to be able to access the curriculum when they get there.



Travis Latham, Senior Regional Director for the West Midlands, The Elliot Foundation Academies Trust

Building capacity and expertise to make reading everyone's business at Lift Schools



Leaders at Lift Schools understand how powerful it can be to speak to, and learn from, other trusts to help shape strategic planning. As Lift's National Lead for Literacy Steph McAuliffe explains, looking at 'peer trusts' helped Lift to identify the next areas of focus for their multi-year reading strategy.

'It really started with a comment from Jo [Thurston, Education Director at Lift Schools], during a time when our reading gains at secondary were smaller and more incremental. He turned to us and asked, 'what are other people doing that we're not?'. This moment helped to trigger an external research project, in which leaders at Lift explored the work of several other peer trusts, and from this work, identified four key areas that they needed to focus on in order for reading to become a responsibility of everyone across the trust.

'The first and overarching thing we're focusing on is **profile**. We know that historically, leaders have had a sense of importance around reading, but we want to move from this being something that's mentioned sporadically within CPD sessions, to something that is visible and pertinent across each school. The second and connected element of this phase in our strategy is around **expertise**, and making our CPD on reading more rigorous. The third is **collaboration**, taking steps to timetable more dedicated time that Reading Leaders can spend, for example, helping to embed reading practices across their school. And the final one is **empowerment** – making sure that initiatives are high profile and so subsequently, leaders feel empowered to own and progress this work within their schools and learn from others.'

Lift Schools' **professional networks are a key element of the trust's strategy** to progress all four of these areas. To further promote collaboration and develop expertise, for example, leaders made the decision to combine the trust's Primary and Secondary reading networks.

McAuliffe explains that they made this decision because 'what our primary colleagues were hearing, in training and discussions, was exactly what our secondary colleagues needed to hear. And when we were looking at where our best practice was in our schools, it was our primaries who were making the biggest gains, and so we needed our secondary colleagues to have those same high expectations as that primary group.' The proportion of pupils who were secure readers in the primary phase had increased from 42% in autumn 2021 to 68% in summer 2024. McAuliffe says that as a result of this approach to sharing practice across primary and secondary, they 'saw quite a shift in our results': in secondary, outcomes increased from 67% secure readers in summer 2024 to 73% in summer 2025.

The trust has also taken steps to raise the profile of reading by ensuring that good practice is showcased 'up to principal level'. As McAuliffe explains, 'the challenge with networks can be that the people collaborating in those spaces don't necessarily have levers of influence in their individual schools, and so we're really focusing on sharing regular updates with principals and making connections between different pieces of work.'



Combining school leader autonomy with trust-level expertise to improve reading outcomes at Bath and Wells Multi-Academy Trust



Sakara Vitellaro, Assistant Director of Education at BWMAT, explains that key to their approach is believing that every school in the trust is unique, and so school leaders are given the agency to make decisions about their individual curriculums.

‘But alongside that, what’s shared across the board is the understanding of what excellence looks like and how leaders evaluate the effectiveness of their approaches. This is strengthened through a deliberate, trust wide approach to professional development that builds a shared language of excellence and ensures that decisions are rooted in evidence informed practice.’

BWMAT’s makeup of schools is varied in terms of size and geographical context, explains Rachel Morgan, the trust’s Deputy CEO. ‘We’ve got a real range, and so we’re great believers in one size doesn’t fit all. Instead, it’s about having leaders with a drive to want to make a difference, and who know their context.’ ‘That’s a really important part of our culture as a trust’, says Vitellaro.

‘Within each school, the headteacher is the lead teacher. And so as a central leadership team, our role is to support leaders to understand and evaluate the approaches that they’re taking and share that practice and learnings with other schools.’

This means that another key part of the central team’s role is being ‘subject experts’ – keeping up-to-date with evidence-based research and recommendations and sharing these learnings regularly with school leaders. Clare Douris, Assistant Director of Education at the trust, says that this approach helps to ‘filter the noise and help to identify the most impactful and evidence-informed initiatives.’

This approach has subsequently led to BWMAT identifying several ‘trust-preferred approaches’, which they say that leaders buy into as a result of the work they’ve done to build a strong culture of collaboration and support.

Within the context of reading, the central team have therefore used formalised Leadership Networks to share trust-preferred approaches in areas like phonics, fluency, vocabulary instruction and reading comprehension. ‘Whilst English Leads are getting the detail’, explains Douris, ‘senior leaders are now also equipped with the research and information that they can take back into their schools and consider how it aligns with their school context, their development plan and CPD priorities.’

Considering this in your own trust?

- How are networks utilised within your trust? To what extent are they used to share learnings and help leaders make connections between initiatives?
- What ‘profile’ does the teaching of reading have across your trust? To what extent is it seen as everyone’s responsibility to support and contribute to?

INSIGHT 2

Using assessments and data to inform reading strategy

In the recent Curriculum and Assessment Review, the Review Panel emphasised the importance of diagnosing gaps in reading as early as possible, both at primary and secondary stages, in order to support teachers in 'identifying and tackling areas of weakness'.⁷

Alongside the current non-statutory Key Stage 1 tests to support with closing gaps in Key Stage 2, the Review Panel have recommended the introduction of a diagnostic test in Year 8, to address gaps before students progress to Key Stage 4.

A number of trusts are already implementing more **frequent, purposeful assessment, alongside rigorous analysis of data**, to inform their reading strategy and monitor its progress.

Navigating the wealth of different reading assessment options, data analysis tools and even off the shelf reading programmes can be challenging though, and several of the trusts we spoke to therefore emphasised that a key part of their reading strategy involved leaders spending time exploring the rationale for choosing a specific approach, considerations of how the approach/programme will be effectively implemented, and a plan for acting on key data that emerges as a result.

At Wade Deacon Trust, for example, to make sure that reading is a whole trust priority, the trust has both embedded a Reciprocal Reading⁸ programme into their weekly curriculum and adopted the Standard Age Score (SAS)⁹ as their main method for continuously, and accurately, tracking the impact of their reading strategy.

Several of the trusts we spoke to highlighted innovative and pupil-centred approaches to assessment that they are exploring to further inform the teaching of reading. At Bath and Wells Multi Academy Trust, for example, several schools are trialling a quality-assured approach in which children read aloud to a digital platform and get immediate feedback on their accuracy and prosody (patterns of intonation, stress and rhythm) using secure AI software. The trust's initial trial data suggests that the approach may be helping to increase the amount of '1:1' reading practice and feedback that each pupil can access, as well as helping teachers to more comprehensively identify students who require additional teacher support or TA-led intervention to support their reading fluency.

Meanwhile at Lift Schools, all schools now conduct an annual pupil reading survey, so that leaders can triangulate what pupils think about reading and how often they read at home, versus their outcomes.

7. Curriculum and Assessment Review, 2025: [Curriculum and Assessment Review final report: Building a world-class curriculum for all](#)

8. EEF, 2024: [FFT Reciprocal Reading - EEF](#)

9. A Standard Age Score converts a pupil's raw score into a standardised score, taking into account the pupil's age in years and months.

Using rigorous reading assessments and simple analysis at Lift Schools



When Lift Schools began to implement the first phase of their reading strategy, back in 2021, the priority was to 'establish the foundations of reading'.

'What that meant for us was to establish nationally benchmarked, standardised and rigorous summative assessment for all pupils,' explains Lift School's Ian Taylor. Ian is Associate Director of 490, the trust's name for their ambitious education goals, which include a target of 90% of pupils to be secure readers for their age by 2028. From Year 2 to Year 10, all pupils complete the assessment twice a year, along with a further mid-year assessment for pupils who are not yet secure readers. Following a rigorous review, GL Assessment's New Group Reading Test (NGRT) was selected due to 'its strong reliability, large national cohort, and robust underpinning analysis'.

The trust leverage knowledge and resources to conduct initial analysis of complex data for all schools and present this to individual schools in a way that can be digested easily action – with specific data for pupils with disadvantage, SEND and progress over time. This is then paired with training for school leaders on how to further analyse and use their NGRT data which facilitates schools to turn insights into action. As Taylor explains, 'it's not about just saying that all schools must do the test twice a year. We really support

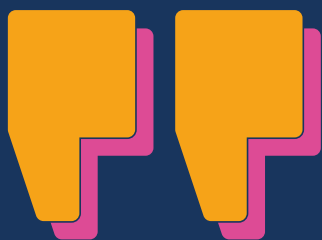
our reading leaders and our principals through the process of analysing that data and coming up with an action plan'.

Alongside this, the trust has since created a pupil tracker so that they can track the individual data of every child over time. 'So, for our current year 10s, we've now got every data point since Autumn 2021. That's 12 data points that we can look at to identify trends and monitor progress. It's been really, really powerful'.

Lift Schools have seen strong progress in their reading outcomes over the past few years – the proportion of pupils who are secure readers has increased from 54% in the autumn of 2021 to 73% in the summer of 2025.

Considering this in your own trust?

- How is assessment data used to monitor pupils' reading progress and why?
- How are school leaders within your trust supported to analyse and interpret key reading data?



It's not about just saying that all schools must do the test twice a year. We really support our reading leaders and our principals through the process of analysing that data and coming up with an action plan.

Ian Taylor, Associate Director of 490, Lift Schools



Using data to inform decisions and monitor targets at Bath and Wells Multi Academy Trust (BWMAT)

Leaders at Bath and Wells Multi Academy Trust took a renewed approach to how they use data back in 2023, when they identified that their outcomes data was below where they wanted it to be. This finding led to the creation of a new project for the trust, which they called 'Leading Expectations', led by BWMAT's Deputy CEO, Rachel Morgan.

The project involved identifying schools whose data was below target and taking a 'multi-faceted approach to drive improvement'. As Morgan explains, 'the data really helped us to have a better insight into what was going to make the difference in schools and agreed contracts were developed with school leaders, including those who govern. We would meet at the start of each term with the Headteacher and Chair of Governors for the school, look at the data and agree on a key area of focus, before meeting again in January to review progress, and so on throughout the year'. She believes that what made the biggest difference was 'that constant intervention, meeting regularly with that Head and Chair and really going back to the data and targets, rehearsing and reviewing what we had agreed'. Each school has a School Improvement Partner known as an ADE (Assistant Director for Education) who would provide support and monitor implementation between the termly meetings. Best practice across schools would be brokered as required.

The trust believe that this targeted approach, which was about both leadership at a strategic level and subject specific support, helped lead to their improved outcomes data in 2024, in which 16 schools across the trust achieved 80%+ pupils at the expected standard in KS2 reading. This impact is particularly evident in the trust's most improved schools – several of which have achieved sustained improvements of 20+ percentage points over three years despite periods of volatility.

When their 2025 reading data dipped below the national average, the trust's analytical approach proved essential: leaders investigated at a school and cohort level and maintained their improvement focus based on progress relative to context alongside national comparisons – continuing to work towards outcomes for every child even in more complex cohorts.

The data really helped us to have a better insight into what was going to make the difference in schools and agreed contracts were developed with school leaders, including those who govern.

Rachel Morgan, Deputy CEO, BWMAT





Clare Douris, Assistant Director of Education at the trust, explains that this approach has been combined with a 'consistent approach to assessment across all of our schools, enabling us to make comparisons against a standard judgement, which is invaluable for our school improvement team'.

In the context of reading, for example, leaders have used trust-wide data to understand which Systematic Synthetic Phonics (SSP) programmes are proving to be most impactful across the trust

– their most recent data has suggested that three programmes in particular may be leading to the strongest outcomes, and so when a school is considering changing from their current SSP, trust leaders feel confident in recommending that the school explores one of those three in particular.

Considering this in your own trust?

- How is data currently used at a trust level to identify challenges, spot patterns and highlight strong practice?
- In what ways is this data then shared with school and subject leads to help inform future targets?



INSIGHT 3

Focusing on implementation

With the wealth of research, resources, programmes and organisations focused on the high-quality teaching of reading, many schools and trusts may feel increasingly confident in developing a strong reading curriculum. However, how this is implemented in practice can often dictate whether the approach sticks or fails.

As the Education Endowment Foundation (EEF) highlight, ‘an educational approach or idea may seem great in principle, but what really matters is how it manifests itself in the day-to-day work of people in schools.’¹⁰ Change is notoriously hard to manage across education settings – it relies on strong communication from and between leaders, sufficient resources and enough time to sustain and measure the change.¹¹

Consider this within the context of implementing effective approaches to reading, for example: school leaders may feel confident in identifying the key strands to teaching reading, but they may then struggle to sufficiently establish a shared understanding of these strands across all staff. Teachers may express capacity concerns around trialling a new approach, or staff may not know who to go to for additional support or training.

Trusts are therefore well placed to utilise their leadership structures, practitioner expertise and system capacity to focus on effective implementation of their reading strategies.

As leaders at Lift Schools emphasise, for example, in order for their reading strategy to continue leading to improved pupil outcomes, they believe they need to be ‘obsessed with implementation’. Similarly at Bath and Wells Multi-Academy Trust, each school is allocated a trust-based Assistant Director in Education, who supports each school’s leadership team specifically with the tailored implementation of strategies and approaches.

10. EEF, 2024: [A School’s Guide to Implementation - EEF](#)

11. EEF, 2024: [A School’s Guide to Implementation guidance report - EEF](#)

Exemplifying good implementation at Lift Schools




After spending several years focusing on establishing strong foundations for teaching reading across the trust, leaders at Lift Schools felt that in the next phase of their strategy, they 'needed to do something more radical'.

As Ian Taylor, Associate Director of 490, explains, 'we felt the five pillars of teaching reading were right: curriculum, teaching, assessment, culture and leadership. But the implementation was weak, and so that became our key area of focus'.

To help them demonstrate what effective implementation looked like in practice, Taylor, alongside a small central leadership team which included Steph McAuliffe, Lift's National Lead for Literacy and Liz Cowley, National Lead for Secondary English, developed a working group made up of Lift's highest performing schools, also informed by external data. Using all 5 pillars of their reading strategy, they created a comprehensive checklist, exemplifying effective implementation for each sub-strand of the strategy.

This framework was then used to help set clear expectations for Headteachers and Reading Leads of what strong implementation of the five pillars of reading would look like in practice. 'It sounds very prescriptive, because it is', acknowledges Taylor. 'We realised that the gap was implementation and so **we had to name what great implementation looked like to promote real progress**'. Following this phase of their reading strategy, in 2025 Lift saw a 6% improvement in their secondary reading outcomes in a single year based on proportion of pupils who are secure readers on the NGRT.

 We need to always be considering how we can use people's roles and responsibilities, alongside our existing systems and structures, to make long-term change achievable.

Ian Taylor, Associate Director of 490, Lift Schools

Another key element of their approach to implementation was around **sustainability**. 'That's a crucial word for us at Lift', Taylor explains. 'We need to always be considering how we can use people's roles and responsibilities, alongside our existing systems and structures, to make long-term change achievable'.

The trust's **focus on continuous assessment** (outlined on page 09) to monitor reading progress formed part of this approach. 'It was important for us to be confident in the impact that our approach was having, as opposed to just relying on one term's worth of data'. Leaders therefore continued to monitor reading outcomes each term and continued to see that improvement in the data.

'That helped us feel confident that pupil progress was really down to good implementation.'

Considering this in your own trust?

- To what extent are the key elements of effective implementation considered when managing change or introducing a new approach within your trust?

Balancing national expertise and regional context at The Elliot Foundation Academies Trust



Reading is established as a core pillar of The Elliot Foundation Academies Trust's education offer, which they see as a non-negotiable, particularly in a trust where 49% of pupils are identified as EAL

With 36 schools spread across three regional hubs (the West Midlands, East Anglia and London), the Elliot Foundation has developed an approach to implementing its reading strategy that combines clear national expectations with genuine regional flexibility.

Johanne Clifton, Director of Curriculum and Development, explains that the balance between national and regional is held in place through a layered structure. At a national level, the trust sets the direction: a reading framework, delivered through regular virtual CPD sessions with an external consultant, ensures all schools are working towards shared priorities. Sessions are tailored to what leaders are seeing in the data; a recent example focused specifically on Year 5 teachers and looked to answer a deliberately simple question: what must you teach this year to make the greatest difference in reading and writing? Travis Latham, Senior Regional Director for the West Midlands, notes that online delivery has 'made a big difference' to enabling effective implementation of national strategy across regional hubs.

At a regional level, national steer is translated into context-specific support. When the trust carried out an audit after COVID and identified too much diversity across phonics programmes, they rationalised to two core approaches – but implementation was led by schools themselves. In the West Midlands, a practitioner-led group of teachers using the same phonics programme now meet regularly to share practice, troubleshoot challenges, and induct new schools joining the trust.

Post-Covid, headteachers across regions at The Elliot Foundation identified a common concern in pupils' ability to talk in sentences, engage with ideas, and find pleasure in books. The trust responded by investing in a Reading for Pleasure programme in which every child-facing member of staff was trained: 'It celebrated reading from the off,' says Clifton. The rollout was deliberately regional and sequential: East Anglia went first, then the West Midlands, then London. And crucially, once trained, schools led the work themselves, driving the programme forward within their own communities. This school-led approach to implementation was intentional: it reflected the trust's wider belief that lasting change has to be owned at school level rather than driven from the centre.

New initiatives may also be piloted at a regional level to meet contextual need or test innovative approaches. For instance, regional directors had identified specific challenges around community engagement in a small number of schools; these schools are now piloting the Empathy Lab programme, which develops kindness through reading.

Although the trust serves nearly double the national proportion of disadvantaged pupils (44% vs 27%), their reading outcomes are broadly in line with the national average (74% vs 75%) and several schools are delivering strong reading results in highly deprived communities, with four schools achieving 90%+ at expected standard. The trust's combined RWM measure (63%) exceeds the national average (62%) and it has improved at a faster rate than the national trend over the past three years (+5pp vs +3pp).



Conclusion

As opposed to a strong reading strategy being solely focused on pedagogy, our conversations with trusts highlighted the importance of leaders embedding this within a wider, **data-informed approach**, alongside a **comprehensive plan for implementation**, which defines how success will be measured.

Where trusts are seeing evidence of improved reading outcomes, they believe that the key to this is ensuring that leaders and teachers have the **capacity and support networks** needed to **raise the profile of reading** across all phases and ensure it can be properly embedded into the curriculum.

We hope that this paper supports further trusts to consider their own effective approaches to reading to unlock educational outcomes, utilising their trust's rich subject expertise, strong leadership and collaborative networks to drive up their students' enjoyment of, and confidence in, reading.

With thanks to the trusts who contributed to this series...



Advanced Learning Partnership: *"Dedicated to creating inclusive educational communities where families have confidence in the journey their child take."*

Established: 2017

Number & Type of schools: 13 primary schools, 9 secondary schools

Number of pupils: 8,831

Location: County Durham & Darlington

Website: alplearning.org.uk



The Bath and Wells Diocesan Academies Trust: *"An excellent education for every child, enhanced by a distinctively Christian ethos"*

Established: 2012

Number & Type of schools: 46 primary schools

Location: Across the South West

Website: bwmat.org



Delta Academies Trust: *"Changing Lives"*

Established: 2010

Number & Type of schools: 38 primary schools, 23 secondary schools, 1 all-through schools and 2 alternative provisions

Location: North of England

Website: deltatrust.org.uk



The Education Alliance: *"We are here to make great schools and happier, stronger communities so that people have better lives."*

Established: 2011

Number & Type of schools: 7 primary schools, 4 secondary schools and 1 alternative provision

Number of pupils: 7,250

Location: Yorkshire

Website: theeducationalliance.org.uk



The Elliot Foundation Academies Trust: *"Where children believe they can because teachers know they can"*

Established: 2012

Number & Type of schools: 36 primary schools

Number of pupils: 14,876

Location: West Midlands, London & East Anglia

Website: elliotfoundation.co.uk



Humber Education Trust: *"Disadvantage is not a barrier to achievement, success or happiness. We target resources to close gaps and ensure equality of opportunity for all"*

Established: 2017

Number & Type of schools: 13 primary schools, 4 special schools

Number of pupils: 5,512

Location: Hull and North East Lincolnshire

Website: humbereducationtrust.co.uk



Lift Schools: *"We will provide an excellent education to every child, in every classroom, every day."*

Established: 2008

Number & Type of schools: 32 primary schools, 22 secondary schools and 5 special schools

Number of pupils: 33,943

Location: Across England

Website: liftschools.org



Northern Education Trust: *"All young people, irrespective of background or ability will be successful in our Trust"*

Established: 2011

Number & Type of schools: 13 primary schools and 17 secondary schools

Number of pupils: 20,205

Location: North of England

Website: northerneducationtrust.org



Wade Deacon Trust: *"The vision is for every school in the Trust to be an outstanding school where every child receives an exceptional education."*

Established: 2012

Number & Type of schools: 5 primary schools and 4 secondary schools

Number of pupils: 5,804

Location: Merseyside

Website: wadedeacontrust.com

