

Pupil Premium Action Plan 2019/2020

Pupil Premium Philosophy

At Lutterworth High School, we have the highest aspirations for every student. Our use of the Pupil Premium additional funding is based on our philosophy of how the premium should be spent. The four aspects of our philosophy are:

- i) Quality first teaching
- ii) Providing opportunity
- iii) Removing barriers to learning
- iv) No child left behind

Quality first teaching

We have an unerring focus on improving the quality of teaching¹. Teachers and support staff utilise the 5 P's to ensure that our PP students make significant progress in lessons. Improving the quality of teaching and learning is at the heart of our CPD programme. We recognise the role of high quality intervention by support staff in class.

In our recent Section 8 Ofsted inspection (January 2018) the following was noted:

In lessons, the '5Ps' strategy is working. Teachers' expectations for all pupils, including disadvantaged pupils, are extremely high.

Providing opportunity

We want to ensure that all Pupil Premium students have access to the same opportunities as their peers. All Pupil Premium students are offered the opportunity to learn a musical instrument in year 7 and we will support students to access the wide range of trips and educational visits that take place at Lutterworth High School. Visits to Oxbridge and Russell group Universities are an important aspect of raising aspirations. Higher attaining Pupil Premium students join the 'Brilliant Club.'

Removing barriers to learning

Where barriers to learning are identified, we will quickly act to remove the barrier. Ensuring high attendance by Pupil Premium students and looking after their well-being are high priorities.

¹ Sir John Dunford PP Champion was unequivocal in stating that quality first teaching would make a significant difference for PP students. The Sutton Trust Report 2011 identified the impact of high quality teaching as 1.5 years of learning compared to 0.5 years where the teaching was of a poor quality.

No child left behind

We rigorously analyse a range of student outcomes to ensure that no student is left behind. Where a student is making less progress, we will quickly intervene. We want all students to develop a love of reading. Our aim is to ensure that all Pupil Premium students have reading ages in line with their peers and age.

Evidence

It is incredibly important that we take an evidence-based approach to raising the achievement of Pupil Premium students. We will utilise a range of evidence, including what has had a high impact in other schools and the use of the Education Endowment Fund tool kit. We use a range of tracking data including reading and spelling ages, achievement data and attendance. We meet with every student to discuss how best we can support their learning. All students have a personal tracking sheet, which outlines how their Pupil Premium allocation has been spent. If an intervention or strategy does not have a high impact then we will stop using it.

Pupil Premium staff

Three staff are responsible for the oversight of the Pupil Premium allocation and ensuring that it has a high impact on student achievement:

Natalie Tebbatt	Senior Leadership Team Pupil Premium link
Steph Holloway	Pupil Premium Co-ordinator – responsible for the strategy and impact
Ali Ronald	Pupil Premium student meetings – meeting with students to identify barriers to learning and what will help students achieve.
Malcom Maguire	Pupil Premium Governor

September 2019



The Lutterworth High School Pupil Premium Philosophy 2019/20



Pupil Premium Overview 2019-20

Amount of Pupil Premium Funding anticipated 2019-2020

Number of students eligible	93 (Oct 2019)
Total estimated PP funding	£101,635

Year group	Number on roll	Number of PP students	% of PP in Year Group
7	175	24	14%
8	173	26	15%
9	159	14	9%
10	151	19	13%
11	147	10	7%
Total	805	93	11.5%

Evaluation:

Actual income for pupil premium for 2019 – 2020 was £108,422.60 giving a variance from the budget of £6787.60. This additional funding was used to support the increased number of students proportionally within the existing plan.

Some funds were re-allocated in the light of the Covid-19 Pandemic that greatly affected our initial PP plan. This included the reallocation of resources to provide laptops for students without access, additional pastoral support and provision of other remote working resources to support students whilst working from home.

Not all the pupil premium budget was spent as planned (for example due to the cancellation of trips and visits) so £18,777.96 was unspent. This has been carried forward as committed spend for the pupil premium students in the 2020 – 2021 Pupil Premium Plan.

Characteristics of Pupil Premium students at LHS (From in school research)

Aspect	Characteristic	Policy/ Spending implications
Quality Teaching First	<p>Pupil Premium students do not make as good progress from their starting points compared to students with similar prior attainment.</p> <p>Good improvement in outcome seen in 2018/19 but further work needed to move all PP students into positive progress for 2019/2020</p>	<p>Pupil premium co-ordinators to monitor and track performance of PP students.</p> <p>5 P's teaching strategy in classrooms</p> <p>CPD – Teaching Triads to support the development of high quality teaching through</p> <ul style="list-style-type: none"> • FAR feedback • Ignite strategies • Questioning <p>Provision of resources and books to enable independent learning.</p> <p>Contribution to cost of GCSE Pod and Elevate</p> <p>Close monitoring of student's workbooks through student focus groups and book looks.</p> <p>Quality assurance cycle</p> <p>Individual mentoring of PP students in year 11 with SLT or senior teachers</p> <p>Bespoke interventions to support access to academic trips and visits to increase academic knowledge.</p>
	<p>PP Students are less likely to complete homework tasks to a good quality and on time at LHS.</p>	<p>Provision of a homework club and bespoke provision for students to access work at home.</p> <p>Contribution to the cost of SMHW to make homework tasks accessible and to monitor use.</p> <p>LSA time to support students without access to ICT</p>
	<p>PP students at LHS require more intervention in the classroom than the general population through our D4L behaviour management system.</p>	<p>Contribution towards pastoral support</p> <p>Character strengths</p> <p>D4L Reward system</p> <p>Bespoke contributions to alternative provision for students to access off site opportunities e.g. Tier 3 behaviour partnership</p>

Aspect	Characteristic	Policy/ Spending implications
	PP students at LHS more likely to have additional needs compared with the general population.	Contribution to the provision of LSA in classrooms and for intervention. 5 P's teaching Maths and English interventions
	PP students are more likely to have lower attendance than non-pp students at LHS. The reasons for this vary but staff identify social expectations and anxiety. Long-term illness is also a contributing factor.	Contribution to the cost of attendance officer and intervention. Additional home visits may be required to ensure students get to school. Support from home tutors for those not attending due to long-term health issues. Social, emotional and wellbeing support.
	In most cohorts a number of PP students have high prior attainment. Challenge and raising aspirations for this group of students is essential.	Ignite teaching strategies in lessons – CPD for staff to drive this. Positive setting of students where appropriate Priority and/ or funded access to HA opportunities across the school
	Literacy – Upon transfer from primary school, the literacy levels of PP students (spelling and reading ages) are more likely to be below the national expected level and lower in comparisons to the general population at LHS.	Contribution to the administration and monitoring of the Accelerated reader scheme for KS3 students Contribution towards provision of SPAG and reading interventions throughout the year groups at LHS
Removing Barriers to learning	LHS serves a rural community and transport to and from school prevents PP students attending extracurricular or afterschool activities	Provision of the school minibus to take students home at critical points e.g. during the GCSE revision period Taxis provided bespoke to needs of individuals
	Limited or inconsistent parental engagement with the school places PP students at a disadvantage when compared with the general population	Priority booking for parents evening – appointments made via phone call prior to general launch Staff t make one positive phone call per week – prioritise PP students D4L Postcard rewards are very popular with PP students in KS4
	Lack of books, resources , equipment or uniform	Revision guides provided to all year 10 PP students Bespoke revision plans provided with incentives to attend. Support with uniform purchase for FSM students. Requests for support from other PP students considered on individual needs.
Providing opportunity	PP students are less likely to attend 'off site' or residential trips and visits or the take part in the DofE Awards	Funding of SMSC visit to places of worship in year 10.

Aspect	Characteristic	Policy/ Spending implications
		Priority spending targets students in year 8 and 10 to support with the cost of residential trips. Specific targeting and bespoke support for students in year 10 to complete the Bronze DofE award.
	Without support, PP students are less likely to play a musical instrument or engage in other cultural experiences related to the arts.	Music madness Steel pans group Individual funded music offered lessons from Y7 Involvement in school show specifically offered to PP
	PP students are less likely to choose a language GCSE and therefore less likely to complete the Ebacc	Bespoke funding for MFL opportunities for students in KS3 or year 10 Individual options meetings with senior teachers to ensure suitable option choices.
	Pupil premium students are less likely to attend the LHS Summer School for new year 7 students	Fully funded places for all year 6/7 PP students PP students in year 8/9/10 offered the chance to volunteer to support summer school
No child left behind	PP students are less likely to attend afterschool or holiday revision	Mini bus provided to villages during exam build up Individual revision packs provided to all students. Tutors provided on a needs assessed and bespoke basis
	PP students are less likely to access additional tutoring outside of school time	Availability of 1to1 tutoring in or outside of school time assessed by need.
	Work experience opportunities may be limited for PP students due to a lack of cultural capital.	All year 10 students offered work experience funded and coordinated by LEBC.
	The number of PP students at LHS is below the national average and according to the Index of Multiple Deprivation, the LHS catchment is amongst the 30% least deprived neighbourhoods in the country. The disadvantage gap experienced by PP students might therefore be relatively much bigger in real terms.	A pupil premium co-ordinator and assistant to champion and support all PP students. Pastoral support. Character Strengths philosophy – The worth it project

Key Expenditure 2019 – 20 – How will the allocation be spent?	Focus	Total allocation
Accelerated Reader 10.7%	Quality teaching first	£328
GCSE Pod -10.7%	Quality teaching first	£267
Additional literacy/ numeracy/ exam concession assessments	Quality teaching first	£2,403
Staff CPD e.g. Teaching triads, subject specific training, accredited external CPD	Quality Teaching First	£3,100
Question level analysis – Administration support	Quality Teaching First	£2,224
LSA Intervention Focus on literacy	Quality Teaching First	£14,857
Elevate 10.7%	Removing barriers to learning	£432
Show my Homework 10.7%	Removing barriers to learning	£175
Pastoral Manager and Assistant	Removing barriers to learning	£16,899
Breakfast club	Removing barriers to learning	£200
After school Homework club	Removing barriers to learning	£1,869
Attendance Officer -25%	Removing barriers to learning	£5,267
Social, emotional or wellbeing support x 25%	Removing barriers to learning	£4,650
Uniform and other essential or required equipment	Removing barriers to learning	£2,000
After hours transport	Removing barriers to learning	£450
Parental engagement	Removing barriers to learning	£150
Food ingredients/ DT equipment for FSM students	Removing barriers to learning	£500
Year 10 and 11 Revision Guides	No child left behind	£3,000
Private Tutoring	No child left behind	£3,000
Lunchtime LSA interventions/ lunchtime homework club	No child left behind	£3,705
Get ready to learn kits/Support guides for SEN pupils to access curriculum	No child left behind	£250
Year 11 mentoring programme	No child left behind	£300
Exam Remarks	No child left behind	£500
Music Tuition	Providing opportunity	£4,000
Music Madness, Rock School, Steel Pans to include new drum kit and keyboard	Providing opportunity	£13,000
Duke of Edinburgh Award	Providing opportunity	£700
Funding for wider educational experiences E.g. Activity week, Visits and residential activities	Providing opportunity	£7,500
Careers advice or opportunity	Providing opportunity	£600
Swimming lessons and access to sports	Providing opportunity	£162
Provision for higher attaining students e.g. Mock trial/ Brilliant Club/LSL events/ Up for debate	Providing opportunity	£2,500
Summer school	Providing opportunity	£1,200
Pupil Premium Coordinator	Leadership and Management	£5,446
		£101,635.00

Lutterworth High School Enrichment Priorities for Pupil Premium Students

Year 7

Broadening Horizons: In Year 7, we will aim to provide PP students with a taster session in a wide range of opportunities, designed to broaden their horizons and ignite passions. Our Year 7 enrichment priorities will be access to extra-curricular activities such as music, sports, dance and drama and will enhance the characters strengths love of learning and curiosity

Year 8

Promoting Independence: In Year 8, we want our PP students to become independent and to feel confidence in being so. Our Year 8 enrichment priorities will be to provide residential opportunities. Promoting independence will further develop the character strengths of leadership and teamwork

Year 9

Developing aspirations: In Year 9, we want our PP students to set challenging ambitions for themselves and their futures. Our Year 9 enrichment priorities will be to provide bespoke careers advice, advice on next academic steps, trips to universities or the wider world of work. This will boost the character strengths of zest and hope.

Year 10

Academic attainment: In Year 10, we want to improve the academic attainment of our PP students. Our Year 10 enrichment priorities will be trips/experiences linked to the curriculum, parental engagement in the GCSE learning journey and supporting social, emotional and mental well-being. This will strengthen the character traits of perseverance and self-regulation

Year 11

Next steps: In Year 11, we want to encourage our PP students to achieve their potential and move on to the next phase in their life with hope and confidence. Our Year 11 enrichment priorities will be to facilitate access to after-school revision interventions, provide intensive academic mentoring and to ensure each student secures the post 16 option, which will enable to student to achieve their ambitions.

PP Aspect	Proposed Intervention	Success Criteria	Evidence?	Responsible	Financial Allocation	Progress towards target	RAG rating
Quality first teaching	Group and bespoke CPD for teachers and LSAs in line with whole school priorities	Outcomes for PP students at GCSE improve from 2019 results. CPD evaluation records and evaluations show that effective development of teachers is taking place. Teachers held to account for the performance of all students through professional review.	“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning”. https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf	NAY/ NTE	£3100	Full professional development programme for staff took place and continued throughout lockdown. Evidenced in professional review process.	
Quality first teaching	Additional literacy, numeracy or exam concession assessments are specifically targeted to ensure the correct support is in place for PP students	Students identified for specific intervention. Students access the correct support when sitting exams.	Literacy – Upon transfer from primary school, the literacy levels of PP students (spelling and reading ages) are more likely to be below the national expected level and in comparisons to the general population at LHS. PP students at LHS more likely to have a SEND compared with the general population at LHS.	SENDCO	£2403	Identification of students exam concessions were facilitated by the availability of reading and spelling ages for all students. Analysis of literacy and numeracy interventions as part of catch up 7 show good impact and are evidenced on the CU7 report on the school website	

Quality first teaching	Accelerated Reader	PP students improve their reading age in line with the general population PP students reading monitored through the tutor system and/ or English lessons.	EEF Toolkit - "The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year. The results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months' progress"	Literacy Co-ordinator	£328	Evaluation of the use of accelerated reader showed it was not giving the impact needed to accelerate the progress of students. A literacy development strategy has been developed to optimise the use of accelerated reader as a tool for intervention, with closer monitoring of students alongside an evidenced based approach to teaching and learning	
Quality first teaching	GCSE Pod	All students can access a bank of video resources to support GCSE revision Impact evaluation shows that PP students have effectively used GCSE Pod to prepare for exams	Evaluation of impact of GCSE POD shows that students who use this platform to support revision make better progress than those who do not.	NTE	£267	Analysis shows that GCSE Pod continues to have impact in supporting students as they prepare for their GCSE examination.	
Quality first teaching	Administrator support for question level analysis	Students receive personalised feedback from standardised summative assessments Information provided is used to effectively inform targeted intervention	Research and shared impact evaluations from other schools show that incisive use of QLA feedback and targeted intervention raises standards of attainment for all students, including PP students (Pixl) EEF Toolkit – Feedback up to +8 months See also – EEF Individualised instruction Teaching & Learning Toolkit 29th August, 2018	NTE	£2,224	QLA was not as impactful as in the previous academic year. This was partly due to lock down and partly because departments had moved forwards on developing their own analytic resources to pinpoint areas of strength and weakness in their cohorts. The additional resource to support the	

						administration of this was not fully used.	
Quality first teaching	<p>LSA Intervention support - Focus on Literacy and reading</p> <p>(NB – The LSA delivering these interventions is a fully qualified English Teacher)</p>	<p>Literacy levels for PP students improve</p> <p>1:1 reading interventions improve the reading age and fluency of PP students</p> <p>Small group interventions result in improved literacy at all attainment levels.</p>	<p>“a disadvantaged child in England is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing” EEF 2017</p> <p>“The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings” EEF</p> <p>EEF Toolkit - +3 to 4 months</p> <p>“Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.”</p> <p>“...there is evidence that children from disadvantaged backgrounds may benefit more”.</p> <p>EEF - Reading comprehension strategies Teaching & Learning Toolkit 5th September, 2018 +6 Months</p>	Literacy coordinator	£14,875.00	<p>The impact of this intervention was not fully realised because of the Covid-19 lockdown. 1 to 1 reading interventions took place but the planned impact assessments could not take place fairly.</p> <p>An alternative trial took place with key worker and vulnerable students during the period of whole school closure. This was successful in engaging all students in listening to a challenging novel, read to them by a teacher each day. Routed in research this trial has been rolled out as part of the 2020-21 literacy strategy across the school.</p>	

Removing barriers to learning	Elevate – Learn to learn programme	All students in year 11 know how to approach their revision in preparation for GCSE examinations	Evaluation shows that students valued the Elevate intervention and would recommend continued investment in preparation for GCSE examinations Metacognition and self-regulated learning - “Explicitly teach pupils how to organise and effectively manage their learning independently” EEF guidance	Year 11 PL	£432	Positive feedback from student and parents surveys after the sessions. Gender review (Jan 2020) identified that boys wanted this input earlier. Rolled out as a KS3 trial for 2020 - 2021
Removing barriers to learning	Show my Homework	PP students receive an appropriate range and frequency of challenging homework. Homework is monitored to ensure quality and quantity PP students complete homework	“The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important”. EEF Homework toolkit (secondary) - +5months	KCO	£175	Show My Homework was a highly effective platform by which all remote learning was distributed during lockdown. Increased staff training and efforts to ensure all disadvantaged students have access to digital devices have made this sound investment.
Removing barriers to learning	Pastoral Manager and Assistant	PP students are supported with behavioural, emotional and social difficulties which enables them to access their education PP students use character strengths to overcome challenges	“Overall, the evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning” EEF Tool kit +3 moths.	AHU	£13,149.75 (contribution towards total costs)	Pastoral manager and assistant supported students (many of the disadvantaged) with additional support for behavioural, emotional or social differences. This was invaluable during lockdown where remote meetings, home visits and support in school became critical.

Removing barriers to learning	Breakfast club	PP Students attend breakfast club Evaluation shows that students are ready to learn in the mornings	The EEF trial of 'Magic Breakfast' found that providing free, universal breakfast clubs in schools in disadvantaged areas improved both behaviour in class and pupil attainment. (Research from primary schools but important for some students at LHS).	NTE/ ARO	£200.00	Invites discreetly sent to all PP students so they know they can go to student support to access a free breakfast. Used by a consistent number of students.	
Removing barriers to learning	After school Homework club	An afterschool homework club runs 2 days per week for KS3 and 4 days per week for KS4. Targeted PP students attend PP Students complete homework and access resources and support to do this to a good standard.	"Poorer pupils in England get less help with their homework than their better-off classmates, according to new analysis of the OECD's PISA survey published by the Sutton Trust. Just half (50%) of the most disadvantaged 15-year olds said their parents regularly helped with their homework, compared to 68% of their better-off classmates". Dr John Jerrim of the UCL Institute of Education September 7th, 2017	NTE	£1,869.00	Afterschool homework club ran 2 days a week and targeted students attended. Used as a school intervention.	
Removing barriers to learning	Attendance Officer	Low attendance monitored and challenged. PP students have attendance in line with general population at LHS	PP Students at LHS are more likely to have low attendance. "Pupils with no absence are 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons". <i>DfE - The link between absence and attainment at KS2 and KS4 2015</i>	AHU	£5,267	Impact on attendance of pupil premium students.	
Removing barriers to learning	Social, emotional or wellbeing support	A councillor provides services to students on an appointment and	PP students at LHS are more likely than the general population to need additional support with wellbeing and health.	AHU	£16,899 + £4650	Counsellor saw 8 PP students. This continued through lockdown with	

		<p>drop in basis on three days per week.</p> <p>Whole school ethos and language of 'Character Strengths'</p> <p>PP students can articulate their character strengths and use these to overcome barriers</p>	<p>"On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment". EEF Social and emotional learning Teaching & Learning Toolkit 24th July, 2018</p>			<p>students accessing telephone appointments.</p>	
Removing barriers to learning	Uniform and other essential or required equipment	Lack of uniform does not act as a barrier to general attendance or participation in extra-curricular activities.	<p>Uniform is a requirement at LHS and support high standards it is recognised that some students may need financial assistance for uniform to remove a barrier to learning and encourage participation.</p> <p>School uniform Teaching & Learning Toolkit 29th August, 2018</p>	NTE	£2,000.00		
Removing barriers to learning	After hours transport (School minibus and bespoke taxis)	PP students requiring transport stay for afterschool revision and/ or tuition	Contribution to the running costs of the afterschool minibus service and taxis during GCSE revision preparation to remove the barrier of transport for year 11 students	NTE	£450.00	Minibus not required due to Covid although some of this funding was allocated to providing taxis to transport vulnerable students into school during lockdown.	
Removing barriers to learning	Parental engagement	PP parents are offered a priority booking service for all parents evenings. Attendance of PP parents at parents evening improves and / or is in line	<p>EEF Parental engagement Teaching & Learning Toolkit 5th September, 2018</p> <p>"...developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation."</p>	NTE/ SHO	£150.00		

		with the general population				
Removing barriers to learning	Food ingredients/ DT equipment for FSM students	All students access the practical element of the DT and Food curriculum and this does not act as a barrier to participation. Healthy schools message is explicitly taught to all students	Equality objective – equal access to the curriculum for all students	NTE	£500.00	All FSM ingredients provided.
No child left behind	Year 10 and 11 Revision Guides	Student questionnaire shows that PP students made use of the revision guides to support their studies. Teacher feedback shows that students used these resources effectively		NTE	£3,000.00	These were useful in lockdown.
No child left behind	Private Tutoring	Bespoke tutoring is targeted effectively to raise the attainment of PP students in year 10 and 11	Sutton Trust Report: Extra time “There are big gaps between socio-economic and achievement groups in England in time spent on additional instruction. For pupils of the same levels of achievement, well-off pupils receive 2.5 hours more additional instruction than less well-off pupils. Young people from more advantaged households (35%) are twice as likely as	NTE	£2,000.00	Targeted students received one to one support with key subjects which had a positive impact on outcomes at GCSE.

			less well-off households (18%) to have ever received private tuition”				
No child left behind	Lunchtime LSA interventions/ lunchtime homework club	<p>PP students make use of ‘buddy club’ at lunch time to seek support and friendship</p> <p>PP students have provision to complete homework and have access to ICT resources during the school day.</p> <p>PP students complete homework in line with the general population.</p>	Provision of this facility at lunchtime at LHS has shown positive impact in the past.	SENDCO	£3,705	Buddy club and lunchtime homework club ran effectively and were used as both an interventions and a well-attended resource for some of the students with most complex needs.	
No child left behind	Get ready to learn kits/Support guides for SEN pupils to access curriculum	<p>PP students have positive transition from primary school</p> <p>Evaluation shows students read the book provided and the early assessment helps to identify them for catch up 7 intervention if needed.</p>	EEF: Reading at the transition. June 2014	SHO/ Literacy coordinator	£250.00		

No child left behind	Year 11 mentoring programme	All year 11 students have an academic mentor	On average, mentoring appears to have little or no positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF Mentoring Teaching & Learning Toolkit 29th August, 2018	NTE/ TMA	£300	This did not happen due to the impact of Covid19	
No child left behind	Exam Remarks	PP students have an equal opportunity to appeal exam marks when appropriate.	Evidence shows that a significant number of papers that were remarked in the 2018 series at LHS resulted in the raising of grades. This fund is dedicated to appeal outcomes for PP students	STH	£500.00	6 PP students had exam remarks funded after the 2019 results. 1 increased grade for 1 student. Not all budget spent	
Providing opportunity	Music Tuition	Evaluation of the extracurricular and peripatetic music register indicates a positive involvement of PP students in the arts PP students choose music as a KS4 option	“Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported”. EEF Arts participation Teaching & Learning Toolkit 5th September, 2018	NTE	£4,000.00	14 PP students currently receive full funding for instrumental lessons. This is available throughout KS3 and reviewed at KS4. Arts in the Terrace is a new informal performance event for all artists and musicians. The first event was 9th October. 33% of performers were PP. 20% of year 10 GCSE music class is PP. These students received a bursary towards the recent academic music	

						trip linked with the course.	
Providing opportunity	Music Madness, Rock School, Steel Pans to include CPD for music teacher to become instructor for steel pans	<p>Cultural appreciation of PP students increases</p> <p>PP students have opportunity to perform and gain recognition for their music</p>		NTE	£13,000.00	<p>Last year PP students took RSL exams as part of music madness. All students who were entered passed.</p> <p>Grade 1 bass: 1x pass with merit</p> <p>Grade 1 drums: 2x pass with merit,</p> <p>Grade 1 vocals: 5x pass,</p> <p>Grade 3 vocals: 1x pass</p> <p>Entry level 3 (debut)</p> <p>Electric guitar: 3x pass with merit,</p> <p>Steel pans: 12 students in year 7 have accessed steel pans this year (40% of steel pan students in year 7). 4 students in the older group (years 8 and 9) are PP. This is 30% of the group. They did not perform at the Christmas concert due to illness of the tutor, however they will perform at Sports day and the Summer concert.</p> <p>Rock band is funded through PP funding.</p> <p>Approx 30% of attendees</p>	

						are PP students. They performed at the Christmas concert and will perform at the May Arts in the Terrace.	
Providing opportunity	Duke of Edinburgh Award – Supported places and equipment	PP students complete the DofE awards and this helps them to access further and/or higher educational or career opportunities	“Colleges, universities and employers regard a DofE Award highly so it will help to open the right doors for you” DofE	RSA	£700.00	Incomplete due to Covid – Roll over to 2021	
Providing opportunity	Funding for wider educational experiences E.g. Activity week, Visits and residential activities	PP Students in year 8 and 10 are prioritised for residential opportunities to broaden their horizons and increase cultural capital. Choices are challenged for activity week where students are making limited choices. PP students access enrichment activities evidenced	“Bright but disadvantaged students are considerably less likely to take the subjects most likely to get them into good universities than their more advantaged counterparts, according to new Sutton Trust research from Oxford University. However, their chances of gaining good A-level results are significantly improved when they experience academic enrichment activities at home from the age of eleven –including going on trips to museums and galleries, and reading for pleasure. When they get into the habit of daily homework, students are nine times as likely to get 3 A-levels” <i>Subject to Background</i> by Professor Pam Sammons, Dr Katalin Toth and Professor Kathy Sylva, March 2015	NTE/ SHO	£7,500.00	Good impact as more PP students signed up for trips funded by the school. Shift in method to recruit and allocate students to residential courses. Unfortunately many of the planned trips and visits did not take place due to covid19 resulting in a large budget saving.	

Providing opportunity	Careers advice or opportunity	PP students receive appropriate careers advice PP students do not become NEET		RSA	£600.00	In school careers advisor trained.	
Providing opportunity	Swimming lessons and access to sports	All year 7 PP students access swimming lessons	The overall impact of sports participation on academic achievement tends to be positive but low however... Participating in sports and physical activity is likely to have wider health and social benefits. EEF Sports participation Teaching & Learning Toolkit 29th August, 2018	NTE/ MHO	£162.00		
Providing opportunity	Provision for higher attaining students e.g. Mock trial/ Brilliant Club/Learning South Leicestershire events/ Up for debate	Higher attaining PP students access opportunities designed to raise aspiration and attainment. Evaluation of these initiatives indicate that students benefitted from the opportunities.	“Bright but poor pupils lag behind their bright but better-off classmates by around two years and eight months in maths, science and reading, according to new research by the UCL Institute of Education (IOE). The research, conducted by Dr John Jerrim on behalf of the Sutton Trust, reveals that the attainment gaps within the most able 10% of pupils are even bigger for girls than they are for boys, standing at about three years in science and reading” https://www.ucl.ac.uk/ioe/news/2017/feb/new-research-reveals-three-year-attainment-gap-between-poor-pupils-and-their-better-peers Initiatives supported and informed by research	NTE/ RON	£2,500	3 from the cohort of 12 Brilliant Club students are Pupil Premium. Good impact from opportunity and history off art project completed.	

Providing opportunity	Summer School	New Year 7 PP students attend summer	On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress compared to similar pupils who do not. EEF Summer schools Teaching & Learning Toolkit 30th August, 2018	NTE/ LMA	£1,200.00	Summer school did not take place due to covid19	
-----------------------	---------------	--------------------------------------	--	----------	-----------	---	--