

## Pupil premium strategy statement

This statement details Lutterworth High School's use of pupil premium and recovery premium for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Lutterworth High School
Number of pupils in school	845
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	Sept 2021 – Sept 2024
Date this statement was published	15 <sup>th</sup> December 2021
Date on which it will be reviewed	Sept 2024
Statement authorised by	Trust Governing Body
Pupil premium lead	Natalie Tebbatt
Governor / Trustee lead	Kirsty Cutri

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,325
Recovery premium funding allocation this academic year	£30,912
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£129,237</b>

**In addition, School Led Tuition grant this academic year is £7,695. This is accounted for separately but funding from the pupil premium grant is used to top up 50% school contribution to cost.**

# Part A: Pupil premium strategy plan

## Statement of intent

At Lutterworth High School, we have the highest aspirations for every student.

Our use of the Pupil Premium and Recovery Premium is underpinned by diagnostic evaluation of our students' challenges, needs and strong educational evidence informed by the EEF (Educational Endowment Foundation).

The four aspects of our philosophy are:

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

### **Quality first teaching**

We have an unerring focus on improving the quality of teaching<sup>1</sup>. 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.

### **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 commission high quality tutoring when academic intervention is needed. We want all students to develop a love of reading. Our aim is to ensure that all disadvantaged students have reading ages in line with their peers and age.

### **Providing opportunity**

We want to ensure that all Pupil Premium students have access to the same opportunities as their peers. Students are supported to complete 'The Emerald Way' gaining enrichment experiences in culture, competition, creativity and charity to increase their self-confidence and appreciation of the wider contribution they can make to society. We will support students to access the wide range of trips and educational visits that take place at Lutterworth High School and enable students to find their passion through participation in the arts, sport and STEM opportunities. Visits to

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<sup>1</sup> 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.

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.

## **Challenges**

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<p>Ensuring all students make good academic progress regardless of their background or starting point.</p> <p>In 2019, outcomes showed that the P8 score for disadvantaged students was 0.04 compared to their peers whose P8 score was 0.2. The challenge is to ensure disadvantaged students achieve at least a positive progress 8 score and that they continue to close the gap between them and their peers.</p>
2	<p>Engaging students in an academically challenging curriculum that opens doors to further study, careers and aspirational life goals.</p> <p>There are a number of disadvantaged students in each year group at LHS that have high prior attainment (HPA = KS2 Scaled score greater than 110). The 2022 year 11 cohort are unusual because there are no HPA students. In the 2023 cohort, 11% are HPA's, in 2024, 5% are HPA's. In 2025, 7% are HPA's and in 2026, 4% are HPA's. In addition, over half of the total PP cohort are middle prior attaining students. Analysis of options choices for these students show that without guidance and support in decision making, students do not choose ambitious and challenging pathways.</p> <p><a href="https://ffteducationdatalab.org.uk/2023/01/the-longer-term-impact-of-long-term-disadvantage-at-school/">https://ffteducationdatalab.org.uk/2023/01/the-longer-term-impact-of-long-term-disadvantage-at-school/</a></p>
3	<p>The challenge is to ensure all pupil premium students achieve 'the basics' of a grade 4+ in Maths and English in year 11.</p> <p>Assessments have shown that fluency in literacy and numeracy is less likely to be at an age appropriate level for pupil premium students. For example, there is a 3 year gap between the reading ages of PP students in the 2026 cohort compared with non-PP students. In the 2022 cohort there is a 1.5 year gap in reading ages.</p>
4	<p>Encouraging and supporting disadvantaged students to access the same range of co-curricular activities and memorable experiences as their peers.</p> <p>School data shows that students in receipt of pupil premium are less likely to engage with the rich variety of co-curricular opportunities, trips and residential</p>

	visits available and therefore miss opportunities to develop the cultural capital and the wider sense of belonging.
5	<p>The challenge is to re-establish routines, standards and achieve good levels of attendance for all disadvantaged students.</p> <p>Research (<a href="#">National</a> and in-school) has shown that disadvantaged students have been worst affected by partial school closures and ongoing disruption due to Covid-19. In particular with inconsistent attendance (to remote learning and generally) and also in returning to school routines and structure.</p> <p>Disadvantaged students in secondary schools had fallen even further behind by the 2021 summer term, compared to where they were in the 2020 autumn term.</p> <p><a href="https://epi.org.uk/publications-and-research/epi-research-for-the-department-for-education-on-pupil-learning-loss/">https://epi.org.uk/publications-and-research/epi-research-for-the-department-for-education-on-pupil-learning-loss/</a></p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Students in receipt of the pupil premium make positive progress relative to their starting points.	<p>From 2023 onwards, outcomes for pupil premium students show a positive progress 8 score.</p> <p>Progress outcomes for pupil premium students are consistently good across all subjects.</p>
Curriculum equity is prioritised and higher attaining PP students access an academically challenging curriculum that leads them to level 3 post 16 study or apprenticeships.	<p>By the end of our current plan, in 2024, entries for disadvantaged students into the e-bacc suite of subjects are in line with the national average for all students.</p> <p>All HA students access post 16 study or apprenticeships at level 3</p>
Students' literacy and numeracy skills are at an age expected level as they progress through KS3 and KS4.	<p>All pupil premium students achieve 'the basics' of a grade 4+ in Maths and English in year 11</p> <p>Annual reading assessments show disadvantaged students make expected progress with reading at LHS</p>
Pupil premium students access the same range of co-curricular activities as their peers.	<p>By the end of our current plan, all pupil premium students achieve 'The Emerald Way' and receive certificates that are valued and used to support transition to post 16 study.</p> <p>Attendance figures show pupil premium students are accessing the full range of co-curricular activities, trips and experiences.</p>
Students and families are supported to re-establish the routines, expectations and structure of school	<p>Pupil premium students' attendance improves to pre-pandemic levels quickly.</p> <p>By the end of this plan, attendance of disadvantaged students' attendance exceeds 96%.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 58,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pupil Premium Coordinator and Academic Coach</i></p> <p><i>To be a point of contact and to maintain and develop positive relationships with parents</i></p>	<p>Parental engagement is consistently associated with pupils' school success and can deliver approximately 3 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a></p>	<p>1,3,5</p>
<p><i>Teacher professional development.</i></p> <p><i>Funding for cover to enable teachers to complete relevant NPQ's or the Outstanding Teacher Programme</i></p> <p><i>Funding to cover exam board training for teachers/ subjects.</i></p> <p><i>Funding for National Literacy Trust subject specific CPD for teachers</i></p>	<p><a href="#">DfE – Delivering World-Class Teacher Development (June 2021)</a></p> <p>“Teachers are the foundation of the education system – there are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving student outcomes – and is particularly important for pupils from disadvantaged backgrounds”.</p> <p>Good teaching is the most important lever schools have to improve outcomes for Disadvantaged Pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>	<p>1, 2, 3, 5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Embed the LHS teaching and learning ethos ensuring it is understood and embraced by staff and at the heart of lesson delivery</i></p> <p><i>Professional learning cycle of inhouse CPD and development</i></p>	<p>Link to the LHS teaching and learning ethos – Underpinned by the following research:</p> <p>Rosenshein’s principals  <a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</a></p> <p>Literacy development review EEF 2019  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Literacy_Development_Evidence_Review.pdf?v=1669897519">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Literacy_Development_Evidence_Review.pdf?v=1669897519</a></p> <p>Metacognition – EEF evidence review  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1669908818">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1669908818</a></p> <p>Impact of feedback on outcomes in class – EEF  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Systematic-Review-of-Feedback-EPPI-2021-1.0.pdf?v=1669908821">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Systematic-Review-of-Feedback-EPPI-2021-1.0.pdf?v=1669908821</a></p>	<p>1, 2, 3, 5</p>
<p><i>HLTA support in Maths</i></p> <p><i>Working with the teacher in set 6 the HLTA complements the classwork with high quality small group work in KS4 &amp; KS3 - 20 hours per week</i></p>	<p><a href="#"><u>Teaching Assistant Intervention - EEF</u></a></p> <p>This approach has been successful in previous years in raising the attainment and accelerating progress in maths of students working below age related expectations.</p>	<p>1, 3</p>
<p><i>HLTA Literacy support in English</i></p> <p><i>Working with the teacher the HLTA complements the classwork with high quality small group work at KS4. 4 Hrs PW</i></p>	<p><a href="#"><u>Teaching Assistant Intervention - EEF</u></a></p> <p>This strategy aims to replicate the model used successfully in maths at LHS but targeting students in KS4 working below age related expectations in English.</p>	<p>1, 3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional UPS teacher of English and one of Maths to run NTP in years 7, 8 and 9.</i></p> <p><i>8 hours per week</i></p> <p><i>(40% PP Funded/60% school led tutoring)</i></p>	<p><a href="#">Reading Comprehension Strategies – EEF</a></p> <p>“Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text”.</p> <p><a href="#">In school evaluation</a></p> <p>Students make above expected progress in reading and attainment levels in maths show students are supported effectively to access the KS3 curriculum.</p>	1, 3
<p><b>GL Assessments</b></p> <p><i>Assess all students for reading and spelling ages</i></p> <p><i>Pupils Attitudes to School and Self assessments to support pastoral intervention</i></p> <p><i>Assess year 7 – Cognitive Ability Test</i></p> <p><i>Progress tests in Maths and Science</i></p>	<p><a href="#">Feedback - EEF</a></p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Assessing students’ understanding so teachers, parents and students know what needs to be improved</p> <p>The use of standardised assessments has been prioritised during and after the pandemic to support classroom teachers to diagnose and identify gaps in learning and barriers to progress that have emerged.</p>	1, 2, 3, 5
<p><b>SEND Assessments</b></p> <p><i>Bespoke Ed Psyc reports for identified FSM students</i></p>	<p><a href="#">SEND Code of practice</a></p> <p>Remove a financial barrier to diagnosis for SEND</p>	1, 3
<p><i>Improving secondary writing - Comparative judgement project</i></p> <p><i>Strategy in English to evaluate progress with writing at the KS2/3 transition and move towards standardised ‘writing ages’ using comparative judgements</i></p>	<p><a href="#">Daisy Christodoulou 2021 – No More Marking</a></p> <p><a href="#">Feedback - EEF</a></p> <p>Assessing students’ understanding so teachers, parents and students know what needs to be improved</p>	1, 3
<p><i>Provision of additional resources that underpin</i></p>	<p><a href="#">National Food Strategy 2021 – Recommendation 3: Launch new eat and learn initiative for schools. Pg. 15</a></p>	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>the effective delivery of the curriculum.</i></p> <p><i>For example, provision of ingredients for cooking, access to swimming lessons (year 7), sets of books for class readers for tutor time, art and DT consumables and assistive technology for student use in the classroom.</i></p>		

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>NTP—Brilliant Club</i></p> <p><i>Targeted intervention for students across the school in Maths or English</i></p> <p><i>Discontinued use for 2022/23 to focus on in house provision of SLT</i></p>	<p><a href="#">Small Group Tuition - EEF</a></p> <p><a href="#">Recovery Premium - DfE</a></p> <p>Brilliant Club impact report 2020/21</p> <p>Brilliant Club impact report 2021/22</p>	1, 2, 3, 5
<p><i>NTP Partner – Equal Education</i></p> <p><i>1 to 1 tutoring for selected SEND and LAC students across the school</i></p>	<p><a href="#">Small Group Tuition - EEF</a></p> <p><a href="#">Recovery Premium - DfE</a></p> <p>Evaluation of our 2020/21 provision pointed to great need for tutoring with better provision for students with SEND</p>	1, 2, 3, 5
<p><i>School Led Tuition</i></p> <p><i>English tuition for identified KS4 students linked to curriculum</i></p> <p><del><i>Bespoke 1 to 1 academic tutoring for individual students (History)</i></del></p>	<p><a href="#">Small Group Tuition - EEF</a></p> <p><a href="#">Recovery Premium - DfE</a></p> <p><a href="#">School led tutoring - DfE</a></p>	1, 3
<p><i>Academic Coach</i></p> <p><i>Coordinating attendance strategies; parental liaisons, Mentoring/coaching and supporting year</i></p>	<p><a href="#">Metacognition and self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-academic-mentoring">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-academic-mentoring</a></p>	1, 2, 3, 4, 5



<p>10 and 11 students on a one to one or small group basis</p>		
<p><b>Accelerated Reader &amp; Reader Leaders</b></p> <p>Targeted students with reading ages below their chronological age supported by librarian 1 to 1 and through weekly/ daily reading</p>	<p><a href="#">Reading Comprehension Strategies – EEF</a></p> <p><a href="#">Students make better than national levels of progress in reading at LHS</a></p> <p><a href="#">Attainment and progress in English is consistently above national standards.</a></p>	1, 3, 4, 5
<p><b>Summer school 2024</b></p> <p>1 Week for year 6 into 7 during the summer holiday with a literacy and numeracy focus</p> <p>Funding for 25 places to encourage participation of disadvantaged students at transition</p>	<p><a href="#">Summer Schools - EEF</a></p> <p><a href="#">LHS summer school statement 2021</a></p>	3, 4, 5
<p><b>Music tuition and graded examinations</b></p> <p>Opportunity for all PP students to access funded music tuition through our network of peripatetic music teachers</p>	<p><a href="#">Participation in the Arts - EEF</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	1, 3, 4
<p><b>Brilliant Club – Scholars</b></p> <p>1 cohort of 12 students –year 7 work with PhD tutor exploring issues beyond the normal curriculum and gain understanding of university study.</p>	<p>Impact report from 2020 – 2021 cohort.</p> <p>Student voice feedback</p>	2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance officer and manager for each key stage</i></p> <p><i>Identify and implement strategies to raise attainment using the EEF toolkit</i></p>	<p>PP attendance at LHS is lower than the general population and has been more adversely affected during the Covid-19 pandemic.</p> <p>Impact of attendance on attainment</p>	1, 2, 3, 4, 5
<p><i>GL PASS Tests</i></p> <p><i>Identify students with low attitude to self and school and apply the strategies identified in the GL</i></p>	<p><a href="#">GL Assessment research and nationally standardised results</a></p> <p>June 2021 in school trial showed promising impact, 75% improving their score over the 5 week intervention.</p>	1, 2, 3, 4, 5
<p><i>Additional pastoral support worker to support increase in safeguarding and behaviour incidents relating to the pandemic</i></p> <p><i>Permanent restructure of the pastoral structure to add capacity and improve strength of leadership.</i></p> <p><i>Key-Stage Hubs</i></p>	<p><a href="#">Young Minds January 2021</a></p> <p><a href="#">The Recovery Curriculum Professor Barry Carpenter 2020</a></p> <p>School data shows that there is an increased prevalence of persistent absence, self-harm and anxiety among students.</p>	1, 2, 3, 4, 5
<p><i>Wellbeing timetable to reintegrate students back into school routines and promote positive school experiences</i></p>	<p><a href="#">Young Minds January 2021</a></p> <p><a href="#">The Recovery Curriculum Professor Barry Carpenter 2020</a></p> <p>School data shows that there is an increased prevalence of persistent absence, self-harm and anxiety among students. School data shows that students accessing the wellbeing timetable in 2021/22 achieved positive progress in GCSE outcomes.</p>	1, 2, 3, 4, 5
<p><i>Equip students with the resources they require to learn independently and celebrate success</i></p> <ul style="list-style-type: none"> <li>• Curriculum and revision resources</li> <li>• Stationary packs</li> <li>• Uniform</li> </ul>	<p>Removal of barriers to learning</p>	2, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deliver cultural capital experiences and enrichment opportunities to ready students for the wider world</i></p> <ul style="list-style-type: none"> <li>• <i>Scholars Programme</i></li> <li>• <i>Enrichment visits</i></li> <li>• <i>Duke of Edinburgh Activity week</i></li> </ul>	<p>Impact of educational experiences on the cultural capital of disadvantaged students.</p> <p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	2, 4, 5
<p><i>Music Madness</i></p> <p><i>Curriculum enhancement for students in Y7 and 8</i></p> <p><i>Continues with afterschool provision of music enrichment to year 11</i></p>	<p>School evaluation of 2020/21 provision and impact upon vulnerable and disadvantaged students. Increased involvement in co-curricular, improved sense of belonging and leadership opportunities.</p>	2, 4
<p><i>Provide technology to overcome accessibility barriers</i></p> <p><i>Chrome books</i></p> <p><i>Reader pens</i></p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf</a></p> <p>The 'digital divide' may have worsened since the first lockdown (March 2020) with 1 in 5 students lacking access to devices.</p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2021/01/Remote-Learning-The-Digital-Divide-Final.pdf">https://www.suttontrust.com/wp-content/uploads/2021/01/Remote-Learning-The-Digital-Divide-Final.pdf</a></p>	1,2,4,5
<p><i>Foster high aspirations through bespoke careers advice and post 16 application support</i></p>	<p>In school identification of need for 2023 cohort to avoid NEET</p> <p>Careers guidance can raise aspirations and help young people make informed choices about their future.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1023814/For_Publish_-_Pathway_to_sucsess.docx_1_.pdf#:~:text=Career%20guidance%20can%20rai">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1023814/For_Publish_-_Pathway_to_sucsess.docx_1_.pdf#:~:text=Career%20guidance%20can%20rai</a></p>	2, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<a href="#">se%20aspirations%20and%20help%20young.may%20not%20be%20enough%20to%20truly%20expand%20horizons.6</a>	

**Total budgeted cost: £129,237**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### **The total budget for the PPG and recovery premium for 2022/23 financial year was £167,993**

The following evaluation details the progress made towards the challenges set out in the strategic plan for 2021/22.

Students at Lutterworth High School develop knowledge and skills across the broad and rich curriculum in all years. This is evidenced in student outcomes and successful transition at the end of KS4 (<https://www.compare-school-performance.service.gov.uk/school/137115/lutterworth-high-school/secondary>).

Students make good progress compared with other similar schools, particularly the most disadvantaged and those with SEND. Attainment is consistently above the national average. <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised>

**Challenge 1** – *Students in receipt of the pupil premium make positive progress relative to their starting points.*

Progress at key stage 4 – There were 24 PP students in this cohort.

Progress 8 for pupil premium students in 2023 was -0.13 which is slightly below the target of 0. However, this headline hides that the gap between LHS pupil premium students and LHS others has closed and now sits at less than ¼ of a grade in terms of progress. This is significantly better than the national position where it was widely reported that the gap was widening and government data showed pupil premium students nationally were at -0.57 for progress 8. In addition, pupil premium students made positive progress in the EBacc bucket of progress 8 and they achieved an average points score of 3.64 in the EBacc measure compared to the school average points score of 4.16. 30% (7) of pupil premium students completed the EBacc suite of subjects compared to 40% of the 2023 cohort.

Students in receipt of the pupil premium make good/ expected progress relative to their starting points at Lutterworth High School. The impact of the pupil premium funding to support the professional development of staff and development of the LHS teaching and learning ethos

Year	Progress 8 score for PP students
2019	-0.04
2022	-0.02
2023	-0.13

means that all students access quality first teaching in the classroom. This leads to outcomes that are above national standards and an environment where disadvantaged students thrive and flourish. Quality assurance and student voice activities in school show

a high quality daily educational experience for disadvantaged students. Staff expectations and support for disadvantaged students means that they are work to the same high standards as all other students. There is a high degree of consistency in outcomes across the curriculum that shows disadvantaged student are succeeding in all subject areas.

Targeted academic support -

Evaluation of the work of the Academic coach has shown significant impact on raising the attainment of disadvantaged students. Those who benefitted from this intervention accelerated progress in year 11 to attain one or two grades higher than was forecast in December of year 11. They made positive progress from their starting points and all secured appropriate post-16 provision.

There is still work to do to further close the gap between disadvantaged students and their peers who continue to outperform disadvantaged students in terms of both progress and attainment. The impact of the pandemic is still being felt and has disproportionately affected disadvantaged students, reflecting the national picture. We will continue to fund professional development opportunities for staff and we will continue with personalised interventions to accelerate progress where gaps have emerged. This includes a plan to make full use of the NTP grant.

We use the NTP grant to provide tutoring for students in KS3 who are working below age related standards in Literacy and numeracy. Known internally as our 'catch up' programme, high quality small group tuition is provided during the school day for those disadvantaged students who are not working at age related standards. We will continue use this successful strategy to support KS3 attainment and progress.

We decided to discontinue the use of the Brilliant Club as a National Tuition Partner for 2022/23. In 2020/21, 218 students were offered online tutoring and 87 in 2021/22, attendance was around 60% for each cohort. It was hardest to reach our most disadvantaged students and the online tutoring lacked the flexibility to truly work effectively alongside and complement our main curriculum. Impact reports and student voice showed a good response to the tuition provided and academic outcomes show that this was clearly a contributory factor in closing the gaps and ensuring all students made good progress. Given the changes to the rules that now allows greater flexibility for schools to use the funding we decided to exclusively use the school-led tuition route during 2022/23. This gave us greater control over attendance and enabled much more effective monitoring of the quality of education being provided. Students have been better supported by inhouse staff, who know them and have scheduled time during the week to impact the progress and close gaps in learning.

**Challenge 2** - *Curriculum equity is prioritised and higher attaining PP students access an academically challenging curriculum that leads them to level 3 post 16 study or apprenticeships.*

Pupil premium students accessed the full breadth of the curriculum with at least one student taking every KS4 qualification offered in 2019, 2022 and 2023, with the exception of PE, an area for development and Statistics, a new course introduced in 2023. The impact of funding to provide resources that underpin the effective delivery of creative and arts-based subjects means that students are not disadvantaged by taking subjects, such as food and nutrition or

music that are expensive to resource or depend upon contributions from families. An example of the impact funding has made through the provision of peripatetic music lessons is the uptake of GCSE music where 43% of the 2023 cohort were disadvantaged students.

In 2023 all of the pupil premium students with high prior attainment (HPA) completed the EBacc suite of qualifications, and all of them achieved a strong pass. In terms of attainment, over 30% of grades achieved by HPA PP were grade 7+ and 70% of grades were 5+. We will continue to challenge all our students with a curriculum rooted in academic challenge and aspiration.

The impact of funding a careers advisor and academic coach specifically to support disadvantaged students with post 16 applications has led to 100% of 2021, 2022 and 2023 PP leavers accessing education, employment or training. Historical data published through DfE show students from 2018/19 cohort from Lutterworth High School in sustained education, employment or training was significantly above national average at 98% and in 2019/20 this was 97%.

The Brilliant Club scholars programme continues to show great impact, giving disadvantaged students in KS3 the opportunity to work with PHD students, study a project and visit a university. One cohort of 14 students successfully completed this course in 2022/23 and the impact report and student outcomes evidenced an excellent opportunity that provided students with both aspiration and challenge.

**Challenge 3** - Students' literacy and numeracy skills are at an age expected level as they progress through KS3 and KS4.

Literacy is firmly at the heart of the LHS teaching and learning ethos. Through the use of annual monitoring of reading and spelling ages for all students (GL assessments) and assessment of writing ages (No more marking), we know that students at Lutterworth High School make better than national progress with reading and writing. Within this, 71% of FSM students at Lutterworth High School are making at least expected progress which is close to with the national average for all students of 76%. The impact of specially deployed HLTA's to support maths and English lessons can be linked to a notable acceleration of progress for students in these groups so this intervention will continue to be funded.

In terms of reading attainment, gaps remain between disadvantaged and their peers. The SAS for reading for disadvantaged students at LHS is 99 compared with 106 for all students at LHS. The national average is 100. The attainment gap is also wider among males and females tend to make better progress. For this reason, we will continue to fund the cost of the assessments and the suite of reading and literacy interventions in our strategic plan. We are carefully using the rich body of data available to accurately identify students for intervention, access arrangements and to support teachers in quality first teaching.

Opportunities for students to develop Literacy are shared through our whole school ROW (Reading, Writing, Oracy) strategy. This includes embedding communication in all curriculum plans through the specific teaching of tier 2 and 3 vocabularies, and providing opportunities for oracy. We have dedicated more of the pupil premium funding this year to literacy focused CPD to support the effective and explicit teaching of literacy and to support the implementation of

ROW. An example is the National Literacy Trust teacher CPD to develop writing in subject areas such as geography, history, maths, and science.

GCSE outcomes for English and Maths at a 4+ are consistently above national standards. In 2023 56% of PP students achieved 4+ and 22% achieved 5+ in maths and English. Over recent years, the attainment of PP students in the 4+ basics measure has been above, or similar to national outcomes for all students. In 2022 there was a very small group of PP students (8) with unusually low prior attainment and the drop in attainment is a reflection of this.

Year	National all students	All students at LHS	Disadvantaged (PP) at LHS
2018	63%	81%	57%
2019	63%	81%	68%
2020	73% (FFT)	83% (FFT)	75% (FFT)
2021	75% (FFT)	84% (FFT)	58% (FFT)
2022	68%	75%	38%
2023	68%	69%	58%

**Challenge 4** - Pupil premium students access the same range of co-curricular activities as their peers.

Our strategy to ensure disadvantaged students access the same range of co-curricular activities in 2022/23 has shown good impact. In particular, the schools' approach to support with funding of trips and visits has meant that despite the cost-of-living difficulties being faced by many families, parents were able to plan and students accessed a similar number of trips as in previous years.

On average, every LHS student attended 4.91 day or residential off-site visits during 2021/22. Disadvantaged students attended 4.47 day or residential off-site visits during 2021/22. This gap has closed since we first identified this as a challenge and indicates that our proactive approach to prioritise and provide funding for priority curriculum trips and according to our enrichment priorities is working. We also know that just 3% of disadvantaged students did not experience an off-site activity in 2021/22, compared with 7% of all other students. Data from 2023 has been harder to analyse due to a change in reporting systems but the provision mapping of students experiences and financial support provided is monitored systematically to ensure pupil premium students are prioritised and supported.

The Emerald way engagement data also provides good evidence that all disadvantaged students in all year groups are accessing co-curricular opportunities. The table below shows that there remains a disadvantage gap between the number of school clubs and afterschool activities attended. We will continue to support the provision of co-curricular activities through the schools Emerald Way programme.

Average number of clubs attended	Year 7	Year 8	Year 9	Year 10	Year 11
All students	6	3.8	3.7	4.8	1.9
Disadvantaged	5.2	2.9	2.6	4.0	1



**Challenge 5** – Students and families are supported to re-establish the routines, expectations and structure of school

In the 2022/23 student attendance was 92.7% (significantly above national, FFT) and PP was 85.4 (above national). This gap has grown wider as a consequence of the pandemic.

Specific strategies were deployed to encourage attendance such as parental liaison, breakfast clubs and the 'Bridge' for persistently absence students. These effectively enabled students to have a graduated and supported return to full time education, in main stream classes. Impact evaluation of these strategies showed that of the 21 students in year 11 who accessed the wellbeing intervention, 7 achieved positive progress 8 scores and 52% achieved 4+ in both Maths and English. All were supported to access appropriate post-16 placements.

Persistent absentees were 18.4% (24.1% in 2022/23) which is again significantly better than the national average (FFT) and shows a year on ear improvement.

As we emerge further from the pandemic, we have decided to stop funding 'The Bridge' as the impact of this has not showed the success, we saw in 2021/22. It remains a priority to continue to close the attendance gap and students remain supported by the attendance team, making use of temporary part-time timetables and a staff buddy system to integrate students back into school after a period of absence.

In 2022/23 disadvantaged students accounted for 26.7% of all behaviour points whilst making up 14% of the student population. This disproportionate amount was largely due to classroom disruption and a failure to comply. We saw an increased number of occasions where there was verbal abuse towards staff and vaping has become an increasing challenge. The impact of having an additional pastoral worker has meant that these incidents have been logged and managed. The PSHE curriculum provides opportunity for education focused on emerging and current concerns.

PASS testing was used to identify students whose attitudes to school and themselves highlighted concern. The pastoral team used the data to deploy strategies suggested in the GL PASS interventions suite. This had a positive impact on the self-regard and satisfaction reported by these students. As a group, the data collected showed that students at Lutterworth High School were in the top percentile for their feelings about school and self. Disadvantaged students, as a group were also in the top percentile when compared with the national data set.

Money from the pupil premium grant was used remove barriers to learning and support access to technology. For example we purchased books, stationary packs and additional devices with internet access to support our disadvantaged students. We also ensured the administration and distribution of vouchers for free school meals and digital devices met the guidance, and successfully supported our disadvantaged families during times of remote learning due to illness.

NOTE: There were no service children at the school during 2022/23 academic year. If this changes for 2023/24 we will address the needs of these students through the main pupil premium plan.

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Scholars Club	Brilliant Club