

Pupil premium strategy statement – Lutterworth High School

This statement details our school’s use of pupil premium (and recovery premium) funding 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	839
Proportion (%) of pupil premium eligible pupils	40
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	September 2024/25 to September 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Governing Board
Pupil premium lead	Natalie Tebbatt
Governor / Trustee lead	Kirsty Cutri

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,050

Part A: Pupil premium strategy plan

Statement of intent

At Lutterworth High School, we have the highest aspirations for every student. We recognise that our students come from a wide and diverse range of backgrounds. We want to instil a sense of belonging and pride in LHS for every student and their family.

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:

- Quality first teaching
- No child left behind
- Providing opportunity
- Removing barriers to learning

Quality first teaching

We have an unerring focus on improving the quality of teaching and learning.

Teachers and support staff utilise the '5 P's' to ensure that disadvantaged students make significant progress in lessons. Improving the quality of education 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 focused data 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 and make connections between what they are learning and the wider world.

Providing opportunity

We want to ensure that all 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 contribution they can make to society. We support students to access the wide range of trips and educational visits and enable students to find their passion through participation in the arts, sport and STEM opportunities. 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Absence rates at Lutterworth High School (LHS) have been higher since the pandemic, with persistent absence increasing to 10.7% in 2022/23, and 17.6% in 2023/24. Disadvantaged pupils at LHS have higher absence rates than their peers, with students eligible for free school meals (FSM) missing more school than their peers. Overall, at LHS, there is an attendance gap between students in receipt of FSM and their peers. In 2023/24, overall attendance was 92.3% and FSM attendance was 86.7%, (Note: Attendance for 23/24 calculated in June 2024 represents 90% of school year).</p> <p>Research shows that students who miss more school have lower attainment on average, so this extra absence is likely to have contributed to the widening attainment gap. Controlling for prior attainment (KS2) and student traits, analysis of Lutterworth High School outcomes data by FFT (2022) shows that students whose attendance is above 96%, add value of 1.2 grades more than those with attendance less than 80%. Improving attendance and closing the gap for disadvantaged students, especially those receiving FSM's is a key target for this PP strategy.</p>
2	<p>English and maths are the cornerstones of a broad, academic and knowledge-rich curriculum. The challenge is to narrow the literacy and numeracy gap measured by the attainment of disadvantaged students and their peers in GCSE maths and English. This challenge begins at the KS2 to KS3 transition point and requires a five-year approach to support all students working below age-related expectations.</p> <p>Based on the latest national data about the impact of the pandemic on English and maths attainment, we know that in 2023, 44% of disadvantaged Key Stage 2 students reached the expected standard in combined reading, writing and maths compared to 66% of other students, a difference of 22 percentage points. In addition, for students at Lutterworth High School, we know that there is a fluctuating gap between the proportion of disadvantaged students achieving a grade 4+ in both GCSE maths and English compared to their peers. In 2023, 54% of disadvantaged students at LHS achieved a 4+ in both maths and English, compared to 70% for all students at LHS, 73% for non-disadvantaged students nationally and 65% for all students (England).</p>
3	<p>Access to a broad and balanced curriculum that is rich, diverse and exposes students to opportunities they might not experience at home is fundamental to a good quality education. The challenge is to ensure the taught curriculum offers students the best of what has been thought and said and enables all students to be part of the conversation. It is also a challenge to remove barriers to participation in the co-curricular offer for disadvantaged students and maintain a culture of belonging and inclusion.</p> <p>A key success of the previous pupil premium strategy is that pupil premium students at LHS access the same range of co-curricular activities and trips as their peers. The 2021 – 2024 pupil premium strategy had a huge impact in ensuring disadvantaged students have equal access to trips, residential visits and co-curricular opportunities as their peers. We want to continue to fund this carefully developed spending strategy as these experiences to build cultural capital, develop character and foster a sense of belonging to prepare students for life in the modern world.</p>
4	<p>At LHS a high proportion of students have SEND and beyond this there are number of disadvantaged students awaiting diagnosis or whose needs have emerged post-pandemic. The challenge is to provide funding for these diagnostic activities that otherwise must be</p>

	funded by the family to enable these students to thrive in a mainstream environment, reduce exclusions and maintain wellbeing. To meet the varied and often complex needs of these students requires a bespoke approach to the diagnosis, support and provision for a small number of disadvantaged students.
--	---

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
Attendance of FSM students is in line with all other students and whole school attendance exceeds national benchmarks.	<ol style="list-style-type: none"> 1. By summer 2027, persistent absence of all students is reduced so that LHS exceeds national benchmarks. The FSM gap is reduced from 5.6% points so that FSM students PA rates are in line with their peers. 2. Tailored attendance strategies are focused upon ensuring that whole school attendance exceeds national benchmarks
The proportion of disadvantaged students reaching age related expectations in all year groups is increased so that the gap between them and their peers is diminished.	<ol style="list-style-type: none"> 1. Students working below age related expectations in KS3, catch-up with literacy and numeracy skills and keep up their peers within the wider curriculum (measured through reading, spelling, numeracy and subject progress monitoring). 2. Outcomes for disadvantaged students achieving 4+ in maths and English GCSE are in line with national standards for all students
<p>Leaders ensure that the curriculum at LHS is rich, diverse and offers wide-ranging opportunities for students to experience new things and develop talents.</p> <p>In school variation is reduced so that all students achieve consistently good outcomes whatever their background, starting point or subject choices.</p>	<ol style="list-style-type: none"> 1. The quality of subject level curriculum planning, content and pedagogy are benchmarked and compare favourably against best practice examples. 2. There is no gap in student participation for disadvantaged students in co-curricular activities, trip and visits or student leadership opportunities.
<i>The bespoke provision for diagnosis, support and support for a small number of disadvantaged students with suspected but undiagnosed SEND</i>	<ol style="list-style-type: none"> 1. Where needed, disadvantaged students are supported with SEND diagnosis.

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: £ 43,745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teacher professional development.</i></p> <ul style="list-style-type: none"> • Funding for cover to enable teachers to complete relevant NPQ's or the OTP • Funding to cover exam board training for teachers/ subjects. • Funding for National Literacy Trust subject specific CPD for teachers 	<p>DfE – Delivering World-Class Teacher Development (June 2021)</p> <p><i>“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”.</i></p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged students. 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>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	2, 3, 4
<p>Teaching assistant intervention: HLTA support in Maths. Working with the teacher in set 6 the HLTA complements the classwork with high quality small group work in KS4 & KS3 - 20 hours per week.</p>	<p>Teaching Assistant Intervention - EEF 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>	2, 3
<p>Teaching assistant intervention: HLTA Literacy support in English. Working with the teacher the HLTA complements the classwork with high quality small group work at KS4. 4 Hrs PW</p>	<p>Teaching Assistant Intervention - EEF 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>	2, 3

<p>Small Group tuition: 3 lessons per week for small group 'catch-up' interventions with English/ maths specialist teachers at KS3 and an alternative curriculum route at KS4 for students working below age related expectations.</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 3</p>
<p>Homework: Developing our provision where students can complete homework in school but outside normal school hours. Link homework effectively to our behaviour management strategy to ensure all students complete homework to a high standard.</p>	<p>Homework EEF (educationendowmentfoundation.org.uk) Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools.</p>	
<p>Standardised Assessment and data sharing: Annual review of reading and spelling standardised scores. Pupils Attitudes to School and Self assessments to support pastoral intervention. Purchase of GL assessment package and implementation process (includes CPD).</p>	<p>EEF Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Assessing students' To support teachers to diagnose and identify gaps in learning and barriers to progress that have emerged. Also monitor progress of literacy development to inform T&L and intervention.</p>	
<p>Provision of resources that underpin the effective delivery of a broad and balanced curriculum. For example, provision of ingredients for cooking, access to</p>	<p>https://www.nationalfoodstrategy.org/the-report/ Physical activity EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)</p>	

swimming lessons (year 7), sets of books for class readers for tutor time, art and DT consumables.		
SEND Assessments Bespoke Ed Psyc reports for identified FSM students	SEND Code of practice Remove a financial barrier to diagnosis for SEND	

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

Budgeted cost: £ 30,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Summer School</i> Year 6 to 7 transition - Funding for 25 places to encourage participation of disadvantaged students at transition	Summer schools EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Academic Coach - Coordinating attendance strategies; parental liaisons, Mentoring/coaching and supporting years 10 and 11 students on a one to one or small group basis	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Pupil Premium Coordinator To be a point of contact and to maintain and develop positive relationships with parents	https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf Parental engagement is consistently associated with pupils' school success and can deliver approximately 3 months' additional progress.	1, 2, 3
Academic tutor Academic support in maths and English to support students to reintegrate back into the main curriculum after periods of extended absence or those at risk of exclusion/ PA.	Making a Difference with Effective Tutoring EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £ 32,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Student Leadership Disadvantaged students participate in student leadership opportunities</p> <ul style="list-style-type: none"> • School council/ house system • Reader leaders • Language leaders • Sports leaders • Dance leaders • Student mentors • Anti-bullying ambassadors • Wellbeing 	<p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p>	
<p>Music tuition and graded examinations. Opportunity for all PP students to access funded music tuition through our network of peripatetic music teachers.</p>	<p>Arts participation EEF (educationendowmentfoundation.org.uk) Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	

<p>Brilliant Club – Scholars. One cohort of 12 students – Year 7 work with PhD tutor exploring issues beyond the normal curriculum and gain an understanding of university study.</p>	<p>Impact reports from 2014 – 2024 cohort. Student voice feedback</p>	
<p>Deliver cultural capital experiences and enrichment opportunities to ready students for the wider world: Scholars Programme, Enrichment visits, The Duke of Edinburgh’s Award, Activity Week</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/aspiration-interventions Impact of educational experiences on the cultural capital of disadvantaged students. 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>Curriculum enhancement for students in years 7 and 8. Music Madness.</p>	<p>School evaluation of 2017 to 2024 provision and impact upon vulnerable and disadvantaged students. Increased involvement in co-curricular, improved sense of belonging and leadership opportunities.</p>	
<p>Provide technology to overcome accessibility barriers. Making Chrome books and reader pens available for loan to disadvantaged students so they can use them at home.</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf The ‘digital divide’ may have worsened since the first lockdown (March 2020) with 1 in 5 students lacking access to devices. https://www.suttontrust.com/wpcontent/uploads/2021/01/RemoteLearning-The-Digital-Divide-Final.pdf</p>	

Total budgeted cost: £ 106,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

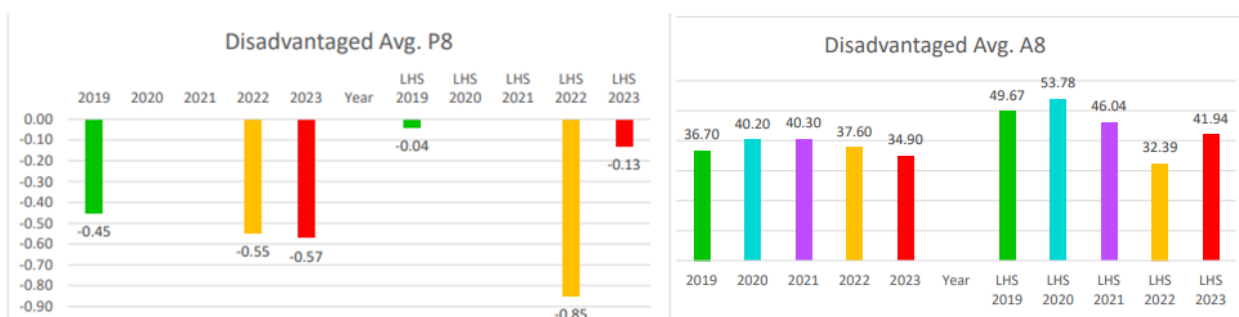
The total budget for the PPG and recovery premium for 2023/24 financial year was £129,237. The following evaluation details the progress made towards the challenges set out in the strategic plan for 2021 - 2024.

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 [Lutterworth High School - Compare school and college performance data in England - GOV.UK](#)

Over time, students make good progress compared with other similar schools, particularly the most disadvantaged and those with SEND. Attainment is consistently above the national average. [Key stage 4 performance, Academic year 2022/23 - Explore education statistics - GOV.UK](#)

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

The progress 8 score for students in receipt of the pupil premium at LHS is above that of this group of students nationally. The graph shows the comparison to national for A8 and P8 from 2019 to 2023 (2024 data currently unavailable). <https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2022-23#releaseHeadlines-tables> All disadvantaged students on-site benefited from support from the academic coach and additional tutoring through the National Tutoring Programme at various points through KS4. The P8 score for pupil premium students in 2024 was -0.49 , a gap of 0.73 . We are working to reduce this area of in-school variation to ensure that disadvantaged students make progress in line with their peers. The main barrier to success for the 2024 cohort has been identified as improving the attendance of FSM students and supporting the social, emotional and mental health of our disadvantaged students. We have also identified that the gap is widest in English and the open bucket scores, and this is an area of focus, both in the English department and through our wider work with removing barriers for open element subjects.



The fluctuations in the progress and performance of PP students at LHS reflect the small cohorts of PP students with varying needs and starting points. The gap compared with students' peers and national outcomes illustrates the impact of improvements made in teaching and learning and the successful implementation of the pupil premium plan, over the 5 years of the student's journey. The challenge

going forward will be to ensure the gap does not widen for these students and we are acutely aware of the national backdrop of challenges that these students have faced in returning to school after the Covid19 pandemic.

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 access 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 and Statistics). In line with our equality objectives, we continue to carefully scrutinize and support the GCSE option choices for all disadvantaged students. In 2023 a third of the pupil premium students completed the EBacc suite of qualifications, with 12% of them achieving a strong pass. In 2024, no pupil premium students completed the full ebacc suite of qualifications, reflecting the much lower starting points of this cohort (Average KS2 APS for PP in 2024 was 98, no HPA students).

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. Using 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 the national average for all students of 76%. The impact of specially deployed HLTA's to support maths 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 students and their peers. The SAS for reading for disadvantaged students at LHS is 100 compared with 107 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 (2024 data not yet available). 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 reflects 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 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 days of residential or off-site visits per year. Disadvantaged students attended 4.47 days of residential or off-site visits per year. 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 2023/24, compared with 7% of all other students. The provision mapping of student’s 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. We will continue to support the provision of co-curricular activities through the schools Emerald Way programme.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Scholars Programme	The Brilliant Club