



## End of Year Statement and Evaluation of the Recovery Premium

### School-led Tuition 2021/22

Year End Statement	
Funding received 75% tutoring cost for 72 pupils for 15 hours of school-led tuition (15X72=1080 hrs). 25% Funded by LHS pupil premium budget	£14580
Hours of tuition delivered to students	1397.5
Total number of students who received school-led tuition	76
Cost per hour (to LHS)	£17.61
Total amount LHS spent on school-led tuition 2021/22	£24,608.18

### Key Stage Three

Number of students involved in catch up interventions 2021 - 22:

	YEAR 9 + previous years				YEAR 8 + previous years				YEAR 7	
	Year 9		When year 9 in year 8	When year 9 in year 7	Year 8		When year 8 in year 7		Year 7	
	Y9 CU from January 2022	Y9 CU from start of term	Y8 CU from 10.12.2020	Y7 from 06.11.2019 to 25.02.2020	Y8 CU from January 2022	Y8 CU from start of term	Y7 CU from 11.02.2021	Y7 CU from 28.08.2020 (start of term)	Y7 CU from 21.02.2022	Y7 CU from 21.09.2021
<b>TOTAL</b>	<b>14</b>	<b>16</b>	<b>14</b>	<b>39</b>	<b>18</b>	<b>18</b>	<b>17</b>	<b>34</b>	<b>10</b>	<b>37</b>
F	2	3	3	13	3	3	3	10	4	13
M	12	13	11	26	15	15	14	24	6	24
PP	4	4	4	6	5	5	4	8	2	14
SEN K	11	11	9	11	10	10	9	17	4	18
SEN E	2	2	2	3	4	4	4	6	4	5
Traveller	0	0	0	3	0	0	0	0	1	1
LAC	0	0	0	0	1	1	0	2	0	0
Avg SS	89.82	90.56	88.18	96.14	97.61	97.22	97.47	98.28	94.85	97.95

The KS3 catch-up intervention in 2021/22 has provided good value for money in helping students in KS3 falling behind with literacy, numeracy and other key skills that support them in accessing the wider curriculum.

### Year 7

In year 7, 73% of the students originally identified, made good progress and were assessed as having developed the key skills to support them to access the main KS3 curriculum. Of the 14 pupil premium students initially identified, 12 have successfully made the progress needed to re-join the main KS3 curriculum. Ten students (2 PP and 8 SEND) have continued with the intervention and continue to benefit from the small group tuition that supports them to access the wider curriculum. The table below summarises that students in this intervention made better than national levels of progress between September 2021 and October 2022.



The table below shows the number of students in each progress category against the national distribution, between the start and end points. The second table shows the mean SAS for each point of testing. The mean SAS difference is between the start and end points.

Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	30%	10
Higher than expected progress	15%	18%	6
Expected progress	50%	42%	14
Lower than expected progress	15%	3%	1
Much lower than expected progress	10%	6%	2

No. of students	Start point mean SAS	Mid-point mean SAS	End point mean SAS	Mean SAS difference
33	80.4	83.6	92.5	+12.1

### Year 8

In year 8, 18 students continued to access the KS3 catch-up because they have been assessed as needing the additional support with literacy and numeracy. Learning walks and discussions with the class teacher, along with assessments, show that these students are making progress but continue to struggle with achieving literacy and numeracy skills that are in line with their chronological age. This intervention has been important for this cohort because of the large number of boys with complex needs (15 boys, 14 SEND, 5 PP). The small group work, especially in the nurture classes has supported them with accessing the main curriculum.

The table below shows the number of students in each progress category against the national distribution, between the start and end points. The second table shows the mean SAS for each point of testing. The mean SAS difference is between the start and end points.

Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	12%	2
Higher than expected progress	15%	0%	0
Expected progress	50%	71%	12
Lower than expected progress	15%	0%	0
Much lower than expected progress	10%	18%	3

No. of students	Start point mean SAS	Mid-point mean SAS	End point mean SAS	Mean SAS difference
17	85.2	84.6	89.4	+4.2

### Year 9

In year 9, the catch-up curriculum has supported a group of 14 students with an average scaled score of KS2 SATs 89, to prepare for KS4. Evaluation has shown the small group format has been effective in preparing these students for KS4, with work on option choices and alternative curriculum arrangements being supported in the nurture group. These students made less than expected progress and we are reviewing the content of the year 9 catch up curriculum to meet the needs and ensure the continued progress of these students.



The table below shows the number of students in each progress category against the national distribution, between the start and end points. The second table shows the mean SAS for each point of testing. The mean SAS difference is between the start and end points.

Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	7%	1
Higher than expected progress	15%	7%	1
Expected progress	50%	14%	2
Lower than expected progress	15%	29%	4
Much lower than expected progress	10%	43%	6

No. of students	Start point mean SAS	Mid-point mean SAS	End point mean SAS	Mean SAS difference
14	85.5	81.0	81.1	-4.4

This year we have reviewed the number of students missing MFL in our main curriculum because we do not want to narrow the curriculum for our students. We have discussed this with our SIP, external partners and benchmarked against other schools and we are confident that our approach offers these students the best opportunity to access the breadth and depth of our curriculum.

#### **Actions for 2022/23**

- Introduce a multicultural awareness unit into the nurture classes so that students not studying a MFL get to experience the cultural element of French and Spanish teaching.
- Introduce PSHE unit to personal development/ nurture group to provide a bespoke approach to RSE
- Report to parents on student's progress and A2L, specifically with literacy, numeracy and personal development. Mark sheets to be created in consultation with teachers.
- Refine curriculum plans for each year group to include curriculum threads.

#### **Key Stage Four**

History tuition was provided to a small group of year 11 students whose attendance had been very low due to covid and other health related barriers. The students involved made two grades progress from starting points and successfully complete the history course.

## National Tutoring – Brilliant Club 2021/22

The Brilliant Club is an approved National Tutoring Programme provider through our new Brilliant Tutoring Programme. We are taking part in the national catch-up effort so pupils can access a future they deserve. The programme aims to re-engage and rebuild pupils' confidence in core subjects by working with a subject expert.



**Pupil Premium**

**34%**  
(27/80)



**No parental history of higher education**

**100%**  
(2/2)



**Living in 40% most deprived areas according to IDACI**

**0%**  
(0/80)



**Target Pupils meeting 1 or more of 3 criteria**

**35%**  
(28/80)

**Note** – We only report on pupils for whom we have received this data.

### Pupil voice: Lutterworth High School



"I thought at first it would be loads of people in one group but when I realised it was only 3 people it was very helpful because the tutor could help you more and see what you're like as an individual and what learning strategies suit you. My tutor has really helped me understand ratios more and also made me more confident to answer in class. Overall, I have learned a lot."

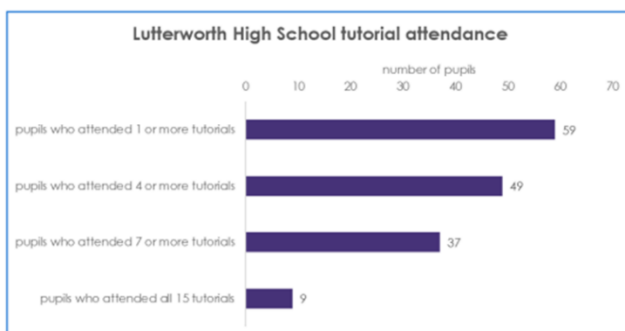
**84 students, 36 at KS3 (12 in year 7, 12 in year 8, 12 in year 9), 48 at KS4 (24 year 10, 24 year 11)**

**36 maths, 48 English**

**18% with SEND**

**Total cost to school: £7,560**

The use of a tuition partner to ensure students at Lutterworth High School were able to access high quality tuition quickly following the pandemic has been successful. Outcomes for students receiving GCSE results show that the school did a good job in managing the impact of the pandemic to ensure that all students made good progress.



### Pupil voice: Lutterworth High School



"In the tutoring programme, I learnt about ratios, angles and linear graphs. My tutor explained the information very clearly to me and if I didn't understand what he meant, he would always have a simpler way of explaining it. He was also very kind throughout the tutorials. Overall, my tutor was very good"

### Pupil voice: Lutterworth High School



"I learnt about how to find the meaning of pieces of texts and how to present them in paragraphs. I also learnt how to consider other meanings for texts or quotes."

### Pupil voice: Lutterworth High School



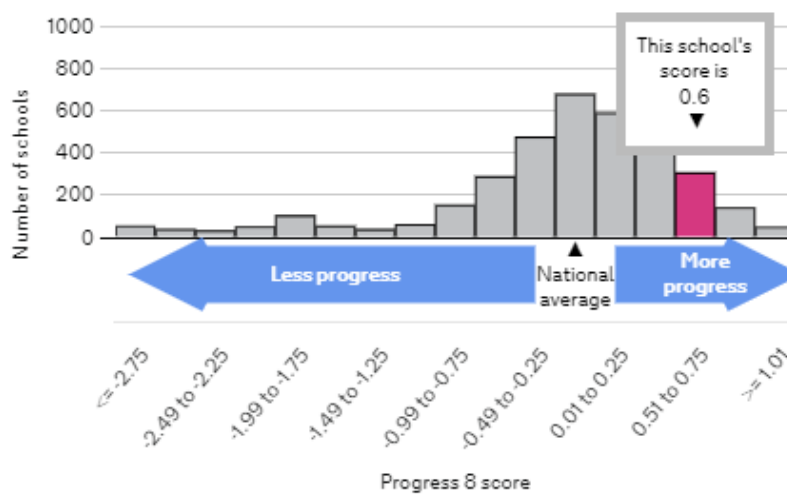
"It was fun and I learned how to compare and how to write using CPETE."

Attendance was challenging but the majority of students identified for this intervention attended the tutoring. The 55% of students who attended seven or more tutorials, reported a positive experience and student voice evidenced that they made good progress with their learning.

The Brilliant Club tutoring has been a good intervention for some, but not all students. After three years of tutoring we have concluded that the online platform, combined with remote nature, separated from day-to-day teaching does not reach the hardest to reach students as effectively as school-led tuition and therefore we have decided to focus resources on in-house tuition moving forwards.

### Impact

The impact of the recovery funding at Lutterworth High School can be evidenced in the progress made by all students at the school. Academic progress is in the top 10% for all schools in England and students from all groups do better than national standards.



The local authority (Leicestershire) average score for state-funded schools is 0.02

The average score for all state-funded schools in England is -0.03

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In addition, the standardised testing of reading and spelling shows that students make good progress in all year groups and progress is accelerated above the levels expected nationally.



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Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	11%	71
Higher than expected progress	15%	14%	92
Expected progress	50%	54%	347
Lower than expected progress	15%	12%	77
Much lower than expected progress	10%	9%	56

No. of students	Start point mean SAS	End point mean SAS	Mean SAS difference
643	104.7	105.9	+1.1

### **School-led Tuition 2022/23**

Following evaluation, plans for use of allocated recovery funding for 2022/23 are detailed below. We will continue to use the pupil premium funding to support students with quality teaching, targeted interventions and wider strategies to ensure all students make good progress at Lutterworth High School.

Establishment Name <sup>1</sup>	Number of Mainstream Funded Pupils <sup>3</sup>	Number of Mainstream Funded hours <sup>4</sup>	Allocation for Mainstream Funded Pupils (60% of total expected costs)	First payment (including NRPf) Payment <sup>7</sup>
Lutterworth High School	107.00	1,605.00	17,334.00	£5,055.75

### **Tutoring Plan 2022/23**

#### **KS3 Catch-up (School-led)**

- 50 mins literacy per week
- 50 mins numeracy per week
- Three groups of up to six in each cohort
- Approximately 46 students per year

#### **KS4 English Tutoring (School-led)**

- Small group tuition with Academic Coach (Now trained through NTP as a tutor)
- Literacy - focus on extended writing skills
- One hour per day, four groups per week 3pm - 4pm
- Maximum coverage of 66 students per year

#### **Bespoke SEND/ LAC tuition**

- Unique Tutoring
- Approximately six students
- 15 hours each