

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 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	852
Proportion (%) of pupil premium eligible pupils	13.38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 – Sept 2024
Date this statement was published	15 th December 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Trust Governing Body
Pupil premium lead	Natalie Tebbatt
Governor / Trustee lead	Malcom Maguire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,330
Recovery premium funding allocation this academic year	£15,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£62,239.31
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£196,939.31

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 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.

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

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.

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>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 higher attaining 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 year 10, 11% are HPA's, in year 9, 5% are HPA's. In year 8, 7% are HPA's and in year 7, 4% are HPA's. In addition, 55% 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>
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 2021 year 7 cohort compared with non-PP students. In the year 11 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 visits available and therefore miss opportunities to develop the cultural capital and the wider sense of belonging.</p>

5	<p>The challenge is to re-establish routines, standards and achieve good levels of attendance for all disadvantaged students.</p> <p>Research (National 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. 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>https://epi.org.uk/publications-and-research/epi-research-for-the-department-for-education-on-pupil-learning-loss/</p>
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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: £ 34,832.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teacher professional development.</i></p> <p><i>Funding for cover to enable 6 teachers to complete relevant NPQ's or the Outstanding Teacher Programme</i></p> <p><i>Funding to cover exam board training for 10 teachers/ subjects.</i></p>	<p>DfE – Delivering World-Class Teacher Development (June 2021)</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>	1, 2, 3, 5
<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 & KS3 - 20 hours per week</i></p>	<p>Teaching Assistant Intervention - EEF</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>	1, 3
<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>Teaching Assistant Intervention - EEF</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>	1, 3

<p><i>Fund 0.26 additional UPS teacher of English to run catch-up literacy programme in years 7, 8 and 9. 8 hours per week</i> <i>(25% PP Funded/75% of 26.67% school led tutoring)</i></p>	<p>Reading Comprehension Strategies – EEF</p> <p>“Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text”.</p> <p>Previous in-house evaluation of the catch up 7 provision led to the extension of this successful intervention. In December 2021, of the 40 English CU7 students, 53.5% (N=23) made positive progress in their reading ages since the intervention started in September and left the intervention programme.</p> <p>The remaining students continued with the second phase of CU7 intervention as their reading comprehension level was still below the 90th percentile. By July 2021, 70.6% (N=16) of the second phase English CU7 cohort made progress in their reading age. Of these students</p> <ul style="list-style-type: none"> · 1+ year progress – 87.5% (N=14). · 2+ year progress - 50% (N=8) · 3+ year progress – 31.3% (N=5) · 4+ year progress – 25% (N=4) 	<p>1, 3</p>
<p><i>Purchase the GL Assessment Suite</i> <i>Assess all students for reading and spelling ages</i> <i>Pupils Attitudes to School and Self assessments to support pastoral intervention</i> <i>Assess year 7 – Cognitive Ability Test</i> <i>Progress tests in Maths and Science</i></p>	<p>Feedback - EEF</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</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>	<p>1, 2, 3, 5</p>
<p><i>Small supported reading groups</i> <i>50 minute sessions</i> <i>7 times per week with 7 different groups of identified KS3 students reading below chronological age</i></p>	<p>Analysis of reading and spelling assessments from 2021 GL Assessments</p> <p>Reading Comprehension Strategies – EEF</p> <p>Using AR as homework and guided class readers in lesson</p>	<p>1, 3,</p>

<p><i>SEND Assessments</i> <i>Bespoke Ed Psyc reports for identified FSM students</i></p>	<p>SEND Code of practice Remove a financial barrier to diagnosis for SEND</p>	1, 3
<p><i>Improving secondary writing - Comparative judgement project</i> <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>Daisy Christodoulou 2021 – No More Marking Feedback - EEF 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 the effective delivery of the curriculum.</i> <i>Letting teachers 'teach'</i> <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>	<p>National Food Strategy 2021 – Recommendation 3: Launch new eat and learn initiative for schools. Pg. 15</p>	1, 2, 3, 4, 5

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

Budgeted cost: £ 45,048.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>NTP – Brilliant Club</i> <i>Targeted intervention for 84 students across the school in Maths or English</i></p>	<p>Small Group Tuition - EEF Recovery Premium - DfE Brilliant Club impact report 2020</p>	1, 2, 3, 5
<p><i>NTP – Equal Education</i></p>	<p>Small Group Tuition - EEF Recovery Premium - DfE</p>	1, 2, 3, 5

<i>Tutoring for SEND students – 10 across the school</i>	Evaluation of our 2020/21 provision pointed to great need for tutoring with better provision for students with SEND	
<i>School Led Tuition Bespoke 1 to 1 academic tutoring for individual students (History)</i>	Small Group Tuition - EEF Recovery Premium - DfE School led tutoring - DfE	1, 3
<i>Employ an Academic Coach</i> <i>Working with year 10 and 11 students on a one to one or small group basis</i>	Metacognition and self-regulation	1, 2, 3, 4, 5
<i>Accelerated Reader</i> <i>Up to 100 targeted students with reading ages below their chronological age supported by librarian and through weekly reading homework</i>	Reading Comprehension Strategies – EEF	1, 3, 4, 5
<i>Summer school 2022</i> <i>1 Week for year 6 into 7 during the summer holiday with a literacy and numeracy focus</i> <i>Funding for 25 places to encourage participation of disadvantaged students</i>	Summer Schools - EEF	3, 4, 5
<i>Music tuition and graded examinations</i> <i>Opportunity for all PP students to access funded music tuition through our network of peripatetic music teachers</i>	Participation in the Arts - EEF Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	1, 3, 4
<i>Brilliant Club – Scholars</i> <i>2 cohorts of 12 students – year 8 and year 7 work with PhD tutor</i>	Impact report from 2020 – 2021 cohort. Student voice feedback	2

<i>exploring issues beyond the normal curriculum and gain understanding of university study.</i>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 118,373.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance officer and manager</i>	PP attendance at LHS is lower than the general population and has been more adversely affected during the Covid-19 pandemic. Impact of attendance on attainment	1, 2, 3, 4, 5
<i>GL PASS Tests Identify students with low attitude to self and school and apply the strategies identified in the GL</i>	GL Assessment research and nationally standardised results June 2021 in school trial showed promising impact, 75% improving their score over the 5 week intervention.	1, 2, 3, 4, 5
<i>Additional pastoral support worker to support increase in safeguarding and behaviour incidents relating to the pandemic</i>	Young Minds January 2021 The Recovery Curriculum Professor Barry Carpenter 2020 School data shows that there is an increased prevalence of persistent absence, self-harm and anxiety among students.	1, 2, 3, 4, 5
<i>Wellbeing timetable to reintegrate students back into school routines and promote positive school experiences</i>	Young Minds January 2021 The Recovery Curriculum Professor Barry Carpenter 2020 School data shows that there is an increased prevalence of persistent absence, self-harm and anxiety among students.	1, 2, 3, 4, 5
<i>Parental support Provision of branded uniform, equipment, access to wider educational experiences</i>	Impact of educational experiences on the cultural capital of disadvantaged students. Removal of barriers to learning	2, 4, 5
<i>Music Madness</i>	School evaluation of 2020/21 provision and impact upon vulnerable and disadvantaged students. Increased involvement in co-curricular, improved	2, 4

	sense of belonging and leadership opportunities.	
<i>Bespoke careers advice and post 16 application support</i>	In school identification of need for 2022 cohort to avoid NEET	2, 5

Total budgeted cost: £ 198,254.71

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 2020 to 2021 academic year.

The PPG for 2020/21 financial year was £103,825.

Despite the limitations of the pandemic in 2020/21 disadvantaged students continued to make good progress and attain well at Lutterworth High School. Although no published data is available, GCSE outcomes were strong with 64% achieving both maths and English at grade 4, 47% achieving both at grade 5. This is in line with the national picture for all students. 100% of high prior attaining disadvantaged students achieved a 5+ in both Maths and English. 50% of MPA disadvantage students also achieved this.

Several elements of the 2020/21 plan were unable to take place. For the second year running there was an underspend of the pupil premium budget, meaning £62,239.31 was carried forward to the 2021/22 academic year. This has influenced our planning for 2021/22 where we have placed an emphasis on quality teaching first, catch-up tuition, and providing opportunity for students to develop cultural capital and skills that have been missed. A good example here is funding swimming for year 7 students.

Our investment in music for disadvantaged students in KS3 has shown real impact for the first time this year. Over 50% of student's taking music GCSE in year 10 are in receipt of the pupil premium, all playing instruments that they have learned to play since starting in year 7 in 2018.

During the pandemic money from the pupil premium grant was re-distributed to 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.

The evaluation below gives a summary of the impact of spending against the 2020/22 pupil premium plan objectives.

Aspect	Characteristic	Policy/ Spending implications	Impact
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.</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 students' 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>Academic outcomes for the 17 pupil premium (11 FSM) students in 2021 were strong with 64% achieving both maths and English at grade 4, 47% achieving both at grade 5. Students attained good results in all subject areas. Progress monitoring data also showed that the gap between PP and non PP did not widen and student's outcomes exceeded estimates based on their prior attainment (FFT). National progress comparators are not available this year.</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>'Homework' was not used during periods of remote learning. However, the SMHW platform was used extensively to set remote learning.</p> <p>All PP students had access to devices and could access the required digital platforms.</p> <p>LSA's were assigned to contact PP students weekly and QA checks on engagement were used to identify students not taking part in online learning. The impact of this was that our internal monitoring</p>

			and remote learning assessment showed that most PP students did engage with online learning.
	PP students at LHS require more intervention in the classroom than the general population through our D4L behaviour management system.	Contribution towards pastoral support Character strengths D4L Reward system Bespoke contributions to alternative provision for students to access off site opportunities e.g. Tier 3 behaviour partnership	An additional member of the student support team was seconded to the pastoral team, funded by the pupil premium and recovery budgets. This enabled more effective response to the rising number of safeguarding cases and concerns for student's mental and physical health. The pupil premium was also used to enable a small number of students to access alternative provisions keeping them engaged in learning during extended periods of time at home.
	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.	The attendance of all students was disrupted by the Covid 19 pandemic. In 2020/21 persistent absentees and non-attendance in general increased and disadvantaged students were most affected. The attendance team were essential in reintegrating students back to school after home learning.
	In most cohorts a number of PP students have high prior attainment. Challenge and raising aspirations for this group of	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	In 2021 GCSE outcomes, 100% of high prior attaining disadvantaged students achieved a 5+ in both Maths and English. 50% of MPA disadvantage students also achieved

	students is essential.		this. The A8 score for the HPA PP students was 60.3.
	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	Evaluation of the catch up 7 provision led to the extension of this successful intervention. In December 2021, of the 40 English CU7 students, 53.5% (N=23) made positive progress in their reading ages since the intervention started in September and left the intervention programme. The remaining students continued with the second phase of CU7 intervention as their reading comprehension level was still below the 90th percentile. By July 2021, 70.6% (N=16) of the second phase English CU7 cohort made progress in their reading age. Of these students · 1+ year progress – 87.5% (N=14). · 2+ year progress - 50% (N=8) · 3+ year progress – 31.3% (N=5) · 4+ year progress – 25% (N=4)
Removing Barriers to learning	LHS serves a rural community and transport to and from school prevents PP students attending extra-curricular 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	Funding for taxis enabled students to access alternative provision arrangements.
	Limited or inconsistent parental engagement with the school places PP students at a disadvantage	Priority booking for parents evening – appointments made via phone call prior to general launch	Parental engagement was made more difficult due to the restrictions of the pandemic

	when compared with the general population	Staff to 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.	Additional funding was allocated here as it was identified as an area of need for our families as we emerged from the school closures.
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. 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.	This was not completed due to the limitations of Covid Restrictions.
	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	Music lessons and Music madness continued through the pandemic, providing both remote and in-person lessons. Over 50% of students now successfully taking music GCSE in year 10 are PP as a consequence of investment in music provision in KS3 for these students. One to one lessons were most affected due to the inconsistency of attendance.
	PP students are less likely to choose a language GCSE and therefore less	Bespoke funding for MFL opportunities for students in KS3 or year 10 Individual options meetings with senior teachers to ensure suitable option choices.	

	likely to complete the Ebacc		
	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	Summer school took place for 150 students – all funded via the summer school funding. Included a strong literacy and numeracy focus taught by qualified teachers.
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	Taxis provided.
	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.	This was not completed due to the limitations of Covid Restrictions.
	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	

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
Scholars Club	Brilliant Club

Further information (optional)

Quality Teaching First

We employ two main strategies to ensure pupil premium

1. 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.'