Pupil premium strategy statement – Lutterworth College

This statement details our school's use of pupil 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
School name	Lutterworth College
Number of pupils in school	1195 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	13.4%
Academic Year	2024/25 to 2026/27 Year 3: 2026-27
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Dominic Lane, Headteacher
Pupil premium lead	Sarah Anderson, Assistant Headteacher
Governor / Trustee lead	Becky Welch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£152,900

Part A: Pupil premium strategy plan

Statement of intent

Lutterworth College's core academic strategy is to "provide the best teachers who teach the best lessons." Our shared purpose is that all stakeholders across the whole school community will be committed to this. Our intention is for all pupils to learn, flourish and succeed, irrespective of their background or the challenges they face. Our aim is for all pupils to make at least good progress and achieve high attainment across the curriculum. All pupils have equal accessibility to all additional school-based activities, including extra-curricular activities. Pupils will have valuable careers support to ensure they are able to move onto an appropriate aspirational post-16 offer that meets their skills and interests. The focus of our Pupil Premium strategy is to support disadvantaged students to achieve their goals, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable students, regardless of whether they are eligible for pupil premium funding.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for all students nationally.

Our approach will be reflective of individual circumstances and needs. The key to the success of this strategy is understanding our students and their families well, building relationships that are collaborative and working together to improve outcomes for young people. To achieve this, we will:

1. Be committed to supporting our disadvantaged students to achieve in line with their potential and their non-pupil premium peers at a school, local, regional and national level.
2. Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
3. Identify and address the challenges that may limit achievement and pupil progress.
4. Act early to intervene at the point need is identified, specifically in relation to attendance as well as progress.
5. Ensure all pupils, including disadvantaged pupils, receive high-quality teaching and are challenged in their learning
6. Supplement the curriculum with intervention to support pupils to raise achievement in a timely and targeted manner

All approaches taken to help reduce the gap will be evidence informed. The latest information from the Education Endowment Foundation gives advice on how to plan, implement, monitor, and sustain an effective strategy. The advice and guidance can be found here.
https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium

Note for 2026: From September 2026, FSM eligibility has expanded to all households receiving Universal Credit; however, Pupil Premium eligibility remains linked to the targeted FSM/Ever 6 criteria. This means the school's FSM and Pupil Premium cohorts will no longer directly align.

Challenges:

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

Challenge number	Detail of challenge
1	Progress and attainment of disadvantaged students is below non-disadvantaged student progress. The overall Progress 8 score for LC in 2023-24 was -0.07. For non-disadvantaged students this was –0.01 whereas for disadvantaged students this was –0.52. Historical Progress 8 outcomes indicate that disadvantaged pupils make less progress than their peers.

	In 2024-25 and 2025 – 26 there are no official progress 8 scores. However, average attainment of disadvantaged students has fallen. Despite improvements in 2025, disadvantaged pupils continue to achieve less well than their non-disadvantaged peers, particularly at higher grades. In 2025, disadvantaged Attainment 8 was 39.9 compared to 50.4 for national non-disadvantaged pupils, and the Grade 5+ English and Mathematics gap remained 28.1 percentage points. Evidence indicates that some high prior attainers, including disadvantaged pupils, do not consistently achieve outcomes that fully reflect their starting points. Progress and attainment measures for high prior attainers have been weaker than national and similar-school averages in some subjects, particularly within science and EBacc measures.
2	Attendance remains the most significant barrier to improved outcomes for disadvantaged pupils. Disadvantaged students have, on average, lower attendance than non-disadvantaged students and they are more likely to be persistently absent from school. Attendance for disadvantaged pupils declined in 2025-26 to 84.0%, below the national figure of 86.46%, while persistent absence increased to 53.9%, significantly above the national rate of 40.59%. Reduced attendance limits access to learning, interventions, enrichment opportunities and wider support, particularly for pupils with additional vulnerabilities.
3	Assessments, NGRT testing and teacher observations indicate that a proportion of disadvantaged pupils enter the college with weaker reading comprehension, vocabulary knowledge and literacy skills than their peers. While improvements have been secured through targeted intervention, literacy remains a barrier to successfully accessing the wider curriculum and achieving strong outcomes across subjects.
4	Attendance at College events including Progress Evenings. In 2024-25 27% of parents of disadvantaged students attended parents evenings. Disadvantaged families are less likely to engage in some school events and disadvantaged pupils can face financial barriers to participation in enrichment opportunities, educational visits and wider experiences. These barriers can restrict cultural capital, aspirations, sense of belonging and access to opportunities that support long-term success.
5	Disadvantaged pupils are disproportionately represented within the behaviour system and are more likely to receive sanctions and suspensions than their peers. This is particularly evident where disadvantage intersects with SEND and SEMH needs. Persistent disruptive behaviour remains the most common reason for suspension and can negatively affect learning, attendance and engagement. Based upon previous in-school PP data analyses, disadvantaged students are more likely to receive behaviour points than non-disadvantaged students. They are also more likely to be internally excluded or externally suspended.
6	National research shows that disadvantaged students can be more likely to experience difficulties which affects their resilience, mental health and emotional wellbeing and this has previously been reflected at our school. Within our school, a significant proportion of SEND pupils have SEMH or communication and interaction needs, requiring a graduated response and targeted support to improve attendance, engagement and achievement.

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
Attainment and progress gaps between disadvantaged and non-disadvantaged pupils	The Attainment 8 gap between disadvantaged and non-disadvantaged pupils will reduce year-on-year, and the Progress 8 gap will continue to narrow, with disadvantaged pupils achieving a Progress 8 score of at least 0.0 by August 2027.

continue to narrow, including at higher grades, with disadvantaged pupils achieving outcomes increasingly in line with aspirational targets and their potential.	<u>Progress after Year 1</u> In August 2025, the A8 for disadvantaged students was 42 compared to 50 for non-disadvantaged. Although there is a gap, this is 5.5 points smaller than 2023/24 and the smallest for the last five years. <u>Progress after Year 2</u> Outcomes for disadvantaged students are a concern, particularly since the gap has widened between disadvantaged and non-disadvantaged students since 2025-26 from 0.8 to 1.4 grades. Average attainment has fallen from 4.2 in 2025 to 3.6 in 2026, while non-disadvantaged attainment has remained at 5.0. ALPS analysis reinforces this concern: 26.8% of disadvantaged students' outcomes are on or above target compared with 38.1% overall, while 40.3% are more than one grade below target compared with 30.9% overall.
Disadvantaged pupils' attendance improves and persistent absence decreases, narrowing gaps with national and non-disadvantaged pupils.	The attendance gap between disadvantaged and non-disadvantaged pupils will reduce by at least 1 percentage point annually across the strategy period. The persistent absence gap will reduce year-on-year, with disadvantaged pupils moving increasingly towards the attendance levels of their non-disadvantaged peers. <u>Progress after Year 1</u> Attendance of disadvantaged students has improved from 2023-24 by 3.9%. The gap between disadvantaged and non-disadvantaged is 6.5%. Persistent absence rates have decreased by 11.9% from last academic year. <u>Progress after Year 2</u> Progress in Year 2 has been weak. Attendance for disadvantaged pupils declined to 84.0%, below the national figure of 86.46%, while persistent absence increased to 53.9%, significantly above the national rate of 40.59%. Compared with 2024/25, attendance fell by 2.9 percentage points and persistent absence rose by 15.4 percentage points, widening the gap with national figures, particularly for persistent absence. Improving attendance remains a key school improvement priority. Leaders have increased leadership capacity for 2026/27, strengthened attendance monitoring and intervention processes, and appointed a Pupil Premium Champion to lead work aimed at improving attendance, reducing persistent absence, and increasing engagement with disadvantaged pupils and their families.
Disadvantaged pupils achieve outcomes that are increasingly in line with aspirational targets and exceed teacher indicative grades because of targeted intervention, mentoring and access to high-quality learning resources.	Disadvantaged pupils benefit from targeted academic support, mentoring and access to high-quality learning resources, enabling them to improve their engagement, make strong progress and achieve outcomes in line with their potential. <u>Progress after Year 1</u> In 2024-25 disadvantaged students achieved below their external targets by an average of 5.3 points. The targets set are intentionally aspirational, and although were not met students outperformed their teacher indicative grades by an average of 2.2 points. <u>Progress after Year 2</u> In 2025-26 disadvantaged students achieved below their ambitious external target grades by an average of 8 points but performed broadly in line with teacher indicative grades.
Disadvantaged pupils benefit from adaptive teaching, assessment and timely intervention that identify and address barriers to learning,	Quality assurance activities, including learning walks, work scrutiny, pupil voice and departmental reviews, demonstrate that teachers consistently use formative assessment to identify misconceptions, adapt teaching and provide timely intervention. As a result, disadvantaged pupils participate

enabling them to participate confidently in lessons, make strong progress and achieve their potential.	more confidently in lessons, receive appropriate support and make strong progress across the curriculum. <u>Progress after Year 1</u> Evidence from quality assurance checks carried out last academic year show an improvement in the formative assessment strategies carried out in lesson, resulting in lessons being adapted based on student responses. In some areas, students feel they receive detailed feedback from teachers and know what they need to do to improve. <u>Progress after Year 2</u> Evidence from quality assurance checks in 2025-26 found that students report seeing the same formative assessment strategies across subjects. This has contributed to improved clarity of expectations and greater student confidence in lessons - with students more willing to answer questions and make mistakes. There has been a cultural shift to inclusive questioning practices this has resulted in increased participation by all students and more equitable classroom engagement. Teachers are identifying students' misconceptions more rapidly in lessons and taking steps to address these.
Disadvantaged pupils develop stronger reading, comprehension, vocabulary and literacy skills, enabling improved access to the curriculum and higher attainment.	Reading comprehension tests through NGRT will demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of their non disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny as well as their willingness to read aloud in class. <u>Progress after Year 1</u> The change to NGRT testing shows that students at Lutterworth College outperform the national SAS scores. The first growth report indicates a positive change in reading levels across all ability profiles. In previous years, we found that 33% of disadvantaged finished the year below expected standard [9/27 tested] vs 23% non- disadvantaged below expected. YR8 56% disadvantaged below expected standard [18/32 tested] vs 27% non- disadvantaged below expected. Using NGRT only for our final tests 15% of disadvantaged students were below the expected level (24% for boys and 0% for girls) in July. The national figure for all students is 12% This is a 3% difference with non-disadvantaged students. <u>Progress after Year 2</u> The second year of data for NGRT saw a change to the collection of data. The 2024/25 figures measured 3 data points (September, January, June), whilst 2025/26 used just 2 (September and June). The mean SAS for disadvantaged Year 7 students in September was 101.6; by June this had risen to 105.3 – an increase of 3.7. This change can be seen in the decrease in the % of students not at the expected level: In September 39% of disadvantaged Year 7 students were below the expected level but by June that figure had dropped to 16%. In Year 8 the gap was closed between disadvantaged and non-disadvantaged students, indicating that interventions put in place (Reader Leader, silent reading, tutor time reading) in 2025 continued to have a positive impact). By June 2026 25% of Year 8 students were below the expected standard in reading compared to 24% of non-disadvantaged. The overall regression in terms of SAS was however, slower than the overall cohort.
Levels of parental engagement increase, including attendance at parents' evenings,	Disadvantaged parental attendance at college events, including (online or face-to-face) parents' evenings, will be in line with non-disadvantaged families in each year group.

information events and support programmes, strengthening the home-school partnership for disadvantaged pupils.	Progress after Year 1 In 2024-25, on average 27% of parents of disadvantaged students attended each Progress Evenings. This is compared to an overall figure of 35% and 36% for non-disadvantaged students. Parents of disadvantaged students were given access to bookings before other parents to secure slots. Progress after Year 2 85 out of 155 PP students had parental attendance at a Progress Evening (54.8%). Although this is an improvement on Year 1 the 14.5% attendance gap suggests that disadvantaged families remained less likely to engage with parents evening opportunities. Increasing PP parental engagement is a priority for Year 3, with targeted communication, personalised invitations and follow-up support to ensure disadvantaged families are fully involved in discussions about student progress. The appointment of the Pupil Premium Champion will support with this.
Disadvantaged pupils demonstrate improved engagement with learning, resulting in fewer behaviour incidents, sanctions and suspensions.	Numbers will be comparable for disadvantaged pupils compared to non-disadvantaged peers in relation to sanctions and suspensions. Progress after Year 1 In 2024-25, in-school exclusion and suspension rates decreased from 2023-24 across the college but increased for disadvantaged students. Progress after Year 2 Behaviour data indicates that disadvantaged pupils remain disproportionately represented within the behaviour system, with differences evident from the earliest formal sanctions and becoming more pronounced for pupils with additional needs. FSM pupils received approximately 2.3 times the volume of detentions of pupils with neither FSM nor SEND, rising to 3.8 times for pupils who were both FSM and SEND. At suspension level, FSM students were 2.74 times more likely than non-FSM students to receive at least one suspension and received suspensions at 3.32 times the rate of non-FSM students. While this disparity remains a concern, there is a positive comparison with the national picture. In England in 2024/25, the suspension rate for FSM-eligible pupils was 26.66 per 100 pupils compared with 5.41 for non-FSM pupils, meaning the national FSM suspension rate was approximately 4.9 times higher. The school's differential of 3.32 is therefore notably below the national disparity, suggesting that current approaches may be helping to mitigate, although not eliminate, the wider national pattern. Overall, the Year 2 evidence suggests that earlier intervention remains key. In Year 3, there will be an increased focus on identifying disadvantaged pupils accumulating repeated lower-level sanctions, particularly those who also have SEND. Analysis of individual patterns, reasons for sanctions, reasonable adjustments and underlying barriers will inform targeted support, with the aim of reducing repeated sanctions and preventing escalation to suspension.
Disadvantaged pupils with SEMH needs receive effective support, leading to improved attendance, engagement, wellbeing and academic success.	Disadvantaged pupils benefit from timely universal, targeted and pastoral support that reduces barriers to learning, promotes positive emotional wellbeing, and enables them to engage successfully in school, make strong progress and achieve their potential. Progress after Year 1 We have a small number of disadvantaged students attended alternative provision and on alternative pathways in school. Students also access

	pastoral support from Pastoral Managers and the college's Personal Coach. Progress after Year 2 Targeted support: we have increased the use of external agency support for disadvantaged students to provide more targeted support. The South Leicestershire Inclusion Partnership has been replaced by the Local Authority governed Oakfield School. We have been able to access outreach support for students who have required support with managing behaviour and dysregulation following referrals to Information and Guidance forums and through this we have also been able to access additional assessment routes such as Speech and Language Therapy. We have accessed support from Teen Health and the Mental health team in Schools for some of our more vulnerable students. Universal Support: We have continued to focus on a graduated response to ensuring that students are well supported. There has been increased focus on the role of the mentor to enable the Pastoral Manager and other pastoral staff to support more complex needs.

Academic Year 2026-27

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Universal inclusive teaching strategies CPD for all staff.	Lutterworth College will focus on universal inclusive teaching strategies. The school will prioritise high-quality inclusive universal practice as the first response to SEMH need. Staff will be expected to create calm, predictable classrooms through strong routines, positive relationships, adaptive teaching and consistent behaviour expectations. We recognise that the most sustainable improvement in SEMH outcomes will come through consistently strong universal provision that supports pupils before difficulties escalate and reduces the need for more intensive intervention. A calm classroom environment might help all pupils but be essential for pupils with additional social and emotional needs. EEF inclusive teaching guide Universal inclusive teaching strategies will include explicit instruction, this is referenced in Lutterworth College's teaching and learning guide. We will use StepLab as the basis of our training. We will continue to build on the work we have done over the past two years with the EEF formative assessment programme.	1,5,6

	EEF feedback We will continue to revisit metacognition and reducing cognitive load in the classroom. EEF metacognition These strategies are supported by strong research evidence and support learners to make more rapid progress. For example, meta cognition strategies give +8 months.	
Links with local secondary schools to carry out school improvement work	During Year 2 links were developed with Welland Park and Lutterworth High School and peer reviews took place for Pupil Premium and Sixth Form. Collaboration between Lutterworth College and Uppingham Community College will continue in year 3. Senior Leaders are part of the Professional Learning Communities as part of the partnership agreement with Discovery Multi Academy Trust including Inclusion, SEND and Safeguarding networks.	1
Mainstream+ class in Y7 and Y8 to provide an appropriate secondary experience for our most vulnerable and lowest prior attainers	Mainstream+ classes in Y7 and Y8 will continue to support our disadvantaged students who make up one quarter of students across the two classes. This number has reduced in Year 8 as students have successfully joined mainstream classes. The provision has supported students in having a more settled start to their time at secondary school. The intervention work delivered by our Mainstream+ teachers will expand to support students to develop foundation knowledge in Maths and English and enable them to access the curriculum successfully. Evidence When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. Reducing class size EEF	1,3,5,6

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

Budgeted cost: £ 26,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group and 1:1 interventions with students identified by the SENDCO, subject teacher, PALs or PMS as requiring additional academic or pastoral support	The interventions, led by the Mainstream+ teacher, demonstrated positive impact on students' speed reading and reduced the number of errors they made. Academic interventions, overseen by core leads, will expand this academic year, to support students in both Maths and English and aid their access to the curriculum. A number of students also accessed pastoral support from our Personal Coach and this will continue to be an offer for students this academic year alongside the introduction of Zones of Regulation, led by Mainstream+ teachers, for students as required. A Deputy SENDCO has been recruited from January 2026 to increase capacity to deliver literacy interventions and to allow a more strategic focus on closing gaps. Evidence The use of teaching assistants in learning can prove a +4 months of progress if deployed effectively Teaching Assistant Interventions EEF Direct Instruction – evidence shows that students can be expected to make 3X usual rate of progress over course of the intervention period. Students are selected through Accelerated Reader screening and then individualised testing to ascertain the correct level. Individualised instruction | EEF (educationendowmentfoundation.org.uk) Small group tuition has an average impact of four months of additional progress over the course of a year. Small group tuition | EEF (educationendowmentfoundation.org.uk) One to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition	1,3,7
The Progress and Achievement Leader (PAL) for each year group monitors students closely and provide 1-1 and small group mentoring, prioritising	PALs will continue to work with disadvantaged students in mentor time to support them with organisation, completing independent learning and to provide 1-1 guidance. This has enabled any issues to be identified early, contact with parents made, and interventions put in place and has prevented students being negatively impacted, such as receiving sanctions. PALS have supported students in the engagement of wider school activities such as the Excellence Pathway to develop cultural capital and stretch and challenge our highly able disadvantaged students.	1,2,4,5,6

disadvantaged students.	Evidence In settings where multiple adults frequently work with individual pupils, effective communication between those key adults is important. Information needs to be sought and willingly shared by pupils and parents. Understanding pupils better can be more effective than relying on a default response. Improving Behaviour in Schools EEF Mentoring interventions may be more beneficial for disadvantaged students as the development of trusting relationships with an adult can provide a source of support. Mentoring | EEF (educationendowmentfoundation.org.uk)	
KS3 literacy interventions designed to improve reading age, reading fluency and comprehension, enabling students to access the full curriculum with greater confidence, independence and success across all subject areas. Communal reads in mentor time to improve the reading age of KS3 students.	Speed Reading intervention had a positive impact on students who participated in the intervention. The library lessons in Year 7&8, communal reads in mentor time and the Reader Leader programme have also contributed to 85% of disadvantaged students in Year 7&8 being on or above the expected level for reading using NGRT (76% boys and 100% girls). These interventions will continue in Year 2 and 3 with boys being monitoring closely. Evidence Reading comprehension strategies help students to learn a range of skills to understand the context of the text they must learn. It will help them to develop skills such as developing questioning, identifying key points and summarising content. This strategy can improve student progress by 6 months. Because of improved ability, we aim for this to also improve students' confidence to read aloud to their peers Social and emotional learning | EEF Comprehension Strategies EEF	3
Sixth form students are trained through the Reader Leader programme to tutor KS3 students.	The Reader Leader programme contributed to the large number of disadvantaged students meeting or exceeding the expected level for reading in Year 7&8. Evidence Reading Comprehension Strategies EEF Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low attaining and those with special educational needs make the biggest gains. In Year 3 Peer tutoring EEF	3,4
Revision guides and materials available to all disadvantaged students.	Subject Leaders have identified key revision material for their KS4 students which are provided to students in lessons, at the appropriate time, free of charge. This will continue in Year 3. Evidence There is the suggestion that there is a 'culture of poverty' in which working class families place less value on education than	1,4

	middle class parents and hence are less predisposed to participate. Families from more disadvantaged background often have less 'social capital' in terms of social networks and skills and thus are, or feel, less well-equipped to negotiate and deliver on the demands of schooling. Many parents are unsure about how to support their children learning particularly at key transitional times. They feel unsure about the knowledge and content of subjects. Having access to revision guides which they can use with their children enables them to play an active role in preparing for exams. Parental Engagement - Evidence form Research and Practice The DfE guidance for 'Using Pupil Premium' encourages schools to consider the holistic approach to using PP funds. Rather than just an academic focus, schools must identify further barriers such as 'access to technology and educational materials' Without these, PP students would not be able to engage in their learning fully. Pupil premium - GOV.UK (www.gov.uk)	
Laptops available to loan for all disadvantaged students during their time at the college.	In order to support students with completing independent learning and revision outside of the classroom, laptops are available for students to loan. Evidence The DfE guidance for 'Using Pupil Premium' encourages schools to consider the holistic approach to using PP funds. Rather than just an academic focus, schools must identify further barriers such as 'access to technology and educational materials' Without these, PP students would not be able to engage in their learning fully. Pupil premium - GOV.UK (www.gov.uk)	1,4
Interventions in mentor time for Y11 Core subjects led by subject specialists throughout the academic year.	Weekly intervention sessions in Maths, English and Science are delivered in mentor time to small groups. Group are established, and disadvantaged students prioritised, based on assessment data and focus on key aspects of the course. These revision sessions contributed to the improved outcomes in core subjects and will continue this academic year. Evidence Small group tuition has an average impact of four months' additional progress over the course of a year. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition EEF	1
Independent Learning club supervised by a HLTA three times per week to provide a productive environment to complete homework and revision.	Independent Learning club provides a space for student to complete independent learning and revision with access to the library resources and computers three time per week. A quarter of attendees across the academic year were disadvantaged students. This provision will continue in Year 3 of the PP strategy. Evidence Providing a space in school to complete homework is important as some students may not have a quiet space for home learning. Homework EEF	1,4

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

Budgeted cost: £ 71,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school approach to classroom routines and behaviour 'SNAP' implemented to improve consistency. Parental engagement and one-to-one support	A continued focus on embedding consistent routines across the college to create consistency and familiarity for students. One-to-one support for students from Pastoral Managers, Pupil Premium Champion and the SLT staff responsible for Behaviour attendance and wellbeing to provide targeted support for parents to identify and address barriers and to implement appropriate strategies. Evidence In recent national data, the suspension rate for pupils eligible for Free School Meals was more than four times higher than for their peers, while permanent exclusion rates were around five times higher. The most common reason for exclusion was persistent disruptive behaviour. A combination of approaches in most school is effective which include universal approaches to classroom management and targeted approaches that are tailored to the needs of the student. EEF: Behaviour Interventions	2,4,5,6
Pupil Premium Champion	A Pupil Premium Champion has been recruited to a full-time position from August 2026. The Pupil Premium Champion is expected to play a vital role in ensuring that disadvantage is never invisible or accepted as inevitable. The role will focus on championing pupils' attendance, wellbeing, learning and aspirations and help to translate the pupil premium strategy into consistent, day to day practice. Social and emotional learning | EEF	1,2,4,5,6
Focus on increasing attendance of disadvantaged students with absence rates of 10% or above and reducing persistent absence rates in line with non-disadvantaged through the work of the Attendance Officer, Associate Assistant Headteacher and Pupil Premium Champion.	One of the key characteristics to improving attendance found by the EEF is monitoring and identification of pupils that need attendance support and the reasons for low attendance, often combined with the targeting of barriers with the positive re-enforcement of good behaviour. All studies featured close monitoring of student absences – usually by a staff member with specific responsibility for monitoring attendance. We will adopt a collaborative approach to identifying pupils whose attendance falls below 90% to provide timely, targeted support. Attendance data will be reviewed regularly to identify emerging concerns and trends, enabling early intervention before patterns of persistent absence become entrenched. A graduated approach will be implemented, including parental engagement, attendance meetings, mentoring, pastoral support and the removal of practical barriers to attendance through the strategic use of Pupil Premium funding. Individual attendance plans will be developed where appropriate, with clear actions, review points and accountability. The impact of interventions will be closely monitored through half-termly analysis of attendance and persistent absence data, ensuring that support is responsive and effective. This coordinated	2,4,6

	approach will strengthen engagement, improve attendance rates for disadvantaged pupils and reduce the gap between disadvantaged and non-disadvantaged students. Evidence Attendance and Attainment: Gov.uk. Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)	
Personalised careers guidance to support all disadvantaged students in securing an aspirational and relevant Post-16 destination.	Disadvantaged students are prioritised for 1-1 meetings with the careers advisor and work experience funded for Y10 disadvantaged students. Evidence Teenagers from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need. EEF: Review of evidence on the impact of careers education High-quality careers guidance is important for all children and young people. It can be particularly important for children and young people with SEND, or from disadvantaged backgrounds, who may lack the social capital that their more advantaged peers have and are less likely to be able to access information and opportunities outside school. DfE: Independent review of careers guidance in specialist settings.	4
Uniform subsidies and pre-loved uniform & PE kit to ensure all students have the correct uniform. This removes a barrier for non-attendance and reduces likelihood of students receiving sanctions.	All new disadvantaged students entering the college in Year 7 have been offered a 25% discount on 4 branded uniform items. In addition, any student can access free uniform from our pre-loved store at any time. In previous academic years, 432 items of uniform were provided to 271 students. 25% of whom were disadvantaged. 87% of the items were kept by the students. Some changes to uniform requirements (Blazer remains a compulsory item but does not require continual wearing) and a very successful amount of pre-loved uniform acquired has helped to facilitate this. Evidence Wearing a uniform, on its own, is unlikely to improve learning but can contribute to the improvement of behaviour and discipline. School uniform EEF	2,4,5
All Year 7 disadvantaged students will be allocated a Post-16 peer mentor when they arrive at the College. Wellbeing event for all Year 7 disadvantaged students led by peer mentors	A well-being event 'Strategies for a healthy Teenager' for disadvantaged students is led by our personal coach to support students with topics including mental health, vaping awareness, drugs and alcohol, and internet safety. This was led by the student well-being ambassador team. This will now be an annual event. An off-site wellbeing event is planned for November 2026. Evidence Successful approaches may also have other benefits, such as supporting the social and personal development of pupils and boosting their self-confidence and motivation for learning. Peer Tutoring EEF Behaviour Interventions EEF	4,6
Developing ongoing and meaningful	Progress Evenings take place 8 times per academic year, giving parents regular opportunities to talk to their child's	2,4,5,6

relationships with parents through planned events, and regular 1-1 contact.	teachers. Disadvantaged students are given early access to the booking system and are given individual support to aid bookings. This year, parents of disadvantaged students who have not made a booking 24-48 hours prior to the evening will receive a phone call or email to encourage bookings and remove any barriers. The Pupil Premium Champion contacts the parents of all new starters who are disadvantaged to introduce themselves and outline the support on offer from the college. Evidence Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF In settings where multiple adults frequently work with individual pupils, effective communication between those key adults is important. Information needs to be sought and willingly shared by pupils and parents. Understanding pupils better can be more effective than relying on a default response. Improving Behaviour in Schools EEF	
A broad extra-curricular programme is on offer across the academic year. Students can also be linked to activities in the community through our partnership with the Lifting Children's Hopes charity.	The college offers a wide of extra-curricular activities, taking place at both lunch time and after school, to support students' academic success but to also broaden their experiences beyond the classroom. Evidence All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Research has shown that participation in enriching opportunities has a positive impact on student outcomes, particularly in their social development. Arts Education Review: EEF Arts participation EEF Physical activity EEF	4,6
Subsidies for school visits and educational experiences provided as standard to disadvantaged students, matched where possible by the Lifting Children's Hopes charity.	All educational visits are automatically discounted by 25% for disadvantaged students. Matched funding can also be requested from the Lifting Children's Hopes charity where additional financial support is required. Evidence All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Research has shown that participation in enriching opportunities has a positive impact on student outcomes, particularly in their social development. Arts Education Review: EEF	4
Discounted peripatetic music lessons are provided for Music students.	Disadvantaged students are provided with a 25% discount of peripatetic music lessons to support learning an instrument and to support their GCSE music qualifications. Evidence Research has shown that participation in enriching opportunities has a positive impact on student outcomes, particularly in their social development. Arts Education Review: EEF	4

Food resources are provided for disadvantaged students within Food lessons.	All disadvantaged students can have resources provided for their Food cooking lessons. Evidence The DfE guidance for 'Using Pupil Premium' encourages schools to consider the holistic approach to using PP funds. Rather than just an academic focus, schools must identify further barriers such as 'access to technology and educational materials' Without these, PP students would not be able to engage in their learning fully. Using Pupil Premium: Guidance for School Leaders (publishing.service.gov.uk)	4
Stationery is provided to all disadvantaged Year 7 students at a discounted rate on entry to the college. Other students are given free top-ups or can purchase discounted stationery when necessary.	All stationery that can be purchased at the college is discounted by 25% for all disadvantaged students. Free pencil cases, filled with equipment, are also available for students to collect from the Uniform store where necessary. Evidence The DfE guidance for 'Using Pupil Premium' encourages schools to consider the holistic approach to using PP funds. Rather than just an academic focus, schools must identify further barriers such as 'access to technology and educational materials' Without these, PP students would not be able to engage in their learning fully. Using Pupil Premium: Guidance for School Leaders (publishing.service.gov.uk)	1,4
Free breakfast is available to all students at the start of the day.	Porridge is available each morning in the college canteen that any student can access free of charge. Evidence A student's fundamental needs: safety, security, freedom from hunger all affect the teaching-learning interaction School Environment and Leadership: Evidence Review - Evidence Based Education	2,6

Total budgeted cost: £ 152,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the academic year 2025 to 2026.

Evaluation of the impact of pupil premium funding during 2025-26 demonstrates that several key elements of the strategy have had a positive impact, particularly in relation to literacy development, classroom practice, parental engagement and targeted pastoral support. Whilst these improvements have strengthened provision for disadvantaged pupils, significant challenges remain in attendance, attainment and behaviour, meaning that the overall impact on outcomes has been mixed.

Academic outcomes remain the most significant area for development. Average attainment for disadvantaged pupils declined from 4.2 in 2025 to 3.6 in 2026, whilst attainment for non-disadvantaged pupils remained stable at 5.0, resulting in the attainment gap widening from 0.8 to 1.4 grades. ALPS

analysis further highlights this challenge, with only 26.8% of disadvantaged pupils achieving outcomes on or above target compared with 38.1% of students overall, while 40.3% achieved outcomes more than one grade below target compared with 30.9% across the wider cohort. These outcomes indicate that, although support and intervention strategies are in place, disadvantaged pupils are not yet achieving outcomes in line with their potential.

Attendance continued to be the greatest barrier to improved outcomes. Attendance for disadvantaged pupils declined to 84.0%, below the national figure of 86.46%, whilst persistent absence increased to 53.9%, significantly above the national figure of 40.59%. Compared with the previous year, attendance fell by 2.9 percentage points and persistent absence increased by 15.4 percentage points. This has reduced pupils' access to high-quality teaching, intervention, enrichment opportunities and wider support, reinforcing attendance as a key priority within the Year 3 strategy.

Despite these challenges, evidence suggests that investment in high-quality teaching and literacy support is having a positive impact. Quality assurance activities identified greater consistency in the use of formative assessment across subjects, with students reporting increased confidence in participating in lessons and greater clarity regarding learning expectations. Teachers were able to identify misconceptions more effectively and adapt teaching, accordingly, resulting in more inclusive classroom practice and improved engagement.

Literacy outcomes for disadvantaged pupils at Key Stage 3 were particularly encouraging. The mean NGRT Standard Age Score for disadvantaged Year 7 pupils increased from 101.6 to 105.3, whilst the proportion below the expected standard reduced from 39% to 16%. Although outcomes for disadvantaged Year 8 pupils were less strong, literacy gaps remained broadly in line with their non-disadvantaged peers. This suggests that literacy interventions, including reading programmes, mentor-time reading and targeted support, are helping disadvantaged pupils to access the wider curriculum more successfully.

Parental engagement improved significantly during Year 2. Attendance at Progress Evenings by parents of disadvantaged pupils increased from 27% in Year 1 to 54.8% in Year 2, with 85 of 155 disadvantaged pupils represented. Whilst a participation gap of 14.5 percentage points remains, this improvement demonstrates the positive impact of targeted communication and support and provides a stronger foundation for effective home-school partnerships.

Behaviour data continues to show that disadvantaged pupils are disproportionately represented within the behaviour system, particularly where disadvantage intersects with SEND. FSM pupils received approximately 2.3 times the number of detentions received by pupils with neither FSM nor SEND, increasing to 3.8 times for pupils who were both FSM and SEND. FSM pupils were also 3.32 times more likely to receive a suspension than non-FSM pupils. Whilst these disparities remain concerning, they are lower than national comparisons, suggesting that pastoral support, mentoring and behaviour interventions may be helping to reduce, although not eliminate, the impact of wider national trends.

Despite ongoing challenges in attendance and attainment, evidence demonstrates positive impact in several key areas. Literacy outcomes improved significantly for Key Stage 3 disadvantaged pupils, parental engagement increased markedly, serious behaviour incidents reduced and participation in enrichment remained broadly equitable. Quality assurance evidence also indicates that the focus and commitment to adaptive teaching is responsive. These improvements provide confidence that the core elements of the strategy are having a positive impact and should be refined and sustained as part of the Year 3 strategy.

Overall, leaders judge that progress towards the intended outcomes has been partial. Evidence suggests that strategies linked to literacy, high-quality teaching, parental engagement and targeted pastoral support are having a positive impact and should continue. However, declining attendance, persistent absence and weaker attainment outcomes indicate that barriers to achievement remain significant for many disadvantaged pupils. As a result, the Year 3 strategy places a stronger emphasis on attendance, adaptive teaching, targeted intervention and early pastoral support, supported by increased leadership capacity and the appointment of a dedicated Pupil Premium Champion to improve attendance, engagement and outcomes for disadvantaged pupils.

Externally provided programmes

Programme	Provider
NGRT	Renaissance Learning
Reader Leader programme	Children's Literacy Charity
Zones of Regulation	The Zones of Regulation, Inc

Glossary of Terms: Lutterworth College Pupil Premium Strategy

Term	What It Means
Accelerated Reader	A reading programme that helps track and improve students' reading levels.
Attainment 8 (A8)	A score based on a student's performance in 8 key GCSE subjects.
CPD	Continuing Professional Development – ongoing training that school staff participate in to enhance their effectiveness within their role.
Direct Instruction	A structured teaching method that breaks learning into small steps with lots of practice.
Disadvantaged Pupils	Students who may face barriers to learning due to financial hardship, care status, or other challenges.
EEF	Education Endowment Foundation – a charity that researches what works best in education.
Formative Assessment	Ongoing checks during lessons to see how well students are learning and what support they need.
HLTA	Higher Level Teaching Assistant – a teaching assistant with additional training and responsibilities.
KS3 / KS4	Key Stage 3 (Years 7–9) and Key Stage 4 (Years 10–11) – stages of secondary education.
NEET	Not in Education, Employment or Training – used to describe students who don't have a post-16 plan.
NGRT	New Group Reading Test – a digitally adaptive test that assesses reading skills, including decoding and comprehension, and provides reading ages and Standard Age Scores.
PALs	Progress and Achievement Leaders – staff who support students' academic and personal development.
Persistent Absence	When a student misses 10% or more of school sessions.
PMS	Pastoral Managers – a member of non-teaching staff, one per year group, who support students' wellbeing and behaviour.
Progress 8 (P8)	A measure of the progress students make from the end of primary school to the end of secondary school.
Pupil Premium (PP)	Extra funding given to schools to support students from disadvantaged backgrounds.
R2L	Return to Learning – a behaviour support room where students spend the day to reflect on their behaviour.
Reader Leader	A mentoring programme where older students help younger ones improve their reading.
SEND	Special Educational Needs and Disabilities – students who need extra support due to learning or physical needs.
SSC	Student Support Centre – a space for students needing extra help with behaviour or wellbeing.
Zones of Regulation	Intervention designed to foster well-being by helping individuals understand and manage their emotions, behaviors, and sensory needs

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium funding. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Providing support from our Pastoral Coach and Pastoral Managers to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We contacted schools local to us with high-performing disadvantaged pupils to learn from their approach and also commissioned a pupil premium review which took place in September 2025 to get an external perspective.

We looked at several reports and studies about effective use of pupil premium funding, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We will continue to evaluate and adjust our plan over time to secure better outcomes for pupils.