

Pupil premium strategy statement – Limehurst Academy

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
Number of pupils in school	648
Proportion (%) of pupil premium eligible pupils	204 (31.45%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jon Mellor
Pupil premium lead	Graham Robinson
Governor / Trustee lead	Lisa Kilner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,965
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£205,965

Part A: Pupil premium strategy plan

Statement of intent

At Limehurst we have the highest of expectations of all students, irrespective of background; prior attainment does not set limits on our ambitions for our students. We know that disadvantaged students do not lack talent or ability but can lack opportunity and therefore our strategy is based upon addressing the controllable factors that are preventing disadvantaged students from attaining as well as they could. Evidence shows that academically able students from disadvantaged backgrounds are most at risk of under-performing. Consequently, these students receive just as much focus in our use of pupil premium as less academically able students.

We have a culture of collective responsibility for disadvantaged students. We know that what we do in the classroom makes the biggest difference, alongside building positive relationships and excellent pastoral care.

Our strategy is therefore based around 4 key objectives:

- To improve the progress of disadvantaged students through high quality teaching and learning
- To effectively use data tracking points based on high quality assessment to identify disadvantaged students that are not making the required progress and target these students for interventions
- To improve engagement with disadvantaged parents in the community
- To ensure all disadvantaged students have a wide range of extra-curricular activities available to them to support progress, build cultural capital and raise aspirations

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school.
2	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need or have involvement from social care.
3	Many of our pupil premium children do not have rich and varied experiences outside of school meaning knowledge of the world, cultural capital and vocabulary acquisition is limited.
4	Parents of our pupil premium students tend to be less engaged with school life, for example do not attend parents' evenings
5	Some disadvantaged students do not have high enough aspirations, particularly white British boys, and can have a fixed mindset, both of which can lead to underachievement.
6	Our disadvantaged students have less access to devices and technology suitable for supporting their learning at home. They also lack a quiet working space as may receive less parental support to complete their homework and therefore develop effective learning habits.
7	A number of our disadvantaged students do not have breakfast before leaving home and their only hot meal of the day is at school.

8	The reduction in services outside of school results in increased need for internal provision and support.
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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
Outcomes for disadvantaged students are above national averages for non-disadvantaged students.	Achieve national average for attainment for all pupils Achieve average English and maths 5+ scores for similar schools
Students enjoy coming to school, evidenced by lower-than-average absence and persistent absence rates.	Attendance of our disadvantaged students to be no lower than the attendance for non-disadvantaged students. For attendance to be 'good' compared to national attendance. Attendance for the disadvantaged cohort to be at least 96%. PA rates for disadvantaged students not to be higher than PA rates for non-disadvantaged students.
The majority of students stay in education and employment after leaving Limehurst	Destination data is in line with national averages
Disadvantaged students enjoy the wide range of enrichment activities on offer	High uptake of enrichment activities for disadvantaged students
Students are able to access learning outside of lessons.	Students are able to access all extra- curricular learning tasks.
No student has to start the day hungry.	Any student who requires breakfast prior to starting the day has the opportunity to do so at school.

Activity in this academic year

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: £68,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focus: The Inclusive Classroom.	EEF Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.	1, 3, 5

	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.</p> <p>Sutton Trust's 2011 Report</p> <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	
Places made available on NPQ courses.	<p>EEF</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.</p> <p>The new National Professional Qualifications exemplify a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p>	1, 3, 5
Additional teacher timetabled for year 10 and year 11 maths so that the year groups are split into 6 groups rather than 5.	<p>EEF</p> <p>Reducing class size has a positive impact of +2 months</p> <p>The smaller class sizes allows higher quality interactions with students and more regular feedback.</p> <p>It is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	1, 2, 3, 5
Department review cycles includes focus on challenge, strategies to support recall and feedback	<p>EEF</p> <p>EEF guide to pupil premium identifies that teaching is the top priority, including CPD.</p> <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.</p> <p>Effective feedback has a positive impact of +6 months.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers.</p> <p>Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months) It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p>	1, 3, 5

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

Budgeted cost: £68,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Mentoring Interventions delivered by LCFC and Reach.	<p>EEF</p> <p>Record that mentoring can support students to make an additional 2 months progress.</p> <p>LCFC and Reach</p> <p>The programme is designed to support character building, encourage achievement, and provide opportunities for students to develop career aspirations. The programme gives young people from disadvantaged backgrounds opportunities to develop character, enterprise and leadership skills, career aspiration as well as employability skills.</p>	2, 3,5
Year 11 Academic Mentoring	<p>EEF</p> <p>Record that mentoring can support students to make an additional 2 months progress.</p>	1, 4, 5
Two TAs run a homework club after school every day. This ensures that all students who require access to devices and technology outside of lessons have access to it.	<p>EEF</p> <p>Homework has a positive impact on average + 5 months, particularly with pupils in secondary schools. Pupils eligible for free school meals typically receive additional benefits from homework.</p> <p>Homework clubs can help to overcome barriers by offering students the resources and support needed to undertake homework or revision.</p>	4, 6
Purchase of a spelling intervention, Word Shark, that can be personalised for each student and can also be used at home.	<p>EEF</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>Approaches involving digital technology can also be effective with teaching assistant support.</p>	2, 3,
Careers Interviews and support for PP students in KS4. Additional careers interviews for post-LAC, LAC and EHCP students in years 9-11	<p>Ideas4Careers. Rhonda Smith, Chief Executive of The Careers & Enterprise Company</p> <p>Good career guidance can have a profound impact on social mobility, as it ensures that each and every young person, whatever their needs, background or ambitions, knows the options open to them to fulfil their potential.</p> <p>Careers and Enterprise Company</p> <p>There is good evidence, which demonstrates the impact of personal guidance. It is associated with a range of short and long-term impacts on an individual's:</p>	2, 3, 5

	<ul style="list-style-type: none"> personal effectiveness e.g. self-awareness and self-esteem career readiness e.g. career planning and decision making educational outcomes e.g. improved attendance and attainment <p>CDI Briefing Paper Understanding the role of the Careers Adviser within 'Personal Guidance.</p> <p>Career guidance helps individuals to manage their careers and maximise their potential. Findings demonstrate that it can reduce the likelihood of individuals dropping out, and increase their likelihood of engaging with learning.</p>	
Additional member of pupil support to provide emotional and mental health support	<p>EEF</p> <p>Record that providing social and emotional support can add an extra 4 months of progress.</p> <p>Social and Emotional Learning interventions seek to improve a student's interaction with others and self-management of emotions. These include specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>Rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community.</p>	1, 2, 8
The implementation of an Associate Assistant Headteacher, with responsibility as the Pupil Premium Lead.	The role of the Associate Assistant Headteacher is to co-ordinate the school's approach to raising the achievement of disadvantaged students (those in receipt of pupil premium funding and others whom are vulnerable) through designing, implementing, monitoring and evaluating the whole school programme.	1,2,3,4,5,6,7,8

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

Budgeted cost: £68,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
5x Permanent Heads of Year. One year head per year group ensures more time is available for pastoral support, including parental engagement, behaviour and attendance.	<p>EEF</p> <p>Behaviour Interventions can support students to make an additional 4 months progress.</p> <p>Additional Year Heads are a universal approach to develop a positive school ethos and improve behaviour and attendance across the whole school which will support greater engagement in learning.</p>	1, 2, 4, 6, 8

	This approach also results in improved relationships with parents, especially where Year Heads have stayed with their year group.	
5 members of staff trained to be ELSAs, 2 from the pupil support team and 3 from the SEN team. ELSA support can therefore be provided as an intervention but also used a strategy to support learners with SEMH whilst in the classroom.	EEF Record that providing social and emotional support can add an extra 4 months of progress.	1, 2, 8
Two members of the pastoral team run a breakfast club that is free to attend each day	EEF The 2013 School Food Plan recommended that schools with relatively more disadvantaged pupils should establish breakfast clubs to help address the problem of pupil hunger. In school experience of running breakfast club shows that it has a positive effect on attendance, behaviour, and student wellbeing.	1, 2, 7,
Basketball club funded	EEF There is a small positive impact of physical activity on academic attainment, approximately +1 month. Sports participation increases educational engagement and attainment. It is crucial to ensure that students have access to high quality physical activity due to its important benefits in terms of health, wellbeing and physical development.	3,8
PP students prioritised for trips and experiences with financial support provided for some.	In school experience suggests that financial income can be a barrier to students participating in experiences and trips where there is a cost involved.	2, 3, 4, 5
Community Liaison Officer appointed to work with vulnerable families as well as to improve parental engagement and attendance.	EEF Parental engagement +4 months. Includes approaches to develop parental skills such as IT and encouragement to become more involved in their child's learning journey in particular at key points such as GCSE options and post-16 applications. More intensive programmes for families in need of additional support such as Solihull Parenting or weekly meetings.	1, 2, 4, 6, 7,
Laptops donated / loaned to PP students.	In school experiences evidence that a number of students do not have access to a device outside of school.	6

Total budgeted cost: £205,965

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes 2022/23:

Our schools' results reflect the hard work and dedication the school puts into working with all our students. The schools Progress 8 score for 2022-23 exceeded the local authorities average score by +0.21. In addition, our entry into the EBacc qualification for disadvantaged pupils was considerably higher than both the local and national averages. Of the 56.1% of our cohort (disadvantaged) entered the EBacc, 33% gained the qualification, which again outperformed the local and national averages by over 5%.

Limehurst Academy Data	Local Authority Average	National Average
Progress 8 +0.26	Progress 8 +0.05	
Progress 8 Disadvantaged -0.17	<i>Not published</i>	<i>Not published</i>
EBacc Entry (Whole School) 69%	Ebaac Entry 43%	Ebaac Entry 43%
EBacc Entry Disadvantaged 56.1%	<i>Not published</i>	<i>Not published</i>
Disadvantaged Students Achieving Ebacc (4+) 33%	Non-disadvantaged students Achieving Ebacc (4+) 26%	Non-disadvantaged students Achieving Ebacc (4+) 28%

Attendance Outcomes:

There remains a gap between disadvantaged and non-disadvantaged students in relation to attendance. For the 2022/2023 academic year the data is below:

	School All	School Disadvantaged	Nat Average All	Nat Average Disadvantaged
Attendance %	91.3%	86.9%	90.7%	85.3%

Additional Outcomes:

The careers curriculum is well established within school now. We are starting to see this have a positive impact upon the destination data for this cycle of the pupil premium strategy.

Breakfast club has resumed and high levels of engagement from pupil premium students has been achieved consistently.

Engagement with parents whose children received pupil premium funding averaged at 67% during the 2022/2023 academic year.

Service pupil premium funding (optional)

Only one Limehurst student was eligible for this funding in 2022-23.

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Quality first teaching; ensuring this student always had the best access to the curriculum, extra-curricular opportunities, and resources.
The impact of that spending on service pupil premium eligible pupils
Positive academic progress and transition into KS4. 99% attendance for the academic year and positive engagement with extra-curricular opportunities.

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium, including:

- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities such as, The Duke of Edinburgh's Award, and other extra-curricular opportunities, will focus on building character traits such as resilience, leadership, and initiative. Disadvantaged students will be encouraged and supported to participate.
- The Inclusive Classroom *CPD* programme for staff in which teaching and learning, and trauma-informed pastoral support is the focus. The CPD programme is developed with the intension of continuing to build relationships between staff and students to promote better outcomes.
- Utilising support from the pastoral systems in school as well as accessing local authority interventions as required. This involves working collaboratively with colleagues from different services to ensure packages of support meet the needs of young people and have impact.