

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	653
Proportion (%) of pupil premium eligible pupils	37.2% (243)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 2026.2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£234,350
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>	£234,350

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 both with school and 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.

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.
All disadvantaged 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: £78,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD focus: Adaptive Teaching. With a whole school priority for Disadvantaged Students, Reading and Oracy.	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. 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. The EEF evidence on oral language interventions has found the impact for early years to be +7 months of	1, 3, 5

	<p>additional progress, the impact for primary schools to be +6 months, and for secondary schools to be +5 months.</p> <p>Sutton Trust's 2011 Report The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	
Places made available on NPQ courses.	<p>EEF 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. 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 Reducing class size has a positive impact of +2 months The smaller class sizes allows higher quality interactions with students and more regular feedback. 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 EEF guide to pupil premium identifies that teaching is the top priority, including CPD. 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. Effective feedback has a positive impact of +6 months. 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. 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: £78,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Mentoring Interventions delivered by Youth Sports Trust and Reach.	<p>EEF Record that mentoring can support students to make an additional 2 months progress.</p>	2, 3,5

	<p>Youth Sports Trust and Reach</p> <p>The programmes are designed to support character building, encourage achievement, and provide opportunities for students to develop career aspirations. The programmes give young people from disadvantaged backgrounds opportunities to develop character, enterprise and leadership skills whilst exploring career aspiration and employability skills.</p>	
Year 11 Academic Mentoring	<p>EEF</p> <p>Record that mentoring can support students to make an additional 2 months progress.</p> <p>Early mentoring interventions will commence in Autumn 1 of the academic year to maximise their impact and establish a progressive mentoring approach. Targeted students will be identified through data-driven analysis and informed by our pastoral knowledge of each individual. Progress meetings with curriculum leaders will be scheduled in the staff calendar, with students receiving mentoring interventions as the primary focus. This ensures a cohesive, whole-school strategy for advancing the academic progress of disadvantaged learners</p>	1, 4, 5
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
<p>Purchase of a spelling intervention, Word Shark, that can be personalised for each student and can also be used at home.</p> <p>Purchase of reading and Oracy intervention, Lexonik.</p>	<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.</p> <p>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 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 coordinate 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: £78,117

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. Targeted coffee mornings aim to support parents from disadvantaged backgrounds; including how to support Post16 applications and GCSE exam revision support. To support families with increasing financial struggles, the Community Liaison Officer also provides help with Government Household Grant applications for disadvantaged families.	1, 2, 4, 6, 7,

Total budgeted cost: £234,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes 2023/24

Attainment 8 (A8):

Our most up to date 2025 data (unvalidated) demonstrate an Attainment 8 score of 37.5 compared to a national average of 34.9, again demonstrating that our disadvantaged cohort are performing above national averages from previous years, but we are aware this is a significant gap compared to our schools non-disadvantaged cohort who score 50.3.

This demonstrates the positive impact of targeted academic interventions and curriculum support introduced through the school's Pupil Premium strategy.

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	43	37.5	34.9	Close to average (non-sig)	50.3	-12.8	Widening	-
2024	41	43.1	34.6	Above (sig+)	50.0	-6.9	Narrowing	-
2023	43	41.1	35.0	Above (sig+)	50.3	-9.2	Not available	-

Progress 8 (P8):

Our most up to date 2024 data (unvalidated) demonstrate an Progress 8 score of -0.08 compared to a national average of -0.57 . School performance is significantly above national average.

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2024	41	-0.08	-0.57	Above (sig+)	0.16	-0.25	No change	-
2023	40	-0.17	-0.57	Above (non-sig)	0.17	-0.34	Not applicable	-
2022	36	-0.18	-0.55	Above (non-sig)	0.15	-0.33	Not available	-

English and Mathematics Performance

In 2024/25, 55% of disadvantaged pupils at Limehurst Academy achieved Grade 5 or above in English, demonstrating continued improvement and a strengthening of literacy outcomes across the cohort. Furthermore, 50% of disadvantaged pupils achieved Grade 4 or above in English and mathematics, ensuring that half of the cohort met the essential threshold required to access a wide range of post-16 study options at college.

Performance in mathematics is a notable strength. The Maths Attainment 8 score for disadvantaged pupils was 8.9, which is significantly higher than the national average for disadvantaged pupils (6.9). This represents a clear area of above-national performance. The attainment gap between Limehurst's disadvantaged pupils and non-disadvantaged pupils nationally (A8: 9.9) has now closed to -1.1, illustrating strong progress over time and the impact of targeted numeracy and curriculum interventions.

Disadvantaged pupils - Mathematics A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2024	41	8.9	6.9	Above (sig+)	9.9	-1.1	Narrowing
2023	43	8.4	6.9	Above (sig+)	9.9	-1.5	Not applicable
2022	37	8.7	7.2	Above (sig+)	10.2	-1.5	Not available

EBacc Performance:

Disadvantaged pupils continue to achieve highly in the EBacc element of Attainment 8. In 2024, the cohort achieved an EBacc A8 score of 12.7, which is significantly above the national disadvantaged average (9.9) and maintains an Above (sig+) position for the third consecutive year.

The gap between Limehurst's disadvantaged pupils and national non-disadvantaged pupils (14.7) has continued to narrow, improving from -3.0 (2022) to -2.4 (2023) and now -2.0 (2024). This reflects sustained improvement and the impact of strengthened provision in EBacc subjects.

Overall, EBacc A8 remains a notable strength, with disadvantaged pupils consistently outperforming similar pupils nationally and closing the gap to non-disadvantaged peers.

Disadvantaged pupils - EBacc A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
2024	41	12.7	9.9	Above (sig+)	14.7	-2.0	Narrowing
2023	43	12.3	9.8	Above (sig+)	14.7	-2.4	Not applicable
2022	37	12.5	10.6	Above (sig+)	15.5	-3.0	Not available

Attendance Outcomes

The 2024/25 attendance data shows a continuing gap between disadvantaged and non-disadvantaged pupils. However, Limehurst Academy's disadvantaged pupils are now within 2% of the national average for this group. This remains a focus area, and strategies are being developed to drive further improvement.

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	238	85.9%	87.3%	Close to average	Relative improvement	-
2023/24 (3 term)	222	84.2%	86.0%	Close to average	Relative decline	-
2022/23 (3 term)	209	87.2%	86.0%	Close to average	Relative improvement	-

Post-16 Destinations

The percentage of Limehurst's disadvantaged pupils in education or employment for two terms after KS4 was 89% in 2022 and 86% in 2023.

Additional Outcomes:

Breakfast club has resumed and high levels of engagement from pupil premium students has been achieved consistently. The introduction of the break-time bagel bar in pupil support has also supported students who did not attend the early morning breakfast club opportunity.

Engagement with parents whose children received pupil premium funding averaged 70% during the 2023/2024 academic year and this has increased to 77% engagement during the 2024/25 academic year through targeted interventions and positive relationship building with our students families.

Summary:

While Limehurst Academy's disadvantaged pupils demonstrate strong performance in several areas, including EBacc entry and attainment at both grade 4+ and grade 5+, there are areas for continued focus, which are reflected in our schools action plans:

1. Targeted interventions to improve A8 scores for disadvantaged pupils, specifically in EBacc subjects. The introduction of 'Year 11 Progress Meetings' and the redeveloped 'Academic Mentoring Programme' aim to support this.
2. Strengthen careers guidance and college application support to increase positive post-16 outcomes for disadvantaged pupils. 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.

Externally provided programmes

Programme	Provider	Description	Target Group
Athlete Mentor Programme	Youth Sports Trust	Focused on mentoring, offering guidance and support through athletic activities and social action projects.	Year 9
Multi Sports (Leadership)	Youth Sports Trust	Develops leadership skills through various sports activities, encouraging teamwork and communication.	Year 10

Life Skills (My Personal Best)	Youth Sports Trust	Focuses on developing essential life skills, including personal growth and resilience through PE lessons.	All Years
Boys Move	Youth Sports Trust	Provides physical activity sessions aimed at promoting resilience, teamwork, and personal development.	Year 8
Family Support / Youth Worker Mentoring Programmes	Reach	A six-month mentoring programme focusing on prosocial activities, social skills training, and addressing individual, relationship, and community risk factors.	Years 8-11
Parent Support Workshops	Family Lives	Workshops covering topics such as challenging teenage behaviour, self-esteem, and anxiety.	Parents
Blaze Project	Blaze Project	Dynamic lessons on anti-knife crime, mental health, well-being, and tailored subjects aimed at young people's understanding.	Years 7-10
Employer Encounter Sessions	Speedy Speakers	Providing encounters with employers to develop career awareness and skills.	Years 7-10
Regul8 (Emotional Regulation)	Regul8	Focused on 1:1 and group mentoring for emotional regulation, aiming to support students with low mood and anxiety.	All Years
Mental Health Support Team	NHS	Supports students with mental health challenges and exam stress management.	All Years, Year 11
Leicestershire Police (PoEd Platform)	Leicestershire Police	Sessions on online awareness and knife crime prevention, delivered to all students.	All Years
Love4Life (Healthy Relationships and Resilience)	Love4Life	Focuses on building resilience and well-being, with a dedicated 8-week programme for Years 8 & 9 on resilience and well-being.	Years 8 & 9, All Years

Attendance Hubs	Attendance Hubs	A nationwide programme aimed at improving attendance management and reducing absenteeism.	All Years
Rewilders (Self-Esteem & Resilience)	Rewilders	Group-based interventions to support self-esteem and resilience, with optional 1:1 mentoring.	All Years

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 Adaptive Teaching *CPD* programme for staff in which teaching and learning, Oracy and disadvantaged learners are the focus for staff training sessions.
- 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.