

# Pupil premium strategy statement – Lealands High School

This statement details our school’s use of pupil premium (and recovery 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	1028
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027 (2025-26)
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	John Burridge/Sam Ward
Pupil premium lead	Alison Rust
Governor / Trustee lead	Edel Gillespie

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£376,250
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£376,250

# Part A: Pupil premium strategy plan

## Statement of intent

*Our overriding aim is to support disadvantaged students to achieve better outcomes in the knowledge that additionality is needed for many to reduce the gaps with non-disadvantaged peers.*

*As recognised by the EEF, we acknowledge that effective teaching is the most important lever schools have to improve the outcomes for disadvantaged students and we intend to focus on developing the quality of teaching through focused CPD of teachers and a strong recruitment process. Quality first teaching is recognised as the most effective way to support the good progress of all students; including those who are disadvantaged. Additionally, staff need to be aware of the barriers, needs and strategies that are most effective in meeting the needs of disadvantaged students through specific training activities and information sharing.*

*The key principles of our strategy remain:*

- *Promote an ethos of attainment for all, rather than stereotyping*
- *Individualised approach to address barriers*
- *High Quality teaching*
- *Best staff work with disadvantaged students*
- *Decisions based on data and response to evidence - frequently*
- *Clear, responsive leadership - setting high aspirations and responsibility for raising attainment to all staff*
- *Knowing our students, their needs and their barriers through strong relationships building with students and families to help remove any barriers and raise aspirations.*

*Whilst our strategy adopts the recommended 3 tier approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the school's and student's priorities change.*

*Our ultimate objectives over the next 3 years are:*

- *Narrow the attainment gap between pupil premium and non-pupil premium from -0.45 to at least -0.15 (for A8)*
- *For all disadvantaged students to make or exceed nationally expected progress rates, with progress continually improving for PP students*
- *For all disadvantaged students to have attendance above the National Average of all students and to close the in-school gap*
- *To ensure that basic skills in reading, literacy and numeracy are in line with age expectations and to provide strong catch up where this is required*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Disadvantaged students cope less well with change, uncertainty and inconsistency. To thrive they need consistent expectations. Behaviour and Attitude to Learning data shows that work in lessons where there is supply cover deteriorates more than for other students.</i>
2	Disadvantaged students, on average, join the school with reading ages below that of non-disadvantaged peers.
3	A significant proportion of our male disadvantaged students can't focus well and are easily distracted in lessons. These boys use avoidance tactics towards learning and completing work, due to lack of confidence in completing work.
4	Parents of disadvantaged students, in general, are too heavily reliant on school and don't communicate or enforce expectations strongly enough.
5	Disadvantaged students are less likely to be able to source and attend work experience in Year 10, and appear less invested in school and wider school life which could have limiting effects on future prospects and cultural capital. Lack of cultural capital also affects the ability to fully engage and understand the school curriculum as well as limiting exposure to aspiration raising activities.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Students continue to make significant progress in catching up with non-disadvantaged peers, particularly PP boys and particularly high prior attainers	2025 Gap of -0.27 (improvement of 0.78 from 2024), this gap will be closed to -0.15 by 2027 for Year 11 GCSE examinations.  The difference between PP KS3 students attainment compared to targets is comparable to non-PP students
Continue to increase overlearning and reinforcement in reading and maths at home and in school, particularly PP boys	Reading ages of KS3 will increase more than the rate of chronological age, e.g more than 6 months in a 6 month period.  Extended Learning will be completed by all PP students in English and Maths  All PP students have access to IT at home to support learning through various school apps

Disadvantaged students know how to learn, revise and what to study for key assessments, particularly KS3 students	<p>PP students will know what they will be assessed on, and their confidence and competence in having assessment grows and their progress is accelerated.</p> <p>PP students have knowledge organisers and know how to use them.</p> <p>PP students in KS3, through student voice, confirm that they are at using Knowledge Organisers</p> <p>Question level analysis completed for at least PP students in KS3 and KS4 assessments to support the focus for learning and intervention.</p>
Improved behaviour of our disadvantaged students, particularly PP boys	<p>Reduce number of referrals to internal exclusion from 190 (for 72 students - 21% of PP students) to 140 (and reduce the number of students) and suspension from 56 days for PP students to less than 45 days.</p> <p>PP students attitude to learning improves</p> <p>Behaviour Curriculum improves the consistency amongst staff to deal appropriately with all students.</p>
Improve the uptake of disadvantaged students participating in work experience and wider school activities.	<p>100% of our PP students are able to attend 5 days of work experience. Extended work experience to 2 weeks, with 50% of students going each week, enables disadvantaged students to access a place.</p>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 306,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Coordination, leadership and management of the PP strategy and action plan by senior leader with dedicated responsibility</i>	<p>Successful schools 'have clear, responsive leadership.' DFE 'Supporting the attainment of disadvantaged pupils, articulating good success and good practice.'</p> <p>EEF implementation guide states that 'school leaders play a central role in</p>	1,2,3,4,5

<p><i>for disadvantaged students</i></p>	<p>improving education practices through high-quality implementation' by defining both a vision for, and standards of desirable implementation'.</p>	
<p><i>Intervention teacher for Literacy and Numeracy (Primary trained and supported by links with outstanding Primary School); small group intervention within the curriculum</i></p>	<p>EEF toolkit - reading comprehension +6months impact and EEF toolkit - small group interventions EEF toolkit - Oral language interventions +6 months impact Small group interventions focused on the specific aspects of the curriculum that the student finds difficult</p>	<p>1,2,3</p>
<p><i>Quality First teaching and support through enhanced training and development programme with focused regular T&amp;L briefings as well as Personal Growth Plans. Encourage staff to study NPQs so the number of staff with enhanced training is high. Successful training, CPD, mentoring and coaching for staff to ensure that all students experience quality first teaching. Teaching staff trained in effective feedback to students, regularly through Journey Quizzes and Questions</i></p>	<p>EEF - Quality First teaching EEF toolkit - Effective feedback +6 months impact</p> <p>Long term memory as the central structure of a human thinking (Clark, Kirschner and Sweller, 2012)</p> <p>Willingham's 2009 research findings suggesting that we learn new things within the context of what we already know, and the importance of knowledge as a basis for critical thinking</p> <p>Diagnostic Assessment: Evidence insights EEF, 2021</p>	<p>1,2,3</p>
<p><i>Re-engagement coordinators to continue working at LEAP (onsite AP) Small group intervention within the curriculum, identified cohort to support regulation and learning as well as improved routines for behaviour</i></p>	<p>Zones of regulation to support students who struggle to regulate themselves. Small group and small school experience. EEF toolkit - mentoring +2 months impact EEF toolkit - Metacognition and self regulation +7 months impact EEF toolkit - behaviour interventions +4 months impact EEF toolkit - social and emotional learning +4 months impact</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £ 53,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTA Literacy, LSA Numeracy and ICT based programmes to support</i>	<p>EEF guide to pupil premium targeted academic support +4 months impact</p> <p>Small group interventions focused on the specific aspects of the curriculum that the student finds difficult. EEF toolkit - reducing class sizes +2 months</p> <p>EEF - digital technology - clear evidence technology approaches are beneficial for writing and maths practice +5 months impact.</p>	1,2,3
<i>Reading Wise, Accelerated reader Reading interventions for students below or significantly below expected reading ages, and staff training on how to support the whole class. Enhanced training for phonics and reading strategies and clear strategy in place to meet a range of needs.</i>	<p>EEF toolkit - reading comprehension +6 months</p> <p>EEF toolkit - phonics +5 months impact</p>	1,2,3
<i>Deliver and add to a range of targeted workshops for specific needs e.g. self esteem, anger management, behaviour curriculum re-teach</i>	<p>EEF Toolkit - behaviour interventions +4 months impact</p> <p>EEF toolkit - social and emotional learning +4 months impact</p>	1,3,4,5
<i>Extended Learning clubs for all disadvantaged students, ensuring that maths and english EL is completed weekly</i>	<p>SPARX maths report from Cambridge University</p> <ul style="list-style-type: none"> <li>• Time spend using SPARX maths is positively and significantly associated with higher outcomes in maths</li> <li>• 1 hour of SPARX maths weekly significantly improves grades</li> <li>• SPARX maths homework completion results in 83% more progress</li> </ul> <p>EEF homework +5 months impact</p>	1,2,3

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

Budgeted cost: £ 16,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour curriculum planning, implementation and training for all staff and students to develop a culture and embed high expectations and standards for all.</i>	EEF - behaviour interventions - approaches to develop a positive school ethos and discipline with also aims to support greater engagement in learning +4 months	1,3,4,5
<i>Disadvantage Student champion to maintain focus of PP within departments, liaise with pastoral team, parents and students to signpost potential interventions and build strong relationships</i>	EEF Putting evidence to work, A guide to implementation - states that schools should build leadership capacity through implementation of teams. EEF - monitoring +2 months impact EEF - parental engagement +4 months impact	1,2,3,4,5
<i>Students experiencing or at risk of EBSA are identified. Staff training and support systems in place including Emotional Literacy Support Assistant to work with PP students, Artist in residence setting up 'mindful art' sessions</i>	Anna Freud - National Foundation for children and families - addressing emotionally Based School Avoidance  EEF - Social and emotional learning +4 months impact  EEF Arts participation - +2 months impact	1,2,3,4,5
<i>PP capitation hardship fund to enable students to access enrichment opportunities and have resources and equipment required for learning and meeting basic needs.</i>  <i>Funding towards chrome books for all FSM students</i>  <i>Music lessons</i>	Maslows's hierarchy of need EEF Arts participation +2 months impact EEF Sport participation +2months impact  Research by 'A New direction' shows the importance of cultural and arts opportunities to support wider learning of PP students  EEF 'think enrichment has intrinsic benefits. We think all children, including those from disadvantaged backgrounds deserve a well-rounded, culturally rich education.	1,2,3,4,5

	<p>The EEF suggests that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline and support the students sense of belonging at school.</p> <p>Chrome books and online - EEF toolkit Homework +5 months impact</p> <p>EEF research shows a direct link between household income and participation for almost all extra-curricular activities which were included in the survey, children from the poorest households were much less likely to take part in any extracurricular activity, but particularly music and sport</p>	
<i>Praise, reward incentives to support attendance and progress at interventions</i>	<p>Case studies of Behaviour Management practices in Schools rated Outstanding (DFE 2017)</p> <p>EEF toolkit Extending school time +3 months</p>	1,2,3,5
<i>Free breakfast for FSM children</i>	<p>EEF research has shown that nearly a third (32%0 of children in the UK regularly miss breakfast before school and this affects concentration and energy levels.</p> <p>EEF research also shoes Schools that had a breakfast club saw improved attendance, along with 93% of schools seeing an increase in concentration and energy amongst children attending.</p>	

**Total budgeted cost: £ 376,250**

## Part B: Review of the previous academic year

### PP review statement 2023-24

Review of previous outcomes, at a glance, with further information below.

Intended outcome	2022-23	2023-24	2024-25
Students make significant progress in catching up with non-disadvantaged peers	Orange	Green	Green
Increase overlearning and reinforcement in reading and maths at home	Orange	Orange	Green
Pupils access a wide range of interventions to meet their individual needs	Green	Green	Green
Increased focus and awareness of PP students by all teachers, with regular professional dialogues taking place with students and parents. Teachers know their PP students, any barriers and how best to address these	Green	Green	Green
Assessments are robust and follow a coherent scheme of work that looks forwards and backwards. PP students know how to learn, revise and what to study for key assessments	Orange	Green	Green
Improved attendance of disadvantaged students	Orange	Green	Green
Pupils access a wide range of enrichment experiences both in and out of school	Orange	Orange	Green
Improved behaviour and wellbeing	Orange	Orange	Green

We believe as a result of our robust cycle of improvement for PP students our aims/objectives for the next year will continue to be:

- *Students continue to make significant progress in catching up with non-disadvantaged peers, particularly PP boys and particularly high prior attainers*
- *Continue to increase overlearning and reinforcement in reading and maths at home and in school, particularly for PP boys*
- *Disadvantaged students know how to learn, revise and what to study for key assessments, particularly KS3 students*
- *Improved behaviour of our disadvantaged students, particularly PP boys*
- *Improve the uptake of disadvantaged students participating in work experience and wider school activities.*

## Attainment

### Key Headlines Attainment 8

We have made significant progress towards reducing the disadvantaged gap for our Y11 cohort. We are on track to achieve our aim by the end of 2027 the gap just being 0.17.

In every area, we have significantly reduced the gap between PP and Non PP students.

Headline Measure	22/23 Exams	23/24 Exams	24/25 Exams
Average Attainment 8 Grade (Cohort)	4.13	4.36	4.45
Average Attainment 8 Grade (Girls)	4.55	4.71	4.64
Average Attainment 8 Grade (Boys)	3.74	4.04	4.11
Gender Gap	0.81	0.67	0.53

Headline Measure	22/23 Exams	23/24 Exams	24/25 Exams
Average Attainment 8 Grade (Cohort)	4.13	4.36	4.45
Average Attainment 8 Grade (Non PP)	4.46	4.63	4.53
Average Attainment 8 Grade (PP)	3.46	3.85	4.26
Disadvantaged Gap	1	0.78	0.27

## English

Headline Measure	22/23 Exams	23/24 Exams	24/25 Exams
Average Attainment 8 Grade (Cohort)	4.89	5.16	5.11
Average Attainment 8 Grade (Girls)	5.51	5.61	5.37
Average Attainment 8 Grade (Boys)	4.33	4.76	4.66
Gender Gap	1.18	0.85	0.71

Headline Measure	22/23 Exams	23/24 Exams	24/25 Exams
Average Attainment 8 Grade (Cohort)	4.89	5.16	5.11
Average Attainment 8 Grade (Non PP)	5.24	5.4	5.14
Average Attainment 8 Grade (PP)	4.18	4.72	5.02
Disadvantaged Gap	1.06	0.68	0.12

## Maths

Headline Measure	22/23 Exams	23/24 Exams	24/25 Exams
Average Attainment 8 Grade (Cohort)	4.1	4.11	4.1
Average Attainment 8 Grade (Girls)	4.2	4.14	3.97
Average Attainment 8 Grade (Boys)	4.02	4.09	4.3
Gender Gap	0.18	0.05	-0.33

Headline Measure	22/23 Exams	23/24 Exams	24/25 Exams
Average Attainment 8 Grade (Cohort)	4.1	4.11	4.1
Average Attainment 8 Grade (Non PP)	0.39	4.41	4.15
Average Attainment 8 Grade (PP)	3.53	3.57	3.96
Disadvantaged Gap	-3.14	0.84	0.19





## Ebacc

Headline Measure	22/23 Exams	23/24 Exams	24/25 Exams
Average Attainment 8 Grade (Cohort)	3.9	4.25	4.53
Average Attainment 8 Grade (Girls)	4.23	4.51	4.67
Average Attainment 8 Grade (Boys)	3.6	4.02	4.28
Gender Gap	0.63	0.49	0.39

Headline Measure	22/23 Exams	23/24 Exams	24/25 Exams
Average Attainment 8 Grade (Cohort)	3.9	4.25	4.53
Average Attainment 8 Grade (Non PP)	4.21	4.63	4.65
Average Attainment 8 Grade (PP)	3.26	3.55	4.24
Disadvantaged Gap	0.95	1.08	0.41

## Open

Headline Measure	22/23 Exams	23/24 Exams	24/25 Exams
Average Attainment 8 Grade (Cohort)	3.86	4.09	4.16
Average Attainment 8 Grade (Girls)	4.48	4.68	4.57
Average Attainment 8 Grade (Boys)	3.31	3.55	3.45
Gender Gap	1.17	1.13	1.12

Headline Measure	22/23 Exams	23/24 Exams	24/25 Exams
Average Attainment 8 Grade (Cohort)	3.86	4.09	4.16
Average Attainment 8 Grade (Non PP)	4.23	4.27	4.24
Average Attainment 8 Grade (PP)	3.13	3.75	3.96
Disadvantaged Gap	1.1	0.52	0.28

In every area, we have significantly reduced the gap between PP and Non PP students.

Initial data indications show that our attainment 8 figure of 42.6 is higher than the luton average of 37.9 and national average of 34.6, however final data hasn't been published yet.

## Attendance

Although the attendance of students on Free School Meals is lower than other students, the difference between these students compared to national average is a lot greater meaning the gap between than at Lealands is far less. We are constantly working on closing this gap further and daily phone calls are made to students who are not in school in order to maintain the emphasis on the importance of attendance.

**Table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Friday 30 May 2025.**

Pupil group	Attendance	National average	Difference	Comparison with 20 similar schools
All pupils	93.4%	91.6%	+1.8%	+2.2%
Pupils with free school meals (FSM)	91.5%	86.7%	+4.8%	+5.7%
Pupils with no FSM	94.4%	93.5%	+0.9%	+1%
Pupils with SEND support	90.2%	85.6%	+4.6%	+5.5%

Pupils with no SEN	94.3%	92.9%	+1.4%	+1.9%
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**Comparison with the same time last year**

Our attendance has improved for all groups since the same time last year

Pupil group	Attendance 2023/4	Attendance 2024/5	Difference
All pupils	92.3%	93.4%	+1.1%
Pupils with free school meals (FSM)	89.6%	91.5%	+1.9%
Pupils with no FSM	93.6%	94.4%	+0.8%
Pupils with SEND Support	87.3%	90.2%	2.9%
Pupils with no SEN	93.5%	94.3%	+0.8%

**Outcomes for disadvantaged pupils externally provided programmes**

In the DfE reports we receive, we are also compared to 20 similar schools across the country. This report indicates that we are doing well compared to similar schools. In particular, they have identified that:

1. Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.  
 The attendance for Year 10 was 92.9%, which is the best of all the similar schools and this is the same for persistent absence for Year 10.

2. Programme	Attendance for FSM students was 91.5%, which is the best of all the similar schools.
Behaviour	

The tables below show the suspension figures from Sept 2024 – June 2025

**Service pupil premium funding (optional)**

YEAR GROUPS	Suspensions	Student	SEND	PP	Number	Repeat	PEX
For schools that receive this funding you may wish to provide the following information: How our service pupil premium allocation was spent last academic year							
Year 5	5	5	3	5	15.5	0	0
Year 8	10	7	10	9	33	3	1
Year 9	18	9	12	10	67.5	5	0
Year 10	20	14	11	19	107.5	10	1
Year 11	15	13	6	7	59	2	0
<b>TOTAL</b>	<b>76</b>	<b>48</b>	<b>42</b>	<b>50</b>	<b>282</b>	<b>20</b>	<b>2</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*