

Pupil premium strategy statement – Littleover Community School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	1464 (Years 7-11)
Proportion (%) of pupil premium eligible students	18.03% (264 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 2026/27 2027/28
Pupil premium lead	Caroline Spalding, Deputy Headteacher (Quality of Education) Supported by: Mark Pestell, Assistant Headteacher (LAC/PLAC/Inclusion) Bernadette Bush, Assistant Headteacher (SENDCo) Lou Jenkins, Designated Safeguarding Lead
Governor / Trustee lead	Brian Scanlon, Chair of Governors / pupil premium and Quality of Education link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£316,580
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>	£316,580

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is that every student, including our disadvantaged students, leaves Littleover Community School:

- safe and happy
- with a reading age in line with, or exceeding, their chronological age
- having achieved KS4 outcomes that meet or exceed FFT25 (top 25% of all schools)
- having secured their desired pathway in education, employment and training

Whilst it is important that teachers and leaders are aware of common barriers to achievement for disadvantaged students, at the heart of our strategy is the principle that every student is different. Our strategy begins with assessment of need so that our approach does not rely on assumption but actions resulting from a sound evidence base and rooted in a commitment to inclusion. We are proud founding members of the Derby City Inclusion Charter.

Another key principle that underpins our strategy is that high-quality teaching is the first, and most important, intervention. At Littleover Community School, every child has access to an ambitious and inclusive curriculum. This necessitates adaptive teaching and high quality in-class support both of which are key focuses of the school's approach to teaching, learning and professional development.

As a school we recognise the central role of reading and numeracy in ensuring children are successful and the need for targeted academic interventions to ensure attainment gaps on entry to the school are closed quickly and effectively. We have therefore ensured these areas are sharply targeted by our strategy for the pupil premium through evidence-informed interventions and small group tuition, supporting both equity and inclusion.

Our strategy bolsters capacity in our attendance, wellbeing, and pastoral teams to support our partnership work with families, in line with our values as a 'community' school. We will use the resources at our disposal to address material barriers to achievement, to ensure every child has access to the full curriculum, and to support access to enrichment opportunities that foster a sense of belonging and enable all of our young people to thrive.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u> Students who qualify for FSM had, on average, lower percentage attendance in 2024/25: 90.7% (94.7% other students). They were also more likely to be persistently absent.</p> <p>Attendance strongly correlates with outcomes both within school and nationally; higher attendance means an increased likelihood a student will achieve in line with potential.</p>
2	<p><u>Wellbeing</u> In the 2025/26, Y7 survey taken on entry to the school Wellbeing scores overall were higher on average (12.8) than in the previous academic year. However, as a group, students who qualify for the PP were still below the year group average (10.8) with 43% of students with a score below year group average (26 students) being disadvantaged.</p> <p>In Y7-11, students who qualify for the PP were more likely to access the support a Wellbeing Coach: in 2024/25 they accounted for 27.6% of students (26/106 students).</p> <p>If students are to access the full curriculum and thrive during their time at LCS then we must ensure that their social, emotional, and mental health needs are met.</p>
3	<p><u>Behaviour</u> In 2024/25, students who qualify for the PP were overrepresented in the numbers of students who were suspended (34.5%) and accessed the school's seclusion base 33.5%. The most common causes for these sanctions were persistent disruptive behaviour, verbal abuse, and physical assault against another student.</p> <p>To achieve in line with potential, students need to both be in lesson and to demonstrate the learning behaviours required to attend to what is to be learned.</p>
4	<p><u>Reading</u> In 2025/26 Y7 students who qualify for PP are significantly more likely to be below the national expected standard for reading on entry to the school: 43% had a reading score below 100 (17% all other students).</p> <p>In 2025/26 Y7 students who qualify for PP were twice as likely not to be functional readers (25%, all students 11%). Nearly half were not reading in line with their chronological age (49%, all students 27%).</p> <p>Strong reading skills have been shown to improve children's academic attainment across a range of subjects, including English, maths and science as well as being linked to health and wellbeing.</p>

5	<p><u>Numeracy</u></p> <p>In 2025/26, Y7 students who qualify for PP were significantly less likely to have met the expected standard in Maths at KS2: 40% had a scaled score below 100 (13% all other students).</p> <p>Strong basic numeracy skills are linked to wider academic outcomes as well as being essential preparation for the adult world.</p>
6	<p><u>Achievement and progress at the end of KS4</u></p> <p>In 2024 students who qualified for PP achieved a positive Progress 8 score: +0.13*. This marked sustained improvement in outcomes for disadvantaged students at the school since 2019 (-0.57). It was also significantly above national (-0.68) and local (-0.71) achievement*. However, there remains a gap in the progress made by these students when compared to all other students at the school (+0.52). This is in line with the Attainment 8 measure which at 47.0 remains significantly above the national average but below that of all students (52.6).</p> <p style="text-align: right;">*2023 outcomes</p>
7	<p><u>Underachievement of the most able disadvantaged students on entry</u></p> <p>In 2025-26, only 13% of the Y7 students who joined the school with high prior attainment (mean scaled score 110) qualified for the PP. The underrepresentation of this group implies that the most able disadvantaged students underachieve at KS2. This has implications for target setting from KS2 data and KS3 grouping.</p>
8	<p><u>Access to the full curriculum</u></p> <p>Parent voice makes it clear that some families do not have the financial resources to access the full curriculum, for example through purchase of ingredients for Food and Technology lessons or purchase of revision guides. Reflecting the well-publicised 'digital divide', on entry to the school, a growing number of students have no access to a laptop at home: 28 Y7 students in 2025/26 compared to 9 in 2024/25. This may reflect the rising levels of socio-economic disadvantage on entry to the school.</p>
9	<p><u>Personal development / enrichment</u></p> <p>Parent voice makes it clear that some families do not have the financial resources to access the school's full enrichment offer e.g. music tuition, clubs and activities, residential and overseas trips, Duke of Edinburgh. Additionally on entry to the school, Y7 female students who qualify for the PP have stated they are twice as likely not to attend a club or activity outside of school: 61% (11/18); 36% all girls; 30% all students.</p> <p>Enrichment can have a significant positive impact for learners and the academic, economic, personal and social benefits of enrichment can contribute to levelling up and addressing skills gaps (NCFE, 2023)</p>
10	<p><u>Careers</u></p> <p>In 2025/26, on entry to the school, students who qualify for the PP are less likely to have a positive attitude to Careers. This is particularly acute for girls: "I know what I want to do when I am older" 0.8 average for year group; 0.88 for PP boys'; 0.1 for PP girls.</p> <p>2023 data shows that post-16 students who qualify for the PP in education, employment, and training was in line with national average (83%, national average 82.2%) but was below average for all students.</p>

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
Achieve and sustain improved attendance for our disadvantaged students	<p>Sustained high attendance by 2027/28 demonstrated by ensuring:</p> <ul style="list-style-type: none"> attendance for students who qualify for the PP is in line with that of national non-disadvantaged students
Achieve and sustain improved wellbeing for all students, including those who are disadvantaged	<p>Sustained high levels of wellbeing by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged students.
Improve the learning behaviours of all students, including those who are disadvantaged	<p>Sustained reduction in behaviours requiring the sanctions of suspension and seclusion by 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> the percentage of students who qualify for PP is in line with the percentage of students receiving suspensions and seclusions a reduction in the overall numbers of suspensions and seclusions annually
Improve reading among disadvantaged students across KS3	<p>Highly effective assessment and intervention ensures that every student can read with accuracy and automaticity by the end of KS3 demonstrated by:</p> <ul style="list-style-type: none"> Reading age data that indicates that all students can read in line with their chronological age
Improve numeracy among disadvantaged students across KS3	<p>Highly effective assessment and intervention ensures that every student has secured core numeracy skills by the end of KS3 demonstrated by:</p> <ul style="list-style-type: none"> Internal assessment data indicates that all students are on-track to achieve in line with their FFT25 predicted GCSE grade
Improve end of KS4 progress and attainment for disadvantaged students	<p>The school's KS4 outcomes for students who qualify for PP is in line with FFT25.</p>
Improve attainment at GCSE Grades 7-9 for disadvantaged students.	<p>Robust processes are in place to identify students who qualify for the PP who may have underachieved at KS2.</p>
Material barriers to the curriculum are removed	<p>All students access the full curriculum. Parent voice indicates families feel well-supported and understand how to access financial support for school uniform and learning resources.</p>

Material barriers to personal development and enrichment opportunities are removed	<p>Students who qualify for the PP are at least equally represented at attendance to and engagement with personal development and enrichment opportunities.</p> <p>Parent voice indicates families feel well-supported and understand how to access financial support for personal development and enrichment opportunities.</p>
Improve the number of disadvantaged students in post-KS4 education, employment and training	Sustained high levels of students who qualify for the PP in education, employment and training by 2027/28 so that this is in line with all students.

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: £158,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
A. Strategic overstaffing in core subjects to support stable and effective teaching delivery	<p>High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. <i>DfE Early Career Framework, July 2019</i></p> <p>National recruitment for secondary teachers was 41% below target in 2021/22. This issue is more acute in the East Midlands than other many other areas in the UK. Therefore, retention of experienced teachers and recruitment of teachers in core subjects is a key priority.</p>	5, 6, 7
B. Development of high quality teaching, specifically evidence-informed practice and continued focus on adaptive teaching which responds to the needs of pupils	<p>Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. <i>DfE Early Career Framework, July 2019</i></p>	2, 3, 4, 5, 6, 7
C. Professional development on reading comprehension	<p>Very high impact for very low cost based on extensive evidence, +6 months <i>EEF Toolkit, [as accessed on 15/11/22]</i></p> <p>The school's approach will reflect the structure used within reciprocal reading which has been shown to be highly effective as a structured intervention. There is less strong evidence around this as a whole class approach which will be considered during implementation.</p>	4, 6

<p>D. Professional development related to phonics and retention of specialist staff to support the delivery of high-quality interventions</p>	<p>Phonics has a positive impact overall (+5 months) with a very extensive evidence base. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The majority of studies have been conducted in primary schools, though there are a number of successful studies with secondary age students with a similar overall impact <i>EEF Toolkit [as accessed on 15/11/22]</i></p> <p>The external training provider is the lead at the closest English Hub. These were established by the DfE to “support schools across the country to provide excellent phonics and early language teaching.” - <i>DfE, 2018.</i></p>	<p>4, 6</p>
<p>E. Professional development via Instructional Coaching</p>	<p>High-quality professional development that improves teachers’ knowledge, practice and confidence can have a positive impact on pupils’ outcomes <i>‘Evidence review: The effects of high-quality professional development on teachers and students’, Education Policy Institute, February 2020</i></p> <p>There is an overall positive effect of teacher coaching programmes - an effect that potentially out-performs other forms of teacher development or school-based interventions. <i>Kraft et al., 2018</i></p>	<p>6, 7</p>
<p>F. Provide access to technology focussed on supporting high quality teaching and learning via extended access to the school library and loan of devices to students for home use</p>	<p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. <i>EEF ‘Using Digital Technology to Improve Learning’ Guidance Report, October 2021</i></p>	<p>6, 7, 8</p>
<p>G. Overcome specific barriers to student attainment by meeting acute needs around student equipment to ensure readiness to learn and access to the full curriculum</p>	<p>As a school we are “ambitious about what they want pupils to learn” (<i>Ofsted Inspection Report 2022</i>): our priority is ensuring that every child has full access to the ambitious curriculum we offer.</p> <p>Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn. <i>DfE ‘Using pupil premium: guidance for school leaders’, March 2022</i></p>	<p>6, 7, 8</p>

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

Budgeted cost: £95,227

Activity	Evidence that supports this approach	Challenge number(s) addressed
H. Effective identification of students' reading needs (e.g. decoding, automaticity, comprehension) through diagnostic assessment	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. <i>EEF Toolkit [as accessed on 8/12/25]</i>	4, 6
I. Interventions to support phonics and reading comprehension	Phonics: High impact for very low cost based on very extensive evidence, +5 months <i>EEF Toolkit [as accessed on 8/12/25]</i> . The DfE validated Rocket Phonics programme has been selected as it provides resources specifically tailored towards delivery at KS3. Reading comprehension: Very high impact for very low cost based on extensive evidence, +6 months <i>EEF Toolkit, [as accessed on 8/12/25]</i>	4, 6
J. Interventions to support numeracy	Primary and secondary schools should develop shared understandings of curriculum, teaching and learning [...] Structured intervention support may be required for Year 7 pupils who are struggling to make progress <i>EEF 'Improving Mathematics in Key Stages 2 and 3' Guidance Report, November 2022</i>	5, 6
K Small group teaching to target underachievement at 4+/5+ in Maths	High impact for moderate cost based on moderate evidence, +5 months <i>EEF Toolkit, [as accessed on 8/12/25]</i>	4, 5, 6, 7
L. Small group teaching via Y7 Nurture provision	High impact for moderate cost based on moderate evidence, +5 months <i>EEF Toolkit, [as accessed on 8/12/25]</i>	3, 4, 5
M. Small group teaching via on-site alternative provision	High impact for moderate cost based on moderate evidence, +5 months <i>EEF Toolkit, [as accessed on 8/12/25]</i>	3, 1

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

Budgeted cost: £62,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
N. Effective diagnosis of student needs and starting points via student voice survey	Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment and progress is the first step to developing an effective Pupil Premium strategy. You should adopt a rigorous approach to identifying your pupil needs, avoiding the temptation to cherry-pick data that confirms 'hunches'. You should gather and reflect on a wide range of data to build a rich picture. <i>EEF 'Guide to the Pupil Premium', September 2024</i>	1, 2, 3, 4, 5, 6, 7, 8
O. Supporting students' social, emotional and behavioural needs via increased capacity in the Safeguarding/Wellbeing and behaviour teams	Both targeted interventions and universal approaches [to improving behaviour] have positive overall effects (+ 4 months). <i>EEF Toolkit, [as accessed on 8/12/25]</i> We will consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	1, 2, 3
P. Supporting attendance via increased capacity in the attendance team	Attendance is the essential foundation to positive outcomes for all pupils [...] [All schools are expected to] Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance or pastoral support staff (either school based or contracted) who can work with families, conduct home visits and work in partnership with school leaders, the local authority's School Attendance Support Team and other partners. <i>'Working together to improve school attendance' May 2022, DfE</i>	1, 4, 5, 6, 7, 8
Q. Extracurricular activities, including sports, outdoor activities, arts, culture and trips	Arts participation: Moderate impact for very low cost based on moderate evidence, +3 months <i>EEF Toolkit, [as accessed on 8/12/25]</i>	2, 3
R. Extended school time via a two-day summer school	Summer schools: Moderate impact for moderate cost based on limited evidence +3 months <i>EEF Toolkit, [as accessed on 8/12/25]</i>	2, 3

S. Support for pupils' social, emotional and behavioural needs through mentoring provision	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes [...]</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>Interventions for secondary age pupils tend to be more effective (+5 months) <i>EEF Toolkit, [as accessed on 8/12/25]</i></p>	2, 3, 9, 10
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Total budgeted cost: £317,056

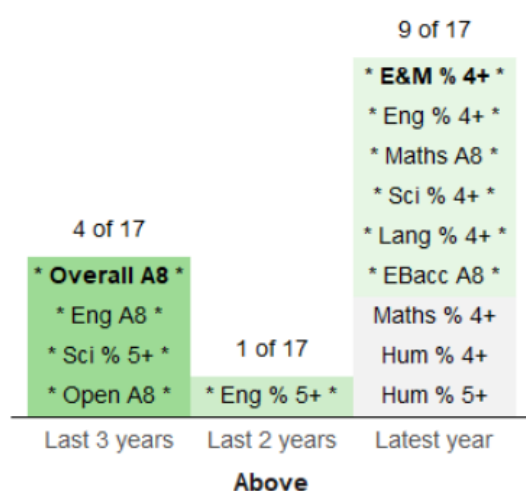
Part B: Review of the previous academic year

Outcomes for disadvantaged students

In summer 2025, Attainment 8 for disadvantaged students was above national with a narrowing gap to national non-disadvantaged attainment.

Year	School	National	National distribution banding
2025	47.0	34.9	Above (sig+)
2024	40.2	34.6	Above (non-sig)
2023	42.5	35.0	Above (sig+)

14/17 attainment measures were above average for disadvantaged students:



The school recognises and remains determined to address the within school attainment gap (2025 all students A8 52.6) and the 3 attainment measures that were average in 2025: E&M 5+, Maths 5+, Lang 5+.

Progress 8 in summer 2024 was positive for students who qualify for PP and above the national (-0.68) and local (-0.71) score for this cohort.

Suspension rates for students who qualify for the pupil premium remain below national levels:

Year	School	National	National distribution banding
2023/24	12.95%	16.57%	Close to average (non-sig)
2022/23	12.39%	15.16%	Close to average (non-sig)
2021/22	8.06%	13.01%	Below (sig-)

Internal seclusion rates for students who qualify for the pupil premium remain below local levels:

Year	School	Local
2024/25	14.77	Not available

2023/24	20.83	62.56
2022/23	17.35	58.16
2021/22	10.47	36.12

However, there remains a within school gap in attendance: 2023/24 attendance for all students was 94.0%.

Attendance for students who qualify for the pupil premium are above national levels and have improved over the last three years in relation to national levels:

Year	School	National	National distribution banding	Sch trend vs Nat trend
2023/24*	91.4%	86.0%	Above	Relative improvement
2022/23	89.4%	86.0%	Above	Relative improvement
2018/19	95.0%	91.8%	Above	Not available

*2024/25 3 term data not yet available

However, there remains a within school gap in attendance: 2023/24 attendance for all students was 94.0%.

At KS3, the school has a graduated response to reading intervention which includes phonics, targeted 'Wordplay' intervention, and reading groups. In 2024-25, Y7 students who qualify for the PP made over 16 months progress in their Reading Age over the 9 months from baseline to summative assessment.

Pilot delivery of the Maths Hub Securing Foundation programme in summer 2025 did not have the desired impact on Y7 students' basic numeracy in Y student outcomes. The school has accessed specialist support to aid implementation of numeracy interventions via the Maths Hub and consultant Nick Asker for 2025/26.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
KS3 Phonics https://www.abigailsteeltraining.com/key-stage-3-phonics.html	Abigail Steele
KS3 Phonics https://lexonic.org/	Lexonik
Year 7 Securing Foundations https://ememathshub.org/project/securing-foundations-at-year-7-work-group/	Maths Hubs - East Midlands East

Further information (optional)

In 2024/25 the school created a pupil premium leadership team in recognition of the compounding impact of areas of disadvantage and intersectionality: socio-economic disadvantage, family/community engagement, LAC/PLAC, wellbeing/ACEs, SEND.