

The Latimer Arts College Pupil Premium (PP) Strategy Statement (Disadvantaged Students)

Summary information					
School	The Latimer Arts College				
Academic Year	2016-17	Total PP budget	£178,365	Date of most recent PP Review	N/A
Total number of students	946 (7-11)	Number of disadvantaged students	165	Date for next internal review of this strategy	04/2017

College targets for improving outcomes for disadvantaged students

The overall P8 for disadvantaged students increases by at least +0.35.

A +0.22 P8 increase was secured for Cohort 16. A further +0.35 would see the progress of Cohort 17 rise above the national P8 figure for disadvantaged students and it would fall between the threshold for average progress overall (between -0.1 and +0.1.)

The A8 for disadvantaged students increases to 51.00. This would meet the national average for disadvantaged students, for a cohort who are -0.3 below national on entry to the college.

Overall attendance disadvantaged students improves from 91% to 95% so that it is above the national average for disadvantaged students (92.8%) and is in line with national for all students.

Persistence Absentees of disadvantaged students reduces from 26.6% to 20% so that it is above the national average for disadvantaged students (21.6%).

All disadvantaged students whose prior attainment indicates that they should access academic A levels continue into a Sixth Form provision.

Disadvantaged students who follow the Ignite programme in Years 7 and 8 make accelerated progress that brings them in line with expected progress for their age.

Barriers to improving progress for disadvantaged students

A	Poor engagement with learning, particularly mid-band, disadvantaged boys
B	Aspirations are not sufficiently high enough so that students are motivated to want to secure high outcomes
C	Literacy levels are low and/or the ability to write at length for a sustained period of time is weak (mid-band boys)
D	Persistent absenteeism leading to gaps in learning

Key foci areas to remove barriers

A.	Improve Engagement in Learning through: <ul style="list-style-type: none"> • Quality First Teaching • Effective use of homework and extended learning • Secure study skills • Academic mentoring • Rigorous implementation of Behaviour 4 Learning Systems – Reward/Sanctions 	B.	Improve Attendance through: <ul style="list-style-type: none"> • Attendance promotion • Attendance family meetings • Attendance rewards • Increasing daily attendance collections
C.	Raise Literacy and Numeracy Standards through: <ul style="list-style-type: none"> • Implementing a revised IGNITE programme • Cross-curricular DEAR programme • Year 7 and 8 Accelerated Reader • Vertical Tutoring Literacy Programme 	D.	Raise Aspirations through: <ul style="list-style-type: none"> • Implementing an improved IAG service • Increasing employer engagement • Delivering careers linked enrichment activities • Increasing parent/carer engagement and awareness of future pathways • Increasing university links/visits

Planned expenditure

Strategy	Action Points	Cost
Improve Engagement in Learning	<ul style="list-style-type: none"> • Staff training and implementation of the PIXL strategies of Diagnosis, Therapy, Testing (DTT) so that students receive short, achievable steps for improvement • Launch PiXL English and Maths Apps, GCSE Pod and Tassomai Science and allocate tutor time sessions for targeted intervention in core subjects • Provide academic mentoring support for boys whose attainment does not meet the expected level, including using a local gym instructor and local mentor from MIND • Provide 1:1 tutoring for identified students through the use of Maths/English Doctor, in-class intervention and catch-up sessions • Ensure that all disadvantaged students have ICT access and where they do not, provide equipment (laptops) and internet access to support online homework completion at KS3 and coursework and revision at GCSE. • Provide Exam Study Sessions to support GCSE students with their preparation, motivation and skills needed for their examinations: 'Elevate' sessions for students, Ace Your Exams and Ready Set Go evening for parents and carers • Provide all disadvantaged students in KS4 with a full set of revision guides • Run and Easter Revision Programme in Year 11 targeting disadvantaged students • Deliver yoga and body combat sessions for Year 11 disadvantaged students to promote their well-being and support with managing stress in the run up to examinations 	<p style="text-align: center;">£43,207</p>

	<ul style="list-style-type: none"> • Provide equipment and educational resources for those students who are disadvantaged who would benefit from them being provided 	
Improve Attendance	<ul style="list-style-type: none"> • Support the parents/carers of disadvantaged students whose attendance does not meet the target level through Parent Support Advisor (PSA) intervention • Deliver a health awareness workshop for parents/carers of disadvantaged students to support attendance • Offer attendance rewards/incentives to individual students • Increase the threshold for initiating Attendance Support Plans from 90% to 95% and implement 3 day absence procedures to reduce the length of absences • Increase the frequency of daily attendance collections 	8,406
Raise Literacy and Numeracy Standards	<ul style="list-style-type: none"> • Implement a revised 'Ignite' programme in KS3 to target students who enter the college below national expectations • Embed the Accelerated Reader Programme and DEAR programme in Years 7 and 8 • Include a weekly tutor time literacy session as part of the Personal Development Programme 	84,302
Raise Aspirations	<ul style="list-style-type: none"> • Implement a college Raising Aspiration Programme that includes: independent IAG, Employer Engagement, Higher Education Awareness/Visits, Business mentor programme other relevant activities • Ensure that disadvantaged students have access to national programmes that target careers education and guidance: for example, National Skills Show, Apprenticeship Show • All able disadvantaged students to be taken on a university visit/to undertake a university taster programme • Run a series of 'enterprise events' to develop employability skills and enhance students skills linked to financial awareness • Provide subsidies for enrichment activities so that students who are disadvantaged can engage fully with extended learning opportunities that enable them to develop socially, culturally and academically • Fund Prom and Year Book for all disadvantaged students 	38,700
Other support strategies in place to support the progress of student who are disadvantaged	<ul style="list-style-type: none"> • Deliver a programme of staff professional development ensuring that current best practice in securing high outcomes for students who are disadvantaged and 'close the gap' is implemented 	3,750

Related Research to Support Strategies	
Source	Research
Sutton Trust Pupil Premium Report	<ul style="list-style-type: none"> • Research indicates that targeted intervention through rigorous data analysis and purposeful feedback leads to accelerated progress • EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students
Compass Toolkit, Gatsby Career Marks and Career and Enterprise Company	<ul style="list-style-type: none"> • Research in all demonstrate that employer engagement is important in helping students raise aspirations and make informative decisions about their future pathways
Sutton Trust, Ofsted and DFE	<ul style="list-style-type: none"> • Research demonstrates parent engagement is a key factor in student attainment
NfER briefing for school leaders	<ul style="list-style-type: none"> • Identifies addressing attendance as a key step to improving attainment
<p>Review and analysis of impact September 2017:</p> <p>The Assistant Principal who is the lead in raising the achievement of disadvantaged students will monitor the impact of the above strategies throughout the academic year, making any required changes or adaptations.</p> <p>A review of the impact of these strategies will be made in September 2017.</p>	