



The Latimer Arts College Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Latimer Arts College
Number of students in school	1126
Proportion (%) of pupil premium eligible students	19%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Siobhan Hearne, Principal
Pupil Premium Lead	Jyoti Pankhania, Assistant Principal
Chair of Governors	Sue Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,832.00
Recovery premium funding allocation this academic year	£24,795
School-Led Tutoring funding allocation this academic year	£20,857
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£213,484



Part A: Pupil Premium Strategy Plan

Statement of intent

At The Latimer Arts College, we all share one key aim: for each individual to secure personal success by aiming for excellence in all that they do. We place no boundaries on ambition, no limits on aspirations and no barriers in the way of achievement. We work together to ensure that everyone in our learning community feels respected, valued and is provided with every opportunity to be the best that they can be! To achieve this, we actively encourage our students to develop the qualities and skills that will prepare them for life-long success, these being:

- Leadership
- Organisation
- Resilience
- Initiative
- Communication

The aim of our pupil premium strategy is to support disadvantaged students to achieve that goal, including those who are already high attainers. We will also consider the challenges faced by other vulnerable students, such as those who have a social worker and young carers. The provision we have outlined in this statement is to support their needs, regardless of whether they are disadvantaged or not. Our aim is underpinned by the relentless passion for ensuring all pupil premium and vulnerable students have all the essentials to support their learning and well-being therefore, do not feel any different to their non pupil premium peers.

High-quality teaching is at the heart of our approach: this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all students in our college. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider college plans for education recovery, notably in its targeted support through the National Tutoring Programme and in-school tutoring for student's whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students achieve excellence. To ensure they are effective we will:

- Ensure all pupil premium students have the essentials to support their learning and well-being
- Adopt a whole college approach in which all staff take responsibility for disadvantaged student outcomes and ensure high aspirations
- Identify where intervention is required early and ensure proven strategies are used to narrow the gap
- Work closely with parents and carers to ensure there is a holistic approach to student attainment ensuring all parents and carers have the tools needed to access and give students the support required
- Enable all disadvantaged students to access the rich extra-curricular provision on offer and be well-rounded individuals, and therefore be equipped to flourish in life and achieve high ambitions.



NB: When making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged and that not all students who are socially disadvantaged are registered or qualify for free school meals. The college reserve the right to allocate Pupil Premium funding to support any students or groups of students the school has legitimately identified as being socially disadvantaged.

We aim to do this through:

- Regular robust monitoring of qualitative and quantitative data to ensure accurate and timely identification of student in need of support
- Regular robust monitoring of attendance, behaviour and extra-curricular provisions along with promotion and support to increase the attendance of disadvantaged students
- Ensuring that teaching and learning opportunities meet the needs of all the students and that where students have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- Ensuring all disadvantaged students are ready to learn through access to a breakfast club, uniform/equipment they may need, IT equipment for home learning and access to 'Aspire', our after school homework support
- Ensuring that all disadvantaged learners have access to high quality pastoral and mental health support
- Ensuring that disadvantaged learners have access to frequent and high quality careers and associated opportunities

Achieving these objectives:

The range of provisions available at The Latimer Arts College include but are not limited to:

- Regular monitoring of progress and implementation of intervention from the Senior Leadership Team, Progress Leaders, the SENCo, Achievement Leaders and the Student Support Team
- High quality teaching and learning
- Literacy and Numeracy support which includes in class support and small group withdrawal with Literacy and Numeracy specialists
- Academic mentoring for students in Year 11
- Running a breakfast club to ensure vulnerable learners are prepared for the day
- Tracking and monitoring attendance to provide intervention and support where a need is identified
- Frequent interaction with parents and carers regarding support for uniform, equipment, extra-curricular activities, revision resources and curriculum support
- Providing laptops to support with access to home learning and remote learning
- Providing priority access to independent careers advisors



Challenges

Our 2019 data shows that the academic performance of our disadvantaged students is above the national average. The Progress 8 score for disadvantaged students was +0.26 compared to +0.25 for all students. The overall Attainment 8 (44.7) was in the highest 20% of all schools. Therefore, our intention is to continue to implement or re-instate the strategies that existed pre-pandemic and to mitigate against any challenges that have arisen as a result of the pandemic.

Challenge	Details of the key challenges
1	Attendance Our analysis shows that disadvantaged students need additional support to ensure better attendance and punctuality. Currently (December 2021) average whole school disadvantaged students' attendance is 5 percentage points lower than non-disadvantaged students, whilst 24% of the persistent absence are disadvantaged students. Whilst this gap has not widened over the course of the pandemic, it has not narrowed.
2	Mental Health and Wellbeing Within our school setting over the last academic year the number of students needing additional support with social and emotional needs or mental health support has seen an increase. This also includes ensuring that a student's basic needs are met in terms of food and clothing.
3	Raising Aspiration Aspiration are not sufficiently high enough so that students are motivated to want to secure high outcomes. Much of this appears to stem from low aspirations within the family.
4	Parent and Carer Engagement Our analysis shows that the parents and carers of disadvantaged students, as well as those with English as a second language, are less likely to engage with the college and attend school events, including virtual events. This includes engagement in behaviour and attendance intervention, as well as academic support and intervention.
5	Quality First Teaching Improving teacher knowledge and skills of the range of strategies to support disadvantaged learners in the classroom and strategies for success and improving professional development opportunities for all staff to access to support disadvantages students is a priority.
6	Technology and Study Support Access Over the course of the pandemic, it became clear that many students did not have access to electronic devices. This included access to devices that are compatible to complete work on, Wi-Fi to access Microsoft Teams and access to online programmes provided by the college to support study and complete homework. Alongside this many parents and carers do not have the understanding of how to access and configure technology to support with home learning. This also ensures that students have the basics that they need to access learning.
7	Equality of Access to the Curriculum Benchmarking student ability, needs and progress is challenging in the absence of standardised national data. This then has an impact on ensuring post pandemic gaps in learning are narrowed, in particular with literacy and numeracy for those students who are identified as having below age related expectation.



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
1	Improved Attendance	<p>*Attendance monitoring and expectations in line with National and Local trends due to Covid. The aim is to:</p> <ul style="list-style-type: none"> • Reduce the attendance gap between disadvantaged students and their non-disadvantaged peers relative to national trends • Reduce the percentage of disadvantaged students who are persistently absent relative to national trends • Ultimate aim for attendance of all students to be above 95% or above as it was pre-pandemic and persistent absence is significantly below the national average.
2	Mental Health and Well Being	<ul style="list-style-type: none"> • The college will have a qualified Senior Mental Health Lead. • The college will have implemented a strategic Mental Health and Well Being Programme • Those students who indicate on our Student Voice questionnaire that they would like additional well-being support have all been offered relevant support • Of those students who have been offered and accepted relevant support, the over-whelming majority agree that the support has had a positive impact.
3	Raising Aspirations	<ul style="list-style-type: none"> • The Compass Tool and the Gatsby Career benchmarks indicate that we deliver a comprehensive careers programme and that we are fully compliant • The College's Raising Aspiration Programme will be re-instated and will have included: independent IAG, Employer Engagement, Higher Education Awareness/Visits, other relevant activities. • Subsidies will have been provided 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. • All students will have had a minimum of 1 employer engagement activity over the academic year • All disadvantaged students will have taken part in at least 2 'enterprise events' to develop employability skills and enhance their skills linked to financial awareness. • All disadvantaged students will have been provided with access to national programmes that target careers education and guidance: for example, National Skills Live, Apprenticeship Show • All able disadvantaged students will be supported to attend a university visit/to undertake a university taster programme. • The retention rate for post-16 Level 3 study will increase to 42% of the Year 11 cohort and all disadvantaged students who meet the academic profile for Level 3 study will undertake this <p><i>NB: These activities to be achieved if safe to do so due to Covid safety measures/guidance</i></p>



4	Parent and Carer Engagement	<ul style="list-style-type: none">• All disadvantaged students' parent's/carers will have been called prior to a parental engagement event to ensure they have the skills and technology to access the event• All disadvantaged students' parent's/carers have been given priority access to the Student Progress Review Evening (SPRE) booking systems• All disadvantaged students' parent's/carers will have been contacted termly to build relationships and offer support• Disadvantaged students' parent's/carers attendance at events is above 75% (the figure for non-disadvantaged parent/carer engagement)
5	Quality First Teaching	<p>Learning snapshot data, lesson observations, student voice and progress data indicate that:</p> <ul style="list-style-type: none">• All students have access to high quality teaching and learning• All teachers know their disadvantaged students• All teachers can articulate a strategy they have explicitly implemented to support disadvantaged students• Book sampling indicates consistency in standards of learning task completion for disadvantaged students
6	Technology and Study Support Access for All	<ul style="list-style-type: none">• All disadvantaged student have access to technology and learning resources to enable them to access home learning, online support programmes and complete homework.• Regular monitoring is in place to ensure students have the correct equipment/uniform required for home and school learning.• A robust system to ensure parents and carers have access and the skills to use the technology to engage in college activities is in place
7	Equality of Access to the Curriculum	<ul style="list-style-type: none">• Reading comprehension tests through our Accelerated Reader programme and Bedrock programmes demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers will have recognised this improvement through engagement in lessons and book sampling.• Ensure that the overall Attainment 8 for disadvantaged students is at least sustained in the highest 20% of all schools and that disadvantaged students continue to at least match or exceed the above average Progress 8 score that has been achieved (using 2019 data)



Activities in the current 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: Budgeted cost: £42,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment</p> <p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	5, 7
<p>Quality First Teaching</p> <p>The college will embed new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications</p> <p>Regular Quality First Teaching professional development training sessions to enhance teaching and learning and ensure consistency for all students.</p> <p>Purchase of the Walkthrus Toolkit which provides evidence informed teaching strategies to enhance teachers' skills and knowledge to embed the five-step guides to great teaching and learning</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development (CPD) plays a crucial role in improving classroom practice and student outcomes,</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://schoolsweek.co.uk/teaching-walk-thrus-five-step-guides-to-instructional-coaching/</p> <p>Principles of Instruction</p> <p>https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p>	5
<p>Use of Data</p> <p>Embedding the use of progress tracking data analysis in all classrooms to identify early underachievement and make strategic rapid interventions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/feedback</p>	5,7



<p>Progress data will be updated on a regular basis to ensure timely review and either adaption or re-selection of key subgroup students.</p> <p>This will be monitored through leadership monitoring and evaluation processes and faculty quality first teaching sessions.</p>		
<p>Literacy Whole school embedding of the EEF literacy strategy in lesson. This will include the focus on literacy across the curriculum and during personal development time.</p> <p>Targeted vocabulary instruction in all subjects, Drop Everything and Read, Accelerated Reader, Bedrock programme.</p> <p>Increased opportunities for extended writing through our Applied Learning Time (ALT) strategy and regular opportunities for retention of knowledge (ROK) and closing the gap activities.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks3-ks4</p>	7
<p>Numeracy Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance with a focus on a mastery approach</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	7



Targeted academic support: Budgeted cost: £87,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personal Development Sessions KS4 Personal Development Time delivered by English and Maths teachers to allow for intervention activities in these subjects to take place</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 6, 7</p>
<p>Ace Your Exam Programme Revision books will be distributed alongside the Ace your Exam Programme which includes:</p> <ul style="list-style-type: none"> • Parent/Carer pathways and curriculum engagement evening. • Student Assemblies and Personal Development Sessions • 1:1 Carers support • Study Skills sessions for students, parents and carers • External Study Skills Trainer • Additional revision resources/apps 	<p>This is a strategy that has been used year on year to ensure all students have access to the same quality of revision resources.</p>	<p>1,2,3,4,5,6,7</p>
<p>Tutoring Engaging with the National Tutoring Programme (NTP) to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 5, 7</p>
<p>Intervention Groups School-led tutoring to include small group support in maths classes taught by Numeracy Specialist, small group support literacy classes taught by Literacy Specialist and identified individual subject support, for example in MFL where there is an identified gap following the pandemic</p>	<p>Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</p>	<p>1, 7</p>



<p>Aspire Home learning and catch up support available after school through the College's 'Aspire' facility</p>	<p>Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools.</p>	<p>1, 5, 6, 7</p>
--	---	-------------------

Wider strategies: Budgeted cost: £83,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance and Behaviour Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Student Support Officers appointed to improve student attendance, behaviour, and well-being.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1, 2</p>
<p>Raising Aspirations Embed a College Raising Aspiration Programme so that students who are disadvantaged can engage fully with extended learning opportunities that enable them to develop socially, culturally and academically. A programme that includes:</p> <ul style="list-style-type: none"> • Independent IAG • Employer Engagement, Higher Education Awareness/Visits and other relevant activities. • Access to national programmes that target careers education and guidance: for example, National Skills Live, Apprenticeship Show • Aim to support all able disadvantaged students to attend a university visit/to undertake a university taster programme. 	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges. https://www.gatsby.org.uk/education/focus-areas/good-career-guidance https://www.gov.uk/government/news/careers-guidance-for-modern-country-unveiled https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/</p>	<p>2,3,4,7</p>



<ul style="list-style-type: none"> Run a series of 'enterprise events' to develop employability skills and enhance student skills linked to financial awareness. 		
<p>Technology & Study Skills Provide technical support for disadvantaged and EAL students and parents/carers. This will include, auditing what technical support students/parents and carers need to access the curriculum in school and from home and providing routers and laptops where appropriate.</p> <p>Parent/carer engagement evenings will also be put on for EAL parents and any needing technical support to access home learning and the home support package, including correspondence from school and the school learning platforms.</p>	<p>The Digital Divide https://www.sec-ed.co.uk/best-practice/coronavirus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/</p> <p>The most disadvantaged pupils are less likely to be engaged in remote learning: https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning</p>	6
<p>Parent Engagement Embed regular opportunities for parent engagement events to support home learning and to build relationships with the school and parents/carers.</p>	<p>Parent engagement has a positive impact of an additional 4 month's progress. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement</p>	4

Pupil Premium Spending Summary	
Teaching	£42,850
Targeted Academic Support	£87,494
Wider strategies	£83,140
Total budgeted cost:	£213,484



Part B: Review of outcomes in the previous academic year

This details the impact that our support strategies had on disadvantaged students in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Cohort 2019 overall achieved a provisional P8 score of +0.25. For those students who are disadvantaged their P8 score is +0.26, meaning that disadvantaged students performed in line with all students. Our disadvantaged students' progress was significantly above the national performance for this group of students (-0.45 national)

Cohort 2020 was awarded Centre-Assessed Grades (CAGs) due to public examinations being cancelled. Based on the CAGs, there was no gap in progress between disadvantaged students and their non-disadvantaged peers. This mirrors the previous outcomes and continues our trend of supporting our disadvantaged students to make strong progress.

Cohort 2021 was awarded Centre-Assessed Grades (CAGs). Disadvantaged students once again made positive progress. Support was given to all disadvantaged families (eg laptops, tablets, Wi-Fi codes) to enable students to participate in all virtual learning that was organised by the College. Free school meal children were supported with supermarket vouchers.

For Cohort 2022, the target is to maintain this parity between these groups of students, whilst improving the P8 score further.

Attendance for 2020/2021 was affected by the lockdown from January to Mid-March. Disadvantaged students' attendance was 6 points below that of their peers; the gap between FSM children and their peers was 7 percentage points. Our focus for the current year is very much to work with our families to close the attendance gap. We want to improve overall attendance for disadvantaged students and our aim is to reduce the number of FSM students who are classed as persistent absentees so that it is better than the national average.

We aim for all disadvantaged students whose prior attainment indicates that they should access academic A levels to continue into a Sixth Form provision and all disadvantaged students are well briefed to make informed choice about their future destinations.

Externally provided programmes

Programme	Provider
National Tutoring Programme	My Tutor
Academic Mentoring	Think for the Future
Senior Mental Health Lead Qualification	National Educational Leaders in Mental Health Corby