

The Latimer Arts College Pupil Premium (PP) Strategy Statement 2019 to 2022 (3 year plan)

Summary information					
School	The Latimer Arts College				
Academic Year	2019-20	Total PP budget	£161,165.00		
	2020-21	Total PP budget	£169,866.00		
	2021-22	Total PP budget	£167,832.00	Date of most recent PP Review	July 2017
Total number of students	1006 (7-11)	Number of pupil premium students	143 (14%)	Date for next internal review of this strategy	July 2022

College targets for improving outcomes for pupil premium students

Cohort 2019 overall achieved a provisional P8 score of +0.25. For those students who are PP their provisional P8 score is +0.26, meaning that PP students performed better when compared to those who are non-PP. As well as their performance being greater than non-PP it was above the national average for PP students.

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 college 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 PP 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 pupil premium 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 destination.

Barriers to improving progress for pupil premium students			
A	Engagement in the culture of learning is not sufficiently high		
B	Persistent absenteeism leading to gaps in learning		
C	Aspirations are not sufficiently high enough so that students are motivated to want to secure high outcomes		
D	Impact of Covid Lockdown and Remote Learning		
Key foci areas to remove barriers			
A.	Improve Engagement in Learning through: <ul style="list-style-type: none">• Quality First Teaching• Stretch and challenge for upper band learners• Effective use of homework and extended learning• Knowledge retention and retrieval: ROCK, Applied Learning Time• Secure study skills• Academic mentoring• Rigorous monitoring 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• Breakfast Meet and Greet
C.	Raise Aspirations through: <ul style="list-style-type: none">• Prioritising IAG services• Increasing employer engagement• Delivering careers linked enrichment activities• Increasing parent/carer engagement and awareness of future pathways• Increasing university links/visits• LORIC Awards	D.	Reduce the negative impact of lockdown/remote learning <ul style="list-style-type: none">• Catch up/ Intervention programs• Technology to use at home• Technology available in school• Accessing and signposting external support services

Planned expenditure		
Strategy	Action Points	Cost
Improve Engagement in Learning	<ul style="list-style-type: none"> • Staff training and implementation of strategies to support the challenge for upper band learners. • Offer after school homework provision to increase the number of pupil premium students that attend to get support with homework, organisational skills and catch up facilities. • Implementation of a Sixth Form mentoring and intervention programme to support upper band learners in core subjects. • Use apps (GCSE Pod and Tassomai Science, Vocab express) and allocate tutor time sessions for targeted intervention in core subjects. • Provide academic mentoring support for students whose attainment does not meet the expected level, including using local gym instructors, 1:1 SLT/Achievement Leader mentoring. • Provide 1:1 and or small group tutoring and in-class intervention and catch-up sessions, accessing the National Tutoring Programme (NTP) where relevant. • Ensure that all pupil premium 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: Ace Your Exams evening for parents and carers. • Provide all pupil premium students in KS4 with a full set of revision guides. • Run an Easter Revision Programme in Year 11 targeting pupil premium students • Deliver fitness sessions for Year 11 pupil premium to promote their well-being and support with managing stress in the run up to examinations. • Provide equipment and educational resources for those students who are pupil premium who would benefit from them being provided. 	£70,000
Improve Attendance	<ul style="list-style-type: none"> • Restructure the Student Support Team so that it provides more targeted support for pupil premium students. • Offer a breakfast meet and greet club for pupil premium students. • Undertake regular Welfare Visits for those who are not in attendance and engage in a dialogue with parents and carers to overcome any pre-disposed attitudes towards education /the education system. • Offer attendance rewards/incentives to individual students. 	£22000

	<ul style="list-style-type: none"> • Deliver a regular workshops for parents/carers of pupil premium students to support attendance and engagement. 	
Raise Aspirations	<ul style="list-style-type: none"> • Embed a College Raising Aspiration Programme that includes: independent IAG, Employer Engagement, Higher Education Awareness/Visits, Business mentor programme other relevant activities. • Ensure that pupil premium students have access to national programmes that target careers education and guidance: for example, National Skills Live, Apprenticeship Show • Aim to support all able pupil premium students to attend a university visit/to undertake a university taster programme. • Run a series of 'enterprise events' to develop employability skills and enhance student skills linked to financial awareness. • Provide subsidies for enrichment activities so that students who are pupil premium can engage fully with extended learning opportunities that enable them to develop socially, culturally and academically. 	£55000
Other support strategies in place to support the progress of student who are pupil premium	<ul style="list-style-type: none"> • Deliver a programme of staff professional development ensuring that Quality First Teaching best practice in securing high outcomes for students who are pupil premium is shared. 	£4135
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 	

Review and analysis of impact

The Assistant Principal who is the lead in raising the achievement of pupil premium students will monitor the impact of the above strategies throughout the academic year, making any required changes or adaptations.

A review of the impact of these strategies will be made in September 2022.