



## The Latimer Arts College Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	2022 to 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Siobhan Hearne, Principal
Pupil Premium Lead	Jyoti Pankhania, Assistant Principal
Chair of Governors	Sue Wood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,882.00
Recovery premium funding allocation this academic year	£25,512.00
School-Led Tutoring funding allocation this academic year	£31,924
Pupil premium funding carried forward from previous years	£19,714
<b>Total budget for this academic year</b>	<b>£243,318.00</b>



## 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. Our aim is to encourage each person to uphold both our College values of **Honesty, Excellence, Ambition, Respect and Teamwork** and the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We want all to make a positive contribution to both our local community and wider society.

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 disadvantaged and vulnerable students have all the essentials to support their learning and well-being therefore, do not feel any different to their non-disadvantaged peers.

Quality first 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 disadvantaged 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 students 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, House Leaders and the Student Support Team
- Quality First Teaching
- Literacy and Numeracy support which includes in class support and small group withdrawal with Literacy and Numeracy specialists
- Academic mentoring
- 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

Challenge	Details of the key challenges
1	<b>Attendance</b> Our analysis shows that disadvantaged students need additional support to ensure better attendance. Our attendance for the academic year 2021 to 2022 for all students is in line with the national data at 90.2% compared to 90.6% (FFT National data). Our attendance for our disadvantaged students' is 83.3% compared to 85.8% (FFT National data) This is a gap of -2.5% against the national and a gap of 8.2 compared to non-disadvantaged students.
2	<b>Mental Health and Wellbeing</b> 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 a significant increase. This also includes ensuring that a student's basic needs are met in terms of food and clothing.
3	<b>Raising Aspiration</b> Aspirations 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	<b>Parent and Carer Engagement</b> 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	<b>Quality First Teaching</b> 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	<b>Technology and Study Support Access</b> 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.
7	<b>Closing the Maths and English gap</b> As a result of the pandemic, a gap in progress has emerged for those who are disadvantaged. Although smaller in English than Maths, prioritising both subjects so that students have the highest standards of literacy and numeracy to transfer to other subjects has to be a priority.  Benchmarking student ability, needs and progress is challenging in the absence of standardised national data following the pandemic. 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 and so we have to ensure that we have robust systems in place.



## 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.

	Priority Area	Success criteria
1	<b>Improved Attendance</b>	<ul style="list-style-type: none"> <li>Attendance for all will be above the national figure with persistent and severe absence being significantly below the national average</li> <li>The attendance gap between disadvantaged students and their non-disadvantaged peers will be eradicated</li> <li>The percentage of disadvantaged students who have persistent or severe absence will be significantly below national figures</li> </ul>
2	<b>Mental Health and Well Being</b>	<ul style="list-style-type: none"> <li>The college will have implemented a strategic Mental Health and Well Being Programme, led by a qualified Senior Mental Health Lead</li> <li>Those students who indicate on our Student Voice questionnaire that they would like additional well-being support have all been offered relevant support</li> <li>Of those students who have been offered and accepted relevant support, the over-whelming majority agree that the support has had a positive impact</li> <li>There will be strong partnerships with local services that offer support and advice for Mental Health and Well Being</li> </ul>
3	<b>Raising Aspirations</b>	<ul style="list-style-type: none"> <li>The Compass Tool and the Gatsby Career benchmarks will indicate that we deliver a comprehensive careers programme and that we are fully compliant</li> <li>All disadvantaged students who meet the academic profile for Level 3 study will undertake this</li> <li>No disadvantaged students will be NEET</li> </ul>
4	<b>Parent and Carer Engagement</b>	<ul style="list-style-type: none"> <li>Disadvantaged students' parent's/carers attendance at events is above 75% (the figure for non-disadvantaged parent/carers engagement)</li> <li>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</li> </ul>
5	<b>Quality First Teaching</b>	<p>Learning snapshot data, lesson observations, student voice and progress data indicate that:</p> <ul style="list-style-type: none"> <li>All students have access to high quality teaching and learning</li> <li>All teachers know their disadvantaged students</li> <li>All teachers can articulate a strategy they have explicitly implemented to support disadvantaged students</li> <li>Book sampling indicates consistency in standards of learning task completion for disadvantaged students</li> </ul>
6	<b>Technology and Study Support Access for All</b>	<ul style="list-style-type: none"> <li>All disadvantaged students have access to the technology and learning resources they need to enable them to access home learning, online support programmes and complete homework</li> </ul>
7	<b>Closing the English and Maths Gap</b>	<ul style="list-style-type: none"> <li>Disadvantaged students' Progress 8 scores are at least in line with their non-disadvantaged peers (above average)</li> <li>Disadvantaged students' progress in English and Maths is at least in line with their non-disadvantaged peers (above average)</li> </ul>



## Activities in the current academic year

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

**Teaching: Budgeted cost: £50,227**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Assessment</b> Purchase of standardised diagnostic assessments  Training for staff to ensure assessments are interpreted correctly	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	5, 7
<b>Use of Data</b> Embedding the use of progress tracking data analysis in all classrooms to identify early underachievement and make strategic rapid interventions.  Progress data will be updated on a regular basis to ensure timely review and either adaption or re-selection of key subgroup students.  This will be monitored through leadership monitoring and evaluation processes and department quality first teaching sessions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	5,7
<b>Quality First Teaching</b> 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  Regular Quality First Teaching professional development training sessions to enhance teaching and learning and ensure consistency for all students.	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, <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	5



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	<a href="https://schoolsweek.co.uk/teaching-walk-thrus-five-step-guides-to-instructional-coaching/">https://schoolsweek.co.uk/teaching-walk-thrus-five-step-guides-to-instructional-coaching/</a>  Principles of Instruction <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a>	
<b>Literacy</b> Whole school embedding of the EEF Improving Literacy in Schools, with a focus on disciplinary literacy  Targeted vocabulary instruction in all subjects and implementation of whole school strategies to support language acquisition: Bedrock, Accelerated Reader  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	<a href="https://www.eef.org.uk/publications/improving-literacy-in-secondary-schools">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>	7
<b>Numeracy</b> Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance with a focus on a mastery approach	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: <a href="https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a>  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: <a href="https://www.eef.org.uk/publications/ks2-ks3-maths-guidance-2017">KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a>	7



**Targeted academic support: Budgeted cost: £47,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Tutoring</b> 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.	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: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 5, 7
<b>Intervention Groups</b> School-led tutoring to include small group support in maths and English classes and identified individual subject support, for example in MFL where there is an identified gap following the pandemic	Small group tuition teaching strategy from the EEF teacher toolkit. <i>“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.”</i>	1, 7
<b>Ace Your Exam Programme</b> Revision books will be distributed alongside the Ace Your Exam Programme which includes: <ul style="list-style-type: none"> <li>• Parent/Carer pathways and curriculum engagement evening.</li> <li>• Student Assemblies and Personal Development Sessions</li> <li>• 1:1 Careers support</li> <li>• Study Skills sessions for students, parents and carers</li> <li>• External Study Skills Trainer</li> <li>• Additional revision resources/apps</li> </ul>	This is a strategy that has been used year on year to ensure all students have access to the same quality of revision resources.	1,2,3,4,5,6,7
<b>Aspire</b> Home learning and catch up support available after school through the College’s ‘Aspire’ facility	Homework strategy from the EEF teacher toolkit <i>“Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools”.</i>	1, 5, 6, 7





**Wider strategies: Budgeted cost: £89,314**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance and Behaviour</b></p> <p>Embedding principles of good practice set out in Department for Education's <a href="#">Working Together to Improve School Attendance</a> that are not currently in place</p> <p>Attendance Officer appointed to improve student attendance and support families to identify barriers to school attendance.</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><b>Raising Aspirations</b></p> <p>Embed a College Careers Programme so that students who are disadvantaged can engage fully with extended learning opportunities that enable them to develop socially, culturally and academically. The programme will include:</p> <ul style="list-style-type: none"> <li>• Independent Information, Advice and Guidance (IAG)</li> <li>• Employer Engagement, Higher Education Awareness/Visits and other relevant activities.</li> <li>• Access to national programmes that target careers education and guidance, for example: National Skills Live, Apprenticeship Show</li> <li>• Support for all able disadvantaged students to attend a university visit/to undertake a university taster programme.</li> <li>• Access to 'enterprise events' to develop employability skills and enhance student skills linked to financial awareness.</li> </ul>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p> <p><a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p> <p><a href="https://www.gov.uk/government/news/careers-guidance-for-modern-country-unveiled">https://www.gov.uk/government/news/careers-guidance-for-modern-country-unveiled</a></p> <p><a href="https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/">https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/</a></p>	<p>2,3,4,7</p>
<p><b>Technology &amp; Study Skills</b></p> <p>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>The Digital Divide</p> <p><a href="https://www.sec-ed.co.uk/best-practice/coronavirus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/">https://www.sec-ed.co.uk/best-practice/coronavirus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/</a></p> <p>The most disadvantaged pupils are less likely to be engaged in remote learning:</p>	<p>6</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.	<a href="https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning">https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning</a>	
<b>Parent Engagement</b> Embed regular opportunities for parent engagement events to support home learning and to build relationships with the school and parents/carers.	Parent engagement has a positive impact of an additional 4 month's progress. There are also higher impacts for pupils with low prior attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/parental-engagement</a>	4

Pupil Premium Spending Summary	
Teaching	£50,227.00
Targeted Academic Support	£47,550.00
Wider strategies	£89,314.00
<b>Total budgeted cost:</b>	<b>£185,882.00</b>

## Part B: Review of outcomes in the previous 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. Therefore, we are benchmarking our outcomes in 2022 with both the national data and our 2019 outcomes.*

### Attendance

Attendance for 2021/2022 was still significantly impacted by Covid, given that those who tested positive were still required to isolate and there was not pattern to who contracted the virus. However, our overall attendance was in line with at national 90.2% (FFT National data)

Our attendance for our disadvantaged students' was lower than the national figures at 83.3% compared to 85.8% (FFT National data) This is a gap of - 2.5 against the national and a gap of 8.2% compared to non-pupil premium students. Whilst the college recognises this gap, given the inconsistencies in



attendance rates up and down the country linked to Covid, it is not, at this stage, an indication of a trend of decline in the attendance of disadvantaged students.

Nonetheless, our focus for the current year is very much to work with our families to ensure the attendance gap closes, by implementing the principles of good practice set out in Department for Education's [Working Together to Improve School Attendance](#) that are not currently in place and a restructure of our Student Support Team has been implemented and a dedicated Attendance Officer appointed.

## **Progress**

Cohort 2019 overall achieved a P8 score of +0.25. For those students who are disadvantaged their P8 score was +0.26, meaning that disadvantaged students performed in line with all students and were above average overall.

When compared to disadvantaged students' progress nationally, our disadvantaged students achieved significantly above the national performance for this group of students. With a progress score of +0.26 compared to -0.45 nationally, on average our disadvantaged students secured  $\frac{3}{4}$  of a grade above their disadvantaged peers nationally.

For Cohort 2022, a gap in achievement for disadvantaged students did emerge following the pandemic. The Progress 8 score for disadvantaged students was -0.14 compared to +0.35 for all students, so this equates to a gap of approximately  $\frac{1}{2}$  a grade. For FSM student within this group, the gap was slightly wider -0.31 compared to +0.37. Currently, it is not clear how this reflects the national picture.

Disadvantaged students performed well in English, where progress was above the national average for disadvantaged students as a whole at +0.13 and at expected level for FSM students. Whilst there was a gap between these students and their non-disadvantaged peers, it was relatively small.

Indications are that the gap was wider in Maths, with approximately  $\frac{1}{2}$  grade difference for disadvantaged overall at -0.2 compared to +0.46 and for FSM -0.31 compared to +0.37. School-led tutoring in Maths is being prioritised for these students in the current academic year.

Whilst numbers are relatively small, those students with an Educational Health Care Plan achieved very well, with their overall Progress 8 score at +0.58, indicating that they achieved approximately  $\frac{1}{2}$  grade higher than expected overall. Students made expected progress in English and significantly above expected progress in Maths with a +1.77 score.

Whilst numbers are relatively small, those students who are Looked After also achieved very well. The overall Progress 8 score was significantly above expected progress at +1.30, indicating that they achieved more than one grade higher than expected overall, with English progress a +1.88, almost 2 grades higher than expected and Maths at +0.19.

Given the impact of the pandemic, it is difficult to evaluate accurately the impact of the strategies that we have identified to improve the achievement of our disadvantaged students as these too had to be amended or adapted to account for the interruptions to learning. It is clear that prior to the pandemic the support that we were providing for our disadvantaged students was having a significant positive impact. We will continue to implement these but we have reviewed our overall strategy for the coming academic year and made some changes to target specific gaps that we have identified and to mitigate the impact of the pandemic as quickly as possible.



### Externally provided programmes

Programme	Provider
National Tutoring Programme	My Tutor English
National Tutoring Programme	White Rose Maths
Academic Mentoring	Think for the Future
Senior Mental Health Lead Qualification	National Educational Leaders in Mental Health
'The Education for Wellbeing Programme' supported by the University of Manchester and The Anna Freud Centre.	Department for Education