

## The Latimer Arts College Pupil Premium (PP) Strategy Statement 2020 to 2022 (3 year plan)

Summary information					
<b>School</b>	The Latimer Arts College				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£151.135		
	2020-21	<b>Total PP budget</b>	£171,900		
	2021-22	<b>Total PP budget</b>	TBC	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of students</b>	1004 (7-11)	<b>Number of pupil premium students</b>	200	<b>Date for next internal review of this strategy</b>	July 2021

### College targets for improving outcomes for pupil premium students

Cohort 2018 achieved a P8 score of +0.22, with PP students achieving a P8 score of +0.11, well above the national average for this group of 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 will be above the national average for PP students. For 2020, the target is to maintain this parity between these groups of students, whilst improving the P8 score further.

2019/2020 exam cohort 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

Attendance can only be judged up to the point in March when the country went into lockdown.

Disadvantaged students' attendance was 2.77 percentage points below that of their peers (92.29% compared to 95.06%). Within the disadvantaged cohort, the FSM students' attendance was 89.54% and must remain a key focus of the College.

In relation to A8, our target is to ensure that pupil premium students meet the aspirational A8 targets that we have set them.

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 at **21.6%**.

We aim for all disadvantaged students whose prior attainment indicates that they should access academic A levels to continue into a Sixth Form provision.

Barriers to improving progress for pupil premium students		
<b>A</b>	Engagement in the culture of learning is not sufficiently high	
<b>B</b>	Persistent absenteeism leading to gaps in learning	
<b>C</b>	Aspirations are not sufficiently high enough so that students are motivated to want to secure high outcomes	
<b>D</b>	Impact of Covid Lockdown and Remote learning	
Key foci areas to remove barriers		
<b>A.</b>	<b>Improve Engagement in Learning through:</b> <ul style="list-style-type: none"> <li>• Quality First Teaching</li> <li>• Stretch and challenge for upper band learners</li> <li>• Effective use of homework and extended learning</li> <li>• Use of ALT: (Retention of Knowledge)Applied Learning Time</li> <li>• Use of ROK testing</li> <li>• Secure study skills</li> <li>• Academic mentoring</li> <li>• Rigorous monitoring of Behaviour 4 Learning Systems – Reward/Sanctions</li> </ul>	<b>B.</b> <b>Improve Attendance through:</b> <ul style="list-style-type: none"> <li>• Attendance promotion</li> <li>• Attendance family meetings</li> <li>• Attendance rewards</li> <li>• Increasing daily attendance collections</li> <li>• Breakfast Meet and Greet</li> </ul>
<b>C.</b>	<b>Raise Aspirations through:</b> <ul style="list-style-type: none"> <li>• IAG service</li> <li>• Increasing employer engagement</li> <li>• Delivering careers linked enrichment activities</li> <li>• Increasing parent/carer engagement and awareness of future pathways</li> <li>• Increasing university links/visits</li> <li>• LORIC Awards</li> </ul>	<b>D.</b> <b>Reduce the negative impact of lockdown/remote learning</b> <ul style="list-style-type: none"> <li>• Technology to use at home</li> <li>• Technology available in school</li> <li>• Year group learning zones with key staff to ensure consistency</li> <li>• Regular contact home</li> <li>• Catch up support</li> <li>• External support services</li> </ul>
Planned expenditure		
Strategy	Action Points	Cost

<p><b>Improve Engagement in Learning</b></p>	<ul style="list-style-type: none"> <li>• Staff training and implementation of strategies to support the challenge for upper band learners.</li> <li>• 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.</li> <li>• Implementation of a 6<sup>th</sup> form mentoring and intervention programme to support upper band learners in core subjects.</li> <li>• Use of PiXL English and Maths Apps, GCSE Pod and Tassomai Science, Vocab express and allocate tutor time sessions for targeted intervention in core subjects.</li> <li>• 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.</li> <li>• Provide 1:1 and or small group tutoring and in-class intervention and catch-up sessions.</li> <li>• 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.</li> <li>• 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.</li> <li>• Provide all pupil premium students in KS4 with a full set of revision guides.</li> <li>• Run an Easter Revision Programme in Year 11 targeting pupil premium students</li> <li>• Deliver fitness sessions for Year 11 pupil premium to promote their well-being and support with managing stress in the run up to examinations.</li> <li>• Provide equipment and educational resources for those students who are pupil premium who would benefit from them being provided.</li> </ul>	<p>£70,000</p>
<p><b>Improve Attendance</b></p>	<ul style="list-style-type: none"> <li>• Restructure the Student Support Team so that it provides more targeted support for pupil premium students</li> <li>• Offer a breakfast meet and greet club for pupil premium students.</li> <li>• Offer attendance rewards/incentives to individual students.</li> <li>• Support the parents/carers of pupil premium students whose attendance does not meet the target level.</li> <li>• Deliver a regular workshops for parents/carers of pupil premium students to support attendance and engagement.</li> <li>• Increase the frequency of daily attendance collections.</li> </ul>	<p>£22000</p>
<p><b>Raise Aspirations</b></p>	<ul style="list-style-type: none"> <li>• Embed a College Raising Aspiration Programme that includes: independent IAG, Employer Engagement, Higher Education Awareness/Visits, Business mentor programme other relevant activities.</li> </ul>	<p>£55000</p>

	<ul style="list-style-type: none"> <li>• Ensure that pupil premium students have access to national programmes that target careers education and guidance: for example, National Skills Live, Apprenticeship Show</li> <li>• All able pupil premium students to be taken on a university visit/to undertake a university taster programme.</li> <li>• Run a series of 'enterprise events' to develop employability skills and enhance student skills linked to financial awareness.</li> <li>• 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.</li> <li>• Fund Year Book, Hobbies for all pupil premium students.</li> </ul>	
<b>Other support strategies in place to support the progress of student who are pupil premium</b>	<ul style="list-style-type: none"> <li>• Deliver a programme of staff professional development ensuring that current best practice in securing high outcomes for students who are pupil premium and 'close the gap' is implemented.</li> </ul>	£4135
<b>Related Research to Support Strategies</b>		
<b>Source</b>	<b>Research</b>	
Sutton Trust Pupil Premium Report	<ul style="list-style-type: none"> <li>• Research indicates that targeted intervention through rigorous data analysis and purposeful feedback leads to accelerated progress</li> <li>• EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students</li> </ul>	
Compass Toolkit, Gatsby Career Marks and Career and Enterprise Company	<ul style="list-style-type: none"> <li>• Research in all demonstrate that employer engagement is important in helping students raise aspirations and make informative decisions about their future pathways</li> </ul>	
Sutton Trust, Ofsted and DFE	<ul style="list-style-type: none"> <li>• Research demonstrates parent engagement is a key factor in student attainment</li> </ul>	
NfER briefing for school leaders	<ul style="list-style-type: none"> <li>• Identifies addressing attendance as a key step to improving attainment</li> </ul>	
<b>Review and analysis of impact September 2020:</b>		

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 2021.