The Latimer Arts College Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for 2026/7 academic year, which is used 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 impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data (updated September 2026)
School name	The Latimer Arts College
Number of students in school	1260
Number and proportion (%) of pupil premium eligible students	20%
Academic year/years that our current pupil premium strategy plan covers	2026 to 2029
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Kathryn Murphy, Principal
Pupil Premium Lead	Steve King, Assistant Principal
Chair of Governors	Sue Wood

Funding overview (based on census October 2025)

Pupil Premium Spending Summary	
Teaching	**£150,722**
Targeted Academic Support	**£26,254**
Wider strategies	**£65,393**
Pupil premium funding allocation for the academic year	**£243,100**

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 Latimer 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 (especially students with multiple indices of vulnerability). The provision we have outlined in this statement is to support their needs. Our aim is underpinned by the relentless passion for ensuring all disadvantaged and vulnerable students have 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 disadvantaged attainment gap and at the same time will benefit all students in our school. Implicit in the intended outcomes detailed below, is the aim that non-disadvantaged students' progress matches that of their disadvantaged peers.

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.
We will:

- Ensure all disadvantaged students have the essentials to support their learning and well-being
- Adopt a whole school approach (PP promise) 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

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. We 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 participation
- 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 adaptations or interventions led by appropriately trained staff
- Ensuring all disadvantaged students are ready to learn through access to a breakfast club, uniform/or basic equipment they may need, IT equipment for home learning and access to our lunchtime and 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 guidance 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 SENDCo, House Leaders, wider Pastoral Team and the PP Lead
- Quality First Teaching
- Literacy and Numeracy support which includes in class support and small group withdrawal with Literacy and Numeracy specialists
- Academic mentoring
- Continued use of the breakfast club and “rest and refuel” to ensure vulnerable learners are prepared for the day
- Robustly 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 (prioritising Year 11) to support with access to home and remote learning where a need arises
- Providing priority access to independent careers advisors
- Enshrining the above into the school wide ***Pupil Premium Promise***.

Challenges

	Details of the key challenges
1	**Attendance** Our analysis and national research shows that disadvantaged students need additional support to ensure better attendance. To note, 2026 DFE release data shows that the gap is climbing nationally. Our attendance for the academic year 2025 to 2026 for all students was 90.87%, which was slightly worse than the National average of 91.43% (DFE national data). Our attendance for our disadvantaged students (FSM) was 85.07% compared to 86.46% (DFE national data).
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 a significant increase. This also includes ensuring that a student's basic needs are met in terms of food and clothing and mentoring support due to the cost of living challenges.
3	**Raising Aspiration** Career aspirations and ambition for further or higher education, including Russell Group universities or apprenticeships, is not sufficiently high enough for some students and some of this stems 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 school and attend school events, including virtual events. This includes engagement in behaviour and attendance intervention, as well as academic support.
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 (hence the PP promise introduction).
6	**Technology and Study Support Access** Not all students have access to electronic devices or Wi-fi at home to have access to online programmes provided by the school to support study and complete homework. With the new school phone bans, it will be more essential than ever that we know that students at home have access to online learning support. Alongside this many parents and carers do not have the understanding of how to access and configure technology to support with home learning.
7	**Closing the Maths and English gap** For 2026 there are no progress measures and therefore data is less readily available for comparison. Raw figures made on attainment as outlined below. This suggests that Latimer needs to continue to target the attainment of our PP students to bring them at least into line with national performance. Attainment 8 School 3.5 vs National PP of 3.7. English A8 National 4.1 vs Latimer 4.02. Maths A8 National 3.6 vs Latimer 3.54.

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	**Improved Attendance**	Attendance for our PP students should be at or above the national PP figure with persistent and severe absence falling. The attendance gap between disadvantaged students and their non-disadvantaged peers should be reduced to near 0 The percentage of disadvantaged students who have persistent or severe absence will be below national PP figures
2	**Mental Health and Well Being**	The school will have implemented a strategic Mental Health and Well Being Programme, led by a qualified Senior Mental Health Lead (Wellbeing Award) Those students who indicate on our Student Voice questionnaire that they would like additional uniform and/or well-being support have all been offered relevant support There will be strong partnerships with local services that offer support and advice for Mental Health and Well Being
3	**Raising Aspirations**	The Compass Tool and the Gatsby Career benchmarks will indicate that we deliver a comprehensive careers programme and that we are fully compliant All disadvantaged students who meet the academic profile for Level 3 study will undertake this No disadvantaged students will be NEET Prioritising of disadvantaged students for careers interviews
4	**Parent and Carer Engagement**	Disadvantaged students' parent's/carers attendance at events is above 75% (the figure for non-disadvantaged parent/carer engagement) A robust system to ensure parents and carers have access and the skills to use the technology to engage in school activities is in place
5	**Quality First Teaching**	Learning snapshot data, lesson observations, student voice and progress data indicate that: All students have access to high quality teaching and learning All teachers know their disadvantaged students (**Pupil Premium Promise) (as well as those with multiple indices of vulnerability)** 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**	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 In addition we will continue to support students to different levels with extra curricular visits and opportunities
7	**Closing the English and Maths Gap**	Disadvantaged students' Attainment 8 scores to be at least in line with the national picture and moving towards being above the national picture. Disadvantaged students' progress in English and Maths is at least in line with the national picture and moving towards being above the national picture.

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: Approx. £150,722

Activity	Evidence that supports this approach	Ref.
Assessment 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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	5, 7
Use of Data 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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	5,7
Quality First Teaching The school 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, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://schoolsweek.co.uk/teaching-walk-thrus-five-step-guides-to-instructional-coaching/	5

Continued 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	Principles of Instruction https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf	
Literacy 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: Continued purchase of Bedrock. Increased opportunities for extended writing through our Independent Practice (Climates of Learning) (ALT) strategy and regular opportunities for retention of knowledge (ROK) and closing the gap activities. Precision teaching strategy for small group intervention.	Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)	7
Numeracy Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance with a focus on a mastery approach Renewal and delivery of White Rose Intervention Continued dedicated employment of a HLTA to support Maths Continued purchase of calculators	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) 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)	7
Positive Attention Launch of Pupil Premium Promise to all teachers. Drive to ensure PP students are prioritised in terms of attention, praise, support, feedback, seating and instruction as well as using staff newsletters and briefings to maintain the spotlight on the educational gap and disadvantage that PP students will face on a daily basis.	Disadvantaged learners in our schools are not… | Unity Research School	5

Targeted academic support: Budgeted cost: Approx. £26, 254

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring Targeted Maths tuition using internal staff, teaching and non teaching.	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	1, 3, 5, 7
Intervention Groups Tutoring to include small group support in maths and English classes and identified individual subject support. This will include additional staff hours for intervention by use of trained staff in Maths/Science/Literacy including use of Precision teaching.	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."*	1, 7
Ace Your Exam Programme Revision books will be distributed alongside the Ace Your Exam Programme which includes: • Parent/Carer pathways and curriculum engagement evening. • Student Assemblies and Personal Development Sessions • 1:1 Careers support • Study Skills sessions for students, parents and carers • Additional revision resources/apps	This is a strategy that has been used year on year to ensure all students have access to the same high quality of revision resources.	1,2,3,4,5,6,7
Enrichment and Extended learning Home learning and catch up support available at breakfast club, at lunchtimes and after school through the School's 'Aspire' facility	Homework strategy from the EEF teacher toolkit *"Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools".*	1, 5, 6, 7
Post Easter Summer term additional classes for PP students specifically	Poorer pupils get less homework help - The Sutton Trust	6,7

The school will trial putting on additional targeted classes to help revision for the PP cohort specifically from April 2027 in core subjects to offer an additional boost prior to the summer 2027 exam series. This will include May half term classes.	Our own exam analysis has shown that our PP students made the smallest improvement between the last data drop before our exams. Non PP students at Latimer made a bigger jump between the Easter data drop and the summer outcomes, suggesting that non PP students might have been more independently organised and self motivated to revise in the final 6 week push. Our hypothesis is therefore that PP students need a more structured support programme in the final weeks before exam start.	

Wider strategies: Budgeted cost: Approx. £65, 393

Activity	Evidence that supports this approach	Ref.
Attendance and Behaviour Embedding principles of good practice set out in Department for Education's *Working Together to Improve School Attendance* that are not currently in place Experienced Attendance Officer appointed to improve student attendance and support families to identify barriers to school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1, 2
Raising Aspirations Embed a School 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: • Independent Information, Advice and Guidance (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 • Support for all able disadvantaged students to attend a university visit/to undertake a university taster programme.	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and schools. 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/	2,3,4,7

• Access to 'enterprise events' to develop employability skills and enhance student skills linked to financial awareness.		
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 focusing on Key Stage 4 in the first instance. Parent/carer engagement support 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.	The Digital Divide https://www.sec-ed.co.uk/best-practice/coronavirus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/ 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	6
Aspiration, Wellbeing and Mentoring Targeted mentoring of students with behavioural challenges through access to the new for 2026 Behaviour Mentor employed partly with PP (and SEND funding) working with students with multiple indices of vulnerability to reduce suspensions and improve attendance. Offer of fitness and sporting activities through lunchtimes to motivate disadvantaged students who cannot access commercial fitness facilities (TRV training) Targeted offer of breakfast and break food and drink to ensure disadvantaged students are nourished and prepared for the day ahead. Targeted offer of wellbeing support through the wellbeing and counselling team for PP students.	Aspiration interventions | EEF (educationendowmentfoundation.org.uk) National School Breakfast Programme - scale-up evaluation | EEF (educationendowmentfoundation.org.uk)	2,3
Parent Engagement Embed regular opportunities for parent engagement events to support home learning and to build relationships with the school and parents/carers. ACE your exams evening.	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	4

Part B: Review of outcomes in the previous academic year

Attendance

Our Cumulative Attendance for all students at the end of the academic Year 2025/6 was **90.87%** this was just below with similar DFE schools 91.4%.

Disadvantaged student attendance was **85.07% (a drop from last year)** compared with national data at **86.46%**. Year 10 was the year group that pulled us below our national standard. Our focus will continue to be disadvantaged students in particular Year 10 and new Year 11 to support outcomes. FSM attendance for Year 7, 8, 9 and 10 was above national for all years towards the end of the summer term, with year 10 being 0.5% above FFT national for FSM. Year 11 was the only outgoing year group that brought us down below FFT national due to some complex individual cases. However positive progress was made at the start of the year (autumn term) with FSM attendance being 89.3% compared to national average of 88.3% according to DFE data. Highlighting how we need to consider more how we sustain PP attendance longer.

Our focus for the current year will also include working 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 fully embedded in school attendance practice.

Progress

For Cohort 2025/6, there remained a gap in attainment for disadvantaged students. There are no national P8 comparative figures. However the figures below show for Attainment 8 a remaining gap:

2025 cohort: Individual Attainment 8 figures 3.5 for PP students and 4.64 for non PP students

2026 cohort: Individual Attainment 8 figures show a slight **climb** for PP students to 3.52 but the non PP students climbed to 4.89, which has further increased the gap.

For English and Maths, the gaps to national are marginal, but still exist when using FFT published data August 2026:

3.7 PP National vs Latimer 3.5

English: 4.02 English vs National 4.1

Maths: 3.54 vs National 3.6

Summary from DFE analysis: Over the last 3 years Disadvantaged students at Latimer have performed at above (non-significant) or close to average in 82% of all academic measures. When comparing disadvantaged students to those disadvantaged at similar schools this is at 10% of measures being significantly above and 90% either significantly above or above (non-significant) - *2022-2025 IDSR Octo 2026*.

Externally provided programmes

Programme	Provider
Academic Support	EdPlace
Wellbeing and Fitness Coaching	TRV training
Wellbeing and Mental Health support	Souster Youth
Alternative Provision	Limitless and Engage AP provision for targeted PP