

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 pupils.

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 Latymer School
Number of pupils in school	1359
Proportion (%) of pupil premium eligible pupils	8.54%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2024 <i>As the recovery premium is not guaranteed for future years.</i>
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Ms Maureen Cobbett
Pupil premium lead	Mr Simon Pashley
Governor / Trustee lead	Mr Krishna Mehta

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78575
Recovery premium funding allocation this academic year	£44,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00

Part A: Pupil premium strategy plan

Statement of intent

The government acknowledges that *“school leaders are best placed to assess their pupils’ needs and identify how to use the funding to help disadvantaged pupils to improve their attainment|”* (www.gov.uk, 2021).ⁱ

At The Latymer School, we admit students on the basis of academic ability which is determined by performance in the school's selection test. All Latymer students have demonstrated high academic ability when they start. Research suggests that there may be obstacles and barriers that could prevent disadvantaged students them from achieving their full academic and individual potential and that underlying inequalities exist between students from disadvantaged backgrounds and their more affluent peers. We aim to break down barriers to educational opportunity, develop academic excellence, raise aspiration for higher education and careers and support students social and emotional well-being whilst developing resilience.

We aim to foster an inclusive learning environment which actively promotes progress and high attainment for all of our students, irrespective of their economic background. Our Pupil Premium strategy is aligned with the wider, whole school improvement plan. Central to this is the provision of Quality First Teaching and Learning and high quality, early interventions.

We have taken an evidence-informed approach to Pupil Premium spending and used the Education Endowment Foundations (EEF) recommended key principles of *high-quality teaching, targeted academic support* and *wider strategies* (EEF, 2021)ⁱⁱ and the EEF Teaching and Learning Toolkit to develop our strategy.

What are your ultimate objectives for your disadvantaged pupils?

- *To close the attainment gap between disadvantaged students and their peers*
- *To ensure all students receive Quality First Teaching and Learning consistently across the curriculum*
- *To provide targeted support and intervention for students who are identified as not making the expected level of progress*
- *To ensure that all staff are aware of the disadvantaged students in their classes, use strategies to promote high level learning and emotional development, and ensure that all students have full access to the curriculum*
- *To enable participation in the rich extra-curricular life of the school, both academic and the wider opportunities, to support personal development and enrich the cultural capital of all students*
- *To address barriers to attainment such as attendance and/or poor punctuality, behaviour and social and emotional support, access to additional resources such as revision guides, school materials or school trips and cultural capital*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantage can lead to lower attendance and punctuality
2	Nationally disadvantaged students' educational outcomes are below the national average
3	Home working environment might not be conducive to completing homework, independent study or revision due to a lack of space to focus
4	Limited access to equipment and/or resources essential for learning
5	Parental confidence or engagement in fully supporting their child educationally due to limited experience of post-16 education, A Level courses or how to access the university courses and careers which they aspire to
6	Lack of cultural capital due to fewer opportunities to participate in all aspects of school life and trips due to financial restrictions
7	Monitor and support the emotional and social wellbeing of disadvantaged students

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
Attendance and punctuality	Attendance by disadvantaged pupils to be in line with other students at the school and well above the national average, taking into account individual circumstances
Average Progress 8 score for disadvantaged pupils to be consistent with the whole school Average Progress 8 score	Disadvantaged students Average Progress 8 score to not have a 'Significant negative variation' from the results of the whole school cohort, taking into account individual circumstances
Average Attainment 8 score for disadvantaged pupils to be consistent with the whole school Average Attainment 8 score	Disadvantaged students Average Attainment 8 score to not have a 'Significant negative variation' from the results of the whole school cohort, taking into account individual circumstances
Percentage of pupils achieving grades 5 or above in English and mathematics GCSEs	Percentage of disadvantaged students achieving grades 5 or above in English and mathematics GCSEs by disadvantaged pupils to be in line with other students at the school and well above the national average, taking into account individual circumstances

<p>Average EBacc APS score for disadvantaged pupils to be consistent with the whole school Average EBacc APS Score</p>	<p>Average EBacc APS score for disadvantaged students achieving grades 5 or above in English and mathematics GCSEs by disadvantaged, taking into account individual circumstances pupils to be in line with other students at the school and well above the national average</p>
<p>Inclusive Quality First Teaching</p>	<p>All students have access to quality first teaching. Teachers have high expectations for every student and every class; lessons are accessible and engaging for all students; teaching builds on prior knowledge and understanding; lessons are appropriately adapted to meet the individual needs of all learners and specific strategies are adopted to support every student to achieve their full potential</p>
<p>The emotional and social wellbeing of disadvantaged students is monitored and supported</p>	<p>Every teacher has a pastoral responsibility for the students that they teach. The pastoral teams, welfare officer and school counsellor provide ongoing and timely support for all disadvantaged students</p>
<p>Full access to enrichment activities, extra-curricular activities, and school trips</p>	<p>Engagement and participation tracked across all enrichment activities, extra-curricular activities and school trips to ensure participation of disadvantaged students is in line with all students</p>
<p>Careers and further education guidance for all students</p>	<p>All students are supported to make informed choices about the next step in their education or careers. Disadvantaged students made aware of opportunities, courses and available funding in order to support students access the most suitable GCSE and A-Level courses that they require and achieve confirmed places on undergraduate courses, in line with the rest of their cohort. Students fully supported with career choices when choosing to go directly into the workplace or apply for apprenticeships</p>

Activity in this 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 (for example, CPD, recruitment and retention)

Budgeted cost: £23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching promoted through Latymer CPD programme and observation programme	EEF research tells us that high quality teaching can narrow the disadvantage gap: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2
Teaching and Learning CPD Programme focus on metacognition and self-regulation	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2
Teaching and Learning CPD Programme focus on feedback	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
Access to live, synchronous remote teaching. Disadvantaged students audited for electronic devices. Laptops/tablets/wi-fi purchased where appropriate	Electronic devices and access to wi-fi required for remote learning due to school closures. Increased use of electronic devices and educational software to extend students learning (digital technology is integral to the delivery of learning and increases student engagement in learning)	3, 4
Data manager and subscription to SISRA software to	Data tracking to monitor and inform interventions and support	2

facilitate data tracking		
Monitoring of disadvantaged students' attainment	Departments analyse disadvantaged students' attainment after every Progress Report (termly) and at the end of GCSE and A-Level programmes. This targeted analysis leads to early intervention where necessary and adjustments to future teaching strategies if applicable	2, 7
Attendance officer to facilitate attendance and punctuality tracking	Attendance and punctuality tracking to monitor and inform interventions and support The DfE attendance guidance has been informed by engagement with schools that have significantly reduced persistent absence levels	1, 2, 7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £31,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning support from Heads of Learning; Assistant Heads of Learning and dedicated learning support assistants	One to one tuition and small group tuition are both effective interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 7
Individual mentoring and small group support, led by senior teachers, for qualifying pupils in Year 11 who are identified as requiring additional support	One to one tuition and small group tuition are both effective interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 7
An additional part time English teacher to provide 1 to 1 and small group tuition for qualifying pupils	One to one tuition and small group tuition are both effective interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 7
Connexions Career advice for qualifying Year 11 pupils either	Evidence of positive social outcomes, with improvements in students' self-efficacy, self-confidence, career maturity,	5, 7

on request or if identified as underachieving	<p>decision making skills, career competencies, or career identity</p> <p>What is the impact of careers education on improving young people's outcomes? (EEF)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</p>	
Year 10 and Year 12 Careers Fair	<p>Evidence of positive social outcomes, with improvements in students' self-efficacy, self-confidence, career maturity, decision making skills, career competencies, or career identity</p> <p>What is the impact of careers education on improving young people's outcomes? (EEF)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</p>	5
KS4 Study Support Evenings	<p>Parental engagement has a positive impact on average of 4 months' additional progress (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2, 5, 7
Funding the purchase of books in addition to normal textbooks as required to support the learning of English to a level normal for the school	Access to necessary learning resources	4
Funding the purchase of GCSE Science revision textbooks and revision cards for qualifying Year 9-11 students	Access to necessary learning resources	4
Photocopying budget for the academic year	Access to necessary learning resources	4
Strategic leaders - Assistant Headteacher with responsibility for disadvantaged students	Monitor, coordinate, and overall responsibility for disadvantaged students	All

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to funding for curriculum trips and residential trips to the field centre in Cwm Penmachno and/or Conway Centre	<p>Evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	6, 7
Access to funding for one non-curriculum trip during KS3 and KS4	<p>Social and emotional learning. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6, 7
Available funding to enable qualifying pupils to participate in extracurricular activities, enrichment activities and trips which incur a cost e.g. Duke of Edinburgh Award Scheme	<p>Arts and Sports participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Involvement in extra-curricular sporting activities may increase pupil attendance and retention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Ensures that disadvantaged students are able to attend curricular trips and have the opportunity to undertake wider curriculum-based activities which impacts on cultural capital</p>	6, 7
Funding music lessons and hire of musical instruments	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Involvement in extra-curricular sporting activities may increase pupil attendance and retention</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	6, 7
Financial contribution towards the cost of school uniform for qualifying pupils	<p>By ensuring that PP students are not disadvantaged by inability to afford the school uniform</p>	4, 7
Employment of one independent	<p>Promoting children and young people's mental health and wellbeing (Public Health England working with the Department for Education):</p>	7

counsellor on site, 2 days per week	<p>“it is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood”</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promotingchildren_and_young_peoples_mental_health_and_wellbeing.pdf</p>	
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Total budgeted cost: £ 78575

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Year 11 PP: 13 students (192 students in Year 11)		
Average Attainment 8:		
Average Total Attainment 8	All	83.67
	Non-PP	83.77
	PP	82.31
Percentage of pupils achieving grades 7-9 in English and mathematics GCSEs:		
<ul style="list-style-type: none"> 100% of PP students (13 out of 13) 		
Average EBacc APS score:		
Average Points Score Per EBacc	All	8.26
	Non-PP	8.38
	PP	8.10
Year 13 PP: 14 students (214 students in Year 13)		
A-Level Average Points per Entry	All	48.15
	Non-PP	49.09
	PP	36.09

A-Level Overall Average Grade	All	A-
	Non-PP	A=
	PP	B-

Attendance:

Year 11 Pupil Premium	Yes	No
	92.42%	94.91%

Year 13 (year 11 Disadvantage)	Yes	No
	89.07%	94.55%

Implementation	Impact	Lesson Learned
High quality of teaching and learning in the classroom. Appointment of candidates with more experience (UPS3) with a focus on meta cognition strategies and feedback	Contribution of experienced staff to departments focus on meta cognition strategies and feedback and whole staff training	Part of a whole school strategy, CPD was delivered by both the Teaching and Learning Team and by departments. The school continue to invest in metacognition and feedback CPD
High quality teaching with a focus on metacognition and feedback. Teaching and Learning Team coordinate an extensive, tailored CPD programme to all staff	Focus on metacognition and feedback in lessons enabled students to understand and control their own cognitive performance with a view to increasing self-confidence. With increased self-confidence, motivation should improve and impact positively on learning success	Positive feedback from staff. Metacognition, feedback and memory an ongoing focus for staff CPD
Provision of an electronic device to support remote learning	Qualifying students audited to identify students who do not have access to either a laptop/PC or the internet. All qualifying students who required an electronic device were given an iPad to use	Audit to continue on an annual basis
Data manager and subscription to SISRA software to facilitate data tracking	Accurate and targeted data is provided to all teachers. Departments and pastoral teams track the progress of qualifying pupils and provide support and intervention where necessary. Student tracking continued throughout lockdown with the focus on tracking any missed deadlines amongst qualifying students	All staff are provided with progress data for qualifying students following progress reports. To continue next academic year

Learning support from Heads of Learning; Assistant Heads of Learning and dedicated learning support assistants	One-to-one tuition and small group tuition were delivered to identified students to support ongoing work and advice students regarding a revision programme. These were all effective interventions	Individual support provided students with specific feedback for subjects in which identified students were less confident. Group intervention provided a forum for students to learn from each other and adopt new revision strategies
Individual mentoring and small group support, led by senior teachers, for qualifying pupils in Year 11 who are identified as requiring additional support	Individual mentoring and small group support took place after the mock exams and continued up until the summer exams. The focus was on organisation, curriculum recovery and revision strategies	A positive strategy which historically has benefitted qualifying pupils. Focus on progress as well as grade criteria for entry to Sixth Form. We will continue next year
An additional part time English teacher to provide 1 to 1 and small group tuition for qualifying pupils	1-to-1 and small group tuition enabled more individual attention, increased participation, and more opportunities for individual feedback	A successful strategy allowing more personalised learning and the opportunity to respond to individual needs. To continue next year
Connexions Career advice for qualifying Year 11 pupils either on request or if identified as underachieving	Improved pupils' awareness of educational and career opportunities. Conducted in person	Positive feedback from qualifying pupils and parents. Primary focus on advice regarding future study and A-Level options. To continue next year
Year 10 and Year 12 Careers Fair	The Careers Fair took place for the first time after lockdown. It provided an increased exposure to a range of careers and an opportunity to speak to experts in different fields of work. A motivational and aspirational tool for qualifying pupils	A successful, positive strategy to increase motivation for qualifying pupils. To continue next year but possibly later in the academic year (summer term)
KS4 Study Support Evenings	Parents are advised of strategies to support their child's learning during the parents evening. The two evenings were delivered in person	An important strategy to build on the school's positive relationship with parents. To continue next year

Funding the purchase of books in addition to normal textbooks as required to support the learning of English to a level normal for the school	Ensures qualifying pupils' full access to the curriculum. Increased academic support in English and maths for qualifying pupils	An important strategy to enable qualifying pupil's full access to the curriculum. To continue next year
Funding the purchase of GCSE Science revision textbooks and revision cards for qualifying Year 9-11 students	Increased accessibility to revision and support material to help consolidate in-class learning	Continue to add to resources which are available. To continue next year
Photocopying budget for the academic year	Increased number of online resources and reduction in use of core textbooks, therefore a vital strategy	An important strategy to enable qualifying pupil's full access to the curriculum. To continue next year
Assistant Headteacher with responsibility for Pupil Premium	Assistant Headteacher to oversee and coordinate the Pupil Premium strategy and analyse the impact of the individual strategies	To continue next year
Access to funding for curriculum trips and residential trips to the field centre in Cwm Penmachno and/or Conway Centre	Year 9 trips to Conway and Year 7 Trips to Cwm Penmachno all resumed after COVID, were well attended and provided all students with a unique and rewarding experience	An important strategy for qualifying pupils to gain full access to the curriculum. To continue next year
Available funding to enable qualifying pupils to participate in extra-curricular activities which may incur a cost e.g. Duke of Edinburgh Award Scheme	Qualifying pupils have access to the full range of extra-curricular activities available. Pupils' engagement and enjoyment promoted and enhanced. Both the practice expedition and full expedition took place	Important for qualifying pupil's emotional wellbeing. To continue next year
Part/total discretionary funding to assist students to participate in a range of enrichment activities and trips	Range of international school trips took place and were well attended by qualifying students	A positive strategy which historically has benefitted qualifying pupils. Helps to improve 'cultural capital'. To continue next year
Funding music lessons and hire of musical instruments	Qualifying pupils were able to benefit from the extensive instrumental lessons on offer	Successful strategy. Improved self-esteem and enables qualifying students to access music societies and orchestras. To continue next year

<p>Financial contribution towards the cost of school uniform for qualifying pupils</p>	<p>Limited due to qualifying students not accessing the financial contribution. A Pupil Premium audit was carried out to identify why qualifying students did not access this funding</p>	<p>The school needs to be more direct with qualifying pupils to direct them towards what financial support is available for them. A letter outlining provision will be sent to all qualifying pupils</p>
<p>Employment of one independent counsellor on site, 2 days per week</p>	<p>Qualifying pupils able to benefit from professional and independent support. Increased emotional wellbeing. Virtual counselling appointments have continued</p>	<p>Positive impact on qualifying pupil's emotional wellbeing. To continue next year</p>

Covid Catch up Premium statement

During the 2020-21 and 2021 -22 financial years, **The Latymer School** has received a total of £76710 of Covid 19 Catch Up Premium. As at 30th November 2021, £24766.70 had been spent so far.

ESFA guidance on the use of the premium is that schools should use this funding for specific activities to support their pupils’ education recovery in line with the curriculum expectations in the [actions for schools during the coronavirus outbreak guidance](#). [Schools can use their funding in a way that suits their cohort and circumstances, they are expected](#) to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected. The premium has been, is or will be used in the following ways :

Activity - completed	Effect on Educational Attainment
Study and Revision Guides in academic subjects	Subjects have supported students through purchase of hard copy revision / study guides, so support learning and catch up. This has been particularly the case in MFL subject, and Geography where disruption has been great through loss of opportunities for oral work, and fieldwork.
Shakespeare Company in school production	Students in Year 7 – 10 were able to experience a ‘live’ performance of Shakespeare that had not been possible due to Covid restrictions – this supports understanding of literature in an applied context, and enriches students beyond the academic curriculum as well
Year 8 visit to Go Ape	No off-site team building activity had been possible when students were in Year 7, which would usually include a week in the school residential centre in North Wales in summer. This outdoor activity involved team building and social skills, to support classroom learning and overall well-being of students, enabling them to develop better relationships and foster community spirit, so needed after Covid restrictions.

Activity - ongoing	
Tutoring for students in Year 14 and Year 13	This supported lost learning from the pandemic, and enabled students to take Autumn series exams with confidence, and to support on-going catch up for summer 2022 exams. Subject leads identified students that needed support, and after school tutoring in small groups has been put in place, to catch up and consolidate learning
GCSE Pod	Subscription to this on-line resource for GCSE, but also for transition to A Level, to support academic attainment, and on-going study skills
Edukit Solutions App	Supports student wellbeing using a digital platform – students are encouraged to use this as appropriate to their needs, to support their overall mental health and well-being.
Additional staffing in English, to create support groups, and smaller teaching groups	This has enabled support to be given to students in younger Year Groups, who have been affected by transition to Secondary School not being smooth, due to Pandemic restrictions. This will be extended from January 2022

Activity – for 2022	
Tutoring for students in Year 12 and Year 11	This will be put in place from January 2022, to support learning and outcomes for students in GCSE and AS exams in summer 2022. Students will be targeted following assessments taken in Autumn Term 2021.
Purchase of online parental consultation software	We have been using MS Teams for this so far, but will purchase bespoke software to make these consultation appointments even more efficient, to provide more effective feedback to students and parents, so that progression can be maximised.
Purchase of bespoke e-planner software	This will enable students to record homework and assessment more easily, and build on the work done via remote learning during

	lockdown. This supports their digital learning and progression, consolidating skills and preparation for working life.
Maintain additional staffing in core subjects to maintain smaller class sizes	This will mean that more targeted work can be given to students, to support learning and progression. Areas of need will be assessed as the school year progresses.

ⁱ [Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/using-pupil-premium-guidance-for-school-leaders)

ⁱⁱ [EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf)