



THE LATYMER SCHOOL

Founded 1624

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	1382
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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ms Maureen Cobbett
Pupil premium lead	Mr Simon Pashley
Governor / Trustee lead	Mr Matt Papasava

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84295
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 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: £24,310

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
Data manager and subscription to SISRA software to facilitate data tracking	Data tracking to monitor and inform interventions and support	2
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

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

Budgeted cost: £25,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning support from Pastoral Support Officers	<p>One to one tuition and small group tuition are both effective interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 7
Connexions Career advice for qualifying Year 11 pupils either on request or if identified as underachieving	<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, 7
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	<p>Access to necessary learning resources</p>	4

normal for the school		
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: £34,010

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	Evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	6, 7
Access to funding for one non-curriculum trip during KS3 and KS4	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6, 7
Available funding to enable qualifying pupils to participate in extracurricular activities, enrichment activities and trips	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6, 7

which incur a cost e.g. Duke of Edinburgh Award Scheme	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	
Funding music lessons and hire of musical instruments	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6, 7
Financial contribution towards the cost of school uniform for qualifying pupils	By ensuring that PP students are not disadvantaged by inability to afford the school uniform	4, 7

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 2022 to 2023 academic year.

Year 11 PP: 16 students (192 students in Year 11)		
Average Attainment 8:		
Average Total Attainment 8	All	81.59
	Non-PP	82.21
	PP	76.05
Percentage of pupils achieving grades 7-9 in English and mathematics GCSEs:		
<ul style="list-style-type: none"> 81.3% of PP students (13 out of 18) 		
Average EBacc APS score:		
Average Points Score Per EBacc	All	8.03
	Non-PP	8.08
	PP	7.53

Year 13 PP: 12 students (191 students in Year 13)

A-Level Average Points per Entry	All	35.88
	Non-PP	46.33
	PP	36.09

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

Attendance:

Year 11 Pupil Premium	Yes	All
	96.95%	95.46%

Year 13 (year 11 Disadvantage)	Yes	All
	92.25%	95.51%

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. Continue to develop the support of high-quality teaching across whole school using CPD and IN-SETs for departments to select on the efficacy of the 3 Is within department practice.
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. Teaching and learning will continue to be the core focus with an emphasis on sharing good practice within and across departments to ensure that the needs of all pupils are met and pupils are challenged and enthused in their learning

<p>Provision of an electronic device to support remote learning</p>	<p>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</p>	<p>Review required after the audit to determine if the funding should be used for this provision</p>
<p>Data manager and subscription to SISRA software to facilitate data tracking</p>	<p>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</p>	<p>All staff are provided with progress data for qualifying students following progress reports. To continue next academic year. Data discussed with Heads of Department, Heads of Learning and SENCO after every Progress Report</p>
<p>Learning support from Heads of Learning; Assistant Heads of Learning and dedicated Pastoral Support Officers</p>	<p>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</p>	<p>Heads of Learning coordinated intervention programmes for students who were not meeting or exceeding their target grades (or not showing progress). Subject specific support provided for in subjects which the students were less confident. Group intervention provided a forum for students to learn from each other and adopt new revision strategies. The Pupil Premium funding part funds the employment of two Pastoral Support Officers who monitor progress of qualifying pupils and to provide individual mentoring and small group support for qualifying pupils in their KS who are identified as requiring additional support</p>
<p>Individual mentoring and small group support, led by senior teachers, for qualifying pupils in Year 11 who are identified as requiring additional support</p>	<p>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</p>	<p>An effective strategy for eligible students, focusing on progress and grade criteria for Sixth Form entry. Form tutors and pastoral leads are now leading the mentoring of individual students and small groups</p>

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 for personalised learning and addressing individual needs. This practice has been integrated into the English intervention programme
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
Senior 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	A crucial strategy for eligible students to access the full curriculum, vital for their emotional well-being. 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 well-being. 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	An effective strategy which supports eligible students, enhancing their "cultural capital." Will continue with the practice in the coming year.
Funding music lessons and hire of musical instruments	Qualifying pupils were able to benefit from the extensive instrumental lessons on offer	A successful strategy that boosts self-esteem and facilitates eligible students' participation in music societies and orchestras. Will continue next year.
Financial contribution towards the cost of school uniform for qualifying pupils	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	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
Employment of one independent counsellor on site, 2 days per week	Qualifying pupils able to benefit from professional and independent support. Increased emotional wellbeing. Virtual counselling appointments have continued	Positive impact on qualifying pupil's emotional wellbeing. The School Foundation are funding the cost of two 'in-house' school counsellors 2023/24 onwards

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

ⁱⁱ [EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.eef.org.uk/media/1022/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf)