

Pupil premium strategy statement – The Latymer School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	The Latymer School
Number of pupils in school	1355
Proportion (%) of pupil premium eligible pupils	9.81%
Academic year/years that our current pupil premium strategy plan covers	2024/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr Joseph Gilford
Pupil premium lead	Mr Simon Pashley
Governor / Trustee lead	Mr Matt Papasavva

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£94,095

Part A: Pupil premium strategy plan

Statement of intent

At The Latymer School, we admit students based on academic ability determined by performance in the school's admissions test. All Latymer students demonstrate high academic ability when they start. However, research suggests that obstacles and barriers might prevent disadvantaged students from achieving their full potential, and underlying inequalities exist between students from disadvantaged backgrounds and their more affluent peers.

Our aim is to be inclusive and holistic in ensuring that our Pupil Premium students have the same opportunities and learning experiences as their peers. We strive to break down barriers to educational opportunity, develop academic excellence, raise aspirations for higher education and careers, and support students' social and emotional well-being while fostering resilience.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We assess the needs and profile of each year group and adapt our approach to meet these needs rather than simply repeat interventions that have been successful in the past. Attendance and intervention are carefully tracked for all qualifying Pupil Premium students, identifying potential barriers and ways to overcome them.

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, utilizing the Education Endowment Foundation's (EEF) recommended key principles of high-quality teaching, targeted academic support, and wider strategies. This strategy is informed by the EEF Teaching and Learning Toolkit.

We support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer, through whole-class interventions that will also benefit non-disadvantaged pupils. Our strategy ensures that all pupils, regardless of their background or challenges, have access to the best possible education and support.

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 prioritise effective English and maths teaching within our knowledge-rich curriculum, addressing any pandemic-related attainment gaps in these foundational subjects.*
- *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*
- *To continue collaborating with primary schools in Edmonton and the local community to support Pupil Premium students with the admissions test and encourage them to join The Latymer School.*

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
8	Barriers in accessing targeted preparation resources and support for the admissions test, coupled with perceptions or misconceptions about the accessibility and inclusivity of a selective grammar school

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	Disadvantaged pupils' attendance aligns 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 pupils' Average Progress 8 score aligns with the school-wide average and shows no significant negative variation, taking into account individual circumstances
Average Attainment 8 score for disadvantaged pupils to be consistent with the whole school Average Attainment 8 score	Disadvantaged pupils' Average Attainment 8 score aligns with the school-wide average and shows no significant negative variation, 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 at GCSE level match or exceed the national average and are on par with other students in the school, taking into account individual circumstances
Average EBacc APS score for disadvantaged pupils to be consistent with the whole school Average EBacc APS Score	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
Inclusive Quality First Teaching	All students receive quality first teaching. Lessons are accessible, engaging, and appropriately adapted to individual needs, and specific strategies are adopted to support every student to achieve their full potential. Teachers maintain high expectations for every student, building on prior knowledge and understanding.
The emotional and social wellbeing of disadvantaged students is monitored and supported	Disadvantaged students' emotional and social wellbeing is consistently monitored and individual support is provided by the pastoral teams, welfare officer and/or the school counsellor.
Full access to enrichment activities, extra-curricular activities, and school trips	Disadvantaged students' participation in enrichment activities, extra-curricular activities and school trips is on par with all students. Engagement is tracked to ensure inclusivity.
Careers and further education guidance for all students	All students are supported in making informed decisions about further education and careers, with disadvantaged students receiving tailored

	guidance on opportunities, funding, and pathways, including GCSE, A-level, and undergraduate options. Disadvantaged Students fully supported with career choices when choosing to go directly into the workplace or apply for apprenticeships
Improved access to admissions test preparation resources and support, along with proactive outreach to dispel misconceptions about selective grammar schools.	Increased participation of Pupil Premium students in admissions test preparation and the successful achievement of the target of 20 Year 7 places for students whose families qualify for Universal Credit/Free School Meals and reside in the Inner Area (eligible applicants must rank within the top 900 in the Maths, Verbal Reasoning, and English tests to be deemed selective).

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: £28,980

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?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
Teaching and Learning CPD Programme focus on feedback	Providing feedback is a well-evidenced and has a high impact on learning outcomes (+6 months additional progress). 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

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

Budgeted cost: £25,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Promote Atom Learning with KS2 students looking to apply to the school. Provision of free KS2 learning and 11+ support for eligible students, helping them to familiarise themselves with topics and skills they might encounter during the school admission process	<p>Out-of-school learning activities (home reading activities, longer projects or essays and more directed and focused work such as revision for tests) has a positive impact on average (+ 5 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>One-to-one tuition, which can be replicated using Atom Learning on line, in primary schools tend to show greater impact (+6 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	4, 8
Funding has been allocated for eligible students to be provided with supplementary English books, GCSE Science revision textbooks, and a dedicated photocopying budget to support their independent study outside normal school hours	<p>Homework and independent study outside of normal hours has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	3, 4, 8

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

Budgeted cost: £40,395

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 which incur a cost e.g. Duke of Edinburgh Award Scheme	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 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	6, 7
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: £95,295

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 2024 to 2025 academic year.

Year 11 PP: 14 students (191 students in Year 11)

Average Attainment 8:

Average Total Attainment 8	All	79.88
	Non-PP	80.59
	PP	70.93

English and mathematics GCSEs:

- PP Students achieving 9-7 in English and Maths: 57.1 % (8 out of 14)
- PP Students achieving 9-7 in English: 71.4% (10 out of 14)
- PP Students achieving 9-7 in Maths: 78.6% (11 out of 14)

Average EBacc APS score:

Average Points Score Per EBacc	All	7.91
	Non-PP	7.98
	PP	6.99

Year 13 PP: 16 students (191 students in Year 13)

A-Level Average Points per Entry	All	47.16
	Non-PP	47.75
	PP	41.19
A-Level Overall Average Grade	All	A-
	Non-PP	A-
	PP	B=

Attendance:

Year 7 – 11 Pupil Premium	Yes	All
	96.6%	96.8%

Implementation	Impact	Lesson Learned
Ensure high quality of teaching and learning in the classroom by hiring candidates with extensive experience, particularly those at the UPS3 level, who emphasise metacognitive strategies and effective feedback.	Experienced colleagues strengthened departmental practice by embedding metacognitive strategies and effective feedback. Their expertise supported the professional growth of others, raising consistency of teaching quality across the school.	Whole-school CPD and departmental INSETs proved effective in embedding the “3 Is” into classroom practice. Continued reflection and structured CPD will ensure sustained improvement in teaching quality.
Deliver high quality teaching by concentrating on metacognitive strategies and feedback, with the Teaching and Learning Team organising a comprehensive, customized CPD programme for all staff members.	A sharper focus on metacognition and feedback enabled students to take greater ownership of their learning, boosting confidence, motivation, and attainment.	Staff feedback confirmed the value of this approach. Extending opportunities for cross-departmental sharing of best practice will further challenge and engage all learners.
Employ a Data Manager and utilise SISRA software to enhance data tracking capabilities.	Accurate, timely data empowered staff to monitor progress closely and deliver personalised interventions, ensuring pupils received targeted support to maximise achievement.	Regular data reviews with Heads of Department, Heads of Learning, and SENCO proved essential. This cycle will continue to embed data-driven practice across the school.
Learning support from Heads of Learning; Assistant Heads of Learning and dedicated Pastoral Support Officers.	One-to-one and small-group tuition, alongside mentoring, provided effective support for pupils below target, improving confidence and revision strategies.	Intervention programmes organised by Heads of Learning proved particularly effective for pupils not meeting or exceeding target grades. Subject-specific support addressed areas of low confidence, while group interventions created opportunities for peer learning and the adoption of new revision strategies. The role of Pastoral Support Officers, funded in part by Pupil Premium, was critical in tracking progress, offering individual mentoring, and delivering small-group support across Key Stages. Embedding this multi-layered approach (combining academic intervention with pastoral men-

		toring) ensured that pupils received both targeted subject help and broader guidance on revision planning. Continuation of this model will be essential to sustain progress and wellbeing.
Connexions Career advice for qualifying Year 11 pupils either on request or if identified as underachieving.	Eligible pupils gained clearer understanding of post-16 pathways, with improved confidence in A-Level choices and career planning.	Positive feedback from pupils and parents highlights the importance of accessible, personalised guidance. This provision will continue to support informed decision-making.
Year 10 and Year 12 Careers Fair.	Exposure to alumni and external professionals broadened pupils' horizons, raising aspirations and motivation.	This strategy provided direct engagement with alumni and professionals, which made career pathways feel tangible and achievable. The variety of sectors represented ensured pupils could explore both traditional and emerging fields, strengthening their understanding of future opportunities. Feedback highlighted that pupils valued the chance to ask questions and gain personalised advice.
KS4 Study Support Evenings.	Parents gained practical strategies to support learning at home, strengthening the school-parent partnership.	These evenings reinforced positive relationships with families and will remain a key annual strategy.
Funding is provided for the purchase of books, in addition to the standard textbooks, as needed to support the learning of English to a level typical for the school.	Additional English resources improved access to the curriculum and supported progress in literacy. While GCSE outcomes for Pupil Premium pupils were slightly below those of non-PP peers, the provision helped reduce the attainment gap and ensured pupils were better equipped to engage with the demands of the course.	Supplementary English texts remain a vital strategy to promote equity of access. However, results indicate that further refinement is needed to accelerate progress so that Pupil Premium pupils consistently achieve in line with, or above, their peers. Embedding these resources within structured intervention programmes and linking

		them more closely to classroom practice will be key to maximising impact in the next cycle.
Funding the purchase of GCSE Science revision textbooks and revision cards for qualifying Year 9-11 students	Revision guides and cards improved pupils' ability to consolidate classroom learning independently.	Expanding available resources proved beneficial. Ongoing investment will ensure continued access.
Photocopying budget for the academic year	Increased online resources reduced reliance on core textbooks, widening access for pupils.	Maintaining this budget is critical to ensure equitable access to curriculum materials.
Senior Assistant Headteacher with responsibility for Pupil Premium	Strategic oversight ensured coherent delivery and evaluation of the Pupil Premium strategy.	Continued leadership at senior level remains essential for monitoring impact and driving improvement.
Access to funding for curriculum trips and residential trips to the field centre in Cwm Penmachno and/or Conway Centre	Trips to Conway and Cwm Penmachno enriched learning and supported emotional wellbeing, offering unique experiences for pupils.	Access to curriculum trips is vital for inclusion and cultural capital and will remain a priority.
Available funding to enable qualifying pupils to participate in extra-curricular activities which may incur a cost e.g. Duke of Edinburgh Award Scheme.	Pupils accessed a full range of extra-curricular opportunities, enhancing engagement, resilience, leadership skills and wellbeing.	Sustaining funding ensures equality of access and supports pupils' personal development.
Part/total discretionary funding to assist students to participate in a range of enrichment activities and trips.	Eligible pupils benefited from cultural and international experiences, strengthening their cultural capital.	This strategy effectively broadens horizons and will continue to be prioritised.
Funding music lessons and hire of musical instruments.	Pupils accessed instrumental tuition, boosting self-esteem and enabling participation in the musical extra-curricular programme.	Music provision remains a successful strategy for wellbeing and inclusion, warranting continuation.
Financial contribution towards the cost of school uniform for qualifying pupils	Assistance reduced financial pressure on families and promoted equality and belonging among pupils.	Clear communication with families about eligibility is crucial. Review processes will ensure equitable access.

Employment of one independent counsellor on site, 2 days per week	Qualifying pupils accessed timely professional support, improving emotional wellbeing.	The School Foundation funded the cost of two 'in-house' school counsellors which has proved highly effective and will continue to be offered.
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