

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Lathom High School
Pupils in school	540, 570
Proportion of disadvantaged pupils	50%, 50%
Pupil premium allocation this academic year	£272,805
Academic year or years covered by statement	Y7-11
Publish date	October 2019, October 2020
Review date	October 2021
Statement authorised by	Jane Galbraith
Pupil premium lead	Mike Sykes-Wright
Governor lead	Linda Bennett

### Disadvantaged pupil performance overview for last academic year

Not available due to CAGS in summer 2020 as a result of Coronavirus Pandemic

#### This data is from 2019:

Progress 8	-1.224
Ebacc entry	22.4%
Attainment 8	28.53 average 2.85
Percentage of Grade 5+ in English and maths	14.3%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Access to remote learning	Ensure that barriers to remote learning for disadvantaged pupils are addressed as a matter of urgency and reviewed regularly	Academic year 2020/21

Progress 8	Moving towards national figure for PP -0.35	2022 (with annual review points)
Attainment 8	Progressing towards 40	2022 (with annual review points)
Percentage of Grade 5+ in English and maths	Improvement of at least 10% on 2019 outcomes	<a href="#">August 2022</a>
Ebacc entry	Maintain % of entries between PP and non-PP with no gap	<a href="#">Summer 2022</a>

## Teaching priorities for current academic year: Measures adapted due to Covid19

Measure	Activity
High quality teaching embedded throughout school with a clear focus on recall, retention of knowledge and application of skills	<ul style="list-style-type: none"> <li>• Best practice is shared through whole school CPD</li> <li>• Departmental CPD sessions to embed whole school priorities at departmental level</li> <li>• Weekly teaching and learning briefings</li> <li>• Use of Yammer/Google classroom to share ideas/strategies/research</li> <li>• External high quality CPD to support internal CPD</li> <li>• Recovery curriculum plans in all subject areas in response to whole school planning for school re-opening with strong focus on achievement to continue to engage students on return</li> <li>• CPDL programme set up to support staff in delivery high quality remote education including live teaching</li> <li>• Remote mentoring, intervention and support in place using Loom, Teams tutorials and phone calls to support identified groups of students i.e. high ability PP, boys PP</li> </ul>
<p>Research teaching group to promote and sustain innovative ideas into every day teaching</p> <p><i>Latest research is evident in observations/work scrutiny</i></p>	<ul style="list-style-type: none"> <li>• Research group to meet half termly to discuss most recent research findings</li> <li>• Use of Yammer/Google classroom to share ideas/strategies/research</li> <li>• Research library set up and regularly updates</li> <li>• Weekly teaching and learning briefings</li> <li>• Research provides foundations for whole school CPD</li> <li>• CPDL practices adapted to support staff with high quality CPDL during periods of partial opening</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Students' attainment on entry is significantly below national average, literacy and numeracy skills are low</li> <li>• Students have limited access to study and revision materials outside of the school environment leading in gaps in knowledge and potential underperformance in external examinations</li> <li>• Pastoral analysis during Covid19 on laptop/internet identifies large amount of PP students across all year groups who have very limited access to these facilities</li> <li>• Significant percentage of students (not only those eligible for PP) have very little support with study, learning and revision at home leading in gaps in knowledge and potential underperformance in external examinations</li> </ul>

	<ul style="list-style-type: none"> <li>• High ability PP students do not achieve as well as their peers due to low aspirations and low student engagement –</li> <li>• Disadvantaged boys do not achieve as well as disadvantaged girls or as well as other boys due to low aspiration and poor engagement</li> </ul>
Projected spending	£63,304

### Targeted academic support for current academic year

Measure	Activity
Academic target is for all PP subgroups to be broadly in line with all school and national measures	<ul style="list-style-type: none"> <li>• Using data to inform Curriculum Leaders of their priority for intervention</li> <li>• Regular assessment points throughout the year to monitor impact</li> <li>• Use of Academic Mentors in Core subjects to embed regular intervention within the curriculum</li> <li>• Specific interventions are developed to ensure that disadvantaged students do not fall further behind their non-disadvantaged counterparts during periods of partial opening and when planning for re-opening</li> <li>• remote mentoring, intervention and support in place for PP students</li> <li>• intervention in place during lockdown for students working in school</li> </ul>
Pastoral support staff to have clear impact on progress	<ul style="list-style-type: none"> <li>• Deployment of additional adults to key students and classes</li> <li>• Regular and timely review of impact of intervention</li> <li>• Introduction of new school system of 'Synergy', provides opportunities for staff at all levels to recognise and reward positive behaviours through a recording system that also keeps parents fully informed</li> <li>• Weekly contact including emails, phone calls and home visits focus on learning and addressing any issues/barriers</li> <li>• Progress and Intervention lead responsible for allocation of devices to PP students to ensure no technology barriers to remote learning</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Significant percentage of students (not only those eligible for PP) have very little support with study, learning and revision at home</li> </ul>

	<p>leading in gaps in knowledge and potential underperformance in external examinations</p> <ul style="list-style-type: none"> <li>• Pastoral analysis during Covid19 on laptop/internet identifies large amount of PP students across all year groups who have very limited access to these facilities</li> <li>• High ability PP students do not achieve as well as their peers due to low aspirations and low student engagement</li> <li>• Disadvantaged boys do not achieve as well as disadvantaged girls or as well as other boys due to low aspiration and poor engagement</li> <li>• Although improving, attendance to school for disadvantaged students remains below the rest of the school</li> </ul>
Projected spending	£152,301

### Wider strategies for current academic year

Measure	Activity
Continue to improve attendance for PP students	<ul style="list-style-type: none"> <li>• Prioritise HV to PP students</li> <li>• Prioritise panel meetings for PP students</li> <li>• Support with costing of uniform, ingredients and equipment</li> <li>• Financial support for trips (exceptional circumstances)</li> <li>• Support transporting to school if ever a bus pass/financial issue</li> <li>• Regularly monitor PP against NPP for attendance offering initiatives individually to improve with rewards, support, intervention etc.</li> <li>• To continue to improve attendance to school, create appropriate trauma informed strategies to support students and parents, both in preparation for and at the point of school re-opening</li> </ul>
Embed life at Lathom into the school curriculum and continue to offer extensive opportunities for students for life after Lathom	<ul style="list-style-type: none"> <li>• Develop life at Lathom through the PROUD days</li> <li>• Encourage all departments to offer broader opportunities to students outside of the curriculum and school setting</li> <li>• Run careers fairs for all years attended by local employers, RAF, Army, Colleges, WAFC, David Campbell Soccer Academy, Fire Brigade</li> <li>• Assessment and Apprenticeships workshops with local businesses such as IBSTOCK Brickworks</li> </ul>

	<ul style="list-style-type: none"> <li>• Opportunities to witness day to day working environments such as Burnley Crown Court, Claymation, Floristry, Vets in Training &amp; Robotics, Barclays</li> <li>• Arrangement of motivational speakers/concerts within the school day such as Andy Grant</li> <li>• Programme of PROUD days and events in line with whole school planning for a range of school re-opening options and for further periods of remote learning</li> <li>• CEIAG provision remains a strength by planning contact and events in line with whole school planning for a range of school re-opening options and further periods of remote learning</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• 'Aspirations Gap' – a significant number of disadvantaged students and their families lack aspirations or a positive view of their future. This contributes to their disengagement in school and in the wider community</li> <li>• Although improving, attendance to school for disadvantaged students remains below the rest of the school</li> <li>• Planned contact with partners to support students and their families for a return to school in line with the planning for a range of school re-opening options</li> </ul>
Projected spending	£57,200

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring consistency of approaches across school Staff time/availability Cost pressures in budget Staff wellbeing Maintaining quality when delivering remote learning and live teaching	Clear QA cycle including SDP RAG rating, Governor scrutiny and LA monitoring Regular conversations with middle leaders Supervision of staff leading work to monitor development and workload implications for all Additional CPDL to support use of new technologies and remote methodology
Targeted support	High proportion of PP students Engagement with intervention from parents and students Staff time/availability Cost pressures in budget Staff wellbeing	Regular conversations with staff involved Supervision of staff leading work to monitor development, impact and workload implications for all Development of remote intervention and plans for intervention for those attending school in bubbles



Percentage of Grade 5+ and 4+ in English and maths	At the time of lockdown 1 (March 2020) the Year 11 cohort data was on track to show impact of spending:			
	5+ All	5+ PP	5+ nPP	Gap
	37.1%	36.7%	37.3%	0.6%
	4+ All	4+ PP	4+ nPP	Gap
	61.2%	61.2%	61.2%	0%
Ebacc entry	At the time of lockdown 1 (March 2020) the Year 11 cohort data was on track to show impact of spending:			
	EBACC All	EBACC PP	EBACC nPP	Gap
	50.7%	46.9%	49.1%	3.8%