



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	Lathom High School
Number of pupils in school	603
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2021/22 - 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jane Galbraith (Headteacher)
Pupil premium lead	Mike Sykes-Wright
Governor / Trustee lead	Linda Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,434
Recovery premium funding allocation this academic year	£18,033
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£281, 570

Part A: Pupil premium strategy plan

Statement of intent

At Lathom High School our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged student's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Students will be supported in a responsive manner based on their academic progress in each curriculum area. Students requiring support will be identified through diagnostic assessment upon entry in KS3 as well as through analysis of our progress data within each year group. Provision for students includes bespoke research informed literacy and numeracy interventions.

Additionally, we will be prioritising the implementation of the National Tutoring programme through an in-house model of staff-led sessions, led by intervention teachers, ensuring that the subject specialists that have the best relationships with our students will be able to maximise the impact of this time on students across the year groups. The aim of the tutoring and additional literacy and numeracy work is not just to target and impact low attaining students but to focus on all cohorts within school and to narrow attainment gaps of students of all levels of ability. We also aim to push students beyond this by providing opportunities to further enhance their learning through our whole school reading strategy.

We also recognise the emotional needs of our students particularly after periods of partial school opening and are responding to this through the introduction of our Personal Development programme which seeks to ensure that all students achieve, both academically and socially and strive to be their best.

Challenges

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

Challenge number	Detail of challenge
1.	Nearly 50% of all students at Lathom are disadvantaged. Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. Ensuring research informed practice in every classroom is a priority.

2.	Data shows that levels of literacy are weaker than those of non-disadvantaged students. This impacts their progress in all curriculum areas.
3.	Internal data shows that there is a gap between disadvantaged students on track to achieve Grade 4+ in English and Maths when compared to their non-disadvantaged peers.
4.	Monitoring of engagement of students during lockdown indicate that disadvantaged students attended remote sessions less often in comparison to non-disadvantaged students. This is partly due to lack of access to technology. Our investigations show that a greater proportion of disadvantaged pupils have no access to technology in comparison to non-disadvantaged students. (35% of PP students were supported which equates to 25% of the whole cohort) Despite this, we are proud of our response to provide students with access to technology and the delivery of new ways of working and remaining gaps have provided us with a focus for academic mentors.
5.	Our attendance data for the last academic year indicates that attendance among disadvantaged students has been 2.13% lower than for non-disadvantaged students. This impacts progress in all areas and in personal development.
6.	Observations and discussions with pupils and families have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect curriculum and personal development of disadvantaged students, including their attainment.

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
Consistent in class support of disadvantaged students across the school	Implementation of research informed teaching strategies in all classrooms with a strong focus on retrieval and retention
Improved levels of literacy intervention across KS3	Standardised tests and internal data demonstrate improved levels of literacy amongst disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through the use of ambitious vocabulary and work in books.
Proportion of students gaining Grade 4+ in	Number of students gaining 4+ in Maths and English is moving towards that of non-disadvantaged students

English and Maths is improved	
To reduce gaps in knowledge To increase attainment in line with non-pp students	Diagnostic assessment across the curriculum shows that gaps in knowledge are reducing and attainment is moving towards that of non-disadvantaged students.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> The attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced The percentage of all pupils who are persistently absent is reduced and the figure among disadvantaged pupils is reducing.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher voice. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Engagement in the school Personal Development framework and 'Life at Lathom.'

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: **£115,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on research informed practice through a calendared CPD programme, with a keen focus on retrieval and retention	Recently published guidance by the EEF supports the importance of professional development https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment	1
Implementation of a whole school reading and communication strategy to support reading and language acquisition across the school	EEF: Improving disciplinary Literacy - https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4 Alex Quigley, 'Closing the Vocabulary Gap'	2

	<p>GL Assessment: Why reading is key to GCSE success</p> <p>EEF: Improving Literacy in Secondary Schools</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</p>	
Implementation of a digital strategy to support the use of technology to drive progress and reduce gaps in knowledge	<p>EEF: Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: **£103,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support	National Tutoring fund will be used to provide in-house tutoring. By using school staff to provide our tutoring capacity we are more likely to maximise the impact of this money. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4
Academic Mentoring	Academic mentors in English, Maths and Science Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4

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

Budgeted cost: **£62,670**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved provision of SEMH support for	Direct support and teaching of SEMH strategies add up to 4 months of impact	5

<p>students including: - Deployment of an emotional support mentor in school – whole school personal development programme including 'PROUD' days which target pupil wellbeing</p>	<p>on student's Social and emotional learning EEF (educationendowmentfoundation.org.uk) Qualitative data evidenced the need for further investment into the SEMH support of students when returning to school.</p>	
<p>Implementation of Synergy</p>	<p>Provision of alternative means of communicating with parents such as online/video meetings. Providing opportunities for further positive dialogue with parents/carers is recommended by the EEF as a means to improve engagement. This also links to our professional standards model with increased explicit opportunities for celebration of student achievement. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,6</p>
<p>Increased capacity to support attendance team – School mentor to target PA students Pastoral model to include 5 AHOY to support HOY in monitoring and reducing absences</p>	<p>The intention with attendance support is to provide a tiered approach with dealing with attendance, giving “nudges” throughout the year to ensure absence is minimised. The EEF have produced a rapid evidence assessment: Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) DFE Guidance: Improving School Attendance</p>	<p>3</p>

Total budgeted cost: £281,570

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.

Our internal assessments during 2020/21 for year 11 students identified a gap of 17.4% achievement in Grade 5+ English and Maths. This is in comparison to a 7.3% in 2019/20 between disadvantaged students and their peers. This is further evidence that time away from school and limited engagement to home learning has impacted disadvantaged students greatly despite the number of devices we were able to provide and the work of both the academic and pastoral teams to remove barriers. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully achieved.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial opening was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a full curriculum offer, including during periods of partial opening, which was aided through a blended approach of live and remote teaching. (Evidenced clearly by our Ofsted monitoring visit in February 2020/21). In relation to COVID restrictions throughout last academic year, 50.5% of all students, (64% of the disadvantaged cohort) were supported with a device or a place in school to maximise their learning potential.

The overall attendance gap in 2020/21 was 5.6% between disadvantaged students and their peers whilst in 2019/20 there was a gap of 2.8% prior to closure in March 2020. This gap is larger than in previous years as shown above, which is why attendance is a focus of our current plan. Throughout the academic year we ensured that appropriate and robust steps were put in place to support and improve attendance of disadvantaged students with a clear focus on safeguarding, this included thorough identification of priorities for attendance panel meeting and daily home visits for disadvantaged students. We further supported disadvantaged students financially with existing barriers such as uniform, equipment, ingredients and transport to and from school. In creating a positive ethos at school we were also able to subsidise rewards for disadvantaged students.

Our assessments demonstrated that attendance, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.