

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	802
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paul Livesley (Headteacher)
Pupil premium lead	Jen Hongkins
Governor / Trustee lead	Linda Bennett

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 362,005
Recovery premium funding allocation this academic year	£ 41,469
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 403,474

### 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; they achieve high attainment across the curriculum, and they are prepared for life at and beyond Lathom. It is a priority that barriers to success are overcome, or totally removed, for all our students with a vulnerability that creates an educational disadvantage. Those students deemed 'disadvantaged' and eligible for the pupil premium grant, and those who fall short of this category, but none the less have an educational disadvantage, are the focus for not only our pupil premium strategy, but also our school priorities.

Removing the often multiple and complex barriers that put students at an educational disadvantage is a priority for all members of staff at all levels at Lathom. High quality teaching, at the heart of our approach, aims to equip students with the knowledge and skills needed for success in the school system and beyond. This approach also extends to develop the success of all learners on the spectrum of educational advantage and close gaps caused by societal and external factors outside the student's control.

The implementation of the National Tutoring programme through a Lathomised model of employed Lathom staff-led sessions, is a model that continues at Lathom. This is 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. In particular, intervention for reading for betterment, English, numeracy, mathematics, and for 2024 science is strategically planned and executed to maximise impact on students who are deemed to be 'disadvantaged' and not at the expected standard or of the standard of their 'non-disadvantaged' peers.

The exceptional personal development curriculum is consistently inclusive and promotes equality despite differences. Funding is used to enable all students to access wide and rich opportunities; it supports students to develop their talents and interests as well as allowing them to trial new ones; and it develops our students' characters to be PROUD of their place in the world.

## Challenges

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

Challenge number	Detail of challenge
1.	Students have a low level of literacy and vocabulary on entry compared to the rest of the cohort.
2.	Students have a low level of numeracy on entry compared to the rest of the cohort.
3.	Data trends show that there is a gap between those who are deemed disadvantaged students and non-disadvantaged students on track to achieve maths and English, with the gap being slightly bigger in English.
4.	Students deemed disadvantaged do not make enough progress in Art, Computer Science, Food Technology, and Spanish.

5.	Attendance data for the last academic year indicates that attendance among those students deemed disadvantaged has been lower than for those deemed non-disadvantaged students. This impacts progress in all areas and in personal development.
6.	There has been an historical lack of opportunity for aspiration for many students often due to a lack of learning culture amongst parents. Deprivation, psychological well-being, and a lack of resources at home have created an inequity for some 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
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 and a smaller disparity between the scores of students deemed disadvantaged and those deemed non-disadvantaged. The use of increased confidence with oracy skills across subjects, key words (tier3) and ambitious vocabulary (tier2) is implemented.
Proportion of students gaining a 'standard' and 'strong' pass in English and maths and the imbalance of the gap between gender also reduced.	A greater proportion of students achieve the 'standard' and 'strong' pass with the gap of those deemed disadvantaged and non-disadvantaged reduced.
To reduce gaps in knowledge To increase attainment in line with students deemed non-disadvantaged.	Diagnostic assessment across the curriculum shows that gaps in knowledge are reducing and attainment is moving towards national averages with a focus on causal effects and removal of barriers.
To achieve and sustain improved attendance for all pupils, particularly those deemed disadvantaged.	The attendance gap between students deemed disadvantaged and those deemed non-disadvantaged is being reduced. The percentage of all pupils who are persistently absent is reduced.
To develop the family partnership and raise aspirations as well as achieve and sustain improved wellbeing for all pupils, including those who are deemed disadvantaged.	A significant increase in participation in enrichment activities, particularly among vulnerable and financially disadvantaged students. A reduction of NEET students. All students able to develop PROUD qualities through the personal development curriculum in order to succeed in life at, and after 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:

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, and embedding formative assessment.	Recently published guidance by the EEF supports the importance of professional development <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effectiveprofessionaldevelopment">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effectiveprofessionaldevelopment</a>	1, 2, 3, 4
Implementation of a whole school reading and communication strategy to support reading and language acquisition across the school.	EEF: Improving disciplinary Literacy - <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</a> Alex Quigley, 'Closing the Vocabulary Gap' GL Assessment: Why reading is key to GCSE success EEF: Improving Literacy in Secondary Schools <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</a>	1, 3
Implementation of a whole school numeracy strategy to support numeracy levels and understanding.	<a href="https://assets.publishing.service.gov.uk/media/5b97bc1240f0b67866ffbd1c/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf">https://assets.publishing.service.gov.uk/media/5b97bc1240f0b67866ffbd1c/literacy_and_numeracy_catch_up_strategies_amended_july-2018_amended_10.09.18.pdf</a>	2, 3
Implementation of a digital strategy to support the use of technology to drive progress and help reduce gaps in knowledge.	EEF: <a href="https://educationendowmentfoundation.org.uk/using-digital-technology-to-improve-learning">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	4
Investment in the Personal Development Curriculum with a keen focus on wellbeing and careers.	<a href="https://lordslibrary.parliament.uk/mental-health-wellbeing-and-personal-development-in-schools/">https://lordslibrary.parliament.uk/mental-health-wellbeing-and-personal-development-in-schools/</a>	5, 6

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one support	By employing school staff to provide our tutoring capacity, we are more likely to maximise the impact of this money as often the students and parents need a consistent member of staff to engage with in a world filled with inconsistencies for those who are financially disadvantaged. Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	1, 2, 3, 4
Academic Mentoring	Academic mentors in English, Maths and Science/ Learning mentors all in place to maximise learning from a subject knowledge or pedagogical approach to intervention. Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	1, 2, 3, 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing the provision and scope of SEMH support for	Direct support and teaching of SEMH strategies add up to 4 months of impact	5, 6
students including: - Deployment of an emotional support mentor in school, whole school personal development curriculum including 'PROUD' days which target pupil wellbeing. Experiences reaching beyond the concept of 'qualifications' such as access	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.	

to performing arts, music tuition, and boxing allow students to develop the PROUD character.		
Development of targeted summer school and extra-curricular opportunities and engagement strategies to strengthen the school and family partnership.	Parents, staff and students triangulating vision and expertise to create a successful learning journey for students.  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	5, 6
Strategic analysis and deployment of resources to spot patterns, target key students in accordance with tier, and support attendance. Attendance strategies across all levels of staffing deployed.	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 ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) DFE Guidance: Improving School Attendance	5, 6

**Total budgeted cost: £364,253**

## 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 2023 to 2024 academic year.

The overall performance of school data is initially indicating an increase of 0.2 across all students. Within this, GCSE PE and the separate sciences (although smaller numbers) are indicating a positive performance of students identified as in receipt of the pupil premium (PP) to be performing better than non-PP students. Subjects such as Sports Science, History, Geography, DT RM and Citizenship are indicating to be within 0.5 of a grade performance to those nationally. In addition, science trilogy results also indicate a positive trend emerging.

Overall, there is a positive trend in results of PP students increasing in English and maths measure with the percentage sustained in English at the strong pass and percentage of PP increasing in maths. The gap between PP students in English and maths is reducing at the standard pass from 25.1% to 20.4% 2024.

Diagnostic data from NRG T assessments are continuing to inform reading interventions and progress in reading seen across PP and non-PP students.

Qualitative and internal data indicates students with increased rewards for behaviour and PROUD characteristics through positive points. Year 9 parents' and options evening saw a 96% attendance, with Year 11 contact with parents hitting 100% through Year team intervention meetings and phone calls as well as parents' evening.

Attendance data continues to fluctuate, but real progress seen through bespoke cases in the PA 23/24 Y11 cohort in terms of attendance to exams. Despite PA status, academic achievement for some of these students, and engagement with the EBSA interventions proved successful and converted to positive outcomes.
