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	772
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	February 2025
Date on which it will be reviewed	February 2016
Statement authorised by	Paul Livesley (Headteacher)
Pupil premium lead	Jen Hongkins
Governor / Trustee lead	Michelle Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£389,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£ 389.900

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. The Pupil Premium funding is used to support students who may face educational disadvantage. At Lathom, this funding is used carefully and strategically to remove barriers to success across the broad spectrum of a young person's life and ensure equality of opportunity for all.

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. We invest in the professional development of all staff working in and outside the classroom so that inclusive and carefully adaptive practices are used to support learners and maximise learning in the classroom. 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.

Our tutoring model ensures that students are supported by staff who know them well and understand their strengths and areas for development. This is led by specialist 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 continuing as a priority for development science, is strategically planned and executed to maximise impact on students and support them to thrive at Lathom.

We know education and impact extend beyond the classroom at Lathom. Our personal development programme promotes equality, respect and ambition. Funding is used to break down financial barriers whether they be barriers preventing students from actually attending school or barriers to enable all students to access the curriculum, or the wide and rich opportunities offered at Lathom. In addition, the funding supports students to develop their talents and interests as well as allowing them to trial new ones; and importantly 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.	Positive attendance data cross referenced with outcomes is extremely favourable at Lathom for both disadvantaged and non-disadvantaged students. However, more disadvantaged students attend school less than non-disadvantaged peers (Outcomes Lancs Rose Sharing August 2025)
2.	Grade 5+ in Mathematics for disadvantaged students, and Grade 4+ and 5+ in Science for disadvantaged students are target challenges (IDSR Jan 2026)

3.	Overall, multiple deprivation index identifies a high level of deprivation across a number of groups for students at Lathom impacting aspirations and NEET figures (IDSR 2026, LSIP 2026, IDACI)
4.	Oracy, numeracy, and a range of vocabulary is lower for disadvantaged students than non-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 improves in with school ABIE target or beyond.	All staff are trained in Inclusive Attendance strategies. Inclusive Attendance implementation plan in action. Barriers to attend are removed or reduced. Student voice is taken and used to support strategy.
Proportion of students gaining a 'strong' pass in maths and 'standard' and 'strong' pass in science increases.	A greater proportion of students achieve the 'standard' and 'strong' pass with the gap of those deemed disadvantaged and non-disadvantaged reduced. Use of intervention to close gaps. Adaptive and inclusive teaching strategies implemented.
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.
Improved confidence in spoken language and oracy skills, and numeracy skills.	The use of increased confidence with oracy skills across subjects, key words (tier3) and ambitious vocabulary (tier2) is implemented. Students succeed in a range of spoken language situations including the English Language GCSE assessment.

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

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, 4

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic implementation of Inclusive Attendance strategies: analysis and deployment or resources to spot patterns, target key students in accordance with tier, and support attendance. Attendance strategies across all levels of staffing deployed.	https://inclusive-attendance.co.uk/ 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	1, 2, 3, 4
Continuing the provision and scope of SEMH support for students including: - Deployment of an emotional support mentor in school, whole school personal development curriculum including 'PROUD' days which target	Direct support and teaching of SEMH strategies add up to 4 months of impact 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.	1, 3

pupil wellbeing. Experiences reaching beyond the concept of 'qualifications' such as access 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. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 3
Use of external careers company to support careers action plans for students.	https://www.educationandemployers.org/wp-content/uploads/2016/07/Careers-review.pdf	3

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 2024 to 2025 academic year.

Attendance data continues to fluctuate (2024-2025 average 89.7% according to ABIE) with baseline expectation at 90.1% and Term 1 seeing 90.2% as the attendance average. The school are now using the ABIE to benchmark and work with other schools. The Inclusive Attendance strategy is also driving for inclusive and adaptive practices to support young people. Overall, attainment continues to improve across a number of areas for disadvantaged students. Attainment has improved over 3 years at 37.9 and banding 'close to average' NA-34.9. Disadvantaged progress across English, maths and science is broadly in line with national disadvantaged averages.

All Year 11 students have had a one to one careers meeting, careers action plan, and applied for college. Year 10 are now in the process of careers meetings.

Qualitative and internal data indicates students with increased rewards for behaviour and PROUD characteristics through positive points. Parental relationships continue to grow with the use of parent forum and ‘Family support’ offering additional measures. Work in the community continues to be supported with connections to Friends of Tawd Valley, local schools and the local police force.