

Category: Special schools and APs

School details: Latimer AP Academy, 194 Freston Road, North Kensington, London W10 6TT

Most recent Ofsted inspection judgment for effectiveness and date (must be a 1 or 2)*:
Number of disadvantaged pupils in the final year of the school across both the following years (must be a total of at least 6 per year at primary stage and 9 per final year at secondary stage):-
2012-13 *: **add number** 2013-14 *: **add number**

Main application

Please answer the following questions in support of your application, with a maximum of 1500 words in total.
Please do not attach supporting documents, judges can refer to this if they visit your school.

**1. Using your Pupil Premium Funding, what methods have you employed to make sustained improvements in the attainment of your disadvantaged pupils?
(Please identify and explain concrete examples and strategies)**

We continue to develop the successful approach we have adopted in previous years to address the needs of the whole child. As the majority of our learners are entitled to Pupil Premium funding we have chosen to continue to focus on the Health and Wellbeing of the child. This was decided upon in a whole staff exercise using Maslow's Hierarchy of Needs to identify where intervention was necessary to ensure progress was sustained. We identified that in the majority of cases we are significant providers of the most basic of physiological needs:

- Food - the provision of a full, healthy, early breakfast (from 8 am) has impacted significantly on learners' punctuality. 70% of learners are on time and high increase from 30% in 2011. Learners are more settled and are ready for learning. We continue to improve the lunch offer which sees staff and learners eating healthy, on-site prepared meals. Afternoon lessons are calmer and afternoon attendance has improved. Overall attendance, up to October, is 92%. (i)
- Safety and security - Our learners feel safe at Latimer AP Academy. They tell us this.
- Family and belonging - While many of our learners entitled to PP funding come from caring families, many families struggle to provide the security needed to help them develop as effective, independent learners. Our annual art and creative writing event (with its public exhibition of work in a commercial gallery on Portobello Road) thrusts these young people into the spotlight of the broader community, bringing them, their thinking and their feelings to the attention of the whole community of North Kensington, from across the social spectrum **(Add comments from visitors' book)**. Simple measures such as providing afternoon tea and biscuits which learners have made, on Wednesday afternoons are very popular, again providing a sense of belonging that they may not experience in the home.

Latimer AP Academy has used its PP funding to help provide an alternative family structure for our learners. This is appreciated by them and has resulted in improved attendance, punctuality and outcomes (see below for figures).

On a more practical level, we have used PP funding to develop our Strategy for Success, a flexible intervention using comprehensive tracking data to monitor progress and develop interventions throughout the year to ensure learners remain on track to succeed. PP funding is used to:-

- facilitate after school catch-up classes and Saturday classes with treats for year 11s
- provide a cab service for learners fearful of travelling due to gang-related issues
- provide for days 'off timetable' to allow for coursework catch-up
- enrichment trips including one to the British Museum in celebration of Black History

2. How have these strategies impacted on the achievement and wider development of disadvantaged pupils? How have you monitored this impact?

As part of TBAP (Tri-borough Alternative Provision) we have taken advantage of the very comprehensive approach to tracking and monitoring progress of all learners. The induction process for learners generates a comprehensive baseline against which progress is measured. Learners are measured and tracked using Cognitive Ability Test (CAT) scores, Attitudes to Behaviour and Learning (ABL) and Pupil Attitude to Self and School (PASS) scores. Interventions are tailored accordingly.

As a small Pupil Referral Unit (PRU) it is often difficult to compare one cohort to another or even to detect any meaningful patterns emerging between PP learners and those not entitled to PP, particularly now as the large majority of our learners are entitled to PP (All year 11 learners who left Latimer AP Academy in 2014 were entitled to PP). All of our learners are disadvantaged. Our overriding aim is to ensure they develop a sense of belonging and security within the wider society and achieve good qualifications at Latimer AP Academy to prepare them to continue with their learning either in college or in work placements. We believe that *both* of these aims are inextricably linked for our learners.

Impact therefore is measured against national standards rather than between PP learners and non PP learners. In 2013 both PP learners and non PP learners secured an Average Points Score (APS) of 160, which was the highest in Inner London and second highest in Greater London. (DfE Statistical First Release January 2014). This year our APS score was 158, all learners being entitled to PP. Learners entitled to PP are not at a disadvantage at Latimer AP Academy and in many cases their progress exceeds that of non PP learners. (Upload 5-year progress over time of PP learners and progress against CAT score from Achievement report)

Another clear indicator of the impact of these measures is attendance and punctuality. Last year 76% of PP learners had attendance in excess of 80% and 41% had attendance in excess of 90%. Currently attendance for all learners at LAPA stands at 92%. (Get breakdown)

3. What have been the strengths and weaknesses of these methods? On what evidence have you based these conclusions?

Without doubt the strength has been to provide a wrap-around approach, actively creating an atmosphere where our learners feel secure, trust staff and become more resilient about making mistakes whilst becoming more effective learners. Also, providing a programme of effective and targeted interventions tailored to meet the individual learning needs. This is underpinned by very solid data tracking and analysis.

This is evidenced in the outcomes of examinations, improvements in punctuality and attendance and good behaviour.

No strategy can reliably cater for all of the issues which may befall our learners. This was discovered when one learner attended just one examination having had attendance in excess of 90% for the whole year only to go missing for the whole period of the examinations as a result of gang-related activity which forced him into hiding. Another of our high hopes missed most of her examinations because, as we later found out, she was pregnant and chose to avoid the examinations even though cabs were offered.

4. Can you provide evidence of using research, and/or working in collaboration with other partners, in order to develop the most effective strategies to improve outcomes for disadvantaged pupils?

(i)"Nutrition plays a crucial role.... Children who grow up in poor families are exposed to food with low nutritional value. This can adversely affect them even in the womb (Antonow-Schlorke et al., 2011) Moreover, poor nutrition at breakfast affects gray matter mass in children's brains (Taki et al., 2010). Skipping breakfast is highly prevalent among urban minority youth, and it negatively affects students' academic achievement by adversely affecting cognition and raising absenteeism (Basch, 2011)"

How Poverty Affects Classroom Engagement - Eric Jensen, Faces of Poverty, Pages 24-30, May 2013, Vol. 70, number 8

Our partnership working within the Tri-borough Alternative Provision (TBAP) has been pivotal in providing the support needed to develop rigorous and reliable tracking and monitoring systems and in helping us to deepen our curriculum offer. With regard to the latter point we now offer drama and modern foreign languages (MFL), as well as Construction and Hair and Beauty as part of our vocational offer.

Our aim in creating a secure and non-threatening atmosphere is to allow us to help them develop a genuine love of learning to help them develop the skills, attributes and dispositions needed to become lifelong learners. This is based on the Growth Mindsets research carried out by Professor Carol Dweck.

'Self-theories' *Carol Dweck*

'Mindsets. the new psychology of success' *Carol Dweck*

5. Please state below any additional information that may further your application

Our learners are subject to a peculiar set of circumstances. The majority of Latimer AP Academy learners come the 8th most deprived ward (out of 625) in London, Golborne, or the neighbouring wards which are also among the most deprived in London.

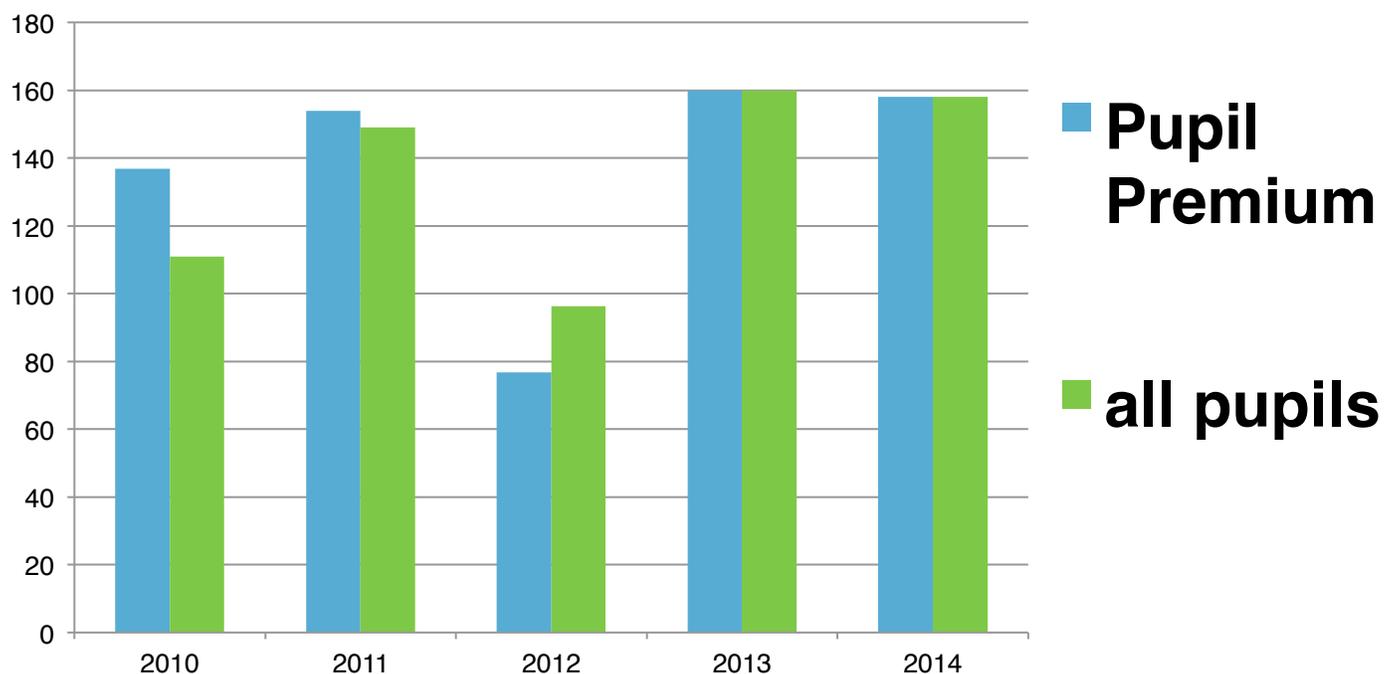
Source: GLA calculation based on Department of Communities, Indices of Deprivation, 2010

Kensington and Chelsea is one of the most affluent Local Authorities in London counting six wards in the most affluent 10% of wards in London.

Source: Paycheck Data from CACI, 2006

This serves to exacerbate their sense of deprivation. Many families have been in deprivation for generations and taking this into account is essential for us at LAPA and TBAP to drive for meaningful, long lasting success and to break the cycle of deprivation, hence our offering an alternative structure.

Progress of pupils entitled to pupil premium at end of KS4 based on APS



High aspiration awards: 10 to 12 March 2015

b) Please tick to confirm you will be content for judges to make a half day visit to your school to discuss your pupil premium strategies with staff and pupils:

c) Please confirm there are no financial or safeguarding investigations ongoing at your school d) For LA maintained schools: please provide contact details, below, for your LA finance officer who can confirm your statement in question C Name * : Email * : Telephone number * : e) Please tick to confirm that your school will use any prize money it might receive to further reduce the attainment gap between disadvantaged pupils and their peers f) Please tick to confirm that this application has been agreed by both the head teacher and chair of governors:

Future communications

(this is not part of the application process) Please tick if you would like to be kept informed about Pupil Premium Awards in the future - See more at:

<http://www.pupilpremiumawards.co.uk/awardsnominate/nominate/3247#sthash.PiWNvEvY.dpuf>

