



PUPIL PREMIUM FUNDING REPORT 2016-17

How much pupil premium funding you received for this academic year (this is on the website).

For the year 2016-17 the pupil premium figure for Latimer AP Academy is £33,543

Details of the main barriers to educational achievement that the disadvantaged children in your school face

The clear majority of our learners at Latimer are disadvantaged to varying degrees, although not all are entitled to Pupil Premium (PP) support; at the January census 67% had PP entitlement. Given the wide range of needs our learners present, whether entitled to PP funding or not, we have opted to focus heavily on the health and wellbeing of child. This strategy takes account of the emotional needs of our learners, needs often not reflected in the measures which determine eligibility for PP funding. Our strategy is based on an exercise carried out with staff based on Maslow's hierarchy of needs through which we identified that we are often significant providers of the most basic of physiological needs for most of our pupils.

PP groups are tracked and their performance over the years at Latimer has been at least in line with non-PP pupils.

How you will spend your pupil premium funding to address these barriers and the reasons for the approach you've chosen

Referral to a PRU often carries a stigma and the parents of our learners are very often traumatised and find it difficult to accept that their children are not in a "normal school" getting a "normal education". Many of our learners however have had to face significant barriers to educational achievement including dysfunctional family life which can trigger a chain reaction of other issues including lack of readiness for school causing poor performance and poor behaviour in school, involvement in gang-related activity and a sense of hopelessness. This is what leads most of our learners to be referred to us.

We adopt a wrap-around approach to our learners which starts with the provision of hot food throughout the day; this includes hot breakfast from 8.15am, hot and healthy options at break time including soup and smoothies, and a hot meal at lunch time. It would be counterproductive and impossible to manage were we to charge those pupils who are not entitled to free school meals. We have experimented with hot chocolate and biscuits at the end of the day but this was not successful. Key to the success of this approach is that staff and pupils choose to eat together in the "canteen", making for a calm and civilised time for all.

Given the high numbers of PP pupils at Latimer at any given time and bearing in mind our pupil population is growing in-year, our approach to determining who benefits from our range of interventions cannot be based upon who is entitled to PP; it is based on need. Our range of interventions includes:

- Jamie's Farm - annual farm residential for up to eight learners. An attempt to focus on learners who are entitled to PP backfired when what appeared to be a coordinated attempt by those chosen to go to sabotage the trip by refusing to go on the day of departure led to us hurriedly having to find several pupils willing to go at the last minute regardless of entitlement to PP or not.
- TBAP Residence - the main criterion for referral here is that learners are on the edge of care proceedings. All referrals to the Residence so far have been entitled to PP. Once again we have had to face the problem that some learners have refused to attend the Residence.
- Therapeutic interventions - the mental health of all our learners is monitored closely. Our therapy offer has more than doubled in 2016-17. Many of our learners are faced with the paradox that engaging with the interventions designed to support them and help them, make them feel more needy and so they often reject the support provided, hence our approach to make interventions available to all. Our therapeutic offer, again, is based on need, not entitlement to PP. This is a difficult area to monitor impact given that the effects of therapy may not become apparent until much later in the lives of our learners, possibly after they have left us. (See feedback from therapy team)
- Literacy interventions - we are monitoring closely the progress of all learners entitled to PP and this will be reported on once our new literacy strategy is in place.
- Bespoke learning opportunities - where learners struggle with the curriculum we offer we strive to offer alternatives outside of the school. PP allows us to source vocational courses in other venues to meet the learning needs of certain learners. For example, we have offered Motor Vehicle Mechanics and Moped Maintenance to two learners who are entitled to PP this academic year at a cost of £2,000 per placement. (see Case study S1 and S2)
- Revision opportunities - in the form of after school classes staffed by existing staff and the provision of revision materials to all learners
- Provision of basics in terms of stationery etc. - rather than insist that learners come to school fully equipped we have a policy of providing them with the equipment they need in order to get on with their learning from the get-go.
- Regular trips to museums and other places of interest - we try to get learners out of their physical comfort zones to enjoy the basic pleasures afforded by ordinary (mainly) middle class families. Often these do not require significant funding but the experience is something new for many of our learners as they do not get the opportunities to see these places. One (PP) learner commented, "is it to get us out into society?"

- Leavers' day celebrations - very successful end of year celebrations for year 11s involving trip to restaurant and limousine hire.

How you will measure the impact of the pupil premium

As a MAT, we are in the process of devising a range of measures to help us monitor the progress of our learners. Progress 5 Measures are being developed in response to the [Commission on Assessment without Levels: final report](#) which promotes the view that approaches to assessment:

- are based on needs of the pupils
- follow the school's curriculum
- support effective teaching

Using a programme called Pupil Asset we have developed an approach which allows us to measure the impact of our new approach to assessment on all groups, including of course learners entitled to PP.

We have also used the report to monitor the progress in the following areas:

- Attendance
- Literacy
- Behaviour
- Enrichment and Therapy - see therapy team's reports

Our rationale for this is that our learners make progress in a number of areas that may not be captured in terms of progress in the year or through exam outcomes. For example a learner whose attendance with us is 80%+, but whose attendance in the referring school may have been below 50%, is showing progress, even if his progress in terms of curriculum coverage is still a cause for concern and ongoing efforts to engage that young person. For example, Student A is a Looked After Child (LAC) and had a difficult start at Latimer. Her attendance between mid-June and end of July 2016 was 20%. Between start of September 2016 and end September 2016 her attendance rose to 83%. It has dropped to 66% by 10th February 2017 but overall her attendance has improved on her starting position. For this pupil progress is as much about regular attendance as achievement across the curriculum. It has also been about spending PP funding to address her stated wishes as to what career path she wanted to pursue. This meant sourcing a Construction course at another site. Unfortunately she did not stick with the course and she now follows an RE GCSE option. Similarly, where, through engagement with our therapy team, a learner reveals a need for therapy and we engage with the family through this revelation, it may be that progress is measured through active and ongoing engagement with the therapist.

The date of the next pupil premium strategy review - September 2017 (following GCSE and other examination analysis)

For last year

How you spent your pupil premium funding - £37,126

See above re provision of food - this was introduced in 2014 and has been a significant factor in improving the culture at Latimer. The "canteen" is a hub of

activity during breakfast, breaktime and lunch time. The cost of running this facility is approximately £45,000 per year and this is money well spent given the fact that for many of our learners this may be their only opportunity to get a hot meal in the day.

The impact that the pupil premium had on pupils

- Exam outcomes -

	13-14		14-15		15-16	
	5 A*-G	5 A*-C	5 A*-G	5 A*-C	5 A*-G	5 A*-C
All pupils	70% (10)	20% (10)	70% (10)	0% (10)	81% (16)	6% (1)
PP pupils	70% (10)	20% (10)	67% (6)	0% (6)	82% (11)	9% (1)