

How much pupil premium funding you received for this academic year?

For the year 2020 - 21, the pupil premium and catch up figure for Latimer AP Academy is £49,968.

Describe the main barriers to educational achievement that the disadvantaged children in your school face.

Learners at Latimer AP Academy are referred to TBAP because they may experience a number of barriers to learning within their mainstream schools: these include poor attendance, poor literacy and/or numeracy, social/emotional needs and low self-esteem. Some learners also experience mental health difficulties and trauma. Pupil premium and catch up funding is used in order to close the gap, inspire, raise aspirations and self-belief and to improve young peoples' life chances. The learners at Latimer AP Academy are provided opportunities, that allow them to believe that they can be successful and achieve their potential.

Barriers to future attainment (for those eligible for PP)

In-school barriers

1. Poor Literacy skills
2. Poor Numeracy skills
3. Poor behaviour and social skills
4. Weak independent learning skills

External barriers

1. Emotional and social factors including Safeguarding
2. Attendance
3. Lack of facilities to support good learning habits
4. Lack of knowledge with respect to different education/career pathways
5. Lack of opportunities to the wider curriculum and opportunities outside of school

We measure the impact of these strategies through ongoing tracking of learner progress in 5 key areas (Progress 5):

- Y11 attainment and in-year progress across all years;
- Improvements in attendance;
- Improvements in behaviour for learning;
- Improvements in literacy and numeracy;
- Improvements in emotional and mental well-being.

This information is captured in individual Progress 5 reports and is also reported to TBAP Trust Board and LAB members through termly reports. All LAB reports are published on our website.

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

We adopt a wrap-around approach to our learners, starting with the provision of a hot breakfast from 8.30am, snacks at break time and a hot meal at lunchtime. We aim to create a cohesive climate of support for all, therefore learners and staff share meal times in our school canteen to create a sense of community.

Our approach to determining who benefits from our range of interventions is based on need and is planned in advance for academic and mentoring sessions wherever possible. Dynamic intervention also takes place daily as and when the need arises.

The identification of priorities will be determined by:

1. Observing the children and gaining an understanding of their development needs and formulating a programme of interventions and actions to meet them.
2. Analysing data (current and historic) including trends and progress at a school, local and national level so that the current benchmark and appropriate targets can be set.
3. Undertake a review of the previous plan to address these needs to ascertain their level of success and whether to continue, cease or change how they are delivered.
4. Assess the achievement of best value in the delivery of interventions and actions.
5. Researching improvements in improving outcomes, for example, through the Sutton Trust.

The identification of the appropriate priorities are:

1. Focussed 1-1 literacy interventions
2. Year 11 extra support in preparation for GCSE exams including the use of the national tutoring programme
3. Breakfast club, snack at break and a hot meal at lunch for all pupils
4. Fully funded school trips including residential trips (post Covid)
5. Staff training in 'ARC Trauma informed practice'
6. Behaviour mentoring and interventions
7. An online virtual offer to support engagement for persistent non-attenders
8. Uniform grants (purchased for all pupils)
9. Speech and language therapist to enhance the SEN offer
10. Developing a school library to support reading

Use of Pupil Premium 2020-21	Amount Allocated £	Year Group(s) involved	Nature of support provided	Intended Outcomes of support provided	How the activity will be monitored, frequency, position responsible
Focused 1-1 literacy	£2000	KS3 & KS4	Interventions led by LSPs	Accelerated progress in reading	Half termly data review Local literacy LSP to lead.

Breakfast Club	£2000	All	Early morning care	Improved attendance and punctuality	SSM Half termly review
Enrichment activities	£6,000	Across all Key stages	Develop on site enrichment offer including access after school Termly curriculum based trips End of year rewards trip	Enrichment within curriculum Increased motivation	Termly
Tutoring via the NTP	£1000	Year 11	1:3 tutoring in Eng, maths and science	Narrowing the gaps in skills and knowledge to support outcomes	Led by CLD
Speech and language therapist	£10,000	Targeted work with learners	1:1 therapy Training for staff	Increased access to the curriculum	SENDCo to oversee provision
Uniform grants	£2000	All	Full uniform provided	Self confidence Readiness to learn	HOS/SSM Termly
Hot meals	£20000	All	Hot meals	Meeting the basic needs of learners on roll	HOS
Mini library	£2000	All	Access to books	Reading for pleasure as a strategy to support literacy	CLD

Further ways/explanation in which PP funding supports the learners:

Provision of equipment- we have a policy of providing learners with the equipment they need in order to be successful in their learning. This includes ensuring all learners have the correct uniform, equipment and home learning tools needed to feel ready for learning and therefore to make progress academically.

Given the high numbers of PP pupils at Latimer AP Academy 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**. The range of interventions led by highly skilled staff includes:

- Waved interventions - All learners are allocated a 'wave' based on their level of need. This entitles learners to a wide range of interventions including anger management, mentoring, literacy and numeracy support

- We improve behaviour for learning through rewards and enrichment activities. Through positive relationships with staff, learners begin to manage their behaviour, develop a positive attitude to school life and to learning.
- Literacy interventions: All learners are assessed when they arrive at Latimer AP Academy so that we achieve an understanding of any underlying literacy needs. Learners with a low reading age access our programme for a 6-week intervention. Their reading age is tested at the beginning and end of the programme to clearly demonstrate progress made. A whole school literacy programme has been developed to ensure that the strategies used in Lexonik Core are applied across all subjects. Reading comprehension is also developed through 1:1 interventions and whole school strategies.

How you will measure the impact of the pupil premium

PP groups are tracked and their performance over the years at Latimer AP Academy. Please see table below.

Performance of Groups

2019-20	5 GCSEs 1 – 9	4/C or above in E&M
Group Performance		
FSM	65%	20% (4/20)
Pupil Premium	64% (16/25)	16%(4/25)
Statement	50%	0%
LAC	75% (3/4)	0%
EAL * Data not available at time of reporting		
Boys	75%	11% (3)
Girls	67%	13% (2)

The date of the next pupil premium strategy review – September 2021 (following GCSE and other examination analysis).