



**LATHOM  
HIGH SCHOOL**



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Headteacher: Mrs J M Galbraith



## **Pupil Premium Strategy Statement 2017-18**

Pupil Premium is additional to main school funding. It is used to address inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months. Secondary schools receive £935 for each eligible pupil.

Schools decide how the Pupil Premium Grant (PPG) is spent since they are best placed to assess what additional provision should be made to support individual pupils.

Our aim is to ensure provision for Pupil Premium Students in all years is visible in everything we do and is not simply an 'add on' to what we already provide. We have a strong belief that quality first teaching is the priority to support students to improve their skills. Emphasis is placed on improving and investing in teaching and learning to ensure students get taught by a quality teacher rather than withdrawn for intervention/catch up.

At Lathom, over 50% of our students are eligible for Pupil Premium which is significantly higher than the national figure. We recognise that every student has individual needs, concerns and aspirations and we aim to ensure the best outcomes for everyone regardless of their background and disadvantages. For some students this may be supporting their basic skills in reading, writing or mathematics, whilst for others it may be support with enrichment activities such as D of E, enhanced careers guidance or visits to colleges, university and potential employers. Lathom is committed to closing the attainment and achievement gap across a range of measures and the additional funding will be used to support this.



1. Summary information					
School	Lathom High School				
Academic Year	2017/18	Total PP budget (Indicative)	£312.375	Date of most recent PP Review	July 2017
Total number of pupils	602	Number of pupils eligible for PP	322	Date for next internal review of this strategy	January 2018

2a) Current attainment and progress				
	Lathom students eligible for PP 2017 (outliers removed)	All Lathom students (outliers removed)	PP Students national 2017	Students not eligible for PP national
Maths 4-9 measure	48.3 (50)	63.8 (64.9)		
Maths 5-9 measure	31 (32.1)	48.3 (49.1)		49.7
English 4-9 measure	50 (51.8)	67.2 (64.9)		
English 5-9 measure	34.5 (35.7)	51.7 (52.6)		53.3
Basics (4+)	36.2 (37.5)	56 (57)		
Basics (5+)	23 (32)	36.1 (38.3)		
Progress 8	-0.57 (-0.37)	-0.42 (-0.28)		

3. Barriers to future attainment (for pupils eligible for PP including the disadvantaged most able)	
<b>In school barriers</b>	
A.	Students' attainment on entry is significantly below national average, literacy and numeracy skills are low
B.	High ability PP students do not achieve as well as their peers due to low aspirations and low student engagement
C.	Disadvantaged boys do not achieve as well as disadvantaged girls due to low aspiration and poor engagement
<b>External Barriers</b>	
D.	Attendance to school for disadvantaged students is significantly below the rest of the school. This reduces their hours in school and causes them to fall behind (90.9% compared to non PP of 94.2%)

4. Outcomes	
Desired Outcomes and how they will be measured	Success Criteria
<b>A</b> High levels of progress in literacy and numeracy for Year 7 students eligible for PP Strong transition between Year 6 and Year 7 to support improved attainment on entry	Students eligible for PP in Yr7 make more progress by the end of the year than 'other' students so that 90% meet expected targets and other students still make at least expected progress. This will be evidenced using student tracker data. Accelerated Reader scores and reading ages show improvement from data on entry to Y7. Bridging units completed in term 3 of Year 6. Mapping of curriculum to ensure challenge for all.
<b>B</b> Improved rates of progress across KS3 and KS4 for high attaining PP students eligible for PP	Students eligible for PP identified as high attaining from KS2/ raw scores make as much progress as 'other' students identified as high attaining, across KS3 and 4, so that 85% or above are on track for 4 levels of progress/expected progress by the end of KS4. Where they are not, departments are putting in place interventions, monitored by SLT Intervention Lead, CLs, HoH and SLT. Bridging units completed in term 3 of Year 6. Mapping of curriculum to ensure challenge for all.
<b>C</b> Improved rates of progress across KS3 and KS4 for boys eligible for PP	Boys eligible for PP make as much progress as girls and as their 'other' male peers so that the gap in performance closes and they make expected levels of progress by the end of KS4. Where they are not on target, departments are putting in place interventions, monitored by SLT Intervention Lead, CLs, HoH and SLT.
<b>D</b> Increased attendance rates for students eligible for PP	Reduce the number of persistent absentees among students eligible for PP to <20% Overall attendance for students eligible for PP improves from 90.9% rapidly towards 95.2%, in line with national averages.

5. Planned Expenditure					
Academic year	2017-18				
i Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress and attainment through focused support	Dedicated member of SLT as Intervention Lead and Pupil Premium Champion Director of Literacy to champion literacy across the school ELT role to develop effective KS2/3 academic transition Teacher to champion numeracy across the school Academic Mentors in English and Maths directed and closely monitored by CLs and SLT lead to regularly evaluate impact of their work on progress and attainment. ELT role appointed to lead on AGT/Stretch and Challenge in the classroom. CPD on stretch and challenge.	Oral Language Interventions – EEF (Education Endowment Fund) Toolkit indicates +5 months impact. Reading Comprehension Strategies – EEF Toolkit indicates +5 months impact.	SLT Intervention Lead and PP Champion to oversee impact of interventions and oversee bids for funding to ensure value for money and impact. ELT leads to oversee areas of responsibility and provide half termly impact reports. Analysis of student assessment data. Regular learning walks and lesson observations.	LU HB MW AWin	<b>Half termly 2017/18</b> October 2017 December 2017 February 2018 April 2018 June 2018
Improved Year 7 and Year 8 literacy progress (link to Year 7 catch up premium)	Quality first teaching approach. CPD on using Accelerated Reader effectively. SOW and resource development in English to build a bank of resources to develop reading skills, textual analysis and follow up to assess the components of language.	EEF efficiency trial indicated that using Accelerated Reader could give +3 months impact. EEF Toolkit – reading comprehension strategies have moderate impact based on extensive evidence.	Director of Literacy to oversee AR. CL English to oversee SOW and resource development with dept staff and SENCO. Analysis of AR scores. Analysis of student assessment data.	HB EC JC	<b>Half termly 2017/18</b> October 2017 December 2017 February 2018 April 2018 June 2018

			Regular learning walks and lesson observations.		
Improved Year 7-11 literacy progress (link to Year 7 catch up premium)	Quality first teaching approach. Teacher expertise and literacy resource development across the curriculum supported by the LA Literacy consultant. Resources and techniques developed across departments to support more effective reading comprehension and techniques to support extended writing. Reading and writing will be improved and students able to transfer skills across all subjects in school.	EEF Toolkit – reading comprehension strategies have moderate impact based on extensive evidence	Director of Literacy and Deputy Headteacher to oversee resource and scheme development across departments. LA Literacy Advisor to quality assure developments in classrooms across a range of subjects. Analysis of student assessment data.	PL HB AK JCL	<b>Half termly 2017/18</b> October 2017 December 2017 February 2018 April 2018 June 2018
Improve progress and outcomes for high attaining students eligible for PP	Quality first teaching approach. ELT role appointed to lead on AGT/Stretch and Challenge in the classroom. CPD on stretch and challenge.	Underperformance of this group in external examinations. Low aspirations in the community lead to lack of engagement and/or lack of desire to excel.	ELT leads to oversee areas of responsibility and provide half termly impact reports. Analysis of student assessment data. Regular learning walks and lesson observations.	AWin	<b>Half termly 2017/18</b> October 2017 December 2017 February 2018 April 2018 June 2018
<b>Total budgeted cost refer to attached spreadsheet appendix 1</b>					

<b>ii Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved Year 7 literacy progress	<p>Small group provision for struggling Y7 students.</p> <p>Effective use of Reading Recovery programme.</p> <p>Teach synthetic phonics in RR groups with RA below 8. Retest regularly using NFER tests to check progress.</p> <p>Small group reading with student/peer and support staff leaders.</p> <p>Reading will be improved and students able to transfer skills across all subjects in school.</p>	<p>Some students need targeted literacy support to catch up. EEF research evidence suggests that individual or small group tuition on average accelerates learning by +5 months.</p> <p>EEF Toolkit – phonics moderate impact based on very extensive evidence.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking these students to show impact of the programme. CPD for support staff to lead the intervention.</p> <p>SENCO/DoL to liaise with parents.</p>	<p>HB</p> <p>NR</p> <p>JCL</p> <p>LPAs</p>	<p><b>Half termly 2017/18</b></p> <p>October 2017</p> <p>December 2017</p> <p>February 2018</p> <p>April 2018</p> <p>June 2018</p>
Improved Year 7 literacy progress in Nurture Group	<p>Focus on reading in Nurture group. Use of reading logs to encourage home-school partnership and support for reading.</p> <p>Use Boxall profiling to enhance identification of needs and appropriate interventions.</p>	<p>Some students need targeted literacy support to catch up. EEF research evidence suggests that individual or small group tuition on average accelerates learning by +5 months.</p> <p>Boxall Profiling recommended by Nurture in Schools group to effectively target interventions for most vulnerable students.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking these students to show impact of the programme. CPD for support staff to lead the intervention.</p> <p>SENCO liaise with parents. QA from Nurture in Schools Team.</p>	<p>JCL</p> <p>HW</p>	<p><b>Half termly 2017/18</b></p> <p>October 2017</p> <p>December 2017</p> <p>February 2018</p> <p>April 2018</p> <p>June 2018</p>
Improve progress and outcomes for high attaining	<p>Weekly small group sessions in Maths and/or English for high attaining students with the Academic Mentors.</p>	<p>Underperformance in this group in external examinations.</p>	<p>SLT Intervention Lead and PP Champion to oversee</p>	<p>LU</p> <p>MWi</p> <p>KF</p> <p>MW</p>	<p><b>Half termly 2017/18</b></p> <p>October 2017</p> <p>December 2017</p> <p>February 2018</p>

students eligible for PP		Low aspirations in the community lead to lack of engagement and/or lack of desire to excel. EEF research evidence suggests that individual or small group tuition on average accelerates learning by +5 months.	impact of interventions. CL Maths/English to monitor planning, delivery and impact. Analysis of student data.	EC	April 2018 June 2018
Improve progress and outcomes for high attaining students eligible for PP	Disadvantaged students into HE Futures programme with Edge Hill University set up for Year 9 and Year 10 students Access to University programme set up for PP students in partnership with University of Manchester	Underperformance in this group in external examinations. Low aspirations in the community lead to lack of engagement and/or lack of desire to excel. The EEF toolkit suggests that targeted interventions matched to specific student needs can be effective.	ELT lead to oversee areas of responsibility and provide half termly impact reports. Student Voice.	AWin CPI	<b>Half termly 2017/18</b> October 2017 December 2017 February 2018 April 2018 June 2018
Improved progress and outcomes for boys eligible for PP	Boys' target cohorts set up to address underperformance, barriers to learning and lack of aspiration. Individualised approach adopted to address barriers to learning.	Changing demographics of school population. Underperformance in this group in external examinations. Low aspirations in the community lead to lack of engagement and/or lack of desire to excel. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of students is fair, transparent and properly recorded. Staff to engage with parents before intervention begins. Monitor attitude to learning and behaviour to look for improvement and to see the improvement translate into improved attainment. Ensure rewards are appropriate and frequent.	LU CW	<b>Half termly 2017/18</b> October 2017 December 2017 February 2018 April 2018 June 2018

Improved progress in Year 11 student groups	To create Year 11 only study tutor groups (outside of the House system)  Tutor time to have a study skills focus with targeted activities and intervention, which will support students homework and revision.	The EEF toolkit suggest that targeted interventions matched to specific need can be effective  To maximise the school day to support year 11  Awareness of significant number of students with home conditions which do not support effective study at home	SLT Intervention Lead and PP Champion to oversee impact of interventions.  Student and parent voice	LU	<b>Fortnightly review of attendance and behaviour data</b>  <b>Half termly 2017/18</b> February 2018 April 2018 June 2018
<b>Total budgeted cost refer to attached spreadsheet appendix 1</b>					
<b>iii Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increase attendance rates Reduce Persistent Absence	Attendance Outreach Workers employed to monitor students and follow up on truanancies. First day response provision. Work alongside attendance lead. Catch up sessions set up for students who miss lessons.	Students need to be in school to make progress and achieve. Improving attendance rapidly a priority identified in Section 8 inspection, June 2017. NFER briefing for school leaders identifies addressing attendance as a key step. Increased parental contact needed.	Thorough briefing of new staff about existing absence issues. Increased capacity to do home visits. Attendance Lead and DHT will collaborate to continue to improve attendance to school. Attendance and progress discussed at least fortnightly in HoH Line Management meetings.	PL ST DP SR	<b>Weekly review</b> of attendance figures <b>Half termly analysis of impact</b> October 2017 December 2017 February 2018 April 2018 June 2018



<p>Increase attendance rates Reduce Persistent Absence</p>	<p>Closing the attendance gap for students eligible for PP to be a clear focus of the SFIT (Student and Family Intervention Team) – House Team, Attendance Team and Learning Support Team to work together to remove barriers to attendance and support long term absentees back into school.</p>	<p>Students need to be in school to make progress and achieve. Improving attendance rapidly is a priority identified in Section 8 inspection, June 2017. NFER briefing for school leaders identifies addressing attendance as a key step. Increased parental contact needed. Long term absentees need support to get back into school/lessons.</p>	<p>Same day calls and visits for targeted students. Personalised support in place for targeted students and families. PP attendance discussed at least fortnightly in Line Management meetings.</p>	<p>PL ST HoH JCL AW DS</p>	<p><b>Weekly review</b> of attendance figures <b>Half termly analysis of impact</b> October 2017 December 2017 February 2018 April 2018 June 2018</p>
<p>Reduce attendance gap between PP and FSM students</p>	<p>Identification of students most in need by:-  Current FSM Level of deprivation (based on postcode) Student behaviour and attendance data Academic ability</p>	<p>Pupil Premium students level of need to be identified, across the school and within each year group and ranked.  Prioritise intervention based on level of need</p>	<p>SLT Intervention Lead/PP Champion to oversee data collection</p>	<p>PL LU JM</p>	<p><b>Weekly review</b> of attendance figures <b>Half termly analysis of impact</b> October 2017 December 2017 February 2018 April 2018 June 2018</p>
<p>Strong transition between Y6 and Y7 to support improved attainment on entry</p>	<p>ELT role appointed to lead on effective academic transition. SSIF transition project involvement with 3 partner primary schools. Development of teaching practice in Maths and English in KS2 – KS3. Bridging units to be completed in term 3 of Year 6. Mapping of curriculum to ensure challenge for all.</p>	<p>No loss/dip in performance at start of Year 7. Reference to Ofsted ‘Wasted Years’ research.</p>	<p>ELT lead to oversee areas of responsibility and provide half termly impact reports. Ensure that there is no unnecessary crossover from KS2 to KS3 SOW. Plan curriculum thoroughly. Ensure regular cross-phase meetings.</p>	<p>MW HB/EC</p>	<p><b>Half termly analysis of impact</b> October 2017 December 2017 February 2018 April 2018 June 2018</p>

<p>Problem behaviour in Y8 and Y9 addressed</p>	<p>ELT role appointed to lead on behaviour and reward systems. Identify a targeted behaviour intervention for identified students. Alternative provision sought on an individual basis to support engagement.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>ELT lead to oversee areas of responsibility and provide half termly impact reports. Ensure identification of pupils is fair, transparent and properly recorded. Use AHOHs to engage with parents before interventions begin. Monitor behaviour and whether improvements translate into improved progress and attainment. Ensure rewards used appropriately.</p>	<p>MKS PL HoH</p>	<p><b>Weekly review</b> of behaviour patterns <b>Half termly analysis of impact</b> October 2017 December 2017 February 2018 April 2018 June 2018</p>
<p>Raising aspirations</p>	<p>ELT roles appointed to lead on Student Development and Leadership and CEIAG. Student Council, Student Leadership Accreditation and Peer Listening set up. Applications encouraged from students eligible for PP. University visits and partnership working with FE, HE and employers. Targeted provision from Careers North for students eligible for PP.</p>	<p>EEF Toolkit recognises involving parents has an impact. Awareness that students (especially boys) achieve better in school when they have a plan for the future, and can link achievement in school to their next steps.</p>	<p>ELT leads to oversee areas of responsibility and provide half termly impact reports. Identify students for additional careers advice. Support students who lack aspirations or who aren't sure of their future. Visit providers where travel/living away from home/costs may be less of an issue. Involve</p>	<p>LU LM CPi AWin Careers North</p>	<p><b>Half termly analysis of impact</b> October 2017 December 2017 February 2018 April 2018 June 2018</p>

			parents in visits and discussions as much as possible. Few students NEET.		
Removing financial barriers to ensure participation for all	Supporting students financially with late bus access to attend after school activities, revision session, 'The Hub'.  Provide financial support for uniform, materials for practical activities and access to enrichment activities such as trips, residential visits and D of E.	Extending School Time – EEF Toolkit indicates +2 months impact  Sports Participation – EEF Toolkit indicates +2 months impact  Remove the financial barriers that prevents some students from accessing after school and enrichment activities and from participating fully participation in practical lessons.	SLT Intervention Lead and PP Champion to oversee impact of interventions and oversee bids for funding to ensure value for money and impact.	LU JM	<b>Half termly analysis of impact</b> October 2017 December 2017 February 2018 April 2018 June 2018
Improved parental engagement amongst hardest to reach parents	Pilot community based drop-in sessions  Parent to parent peer support  Earlier identification of hardest to reach families through revised transition arrangements	EFT Toolkit recognises involving parents has an impact  Evidence from working closely with local primary schools	Community venue ensures greater number of parents access drop-in sessions  SENCO provides early transition report  Parents' Forum provide feedback	LU JCL JM	<b>Half termly</b> February 2018 April 2018 June 2018  <b>March 2018</b>
Identify barriers caused by adverse childhood experiences (ACE)	Pilot partnership with EmBRACE (paired with NHS and Lancashire CCG and the Local Police Force) to create a school environment to become ACE aware and develop	Over 60% of students have adverse childhood experiences. Awareness that a majority of students lack resilience even in a range of basic life skills.	SENCO to oversee the pilot scheme and provide half termly report		<b>Half termly analysis of impact</b> February 2018 April 2018 June 2018

	<p>an ACE/Trauma informed culture, initially with Year 8</p>	<p>EEF Toolkit – social and emotional learning indicated +4 months impact</p> <p>To recognise and seek support to overcome early life experiences and become resilient individuals.</p> <p>To equip students with ‘soft skills’ characteristics such as, confidence, motivation, self-awareness, team working</p>			
<p><b>Total budgeted cost refer to attached spreadsheet appendix 1</b></p>					

Appendix 1

**LATHOM HIGH SCHOOL PUPIL PREMIUM 2017-18**

Funding is allocated at £935 per eligible student  
 CLA students are allocated £1,500 (LA dependent)

Funding is allocated in the following key areas:-

**Curriculum** - Particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps between PP and non PP students

**Specific need** - Students who are identified with a specific need including SEND pupils, high attaining pupils on entry and students with behavioural issues are supported to ensure that the gap between PP and non PP students with these needs narrows

**Teaching and Learning** – A focus on the further development and evaluation of strategies to narrow the gap in attainment and progress between PP and non PP students

**Extra-Curricular** - Access to extra-curricular/enrichment opportunities, regardless of the student’s background

**Attendance and punctuality** - To implement strategies to address the gap in attendance and punctuality rates between PP and non PP students

Funding line	Total Allocation £312,375 Allocation
Teacher Salaries including AHT Pupil Premium Champion and Intervention Lead	165,000
Support Staff salaries Including Attendance Outreach Workers	95,000
Resources	18,000
Student Rewards	5,000
Transport and Uniform support	17,500
Raising Aspirations	10,000
Breakfast Club, After School Club and Breaktime (supplies)	2,375