

Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
|---|------------------|---|----------|---|---------|
| School | Immanuel College | | | | |
| Academic Year | 2017/18 | Total PP budget | £328,415 | Date of most recent PP Review | Sept 17 |
| Total number of pupils (*inc. KS5) | 1177 (*1387) | Number of pupils eligible for PP | 368 | Date for next internal review of this strategy | May 18 |

| 2. Current attainment | | |
|--|--------------------------------------|---|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving 5A* - C incl. EM / BASICS | 54% (32.1%) | 70% |
| Progress 8 score average | 0.37 (0.003) | 0.10 |
| Attainment 8 score average | 48.27 (38.96) | 52.72 |

| 3. Barriers to future attainment (for pupils eligible for PP) - In-school barriers | |
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| A. | Pupil's reading, writing and mathematical skills upon entering Year 7 are lower for those eligible for PP than for others, which is a barrier to them making good progress in Year 7. |
| B. | High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This will prevent sustained high achievement through KS4 if not addressed. |
| C. | Social issues for a small group of PP pupils is having detrimental effect on their academic progress. |
| D. | Pupils who are eligible for PP arrive at the academy lacking resilience and aspiration. |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| E. | Attendance rates for pupils eligible for PP for 2015-16 was 89.5 % (5.5% below the target for all children of 95%). This reduces their school hours and has a negative impact on their progress and attainment |

*April 2019 update

| 4. Desired outcomes (desired outcomes and how they will be measured) | | Success criteria |
|--|---|--|
| A. | High levels of progress pupils eligible for PP. | Pupils eligible for PP make accelerated progress to diminish the difference between them and those not eligible for PP. We will measure this using our target and tracking systems resulting in a positive Progress 8 score. The gap is closing, with the average gap less than 0.19 of a GCSE grade. |
| B. | Improved rates of progress for high attaining pupils eligible for PP. | Pupils eligible for PP identified as high attaining from KS2 scaled scores make as much progress as 'other' pupils identified as high attaining, so that the percentage of students achieving and/or exceeding their projected Progress 8 score are in line with or higher than "high" non-pupil premium students. The gap is closing, with the average gap less of PP high of 0.02 of a GCSE grade. |
| C. | Social issues for a small group of PP pupils is having detrimental effect on their academic progress. | Fewer behavior incidents recorded for these pupils on the school system. Including a decline in reflect sessions, isolations and exclusions for eligible PP students. Both red and yellow card numbers have decreased with both PP and non-PP students |
| D. | Improved resilience and exposure to a range of aspirational futures. | Pupils eligible for PP receive additional experiences to raise their aspirations, these include reward activities and CEIAG support. % of PP students involved in extracurricular activities and rewards to be the same as or greater than 'others'. School policy of ensuring 1/3 or more of students who are involved in extracurricular activities and rewards are PP has been implemented. |
| E. | Increased attendance rates for pupils eligible for PP. | Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to 10% or below (NA PP= 21.6%, NPP= 8.3%). Overall attendance amongst pupils eligible for PP improves (NA PP= 91.6%, NPP = 95.4%) Attendance of PP students continues to be tracked and is improving on 2017. Implementation of SLT attendance mentors and attendance badges is supporting. |

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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? |
|--|--|---|---|------------|---|
| High levels of progress in reading, writing and Mathematics for pupils eligible for PP | Progress Leaders appointed. Utilising the highest quality of teaching with the most vulnerable students. COST - £206,086 | The way in which we will have the most impact on students who have previously not performed in line with their peers is by providing them with access to outstanding teaching | Progress leaders and SLT timetables have been assigned a significant proportion of teaching of groups who have made the least progress and have the highest PP proportion. | SLT & PL | Data collection points. |
| High levels of progress in reading and writing for pupils eligible for PP | Introduction of Accelerated reader, expansion of and improvements made to the library. COST - Previously purchased | The element of competition and access to a range of exciting age appropriate books will support students in reading for pleasure, improving their reading levels. The library is a fantastic area for all students including PP to access resource and complete work. | The library is a bookable resource. . All students access to the library and its resources in their social time. This can be used to access the internet for homework, as some students do not have internet access at home.. | CU & LS | Review progress at line management meetings. PP is a standing agenda point. |

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| <p>High levels of progress in mathematical skills for pupils eligible for PP.</p> | <p>Use of additional teachers to support with the students who do not grasp the concept within a lesson.</p> <p>COST - £74,114</p> | <p>The approach to mathematics which sees the class moving together towards mastery within an aspect, requires all students to progress through the learning of key concepts at the same time. For those who are unable to master the concept initially on their own, we deploy additional support in the form of other teachers or qualified maths tutors to support them in grasping these concepts. In other key classes where there are a large number of PP students staffing is doubled to provide additional support.</p> | <p>An assistant head teacher has responsibility for the line management of mathematics, and as a previous HOF within mathematics she is highly skilled within this area. She works closely with the Associate Head teacher who line manages mathematics and oversees the deployment of the progress made by students.</p> | <p>JW & RH</p> | <p>Review progress at line management meetings. PP is a standing agenda point.</p> |
| <p>Improved rates of progress across all subjects for all high attaining pupils that are eligible for PP.</p> | <p>Reducing the class sizes through the appointment of additional teachers has allowed us to create additional classes in many subjects. This is reducing underperformance for PP students.</p> <p>COST – See above</p> | <p>Reducing class sizes enables teachers to closely monitor and track progress. Teachers can deliver lessons that are differentiated to the needs of the students in their class, and provide outstanding teaching.</p> | <p>An Associate Head teacher and her assistant head teacher are responsible for the curriculum overview and ensuring that classes that contain the most PP students are smaller than average and, where possible, are led by a progress leader.</p> | <p>JI ES</p> | <p>Data collection points.</p> |
| <p>Total budgeted cost</p> | | | | | <p>£280,200</p> |

ii. Targeted support

| 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? |
|--|---|--|---|---|--------------------------------------|
| Behavioural issues of PP eligible pupils addressed. | <p>Appointment of an Assistant Head Teacher responsible for behaviour and the SLO team.</p> <p>Employment of SLOs and Learning mentors, and the continued development of their skills in improving and managing behaviours by way of internal and external CPD</p> <p>COST - £60,460</p> | <p>A higher than average number of behavioural logs are recorded involving PP students. For us this is a critical group of students who are at risk of not performing to their potential. For this reason, we made the decision to recruit a SEND, inclusion specialist.</p> | <p>Review attendance, progress and behavioural statistics compared to last academic year.</p> <p>Review the % of PP students receiving yellow and red cards weekly. Review the progress made by students who enter the LDC. Use of external cluster support where relevant.</p> <p>Engagement with parents to address any concerns. Success of PP SEND students in their attendance, decline in behaviour incidents and progress within their subjects.</p> | <p>Jl</p> <p>SS/SLO</p> <p>ES</p> <p>DR</p> <p>SH</p> | <p>Termly review conducted.</p> |
| Increased attendance rates for pupils eligible for PP. | <p>Tracking of attendance by attendance team lead by Associate Headteacher and line managed by Assistant Headteacher.</p> <p>Support for the onsite Chaplain.</p> <p>COST - £21,085</p> | <p>Providing PP students with uniform and equipment support. Support with the financial elements of trips and transport to school is worthwhile expenditure from the PP monies.</p> <p>Rewards for meeting the attendance target set by the college. Support from the Chaplain to provide a safer life experience.</p> | <p>Log of equipment provided.</p> <p>Log of access to trips, access provided to PP students as priority. Trips and rewards to aim to have a minimum % of PP students that matches the co-hort.</p> | <p>SP</p> <p>RH</p> <p>ES</p> <p>TD</p> <p>Jl</p> | <p>Review annually</p> |

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| Improved resilience and exposure to a range of aspirational futures. | Tracking of destination for students after attending the college. Providing support from the Chaplain and his team. Ethos of the college centres around the philosophy of "All God's Children" COST – N/A | Whilst it is hard to measure the impact of providing uniform and equipment, it is imperative that students are in school, ready to learn and appropriately dressed. | Review and tracking of attendance, Log of destination for students. Student voice | JW SH | Termly review |
| Total budgeted cost | | | | | £81,545 |
| iii. Other approaches | | | | | |
| 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? |
| Increased attendance rates for pupils eligible for PP. | Attendance Improvement team (2 x officers and SLOs) employed to monitor pupils and follow up quickly on truanancies. First day response provision for all PP students. COST – See above | In order to make rapid rates of progress students need to be in school. PP attendance 2015-16 = 89.5% Target for 2016-17 = 95% | Daly follow up from attendance team along with visits from SLOs. HOH collaborate with form tutors to ensure provision and standard school processes work smoothly together. Letters about attendance to parents / guardians. Attendance team visit all PA at home to discuss attendance with parents / guardians and explore barriers, followed by formal meetings | TD SS/SLO ES JI RH SP | Termly |
| Overall total budgeted cost | | | | | £361,745 |