



EMMANUEL COLLEGE

Use of the Pupil Premium

The Pupil Premium is additional funding to help close the attainment gap between disadvantaged students and their peers.

This document contains:

- 1.) The spending breakdown for Pupil Premium in 2016/17
- 2.) Emmanuel College Pupil Premium strategy
- 3.) GCSE outcomes 2016-17
- 4.) Planned Pupil Premium spend 2017-18.

During the academic year 2016-17 Emmanuel College received £152,405 in Pupil Premium funding (*not including funding for LAC students*). This funding supported the following initiatives, activities and associated costs:

Pupil Premium spending breakdown for 2016/17

School visit subsidies	3,520
Uniform vouchers	1,090
Music lesson subsidies	30
Total	4,640

Whole school costs attributable to the pupil premium:

Salaries (details below)	150,439
Educational Psychologist Services (1/3 rd of the total cost based on the number of pupil premium students using the service)	1,000
Accelerated Reader software package	3,080
Total	154,519

Pupil Premium income 2016/17	152,405
Total spent on individual support	4,640
Total attributed to whole school costs	154,519
Total spending	159,159
Spending over and above pupil premium, covered by other funding	6,754

Within the salaries figure above the following are included:

- One third of the salaries (including on costs) of the Heads of School and the Senior Tutor
- One third of the salaries (including on costs) of the three Student Welfare Officers
- One third of the salary (including on costs) of the Student Welfare Administrator
- One third of the salary (including on costs) of the Senior Pastoral Lead
- One fifth of the salary (including on costs) of the Individualised Learning Co-ordinator
- Additional support in bottom set Year 11 Maths and English lessons which comes from a Higher Level Teaching Assistant, half of this staff member's salary (including on costs)
- Learning Support Assistant (LSA) time in running homework club and games club which is targeted towards pupil premium students
- The cost of paying teaching staff overtime to run GCSE revision sessions in school holidays; these sessions are open to all but targeted at pupil premium students who are actively encouraged to attend.

Pupil Premium Strategy

1. Academic strategy

At Emmanuel, we believe that the most powerful way to close the gap for disadvantaged students is to expose them to a learning environment that is genuinely outstanding. To this end, we work with teachers to ensure that the learning outcomes for disadvantaged students are ambitious, making no excuses for the background of the students. We employ and develop experienced and proven professionals who are committed to driving up the standard of teaching and support all our teachers' continuing professional development. Part of our Pupil Premium spend includes providing academic support for certain KS4 sets, and subsidising the costs of Homework Club, Accelerated Reader and further academic support for such students. The Heads of School, who are responsible for student achievement and progress within their respective Key Stage, work closely with Heads of Department to ensure disadvantaged students achieve.

Our IL Co-ordinator, who oversees the progress of students on the SEND register, works closely with disadvantaged students on the SEND register. The overseas Homework Club and various lunchtime activities that are geared towards helping disadvantaged students close the attainment gap. She works closely with the College's Educational Psychologist in order to support vulnerable students, including those who are disadvantaged.

In general, our academic strategy includes:

- 1) High expectations for all students to achieve their personal best, regardless of background.
 - A student's background, particularly when described as disadvantaged, is not a self-fulfilling prophecy. Both disadvantaged and non-disadvantaged students are set ambitious targets in all stages of their Emmanuel career.
 - All students are expected to display outstanding responsibility for learning, in order to remain on track to achieve their personal best.
- 2) Effective use of termly data to measure success and plan early intervention where necessary.
 - Regular meetings by the Senior Management Team to discuss the progress of the disadvantaged students as part of a clear leadership focus on all students achieving their personal best.
 - Timely deployment of intervention, where required, by the relevant Head of School to ensure students are held to close account for their attitude to learning.
 - Heads of Departments to account for the progress of disadvantaged students in their subjects after each annual internal exam and all summer external exams.
 - Teachers to account for the progress of all students in their classes, in relation to their targets.
- 3) Strategic deployment of staff in the timetable and a setting policy that enables lessons to focus on the individual needs of students.
- 4) Teaching that matches the needs of the students, characterised by:
 - Teachers who have excellent subject knowledge and are enthusiastic about their specialism.
 - Teachers that have support in their ongoing professional development by trained and experienced heads of department and teaching and learning co-ordinators.

2. Pastoral support

Some students in receipt of Pupil Premium need additional support in order to equip them for learning in the classroom. Full-time Student Welfare Officers complement the Pastoral Leads and Heads of School. This structure gives continuity of care and enables the quick and efficient resolution of issues, and well as providing a firm foundation for students to make progress academically. The increased emphasis on attendance enables us to give a specific Attendance Officer role to one of the Student Welfare Officers, who focuses, amongst other aspects, on ensuring disadvantaged students have excellent attendance in College.

3. Enrichment programmes

By using Pupil Premium funds it is possible to subsidise the cost of peripatetic music lessons, uniform, sporting opportunities and co-curricular visits for students undergoing particular financial hardship. Our desire is to ensure that all students have the opportunity to take the fullest possible part in College life. Every student has the opportunity to undertake a residential visit in Years 7 and 9, and in Year 8 all students currently eligible for the Pupil Premium were financially supported to help them undertake a history visit to Hadrian's Wall and a geography/biology field study, which directly related to the curriculum. Throughout the year, the students visit Gateshead stadium, Newcastle City Hall and The Sage Gateshead as part of the programme to raise aspirations and build community.

GCSE Outcomes 2016-7

The progress overall of disadvantaged students at Emmanuel College was comparable to their peers (progress 8 +0.52 and +0.57 respectively) and they performed approximately half a grade higher than other pupils nationally with the same starting point at key stage 2. This placed Emmanuel College significantly above the national average.

Within the low, middle and high ability cohorts for key stage 2 starting points, disadvantaged students from low and middle ability cohorts achieved between 0.72 to 1.15 grades higher than other student nationally with the same starting point. Disadvantaged students from the high ability achieved very slightly lower than the national average.

Progress 8 by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	10	2	75	15	112	9
Score	1.01	1.15	0.82	0.72	0.36	0.04
National average ?	-0.17	0.03	-0.02	0.15	0.00	0.10
Difference ?	1.18	1.12	0.84	0.57	0.36	-0.05
Confidence interval ?	+0.24 to +1.78	-0.57 to +2.87	+0.54 to +1.11	+0.09 to +1.34	+0.14 to +0.59	-0.77 to +0.85

Within the separate English element, disadvantaged students made greater progress than their peers at Emmanuel and also against the national benchmark, and for each key stage 2 starting point achieved between 0.32 to 1.86 grades higher than similar students nationally.

Within the separate maths, English Baccalaureate and open elements, disadvantaged students made greater progress than the national benchmark, but slightly less progress than their peers at Emmanuel College. Progress was strong within the low and middle ability cohorts for these elements, between 0.43 and 1.86 grades higher than similar students nationally, but less strong for the high ability students, ranging from -0.31 to +0.27. This is a focus for all subjects for 2017-18.

Progress 8 by pupil group

This is provisional data for 2016/2017.

Progress 8 by pupil group ?											
Breakdown	Cohort	Overall Progress 8		English element ?		Maths element ?		English Baccalaureate element ?		Open element ?	
		School	National benchmark ?	School	National benchmark ?	School	National benchmark ?	School	National benchmark ?	School	National benchmark ?
Disadvantaged ?	26	0.52	0.11	0.82	0.11	0.30	0.12	0.31	0.13	0.67	0.09
Other ?	171	0.58	0.11	0.64	0.11	0.49	0.12	0.44	0.13	0.74	0.09

Disadvantaged students' attainment of both English and maths at grade 5+ was on average 5 percentage points higher than the national benchmark. High ability disadvantaged students did as well as their peers at Emmanuel College. Disadvantaged students from middle and low ability did slightly weaker than their peers at Emmanuel College.

Prior attainment of pupils achieving grade 5 or above in English and maths

Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	10	2	75	15	112	9
Score	10	0	51	40	88	89
National average ?	2	3	24	27	76	79
Difference ?	8	-3	27	13	12	10

Middle ability disadvantaged students' attainment of the English Baccalaureate was comparable to their peers at Emmanuel College and 11 percentage points higher than the national benchmark. High ability disadvantaged students' attainment of the English Baccalaureate was lower than their peers at Emmanuel College and lower than the national benchmark.

Prior attainment of pupils achieving EBacc at grade 5/C or above

Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	10	2	75	15	112	9
Score	0	0	21	20	62	33
National average ?	0	1	8	9	43	46
Difference ?	0	-1	14	11	19	-13

Attainment											
grade C or above						grade C or above					
English and mathematics						English Baccalaureate					
		All		Dis				All		Dis	
Cohort		183		22		Cohort		183		22	
School %		92		95		School %		49		55	
National %		62		70		National %		24		29	
Difference %		30		26		Difference %		24		25	
		Low		Middle				Low		Middle	
		All		Dis		All		Dis		High	
Cohort		14		2		86		10		81	
School %		50		50		92		100		100	
National %		11		14		63		68		96	
Difference %		39		36		29		32		4	
Diff (no of pupils)		5		0		25		3		3	
Cohort		14		2		86		10		81	
School %		0		0		34		20		72	
National %		1		1		15		17		55	
Difference %		-1		-1		19		3		17	
Diff (no of pupils)		0		0		16		0		13	

Pupil Premium Spend 2017-18

During the academic year 2017-18 Emmanuel College will receive £169,235 in Pupil Premium funding (*not including funding for LAC students*).

(Pupil Premium Spending Estimates 2017-18)

Pupil premium income 2017/18	£169,235
Estimated spending on visit, uniform & music subsidies (based on prior year)	£5,000
Estimated spending on Educational Psychologist services (based on invoices to date in 2017/18)	£1,080
Estimated spending on salaries based on the proportions detailed in this document	£173,521
Total estimated spending	£179,601
Estimated spending over and above pupil premium, covered by other funding	£10,366

We are continuing the approach detailed above in our strategy, including:

- **Subsidies for school visits** – We subsidise the cost of the ‘activities week’ visit plus one other educational visit per year at a rate of 40% for those students currently in receipt of free school meals and at a rate of 90% for looked after children
- **Uniform costs** - We provide a £50 voucher towards the cost of uniform for all new joiners currently in receipt of free school meals or who are looked after children
- **Subsidies for music and LAMDA lessons** – We subsidise the costs of lessons for one musical instrument per year and/or LAMDA lessons at a rate of 40% for students currently in receipt of free school meals and at a rate of 90% for looked after children
- **Academic support to alleviate gaps in the 2016-17 data** - Specifically, this means targeted revision sessions in February half term, with a specific focus on disadvantaged students achieving. The Head of Upper School and Vice Principal (Students) also work closely together and with HODs in order to explore how to ‘close the achievement gap’; this is through meetings with staff and one-to-one interventions with students. A particular focus this year, acknowledging the data, is to ensure that high achieving disadvantaged students achieve highly.

The above resources allow those students who are most in need to participate in full in the life of Emmanuel College, including allowing them to embrace the ‘character outside the classroom’ ethos, and enable them to make rapid academic progress, in order to close the ‘attainment gap’ with their peers.

Whole school costs attributable to the Pupil Premium 2017-18:

- One third of the salaries (including on costs) of the Heads of School and the Assistant Vice Principal (Student Welfare).

- One third of the salaries (including on costs) of the three Student Welfare Officers.
- One third of the salary (including on costs) of the Student Welfare Administrator.
- One third of the salary (including on costs) of a member of teaching staff with a responsibility for primary transition, the approach being taken is to target specific primary schools with greater numbers of students in receipt of the Pupil Premium.
- One third of the salary of the Senior Pastoral Lead (including on costs).
- One fifth of the salary (including on costs) of the Individualised Learning Co-ordinator.
- Additional support in bottom set Year 11 Maths and English lessons which comes from a Higher Level Teaching Assistant, half of this staff member's salary (including on costs).
- LSA time in running homework club, which is targeted towards pupil premium students (4 hours per week TTO).
- The cost of paying teaching staff overtime to run GCSE revision sessions in school holidays, these sessions are open to all but targeted at pupil premium students who are actively encouraged to attend.
- One third of the costs of the educational psychologist service used by the College based on the number of disadvantaged students accessing this service.
- Teaching staff CPD session run by the Vice Principal (students).

LAC provision

Students who are looked after (LAC) receive an enhanced Pupil Premium provision. This provision is to be spent directly on helping LAC students achieve academically, and is tailored for the individual students in line with their bi-annual PEP (Personal Education Plan). Part of their funding is spent on the TLR of a teacher, attached to the Student Welfare Team, who has an overall College-wide responsibility for supporting LAC at Emmanuel. This includes monitoring their academic progress and putting in place various means of support should these students under-perform.

Additional subsidies for LAC – The College covers 100% of the cost of the following activities and resources for looked after children in addition to the above: the Emmanuel College starter pack, homework club, private tuition in key subjects, additional learning resources such as textbooks, revision guide and art kits as well as the cost of any external support services such as counselling sessions and the Young Women's Project.