



# 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.

The numbers of students who receive Pupil Premium funding is as follows (accurate as of 01/10/18):

Year	2016-17	2017-18	2018-19
7	55	23	15
8	25	48	26
9	27	20	44
10	35	28	28
11	23	33	27
12	11	12	23
13	14	9	11
<b>Total</b>	<b>190</b>	<b>173</b>	<b>174</b>

This document contains:

- 1.) Emmanuel College Pupil Premium strategy.
- 2.) The spending breakdown for Pupil Premium in 2016/17 and 2017/18.
- 3.) GCSE outcomes 2017/18 – with a focus on the Pupil Premium.
- 4.) Planned Pupil Premium spend 2018/19.

## 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 Head of IL, who oversees the progress of students on the SEND register, works closely with disadvantaged students on the SEND register. She oversees 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 on-going professional development by trained and experienced heads of department and teaching and learning co-ordinators.

## **2. Pastoral support**

Some disadvantaged students 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. Students have the opportunity to undertake a residential visit in Years 7 and 9, and in Year 8 all students currently eligible for the Pupil Premium are 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.

## **4. Acting on the data**

A key priority is to ensure that yearly Pupil Premium spend reviews the success of the previous cohort and acts accordingly in adjusting policy and procedures in order that attainment gaps revealed by last year's cohort in terms of teaching, learning and subject specific concerns, are alleviated. This might entail specific mentoring in certain subjects, or tailored support in certain classes.

## **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.

## Pupil Premium spending breakdown for 2016/17

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:

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

Whole school costs attributable to the pupil premium:

Salaries (details below)	150,439
Educational psychologist services (1/3 <sup>rd</sup> of the total cost based on the number of disadvantaged students using the service)	1,000
Accelerated Reader software package	3,080
<b>Total</b>	<b>154,519</b>

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

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 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 were actively encouraged to attend.

## Pupil Premium Spend 2017-18

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

<b>Pupil premium income 2017/18</b>	<b>£169,235</b>
Spending on visit, uniform & music subsidies and other enrichment activities	£16,259.85
Spending on educational psychologist services for disadvantaged students	£1,080
Estimated spending on salaries	£173,521
Total estimated spending	£190,860.85
Estimated spending over and above pupil premium, covered by other funding	£21,625.85

Emmanuel College continued the approach detailed above in the Pupil Premium strategy, including:

- **Subsidies for school visits** – We subsidised 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 provided 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 subsidised 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 meant targeted revision sessions in February half term, with a specific focus on disadvantaged students achieving. The Head of Upper School and Vice Principal (Students) worked 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.

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 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).

## GCSE outcomes 2017-18

The progress overall of disadvantaged students at Emmanuel College was slightly lower than their peers (provisional progress 8, as of October 2018, is +0.39 and +0.56 respectively); but still indicating that disadvantaged students performed more than one third of a grade higher than other pupils nationally with the same starting point at key stage 2. This is likely to place Emmanuel College significantly above the national average.

### Progress 8 by prior attainment

Within the low, middle and high ability cohorts for key stage 2 starting points, disadvantaged students from the middle ability cohort achieved results slightly lower than their peers at Emmanuel College but more than half a grade higher than other students nationally with the same starting point. Disadvantaged students from the high ability achieved higher than other students nationally with the same starting point, and slightly lower than their peers at Emmanuel College. There were fewer than five disadvantaged students with low prior attainment therefore these results have been suppressed.

Prior attainment level	Low	Middle	High
Cohort (all)	11	81	106
Cohort (disadvantaged)	SUPP	17	15
All pupils	1.11	0.78	0.29
Disadvantaged pupils	SUPP	0.60	0.19
Other pupils	1.25	0.82	0.30
<i>National other pupils 2017</i>	<i>-0.17</i>	<i>-0.02</i>	<i>0.00</i>
Difference: school disadvantaged - national other	SUPP	0.91	-0.03

### Progress 8 by element

Within the separate English element, disadvantaged students' progress is in line with their peers at Emmanuel both overall and within each banding by prior attainment.

Within the separate maths, English Baccalaureate and open elements, disadvantaged students are estimated to have made greater progress than similar students nationally, but less progress than their peers at Emmanuel College. Progress was particularly strong for disadvantaged students within the open element, with a provisional progress 8 score of +0.76.

Within the middle prior ability cohort for these elements, students are estimated to have achieved between 0.22 and 0.92 grades higher than similar students nationally. The estimated progress is less strong for the high ability students, ranging from -0.10 to +0.74; this is an improvement on 2016-17 but remains a focus for all subjects for 2018-19.

Prior attainment	Cohort		Progress 8		English element		Maths element		EBacc Element		Open element	
	Other	Dis	Other	Dis	Other	Dis	Other	Dis	Other	Dis	Other	Dis
Low	10	SUPP	1.25	SUPP	1.09	SUPP	1.18	SUPP	1.12	SUPP	1.53	SUPP
Middle	64	17	0.82	0.60	0.49	0.56	0.66	0.22	0.85	0.56	1.13	0.92
High	91	15	0.30	0.19	-0.01	-0.10	0.17	-0.02	0.29	-0.02	0.62	0.74
All	165	33	0.56	0.36	0.25	0.23	0.42	0.09	0.56	0.22	0.87	0.76

### English and maths basics

Disadvantaged students' attainment of both English and maths at grade 5+ was on average 7 percentage points higher than the national benchmark from 2017 and 8 percentage points higher for grade 4+. More high ability disadvantaged students achieved grade 5+ and grade 4+ than their peers at Emmanuel College. Middle ability disadvantaged students did better than similar students nationally by 5-10 percentage points but not as well as their peers at Emmanuel College.

Prior attainment	Cohort		English and maths 5+			English and maths 4+		
	Other	Dis	Other	Dis	National 2017	Other	Dis	National 2017
Low	10	1	10%	SUPP	2%	40%	SUPP	10%
Middle	64	17	42%	29%	24%	88%	65%	55%
High	91	15	85%	93%	77%	97%	100%	93%
All	165	33	64%	56%	49%	90%	79%	71%

### English baccalaureate

Disadvantaged students achieved on average 4.79 points in the English baccalaureate, compared to 5.33 point by their peers. The proportion of students entered for eligible qualifications was comparable across the two groups (74.3% vs 78.7% respectively). At the time of writing no national comparisons were available.

## Pupil Premium Spend 2018-19

During the academic year 2018-19 Emmanuel College will receive £165,027.50 in Pupil Premium funding (*not including funding for LAC students*).

### Rationale for spend

The GCSE results, 2017-18, indicate success in a number of areas, not least the attainment of middle ability disadvantaged students. It validates the approach of the College's Pupil Premium strategy and spend. Notable successes, compared to 2017 include disadvantaged students' attainment in both English and maths at grade 5+, which was 7 percentage points higher than the national benchmark (5 percentage points in 2017). However, the gap between disadvantaged and non-disadvantaged students in terms of progress widened (+0.39 compared to +0.56 in 2018 and +0.52 and +0.57 in 2017 respectively). Furthermore, concerns **remain over the progress of high ability students across a range of subjects** and disadvantaged students achieving the Ebacc. This explains the need to amend Pupil Premium spend this year slightly in order to ensure the College is acting on these concerns. Specific actions will be put in place in order to support further disadvantaged students and those of higher ability in particular. **The success criteria of such actions, along with more the general Pupil Premium policy, would be 'closing the gap' between disadvantaged students (with a particular focus on higher ability students) and other students.**

Specific actions include:

- Weekly mentoring of all KS4 and Year 7 students in receipt of Pupil Premium. This monitoring will consist of rigorous analysis of student data and progress in the context of a regular meeting with a member of staff who can suggest, and follow up on, tailored strategies in order to help the student 'close the gap'. The aim here is to provide personalised support to all students in receipt of Pupil Premium, but more specifically focus on higher ability students who by dint of setting, are unlikely to have the opportunity for such support in lessons. It is also designed to focus students on Ebacc subjects. Mentors will be briefed on specific action in certain subjects (*See estimated cost below*).
- Costs of specific inset training for staff teaching high ability sets in helping Pupil Premium students. Mr Ogborn, Vice Principal (students), will put together a tailored provision of support for staff that focuses on how to improve higher ability student outcomes for those students in receipt of the Pupil Premium. These insets could lead to further external training, which the Pupil Premium grant would also cover. (*See estimated cost below*).
- Extra support for the Head of Maths monitoring the progress of Pupil Premium students in maths. Analysis of the data indicates concern over the progress of Pupil Premium students in maths, compared to English. The Pupil Premium spend can cover a certain amount of the Head of Maths' time weekly so that he can specifically monitoring and support Pupil Premium students, either by observations, learning walks or through data analysis. This would lead to appropriate actions as a result. (*see estimated costs below – included in staff costs*).

As well as the above, Emmanuel College continued the approach detailed above in the Pupil Premium 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
- **Other enrichment activities/purchases that aid academic achievement.**

<b>Pupil Premium Income 2018/19</b>	<b>£165,027</b>
Spending on visit, uniform & music subsidies and other enrichment activities (estimate based on prior year)	£16,259.85
Estimated spending on disadvantaged students using educational psychologist Services (based on 20167/18 figures)	£1,080
Estimated spending on salaries based on the Proportions detailed below	£128,522
Additional support to run Homework Club and support in Year 11 maths and English lessons	£9,600
Weekly mentoring of all KS4 and Year 7 Students	£5,913
Cost to deliver GCSE revision sessions in the College holidays (staff costs)	£540
Estimated cost of specific inset training for staff teaching high ability sets in helping Pupil Premium students	£3500
<b>Total Estimated Spending 2018/19</b>	<b>£165,414.85</b>
Estimated spending over and above Pupil Premium, covered by other funding	£387.85

#### Salary details

- One third of the salaries of the Heads of School (KS3 and 4).
- One third of the Salaries of two of the Student Welfare Officers and Head of Student Welfare. This includes the attendance officer who focuses particularly on the attendance of disadvantaged students, adopting a tailored approach for those in need of more support. This tailored approach can include home visits, phased returns, parental meetings and putting students on ‘Fast-track’ attendance support. The other Student Welfare Officer works closely with disadvantaged students in offering emotional and practical support, as well as being one of the Child Protection Officers. The Head of Student Welfare, as well as being designated teacher in charge of LAC, oversees the part of the College, which focuses most closely on supporting vulnerable students. This includes a high proportion of disadvantaged students.
- One third of the salary of the teacher with responsibility for primary transition. This is a vital role to encourage primary schools in the local catchment to send students to Emmanuel College; a focus is on schools with greater numbers of students in receipt of the Pupil Premium. As well as seeking more students from these primary schools to apply to Emmanuel College, the approach taken is to teach Year 6 students key scientific principles in order to aid progress at secondary school.
- One third of the salary of the Senior Pastoral Lead; this member of staff helps to lead on conduct and standards in KS3 and 4, supporting disadvantaged students through this.
- One third of the salary of the Individualised Learning Coordinator (SENCO). Whilst the SENCO focuses her attention on all students who have SEN, there is a dual focus on providing extra support for disadvantaged students, and line managing LSAs who work with disadvantaged students.
- The cost of the Head of Maths using half an hour a week of his time to monitor and intervene with disadvantaged students in Maths in order to ensure good progress.

**Additional Support to Run Homework Club and support in Year 11 Maths and English Lessons**

- This figure calculates the LSA salary costs associated with additional support in Year 11 Maths and English lessons (focusing on Pupil Premium students). It also includes LSA time in running homework club, which is targeted towards pupil premium students (4 hours per week TTO).

**Cost to Deliver GCSE Revision Sessions in the School Holidays (staff costs)**

- This figures calculates 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.

**Weekly Mentoring of all KS4 and year 7 Students**

- This figures calculates the cost of teachers conducting 15 minutes mentoring sessions a week with disadvantaged students.

It is hoped that the above resources will 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.