



# EMMANUEL COLLEGE

## Pupil Premium policy 2019-20

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

The Pupil Premium was introduced in April 2011 and is allocated to Emmanuel College to work with students who have either been registered for free school meals at any point within the last six years and children who have been on Gateshead Local Authority's looked after children register (and have been registered continuously for more than six months). Children of service personnel are also allocated a slight increase in funding.

At Emmanuel College disadvantaged students achieve well at GCSE in comparison to disadvantaged students nationally. However, there remains an achievement 'gap' between disadvantaged students at Emmanuel compared to non-disadvantaged students. **Emmanuel College is committed to closing the gap between the disadvantaged students and their non-disadvantaged peers as part of enabling students to achieve their own personal best regardless of their current circumstances or background.**

### Pupil Premium Strategy

The first step is to ensure all staff are aware of who disadvantaged students are. This is established through the clear identification of disadvantaged students via School Base. This is then used by teachers to create data-rich/informed seating plans. These seating plans must then be referred to in all lesson observations and learning walks.

In addition, disadvantaged students must also be a focus in all data reviews, marking feedback and lesson observations.

It is crucial that all staff know who the disadvantaged students are that they teach, that they understand the whole - College strategy for improving their outcomes and that there is a sense of collective responsibility and accountability when raising the attainment of this group of students.

### Academic strategy

Emmanuel College believes 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, the College works with teachers to ensure that the learning outcomes for disadvantaged students are ambitious, making no excuses for the background of the students. The College employs and develops experienced and proven professionals who are committed to driving up the standard of teaching and support all our teachers' continuing professional development. Part of the College's 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 (HODs) to ensure disadvantaged students achieve.

Overall, the Emmanuel College expects:

- 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 (SMT) or SMT sub-group 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 senior member of staff or member of the Pastoral team to ensure students are held to close account for their attitude to learning.
  - HODs to account for the progress of disadvantaged students in their subjects after each annual internal exam and all summer external exams.
  - HODs to account for the progress of disadvantaged students in their subjects after RFL data collections.
  - 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.

### **Pastoral support**

Some disadvantaged students need additional support in order to equip them for learning in the classroom. Full-time Student Welfare Officers and Student Support Officers within the Student Support Department, under the leadership of the AVP (student support) 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 the College 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.

### **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. The College's desire is to ensure that all students have the opportunity to take the fullest possible part in College life. Students have the opportunity to go on 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 visits, 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. See below for specific breakdown of subsidised funds which can be accessed.

<b>Pupil premium subsidiaries</b>				
	<b>Uniform support</b>	<b>Music and LAMDA lessons</b>	<b>Trips and visits</b>	<b>Counselling and mentoring</b>
<b>Pupil premium (FSM and Ever 6)</b>	£50 voucher towards the initial purchase of uniform	The College subsidises the costs of lessons for one musical instrument per year and/or LAMDA lessons at a rate of 40%.	40% off two trips per academic year	Within the mentoring/welfare staff fund

<b>LAC</b>	£50 voucher towards the initial purchase of uniform	The College subsidises the costs of lessons for one musical instrument per year and/or LAMDA lessons at a rate of 90%	90% off two trips per academic year	100% covered
<b>Service children</b>	Non	Non	Non	Within the mentoring/welfare staff fund; all service children are entitled to one-to-one welfare mentoring and support once a week.

### **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 salaries of staff, attached to the Student Support Department, who have 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.

### **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. It is also necessary to look at other data, which reveals any concerning gap between disadvantaged students and non-disadvantaged students. **The spending priorities for 2019-20 reflect 'gaps' in the data below.**

### **1-GCSE outcomes 2018-19**

<b>Current attainment 2019</b>				
	<b>Disadvantaged students</b>	<b>National average (disadvantaged)</b>	<b>Non-disadvantaged</b>	<b>National average (non-disadvantaged)</b>
% achieving 9-4 in English and Maths	67%	45%	84%	72%
% achieving 9-5 in English and Maths	44%	25%	66%	50%
Progress 8 score average	0.31	*	0.51	*
Attainment 8 score average	49.65	*	58.56	*

\* data not available at time of policy

<b>Progress 8 by prior attainment</b>	<b>Low</b>	<b>Middle</b>	<b>High</b>
Cohort (all)	13	68	125
Cohort (disadvantaged)	2	14	9
All pupils	0.46	0.65	0.40
Disadvantaged pupils	0.46	0.33	0.25
Other pupils	0.35	0.64	0.47
<i>National other pupils 2018</i>	<i>-0.18</i>	<i>-0.01</i>	<i>0.01</i>
Difference: school disadvantaged - national other	0.64	0.34	0.24

	<b>Progress 8 (estimate basis: DfE Provisional Sept 2019 )</b>					
	<b>Cohort</b>	<b>Progress 8</b>	<b>English element</b>	<b>Maths element</b>	<b>EBacc Element</b>	<b>Open element</b>
<b>All pupils</b>	<b>211</b>	<b>0.49</b>	<b>0.24</b>	<b>0.41</b>	<b>0.43</b>	<b>0.77</b>
Disadvantaged	27	0.32	0.17	0.28	0.12	0.66
Other	184	0.51	0.25	0.43	0.47	0.78
Children Looked After	3	0.32	0.17	0.28	0.12	0.66

	<b>English</b>	
	<b>EN</b>	<b>LI</b>
<b>All students</b>	<b>-0.28</b>	<b>-0.15</b>
Other		
Disadvantaged	-0.39	-0.23
Other	-0.26	-0.14
Children Looked After	-0.98	-0.65

## 2-Exclusion data 2018-19

	<b>% students with 1 or more fixed term exclusions</b>	<b>% students with &gt;1 fixed term exclusions</b>	<b>Predicted % students with 1 or more fixed term exclusions for 2019-20</b>
All	5.5%	1.9%	5.5%
Disadvantaged	11.1%	5.8%	11.1%

## 3-Attendance data 2018-19

Year group	Non-disadvantaged student attendance	Disadvantaged student attendance	Difference
7	97.6%	96.1%	-1.5%
8	97.3%	96.1%	-1.2%
9	95.5%	89.6%	-5.9%

10	95.8%	92.0%	-3.7%
11	96.5%	94.5%	-2.1%
12	95.4%	94.2%	-1.2%
13	93.4%	84.2%	-9.1%

**Conclusions**

The data identifies that **whilst disadvantaged students achieve better than their peers nationally concerns remain:**

- Emmanuel College has not successfully closed the gap between them and their non-disadvantaged peers. There are clear gaps between disadvantaged students and their non-disadvantaged peers both in Maths and English, and in other measurable elements. Furthermore, the gap has widened slightly on previous years; (+0.39 and +0.56 in 2017-18 and +0.31 and +0.51 in 2018-19) and the progress of high achieving disadvantaged students (by prior attainment) was less than that of middle and low ability disadvantaged students.

Furthermore, exclusion and attendance data reveals the following:

- Disadvantaged students are more likely to be excluded from College than other students.
- Disadvantaged students' attendance is significantly lower than that of other students.