

EMMANUEL COLLEGE

Pupil Premium policy 2020-21



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 or 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 disadvantaged students and their non-disadvantaged peers as part of enabling students to achieve their own personal best in their progress through the curriculum 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 are a focus in all Curriculum and Learning reviews, reviews on how departments and teachers utilise feedback, and in 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 is committed to a curriculum is designed ultimately to lead *all* students towards wisdom. *All* Students should be enabled, through the curriculum, to:

- Acquire knowledge and skills for a purpose and gain a solid understanding of the world in which they will live.
- Cultivate a strong character and the intellectual discipline to discern truth and apply their knowledge correctly.

Therefore, the College is committed, for *all* students, to:

- An ambitious, knowledge-rich curriculum that allows all students to acquire and apply knowledge and expertise, with a clear *intent* shared between staff and students;
- A straightforward *delivery* of said curriculum, prioritising expert teacher instruction and student retrieval and practice in the classroom and via homework, and exemplary teacher feedback as well as,
- The expert use of valid and reliable assessments that accurately gauge students' progress through the curriculum and serve the purpose for which they were created.

To this end, in order for all students to access the above, the College employs and develops experienced and proven professionals who are committed to driving up the standard of teaching and provides support for all teachers' continuing professional development, focusing on the progress of disadvantaged students as a key aspect of the College's new staff development cycle and training.

Furthermore, part of the College's Pupil Premium spend includes providing academic support for certain KS4 sets, subsidising the costs of after College support for different year groups, Accelerated Reader costs and further tailored academic provision for certain students. The Heads of Departments, who are responsible for student achievement and progress within their respective subjects, work closely with Heads of School, the AVP (Staff Development) and Senior Vice Principal to ensure disadvantaged students achieve.

This academic year in particular, teachers at Emmanuel College are more aware than ever of 'gaps' in knowledge and progress through the curriculum that might arise between disadvantaged and non-disadvantaged students as a result of 'lockdown', although are also cognisant that this should not be a given assumption and that a focus on 'closing the gap' should be individualised and tailored to a particular student's needs.

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 in their progress through and achievement in the curriculum.
- 2.) Effective use of termly and more regular data to measure success and plan early intervention where necessary:
 - Regular meetings by the Senior Management Team (SMT) or relevant 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 respective Heads of School team to ensure students are held to close account for their attitude to learning.
 - Heads of Department to account for the progress of disadvantaged students in their subjects after each annual internal exam, 'catch-up' assessment and all summer external exams.
 - Heads of Department to account for the progress of disadvantaged students in their subjects after termly data collections and during curriculum meetings.
- 3.) Teachers to account for the progress of all students in their classes, in relation to their targets.
- 4.) Strategic deployment of staff in the timetable and a setting policy that enables lessons to focus on the individual needs of students.
- 5.) Teaching that matches the needs of the students, characterised by:
 - Teachers who have exemplary subject knowledge, are enthusiastic about their specialism and are therefore able to expertly support students in their progress through the curriculum.
 - Teachers that have support in their on-going professional development to support students in this from trained and experienced Heads of Department who in turn have the knowledge and expertise to mentor and train their teams. Teachers and Heads of Department are supported by a thorough and tailored staff development programme coordinated by the AVP (Staff Development).
- 6.) An explicit focus on how disadvantaged students make progress through the curriculum as part of a wider drive on curriculum *intent, implementation* and *impact* at Emmanuel College. This involves all HODs:
 - Formulating a clear curriculum *intent*, reinforced by a philosophical statement of intent, that explicitly articulates what all students will learn and become as a result of studying this particular subject.
 - Using this *intent* to refine and finalise curriculum maps and documents detailing key knowledge, assessments points, threshold concepts and knowledge and sequencing rationales for all students.

Interweaved within this is how all students will be able to access and make progress through the curriculum, including disadvantaged students.

- *Implementing this intent* by delivering an *exemplary* curriculum accessible to all students in the classroom.
- Explaining how disadvantaged students will make progress and ‘catch-up’ during annual curriculum meetings with senior staff, which are then followed up during ‘deep dive’ curriculum and learning reviews.

7.) A drive to ensure that disadvantaged students are able to access the curriculum remotely, in case they need to self-isolate. During lockdown, all disadvantaged students who did not have access to a laptop or a router were provided with one by College. This academic year, the AVP (Staff Development) will work with the Senior Vice Principal to ensure that ongoing technological support is provided for disadvantaged students. This will be mainly focused on KS3 since all of KS4 students are being provided with a laptop by College.

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, Heads of Department and Heads of School in enabling this. 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.

It should be emphasised that during 2020-21 the majority of educational visits have been cancelled. However, LAMDA and instrumental lessons are continuing.

Pupil premium subsidiaries				
	Uniform support	Music and LAMDA lessons	Visits	Counselling and mentoring
Pupil premium (FSM and Ever 6)	£50 voucher towards the purchase of uniform each academic year.	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 educational visits per academic year.	Within the mentoring/welfare staff fund.
LAC	£50 voucher towards the purchase of uniform each academic year.	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 educational visits per academic year.	100% covered.

Service children	None	None	None	Within the mentoring/welfare staff fund; all service children are entitled to one-to-one welfare mentoring and support once a week should this be needed.
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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 students at Emmanuel. This includes monitoring their academic progress and putting in place various means of support should these students underperform.

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 (*where appropriate – at present, the COVID secure measures has limited the provision of this*), private tuition in key subjects, additional learning resources such as textbooks, revision guides 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 the yearly Pupil Premium spend and review evaluates the success of the previous cohort and acts accordingly in adjusting policy and procedures so 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 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, such as exclusions. The spending priorities for 2020-21 reflect 'gaps' in the data below.

The GCSE outcomes are from the academic year 2018-2019. Due to the COVID-19 pandemic, this is the most recent data to date to inform the College strategy in order to improve student outcomes for disadvantaged students.

The exclusion and attendance outcomes are also from 2018-19. Since the term 2019-20 term ended in March and the last three weeks prior to lockdown were significantly disrupted by students self-isolating, the attendance data from 2019-20 is not reliable. Furthermore, the available exclusion data, from Term 1 2019-20, is too short a time period to reliably draw conclusions from.

1-GCSE outcomes 2018-19

	Disadvantaged students	National average (disadvantaged)	Non-disadvantaged	National average (non-disadvantaged)
% 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	0.40	-0.45	0.50	0.13

Attainment 8 score average	51.3	36.7	58.56	50.3
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Progress 8 by prior attainment	Low	Middle	High
Cohort (all)	13	74	119
Cohort (disadvantaged)	2	17	14
All pupils	0.46	0.65	0.38
Disadvantaged pupils	0.70	0.52	0.22
Other pupils	0.41	0.69	0.41
<i>National pupils 2019</i>	<i>-0.22</i>	<i>-0.02</i>	<i>0.01</i>
Difference: school disadvantaged - national	0.92	0.54	0.21

	Progress 8					
	Cohort	Progress 8	English element	Maths element	EBacc Element	Open element
All pupils	206	0.48	0.20	0.39	0.39	0.76
Disadvantaged	33	0.40	0.15	0.46	0.26	0.67
Other	173	0.50	0.21	0.38	0.41	0.77
Children Looked After	3	0.12	-0.32	0.38	-0.06	0.43

2-Exclusion data 2018-19

	% students with 1 or more fixed term exclusions	% students with >1 fixed term exclusions	Predicted % students with 1 or more fixed term exclusions for 2019-20
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 far better than their peers nationally concerns remain.**

Emmanuel College has successfully closed the gap between disadvantaged students and their non-disadvantaged peers to an extent; the gap in Progress 8 (P8) has narrowed slightly on previous years (respectively +0.39 and +0.56 in 2017-18 and +0.40 and +0.50 in 2018-19), and disadvantaged students outperform their peers (P8) in regards to maths. This could indicate that measures to 'close the gap' in maths have been working, should be continued and modelled in other subjects.

However, there are gaps between disadvantaged students and their non-disadvantaged peers in English, 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.

Therefore, actions in the 2020-21 planned Pupil Premium spend will reflect the need to act on this data.