

Planned expenditure of Pupil Premium funding 2020-21 & review of 2019-20 spending

In the academic year 2020-21, Emmanuel College is forecast to receive **£228,943 in Pupil Premium funding**.

Designated staff refers to SMT members directly responsible for monitoring Pupil Premium progress and spend – NOG (Senior Vice Principal - SVP) & RAR (Assistant Vice Principal – Staff Development - AVP).

Percentage of staff salary refers to an estimated calculation done on the *time* and *input* estimated of the various members of staff involved in that initiative and the corresponding estimated *percentage* of their salary.

All these initiatives will be reviewed in the **Pupil Premium spend and review 2021-22**.

The initiatives below are planned on the following basis:

- Specific responses to the ‘gaps’ in the attainment, attendance and exclusion data as detailed in the Pupil Premium Policy.
- Building on the success of previously successful procedures and initiatives to support disadvantaged students.
- Initiatives planned after analysing nationally recognised centres of outstanding practice in regards to closing the ‘gap’ between disadvantaged and non-disadvantaged students.

| Planned expenditure 2020-21 | | | | | |
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| Quality teaching and support for all | | | | | |
| Desired outcome | Chosen action or approach | Evidence supporting the rationale for this choice | How will we implement this well? | Cost | Staff |
| Attainment gap is closed between disadvantaged and non-disadvantaged students throughout the College. | Regular sharing of student information through joint working between Student Support and Heads of School to ensure students’ needs are effectively met. Termly academic team meetings and sub-group SMT meetings to review | Attainment gap between disadvantaged and non-disadvantaged students. | Ensure teachers identify students for additional support and evaluate impact on academic outcomes for disadvantaged student both <i>absolutely</i> and <i>in relation</i> to peers, termly and after ‘catch-up’ assessments and annual exams. | £35,300 - percentage of staff salary | Heads of School Designated teachers Cluster Leads Heads of Department |

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| | <p>and plan for the provision of every disadvantaged student.</p> <p>Mid-term progress review of disadvantaged students involving Heads of School, appropriate Heads of Department and designated staff.</p> <p>Cluster leads prioritise disadvantaged students' provision in cluster and line management meetings to ensure Heads of Department are focused on who disadvantaged students are, their progress in their subject and how College can better support them.</p> <p>Tailored academic action plans following annual exams and 'catch-up' assessments to prioritise the tracking and specific support of disadvantaged students.</p> <p>Heads of Department ensure that disadvantaged students are provided for when planning department curriculum <i>intent</i> and <i>implementation</i>. This is then referenced during curriculum meetings and curriculum and learning reviews.</p> | | | | |
| | <p>Expert teachers use their knowledge to support and extend disadvantaged students' knowledge through</p> | <p>Teachers who have expertise in their subject area and expertise in their</p> | <p>Excellence in the curriculum will provide staff with opportunities</p> | <p>£2,900 - percentage of staff salary</p> | <p>AVP (staff development)</p> |

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| | <p>effective instruction and feedback in their lesson planning.</p> <p>Whole College inset sessions focus on disadvantaged student achievement. This is also referenced in staff Professional Learning Community groups.</p> <p>Specific teachers attend insets on how to 'close the gap'. Staff then feedback this expertise via staff insets and training to the wider staff body, with the support of the AVP (staff development).</p> | <p>delivery of the curriculum can best raise student achieve. The biggest difference to a student's attainment is exemplary teaching and learning.</p> | <p>to further develop their knowledge and skills.</p> <p>The AVP (staff development) will head up a new staff development programme, working closely with designated staff to ensure this is implemented well, focusing on successful strategies to enable students to make progress, and by recommending insets to specific staff.</p> <p>The AVP will organise whole College sessions with either internal or external experts to provide whole College training.</p> | <p>£9,000 - delivery of inset and training</p> | <p>Designated staff</p> <p>Specific staff chosen to train and then deliver insets and training.</p> |
| | <p>The staff body are aware of the barriers that disadvantaged students may face. Strategies to support these students are clear and are demonstrated via insets.</p> | <p>If staff are better informed about individual and whole cohort student barriers this will help them to better prepare for classroom interventions.</p> | <p>Inset sessions give staff a clear strategy in how to handle some of the barriers disadvantaged students face. Heads of school, Heads of Department and pastoral leads provide continued support to staff.</p> <p>Designated staff give regular updates to staff in briefing on disadvantaged student progress and how to overcome specific barriers to learning.</p> | <p>£1,160 - percentage of staff salary</p> | <p>All staff</p> <p>AVP (staff development)</p> <p>Designated staff</p> |

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| | <p>Early intervention to support the attainment of disadvantaged students in Year 10 and 11:</p> <ul style="list-style-type: none"> • Holiday revision sessions for Year 11, targeted specifically at disadvantaged students. • Designated catch up sessions for Year 11 after school. | <p>The Sutton trust (2015) states that early intervention is the key to closing the gap between disadvantaged students and non-disadvantaged students.</p> | <p>Ensuring strategies are implemented to support engagement in catch up sessions and holiday revision sessions.</p> | <p>£8,272 - percentage of staff salary £1,500 - running costs</p> | <p>Designated staff Head of Upper School and Upper School Pastoral Leads Heads of Department</p> |
| | <p>Staff are aware who the disadvantaged students are in their subjects, how they are progressing through the curriculum and can request extra resources from their Head of Department. The budget will be provided for this if the request is deemed necessary to close the gap. In this way, specific and tailored resources can be available to disadvantaged students.</p> | <p>All students will have the opportunity to revise from the correct up to date materials and with the most appropriate resources that give them an equal opportunity to succeed.</p> | <p>Heads of Departments will discuss this group at cluster meetings and line management meetings and will speak to staff in their department about the resources that are essential and seek funding for this.</p> | <p>£8,000 - Budget allowance</p> | <p>Heads of Department Cluster Leads</p> |

| Targeted academic support | | | | | |
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| Desired outcome | Chosen action or approach | Evidence supporting the rationale for this choice | How will we implement this well? | Cost | Staff |
| Poor numeracy skills in KS3 disadvantaged students are addressed. | Additional numeracy tasks set by the maths department to support disadvantaged students in making expected progress. | The College is eager to build on the success of the maths department in 'closing the gap' between advantaged and disadvantaged students. | Maths department will ensure consistency of sessions on a weekly basis. Specific teacher in maths will monitor attendance, alongside achievement of such students. | £720- percentage of staff salary | Maths department |
| Reading comprehension and the vocabulary gap between disadvantaged and non-disadvantaged students in KS3 (and Year 7 in particular) is closed. | <p>Accelerated reading programme with focus on disadvantaged students with reading scores, with the added provision of the MyOn programme to aid student literacy.</p> <p>Those disadvantaged students in Year 7 with lower than expected reading scores will be highlighted to their teachers. Teachers to be given specific areas for development and strategies to support these students in lessons and homework tasks.</p> <p>Its Learning KS3 Literacy page updated regularly with optional activities and suggested reading by College literacy lead.</p> <p>Silent reading in tutor time to be enhanced and structured using a whole-class text and work booklet which encourages deeper engagement with the text.</p> | <p>In an EEF study, Year 7 Pupil Premium students who were offered Accelerated Reader made an average of 5 additional months progress in their reading skills.</p> <p>The EEF Secondary Literacy Guidance Report highlights the importance of staff having an understanding of disciplinary literacy, stating that 'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.'</p> <p>The gap between disadvantaged and other students has not closed in English.</p> | <p>Funds and time are given to the member of staff responsible for literacy across the curriculum (literacy lead). They will ensure progress across the College, but especially in English as well as monitoring remote engagement, including the Its Learning Literacy page.</p> <p>English teachers to encourage engagement with Accelerated Reader, including MyOn programme and monitor progress.</p> <p>Departments and class teachers are held responsible for showing an awareness of the strategies in the teaching of literacy in their subject area. Teachers are aware of the specific needs of targeted students in Year 7 and</p> | <p>£4,644 - percentage of staff salary</p> <p>£2800 - Resources</p> <p>£500 – Specialist CPD</p> | <p>Literacy co-ordinator/lead</p> <p>English department</p> <p>All teaching staff</p> <p>SVP</p> |

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| | <p>Staff development programme with a focus on <i>disciplinary</i> literacy so that all teachers are supported in their teaching of reading, writing and communication skills.</p> <p>Parent information evening on supporting literacy skills offered to Year 7 parents. This could be online or via videos on the website depending on COVID security at the time.</p> | | <p>incorporate these into their planning.</p> <p>Students show engagement with reading in tutor time and class through the completion of activity booklets.</p> <p>Departments to complete a self-audit on their literacy provision.</p> <p>Regular meetings between English Head of Department, literacy lead and SVP to review progress.</p> | | |
| <p>Closing the attainment gap in Year 11 overall.</p> | <p>Mentoring of all disadvantaged Year 11 students who are making less than expected progress after the November exam series. Mentoring will take place in designated student zones to ensure continued COVID security.</p> | <p>More concerning KS2 data for disadvantaged students. Lower outcomes for disadvantaged students at GCSE.</p> <p>Lower attendance rates for disadvantaged students.</p> | <p>This monitoring will consist of the rigorous analysis of student data and progress in the context of a regular meeting with a member of staff who could suggest, and follow up on, tailored strategies in order to help the student 'close the gap'.</p> <p>The aim here is to provide personalised support to all disadvantaged students, and 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.</p> | <p>£5,902- percentage of staff salary</p> | <p>Head of Upper School</p> <p>Specified staff chosen to mentor</p> <p>Designated staff</p> |

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| | Disadvantaged Year 11 students have individual and tailored tuition plans to support them in their final GCSE year. | Due to the gaps in knowledge these students may already have, they would benefit greatly from a personalised tuition plan to close the gaps in knowledge and support them in reaching their maximum potential. | Designated staff will produce individual learning plans alongside the Heads of School in order to ensure the students get the most from tailored tuition. Individual learning plans will be produced from rehearsal exam data and will utilise staff from both in College and external organisations if required. | £8,623 - percentage of staff salary £4,000 - budget for external sources | Head of Upper School Designated staff |
| Closing the attainment gap in Year 11: <u>English</u>. | English Head of Department organises specific support for disadvantaged Year 11 students to close the achievement gap in Year 11. | There are significant gaps between disadvantaged students and non-disadvantaged students in English. | <p>Specific action plans will be put in place, which will be an appropriate and evidence based pedagogical approach, with the Head of Department working closely with their cluster lead in order to ensure the achievement of disadvantaged students.</p> <p>These action plans will be tailored to each individual student and could range from extra support, to set moves, to specific observations and learning walks.</p> <p>They will be supported by learning walks from the SVP and Principal.</p> | £4,916 - percentage of staff salary | HOD Cluster Lead SVP/Principal |

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| <p>Continued work to ensure attainment gap remains closed in Year 11: <u>Maths</u>.</p> | <p>Maths Head of Department puts in place specific support for disadvantaged Year 11 students to consolidate the closing of any achievement gap and build on the work done thus far.</p> | <p>The College is eager to build on the success of the maths department in 'closing the gap' between advantaged and disadvantaged students.</p> | <p>Specific action plans will be put in place, which will be an appropriate and evidence based pedagogical approach, with the Head of Department working closely with their cluster lead in order to ensure the achievement of disadvantaged students.</p> <p>These action plans will be tailored to each individual student and could range from extra support, to set moves, to specific observations and learning walks.</p> <p>They will be supported by learning walks from the SVP and Principal.</p> | <p>£4,916 - percentage of staff salary</p> | <p>HOD Cluster Lead SVP/Principal</p> |
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| Other approaches | | | | | |
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| Desired outcome | Chosen action or approach | Evidence supporting the rationale for this choice | How will we implement this well? | Cost | Staff |
| <p>All students have the financial resource necessary to access enrichment and co-curricular activities.</p> <p>The financial burden for parents is reduced.</p> | Disadvantaged students' subsidies as detailed in the Pupil Premium policy. | <p>Disadvantaged students often come from backgrounds where financial hardship is more common.</p> <p>Very few disadvantaged students learn a musical instrument.</p> <p>All barriers to disadvantaged students partaking in relevant co-curricular activities need to be removed, which can in turn support their academic achievement.</p> <p>LAC students need particular tailored support in order to achieve their personal best.</p> | <p>Monitoring by Business manager and AVP (student support).</p> <p>Designated staff and Heads of School specifically encourage disadvantaged students to engage in enrichment activities.</p> | <p>£4,502 - percentage of staff salary</p> <p>£30,000 - uniform 30% tuition 25% resources 13% co-curricular activities 12% music 20% specific extra-LAC funding.</p> <p>£10,000 – laptops and other provision for disadvantaged students in KS3 who need extra support</p> | <p>Business manager</p> <p>AVP (student support)</p> <p>Heads of School</p> <p>Designated staff</p> |

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| <p>Students see relevance in independent study at home and show motivation in completing homework on time and to the correct standard.</p> <p>Disadvantaged students complete exemplary homework.</p> | <p>Heads of School will support disadvantaged students who repeatedly fall behind in their homework to utilise the 45min departure window after the College day ends to complete homework.</p> <p>This offers a calm environment and will allow for the students to get on with their work with the correct equipment and support from tutors.</p> <p>Weekly monitoring of students' homework ensures that support is put into place quickly for students who fail/are unable to complete their homework.</p> <p>Deliver "Help your child in Year..." within pathways evenings to provide parents with overview of curriculum and practical strategies for supporting their child's progress throughout the College. These sessions will be held remotely either via pre-recorded video or via live streaming.</p> | <p>Homework is an essential part of achievement. Completed homework will further the students' knowledge and understanding and support them in their curriculum time.</p> | <p>Heads of School will monitor attendance to after College support and will be in contact with parents on a regular basis, monitoring the number of CODES received for the non-completion of homework.</p> <p>Parents of target groups will receive personalised invitations with the attendance of vulnerable learners tracked to maximise engagement and impact.</p> | <p>£6,734 - percentage of staff salary</p> | <p>Heads of School</p> <p>Pastoral leads</p> <p>LSAs</p> <p>VP (Behaviour and Personal Development)</p> |
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| <p>Improved and appropriate provision in tutor time for disadvantaged students.</p> | <p>As part of a working group studying how to improve SRE and SMSC provision in College, time will be given to assess the impact of tutor reflections and GME (Good Morning Emmanuel) on disadvantaged students and how provision could be improved.</p> | <p>All students need to feel welcomed and able to contribute to the College's ethos and foundations.</p> | <p>Continued promotion of the core values of the school through GME, the curriculum and tutor reflections in a way that all students, including disadvantaged students, can access.</p> <p>Evaluation of the impact of tutor activities on the conduct and attitude of disadvantaged students.</p> | <p>£5,759 - percentage of staff salary</p> | <p>AVP (SMSC)</p> <p>VP (Behaviour and Personal Development)</p> <p>SRE working group staff</p> |
| <p>Appropriate welfare and/or SEND support is available for disadvantaged students.</p> | <p>Educational psychologist Services are invaluable to supporting disadvantaged students, as is tailored mentoring and help from staff in the Student Support Department.</p> <p>All disadvantaged students' needs will be specifically assessed within this department in order to ascertain which students need priority tailored welfare support; appropriate support will then be provided in either welfare or the ALP room.</p> <p>The AVP (student support) as SEND co-ordinator also has a crucial role in ensuring that disadvantaged students with SEND needs are catered for appropriately and have the provision to achieve their personal best.</p> | <p>Supporting more vulnerable students is key for a student to achieve their personal best academically.</p> <p>Nationally, 30% of SEND students are disadvantaged, which emphasises the link between outstanding SEND support and support for disadvantaged students.</p> <p>A higher percentage of disadvantaged students experience social, emotional and mental health issues which affects conduct in lessons and punctuality and attendance in College.</p> | <p>Early referral of students to the services is important. Identification of students who require this support will come with an increased knowledge of who these students are.</p> <p>The SVP and AVP (student support) specifically discuss all activities relating to disadvantaged students within the Student Support Department that previous week during weekly meetings.</p> | <p>£24,406 - percentage of staff salary</p> <p>£4,050 - psychological services</p> | <p>AVP (student support) Welfare support and SEND Support</p> <p>Student Support staff (Student Welfare Officers, Student Support Officers)</p> |

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| <p>Improved 'Futures' aspirations for disadvantaged students.</p> | <p>A new 'Futures' programme, led by the VP (Behaviour and Personal Development) and other staff will be written and implemented, inspiring all students and especially disadvantaged students with clear and aspirational options for their future.</p> <p>Disadvantaged students, where necessary, will be given tailored specific support in the ALP room and individual SEND action plans as appropriate. They will therefore access early careers provision for disadvantaged students.</p> | <p>Students who have aspirations of what opportunities are available to them will want to achieve.</p> <p>Disadvantaged students are less likely to progress to further or higher education. The need to especially significant in Gateshead, which is the fourth worst place in England for social mobility.</p> | <p>Discussions need to happen at the earliest opportunity to ensure students have ideas about their future before Year 11. This provides targeted students opportunities to broaden their horizons, and to consider university as a viable destination. Potential to link students with external management organisations as mentors.</p> | <p>£3,717 - percentage of staff salary</p> <p>£8,000 - delivery costs and/or cost of bringing in mentors</p> | <p>Teacher responsible for 'Futures'</p> <p>Specific staff delivering sessions</p> <p>VP (Behaviour and Personal Development)</p> |
| <p>Greater engagement from parents at parents' evenings, options evenings and parental involvement in strategies to improve student attainment.</p> | <p>Due to the current COVID-19 pandemic, the College is reviewing the best way to keep effective contact with parents while remaining a COVID secure site.</p> <p>However, whatever the practical restrictions due to COVID-19, interaction with parents of disadvantaged students is essential. If necessary, parents of disadvantaged students, where they are difficulties in regards to interaction or engagement, will be telephoned or met with to discuss targets and the importance of attendance to future events.</p> <p>Heads of School will work with certain parents receive personalised</p> | <p>Parents who are engaged in their child's education will be in a better position to support them both in and out of College.</p> | <p>Designated staff can keep a close eye on the attendance and punctuality of the disadvantaged students.</p> <p>Develop a whole College parental engagement register to track parent attendance to key events.</p> | <p>£5,752 - percentage of staff salary</p> | <p>Designated staff</p> <p>Heads of School</p> |

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| | <p>invitation to College events to maximise attendance. They will meet with parents who fail to attend College events to explore reasons for non-attendance and possible solutions. In this context, College events could mean remote or virtual interactions.</p> | | | | |
| <p>Improve attendance and ensure a lower exclusion rate for disadvantaged students.</p> | <p>Attendance is a key focus. Heads of School support the attendance officer and pastoral leads in building relationships with parents of disadvantaged students to support attendance. The attendance officer works closely with the Heads of School and VP in order to target and monitor the attendance of disadvantaged students who are PA.</p> <p>Key factors that lead up to exclusions could be prevented by early interventions in the student's College life. Parental support and reintegration of students who are excluded or in the referral room is key.</p> | <p>Attendance of disadvantaged students is lower than their non-disadvantaged peers nationally and at Emmanuel. Students with no absence are 2.2 times more likely to achieve 5+ GCSE at grade 4 or above, and 2.8 times more likely to achieve English and maths.</p> <p>Exclusion rates are significantly higher for disadvantaged students nationally and at Emmanuel.</p> | <p>Attendance will be a key focus in pupil premium meetings with designated staff. Evaluation of attendance data, particularly for vulnerable student groups, will be done weekly in Heads of School meetings with the VP (Behaviour and Personal Development).</p> <p>Interventions will look to support the reintegration of excluded pupils into College life, dealing specifically with disadvantaged students.</p> <p>Disadvantaged students likely to be excluded, or who have previously been excluded, will have targeted 'escalation' intervention plans owned by the Heads of School to ensure exclusion rates are reduced.</p> <p>The new Behaviour and Discipline policy clarifies different procedures for reducing</p> | <p>£16,811 - percentage of staff salary</p> | <p>Attendance officer</p> <p>Designated staff</p> <p>Pastoral Leads</p> <p>Heads of School</p> |

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| | | | exclusions and supporting students who exhibit challenging conduct through measures such as weekly mentoring. | | |
| Staff ownership over disadvantaged student achievement. | Give an AVP specific ownership over aspects of disadvantaged student achievement, working closely with the VP. | <p>One staff member cannot be responsible for the pupil premium strategy. However, ownership is key in order to ensure that initiatives happen and staff are held accountable as part of a drive to improve disadvantaged students' achievement.</p> <p>Targeted student support must be proactive and at strategic points within the year. Individual plans will best support development, owned by specific staff members.</p> | Review of pupil premium spend and activities in weekly meetings with the SVP. Ownership over different aspects of the pupil premium review and spend. | £9,279 - percentage of staff salary | Designated staff |
| Total Spend | | | | £232,163 | |

Review of Pupil Premium Spend 2019-20

During the academic year 2019-20 Emmanuel College forecast £178,431 in Pupil Premium funding (*not including funding for LAC students*).

Rationale for spend

Due to the recent coronavirus pandemic the latest GCSE results are the results for the cohort 2018-2019; therefore, we are unable to fully evaluate the impact of the College's Pupil Premium policy on student achievement 2019-20. Furthermore, due to lockdown, procedures changed as the College adapted to remote provision and support.

The GCSE results in 2018-19 indicated success in a number of areas, not least the attainment of middle ability disadvantaged students and disadvantaged student achievement in maths. It validated the approach of the College's Pupil Premium strategy and spend. Notable successes include the 'gap' being closed completely in maths.

However, the gap between disadvantaged and non-disadvantaged students in terms of progress remained. Furthermore, concerns **remained over the progress of high ability students across a range of subjects** and disadvantaged students achieving the Ebacc. This explained the need to amend Pupil Premium spend in 2019 slightly in order to ensure the College is acting on these concerns. Specific actions were 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.** As detailed above, the College could not fully gauge this.

Due to the COVID-19 pandemic, strategies to support disadvantaged students were adapted to meet the needs of the evolving situation worldwide. From March 2020 onwards the Pupil Premium strategy was adapted to meet the developing needs of families who required support in the home learning environment. Specific pupil premium strategies carried out during the pandemic are detailed below.

September - March

Specific actions included:

- Weekly mentoring of all Year 11 students who had not made expected progress during the November exams. This monitoring included the rigorous analysis of student data and progress in the context of a regular meeting with a member of staff who could suggest, and follow up on, tailored strategies in order to help the student 'close the gap'. The aim here was to provide personalised support to all underperforming Year 11 students in receipt of the Pupil Premium. (*See estimated cost below*).
- Costs of specific inset training for staff to understand how to enable Pupil Premium students to achieve and 'close the gap'. 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 and English to monitor the progress of Pupil Premium students. Analysis of the data indicated concern over the progress of Pupil Premium students in comparison to their non-disadvantaged peers, especially in English. (*See estimated cost below*).
- Additional support sessions for KS3 Maths students who were underperforming in Year 7 and 8. This weekly session was in response to the need for early intervention in this subject as indicated by the GCSE data. (*See estimated cost below*).
- Regular meetings took place with the Heads of School to discuss how the students were performing academically and look to ways in which the College could support students with catch up and homework issues. (*See estimated cost below*).
- Regular use of the resources fund to support departments in their use of additional funds to ensure Pupil Premium students were not disadvantaged due to financial restraints. (*See estimated cost below*).

- Educational psychologist funds were used to support students, who may suffer from emotional and social issues, to flourish in College. *(See estimated cost below)*.
- Cluster leads spending time with Heads of Department discussing disadvantaged barriers and how to overcome them in a subject specific context. *(See estimated cost below)*.

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

- **Subsidies for school visits** – the College subsidised the cost of two educational visits 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** – The College 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** – The College 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.
- **Other enrichment activities/purchases to aid academic achievement.**

March-July

During the period of College closure, the students from the most disadvantaged families were at risk of falling behind their peers. The attainment gap between non-disadvantaged students and disadvantaged students could grow due to, amongst other things, the possible lack of access to IT resource and Wi-Fi connection within the home.

Therefore, during the period of closure, the College took appropriate action to ensure students from disadvantaged backgrounds had the resource to access learning successfully alongside their non-disadvantaged peers. The College set an ambitious target to resource the students who have no access to IT or Wi-Fi. Via various means, such as phone calls, parent surveys and engagement trackers the College gained understanding in what the barriers to engagement were and assessed who in the College community did not have access to any IT resource in the home.

This information was then summarised as follows:

1. Who are the disadvantaged students with no access to any IT resources or Wi-Fi connection?
2. Who are our vulnerable students with no access to IT equipment or Wi-Fi?
3. Who are the non-disadvantaged ('just coping') students with no access to IT resource or Wi-Fi?

The College identified that twenty-five Pupil Premium students did not have access to any IT resource within the home, and six of these students also had no access to Wi-Fi. Laptops were purchased for all twenty-five students and 4G routers for those with no Wi-Fi access. Although there was a concurrent DfE scheme to supply the same, there was considerable uncertainty in regards to the ordering and delivery timescales of this scheme, which is why the College launched their own initiative.

Cost analysis

| Pupil Premium forecast income 2019/20 | £178,431 | Outcome |
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| Spending on visit, uniform & music subsidies and other enrichment activities (estimate based on prior year). | £4,540 | This support will be continued in 2020/21 but will be increased to £50 per year for uniform costs. This cost will support families in ensuring students are well prepared for College each year. |
| Estimated spending on disadvantaged students using educational psychologist Services (based on 2018/19 figures). | £4,050 | The use of an educational psychologist is essential to support disadvantaged students, as well as other students with social and emotional issues. This will be continued in 2020/21. It is hoped that more students will access this service with an increased staff awareness of who these students are and which students need support, with a particular focus on supporting disadvantaged students. The effect of these interventions through attendance and mentor meetings will also be monitored. |
| Estimated spending on salaries. | £132,349 | Salary spending is invaluable to these students as staff intervention and exemplary teaching and support is the key to closing the gap between disadvantaged and non-disadvantaged students. As made clear in the Pupil Premium policy, the College is firmly of the belief that the most effective intervention to 'close the gap' is exemplary support in lessons by teachers in College who know their students. This is supported by effective staff development, department led strategies and appropriate SMT intervention This will be a large part of the budget for 2020/21, with a continued focus on tailored intervention and training. |
| Additional support to run Homework Club and support in Year 11 maths and English lessons. | £10,034 | Homework support for Year 11 was successful in improving the attendance of targeted students and will continue into 2020-21 The College will now look at replicating this support throughout the whole College in the context of having to be COVID secure in all after College interventions. |
| Weekly mentoring of Year 11 students not making expected progress. | £6,178 | Mentoring was successful. Students had weekly sessions with their mentor to discuss revision techniques, issues in lessons, support with resources and specific academic strategies to support progress. |
| Cost to deliver GCSE revision sessions in the College holidays (staff costs). | £1,212 Revision Days HT | This was not able to take place during the Easter holidays. However, support sessions did take place during half term, which were successful in terms of student focus and attendance. Notwithstanding COVID restrictions in 2020-21, these interventions will continue. |
| Estimated cost of specific inset training for staff to support Pupil Premium student outcomes. | £3,480 | This is an invaluable part of the spend. It ensures staff have an understanding of what barrier students face and how to overcome them. |

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| Cost of specific tuition and alternative provision for disadvantaged students. | £12580 | This was the cost of external AP services that supported disadvantaged students who were being taught off-site. |
| Purchase of student laptops for disadvantaged students during lockdown. | £4,750 | This was an invaluable purchase for our disadvantaged community. It supported students who were at risk of falling behind to ensure they could access online learning throughout the national school closures. |
| Total Estimated Spending 2019/20 | £179,173 | |