

# EMMANUEL COLLEGE

## PUPIL PREMIUM POLICY 2021-2022



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

### **Pupil Premium Strategy**

The impact of socioeconomic disadvantage on learning is a process. Strategies which impact the attainment gap between disadvantaged students and their non-disadvantaged peers require a collective understanding of how disadvantage can impact student learning.

### **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 curriculum intent and implementation for disadvantaged students is ambitious, making no excuses for their background.

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 an in-depth knowledge skills for a purpose and gain a solid understanding of the world in which they will live.
- Encounter a knowledge-rich curriculum that allows all students to acquire and apply knowledge and expertise, with a clear *intent* shared between staff and students.
- Cultivate a strong character and the intellectual discipline to discern truth and apply their knowledge correctly.

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 data analysis.

**This academic year in particular, teachers are 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:

- 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.
- Effective use of termly and more regular assessments 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, termly assessment and all summer external exams.
  - Heads of Department and Curriculum Leads to account for the progress of disadvantaged students in their subjects after termly data collections and during curriculum meetings.
- Teachers to account for the progress of all students in their classes, in relation to their targets.
  - Strategic deployment of staff in the timetable and a setting policy that enables lessons to focus on the individual needs of students. A setting policy which supports ambition without stigma.
  - 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 making progress
    - Curriculum Leads who understand strategies to promote excellence within the classroom for all students, inclusive of our disadvantaged cohort
  - An explicit focus on curriculum *intent, implementation and impact* at Emmanuel College. This involves all HOD and Curriculum Leads:
    - 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.

### **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 Team in enabling this. The robust 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.

### **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).

### **Educational Visits**

Emmanuel College is committed to ensuring that all disadvantaged students have the opportunity to take part in educational visits as part of their experience outside of the classroom. Emmanuel College heavily subsidises the residential programmes within Key Stage 3 to ensure that all students, no matter their background, can be a part of these experiences. All compulsory curriculum visits will be covered by the fund to ensure all students have the best chances success, with full access to all academic courses.

## Appendices

Pupil premium subsidiaries				
	Uniform support	Music and LAMDA lessons	Visits	Counselling and mentoring
<b>Pupil premium (FSM and Ever 6)</b>	£50 voucher towards the purchase of uniform at the start of Year 7.	The College subsidises the costs of lessons for one musical instrument per year and/or LAMDA lessons at a rate of 40%.	Compulsory educational visits will be covered by the PP fund.	Within the mentoring/welfare staff fund.
<b>LAC and PLAC</b>	£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 100%.	Compulsory educational visits will be covered by the LAC fund. Additional visits will be subsidised in discussion with ASC	100% covered.
<b>Service children</b>	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.

### 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.

### 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 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

### 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

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
<b>All pupils</b>	<b>206</b>	<b>0.48</b>	<b>0.20</b>	<b>0.39</b>	<b>0.39</b>	<b>0.76</b>
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 2020-21

	% students with 1 or more fixed term exclusions	% Students with >1 fixed term exclusions	Predicted % students with 1 or more fixed term exclusions
All	3.4%	0.9%	3.6%
Disadvantaged	7.1%	2.6%	7.5%

## 3-Attendance data 2020-21 (Attendance in the January/February lockdown has been discounted)

Year Group	Disadvantaged student attendance	Non-disadvantaged student attendance	Difference
Y7	97%	98%	-1%
Y8	94%	97%	-2%
Y9	88%	95%	-8%
Y10	85%	95%	-9%
Y11	72%	81%	-9%
Y12	97%	97%	1%
Y13	94%	95%	-1%

## **Conclusions**

### **2018-2019**

The data identifies that whilst disadvantaged students achieve far better than their peers nationally concern 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 math. This could indicate that measures to 'close the gap' in math's 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 reveal 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.

### **2020-2021**

The COVID-19 pandemic has had significant impact on progress. The TGAS highlight that although grades have increased overall, disadvantaged students have not seen the same gains as their non-disadvantaged peers. Internal data suggests that disadvantaged students would sit considerably lower than what we would have expected outside of the COVID19 pandemic.

A core advantage to this data is how we utilise it to move forward effectively. During academic strategy meetings and curriculum and learning reviews, disadvantaged students are a key focus moving forward. Looking at how subjects support there disadvantaged students in their access to the curriculum, how they structure lessons and coursework to support the narrative in college that all students have the opportunity to succeed no matter their background.