

Planned expenditure of Pupil Premium funding 2021-22 & review of 2020-21 spending

In the academic year 2021-22, Emmanuel College is forecast to receive **£228,943 in Pupil Premium funding**.

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.

The initiatives below are planned on the following basis:

- Specific responses to the ‘gaps’ in the knowledge which have been presented by the COVID pandemic alongside attendance and exclusion data as detailed in the Pupil Premium Policy.

Planned expenditure 2021-22			
Quality teaching and support for all			
Desired outcome - Attainment gap is closed between disadvantaged and non-disadvantaged students throughout the College.			
Evidence - Attainment gap between disadvantaged and non-disadvantaged students.			
Chosen action or approach	Implementation and Impact	Staff	Cost
Regular sharing of student information with classroom teachers, Curriculum Leads, Heads of Department.	<p>Staff are aware who the disadvantaged students are in their subjects, how they are progressing through the curriculum. The use of class profiles will highlight to staff the PP students to allow for appropriate planning.</p> <p>Ensure teachers identify students for additional support and evaluate impact on academic outcomes for disadvantaged student after assessments and annual exams.</p> <p>Early intervention to support the attainment of disadvantaged students in Year 10 and 11</p> <p>Curriculum Leads/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</p>	All teaching staff	

	during curriculum meetings and curriculum and learning reviews. This should feed into all curriculum discussions, promoting an ambitious curriculum for all.		
Termly academic meetings with Heads of Year	<p>Analysis of key data by Heads of Year to identify areas of concerns</p> <p>Tailored academic action plans following annual exams and 'catch-up' assessments to prioritise the tracking and specific support of disadvantaged students.</p>	Heads of Year	£25,145
The staff body are aware of the barriers that disadvantaged students may face.	<p>The staff body are aware of the barriers that disadvantaged students may face. Strategies to support these students are clear and are fed down to staff via Curriculum Leads.</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>	AVP - Curriculum Curriculum Leads	£42,979
Class profiles	<p>The use of student's profiles in class will allow staff to gain a more robust understanding of their classes.</p> <p>Wider school issues will be analysed through data collections points.</p> <p>Whole school initiatives to support progress in key areas of concerns will look at those who are PP and how this can impact tier learning and attainment.</p>	AVP – Curriculum and Staff Development AVP – Academic Strategy	£6,360
Department PP resource budget		AVP – Curriculum and Staff Development	£7000

Targeted academic support

Desired outcome - Reading comprehension and the vocabulary gap between disadvantaged and non-disadvantaged students in KS3.

Evidence – The language gap and links to disadvantaged are well documented. 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.’

Chosen action or approach	Implementation and Impact	Staff	Cost
<p>Those disadvantaged students in KS3 with lower than expected reading scores will be highlighted to their teachers and tutors. Class profiles will look at handwriting, spoken communication and vocabulary use</p>	<p>Curriculum Lead and teaching staff development to improve literacy so that all teachers are supported in their teaching of reading, writing and communication skills.</p> <p>Teachers to be given specific areas for development and strategies to support these students in lessons and homework tasks.</p> <p>Curriculum Leads have an in depth understanding of the barriers which our disadvantaged students face.</p> <p>Key stage 3 reading strategy for all students to encounter challenging texts with a key focus on literacy and vocabulary</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 KS3 and incorporate these into their planning.</p>	<p>All teaching staff</p> <p>English Curriculum Lead</p> <p>Accelerated reader, No more marking</p> <p>Book purchase</p> <p>AVP – Curriculum and Staff Development</p>	<p>£2,541</p> <p>£5,332</p> <p>£3,024</p>
<p>Desired outcome - Closing the attainment gap in Year 11 <u>overall</u>.</p> <p>Evidence – More concerning KS2 data for disadvantaged students. Lower outcomes for disadvantaged students at GCSE.</p>			
<p>Mentoring of all disadvantaged Year 11 students who are making less than expected progress after</p>	<p>AVP alongside Heads of Year will produce individual learning plans 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.</p>	<p>AVP – Curriculum and Staff Development</p> <p>AVP – Academic Strategy</p> <p>Head of Year 11</p>	<p>£3,024</p> <p>£3,336</p> <p>£2,754</p>

the November exam series.	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'.		
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Other approaches			
<p>Desired outcome - Appropriate welfare for disadvantaged students (inclusive of disadvantaged students with SEND) Evidence – 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>			
Chosen action or approach	Implementation and Impact	Staff	Cost
Supporting our most vulnerable students who are disadvantaged	Supporting more vulnerable students is key for a student to achieve their personal best academically.	Student Welfare team	£13,953
	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.	AVP – Student support	£3,175
		Psychological services	£4,050
<p>Desired Outcomes - Improve attendance and ensure a lower exclusion rate for disadvantaged students. Evidence - 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. Exclusion rates are significantly higher for disadvantaged students nationally and at Emmanuel.</p>			
Chosen action or approach	Implementation and Impact	Staff	Cost
Improved attendance rates and lower exclusion rates for disadvantaged students	Attendance is a key focus. Heads of Year are supported by the attendance officer and in building relationships with parents of disadvantaged students to support attendance. The attendance officer works closely with the Heads of Year and VP in order to target and monitor the attendance of disadvantaged students who are PA.	Heads of Year Attendance Officer	£12,573 £2,844

	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.	Vice Principal	£3,503
Additional funding for educational visits and compulsory curriculum visits.	All students, no matter their background, should be able to attend co-curricular visits alongside their peers. Emmanuel College heavily subsidised core residential trips alongside compulsory educational visits.		£73194
Compulsory academic educational visits	All students, no matter their background should have the opportunity to attend compulsory educational visits to support them on their progress through the curriculum		£20,000

Review of Pupil Premium Spend 2020-21

Cost analysis

Pupil Premium forecast	£178,431	Outcome
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.
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.
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 2020-21	£179,173	

