

Emmanuel College Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Emmanuel College
Number of pupils in school	1465
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022 September 2022 April 2023 September 2023 April 2024 September 2024
Statement authorised by	Matthew Waterfield, Principal
Pupil premium lead	Rose Hall, Vice Principal
Governor / Trustee lead	Ross Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£228,943
Recovery premium funding allocation this academic year	£30,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£258,943

Statement of intent

“I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.”

Matthew 25 v 35-36

Our mission statement is that: “Each person in our school is valued, challenged and inspired, being ‘made in God’s image’ and therefore infinitely precious, morally responsible and gifted for a purpose. Founded on faith, hope and love, and inspired by Christ, we pursue excellence in character development, learning across the curriculum and service to our communities.” All students at Emmanuel College are welcome, supported, provided with opportunities they would not have access to elsewhere and most importantly, they are made to feel safe.

At Emmanuel College, we want all students to be ambitious, hardworking and resilient so that they achieve more than they ever thought possible. We want to see all young people grow in character as responsible learners and as leaders who seek the greatness of others. To achieve this, we provide exceptional, holistic education which is shaped by a commitment to excellence and continuous improvement which we know will unlock opportunities for social mobility, success in the workplace, and thriving communities.

Our intention is that all pupils, irrespective of their background and prior attainment should not be disadvantaged and we must remember that their socio-economic background does not define their talent or ability and nor does their prior attainment. We are ambitious to ensure that all pupils should make exceptional progress and achieve high attainment across the curriculum, particularly in EBacc subjects with 91% of our current Year 11 students entered for the EBacc. Our focus is on quality first teaching for all and our approach is shaped to ensure that the most disadvantaged receive comprehensive and bespoke support so that they achieve in line or better than their peers.

The Recovery Premium will be allocated using the same data as the Pupil Premium. This means the following pupils will attract Recovery Premium funding to schools:

- Pupils who are eligible for free school meals (FSM)
- Pupils who have been eligible for free school meals at any point in the last 6 years
- Children looked after by local authorities and referred to as looked-after children (LAC)
- Post looked-after children (post-LAC)

At Emmanuel College, all staff know that they have a collective responsibility for disadvantaged pupils including, Trust, governance, senior leaders, pastoral care and most importantly in the classroom where we know we can make the most difference to a child's future. Our aim is to focus on early help, rooted first and foremost in our curriculum intent and implementation.

Our Pupil Premium Strategy is designed to support our disadvantaged students to ensure equality of outcomes, experiences and future opportunities. We are methodical in our approach to assessing the needs of our disadvantaged and vulnerable students, the activity in this statement is intended to support all students who need additional support, regardless of whether they are classified as Pupil Premium or not.

Therefore, our approach is not focused on assumptions but robust assessment of each individual pupil to make sure that:

- The curriculum is broad, rich and not narrowed due to assumptions about the impact of disadvantage.

- We create a culture where all staff understand that we have a duty to maintain high expectations where disadvantaged pupils are given the knowledge, structures and skills to achieve the very best outcomes.
- Develop early intervention strategies based on robust assessment tailored to the individual needs of every child.
- All students benefit from a rich co-curricular education and enjoy access to a range of educational and residential visits including Camp Emmanuel.

Evidence shows that disadvantaged pupils have been disproportionately impacted by the pandemic. Our strategy tackles gaps created by Covid to support those students most affected by educational disruption over recent years.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p><u>Pupil Progress:</u></p> <p>Disadvantaged students score lower on CAT SAS tests taken by all students on entry, the 2021 intake mean CAT SAS for PP students is 101 vs 105 for non-PP, the 2020 intake mean for PP is 100 vs 107 for non-PP and the 2019 intake 102 for PP and 106 for non-PP. Disadvantaged pupils make excellent progress that is well above national average at Emmanuel College with a P8 score of +0.4 in 2019. The challenge is to ensure year on year consistency and further improve this so that the overall P8 score is in line with non-disadvantaged students who in 2019 had a P8 score of +0.5.</p>
2	<p><u>Effects of poverty:</u></p> <ul style="list-style-type: none"> - Poor home conditions - Poor diet - Inadequate clothing - Unable to provide equipment <p>In the 2021 intake, 76% of disadvantaged students are from IDACI bands 1-5 (most deprived) vs 62% non-disadvantaged. In the 2020 intake 84% of students are from IDACI bands 1-5 as opposed to 61%. In the 2019 intake 85% of disadvantaged students are from IDACI bands 1-5 as opposed to 56% of non-disadvantaged students.</p>
3	<p><u>Attendance:</u></p> <p>Consistent attendance and punctuality can be a key challenge for our disadvantaged students. Student absence has a direct impact on their ability to take progress through the curriculum and achieve exemplary academic outcomes. Our disadvantaged students' attendance can sit anywhere between -1% below their non-disadvantaged peers up to -9% in some year groups and Covid has exacerbated this challenge despite the fact our attendance figures overall are still above national average for both non disadvantaged and disadvantaged students.</p>

4	<p><u>Literacy:</u></p> <p>Literacy levels upon entry can be a challenge for some of our disadvantaged students. The Constituency Literacy Score, created in 2017 by the Literacy Trust ranked Gateshead 57 out of 533 for literacy need in the UK and indicates that Gateshead contains at least one ward with significant literacy needs. Assessments, observations and discussions with our KS3 students indicate that disadvantaged students generally have lower level of reading comprehension than peers and some need significant support with decoding. In our 2021 intake, on average our disadvantaged students' reading age is 1.5 years below their actual chronological reading age and across the year group, 27% of students are reading at more than twenty percent below their actual chronological age.</p>
5	<p><u>Low aspiration:</u></p> <p>Low aspiration in white working class communities has been acknowledged widely in recent years by prominent voices such as Damien Hinds and recently, Amanda Spielman. Liz Todd of Newcastle University has stated that some parents 'manifested a more limited sense of efficacy in influencing their children's education futures. This was more typically associated with the greatest disadvantage.' In Gateshead from Jan – Dec 2020, 16.2% of houses were classified as being 'workless' as opposed to the national average of 13.6% of households.</p>
6	<p><u>Engagement with disadvantaged/EAL parent/carers:</u></p> <p>Statistically, the proportion of parent/carers of disadvantaged students attending parent/carer events is not representative of the proportion of disadvantaged students in school, this is particularly noticeable with some of our EAL families.</p>
7	<p><u>Impact of school closures on SEMH:</u></p> <p>Our assessments, observations and discussions with families suggest that the education and wellbeing of many of our disadvantaged students has been impacted by the partial closure of school to a far greater extent than other pupils. Studies from NFER, Department for Education and GL assessment show a consistent impact of the first national lockdown with pupils making around 2 months less progress than similar pupils in previous years. (EEF, Nov 2021). These findings are also supported by our robust assessment of referrals to outside agencies and referrals to counselling services. Research completed by the Princes' Trust in 2020, identified that 27% of young people felt that they were unable to cope with life following the pandemic; more than a third say they struggle to think clearly; 37% have experienced insomnia and 41% have experienced self-loathing.</p>
8	<p><u>Attitude to Learning:</u></p> <p>Although Emmanuel College's suspension rate for disadvantaged students is significantly below the national average, analysis indicates that disadvantaged students are more likely to be suspended than non-disadvantaged students or removed from lessons because of concerning conduct which directly impacts on the progress and attainment of these students.</p>
9	<p><u>Wide catchment area:</u></p>

	Emmanuel College has a significantly wider than average catchment area. 31% of disadvantaged students reside in NE4 and NE5 (up to 10 miles away from College) as opposed to 17% of non-disadvantaged students. This provides a challenge in terms of encouraging students to participate in co-curricular activities beyond the school day to support their academic achievement and develop their cultural capital.
10	<p><u>Cultural capital:</u></p> <p>Disadvantaged students have more limited access to a broad range of experiences beyond school and immediate vicinity including libraries, cultural visits to museums, galleries and concerts and opportunities to visit different locations, including different countries. An article by Kay Livingston in the Curriculum Journal (British Educational Research Association) stated that “programmes ostensibly cultivating education and global citizenship are ultimately assessed and defended through their contribution to other curricular outcomes.” Research into curriculum enrichment by Rajeswari Raja stated that “successful enrichment programmes enhance students’ life at school and college and increase motivation, achievements and retention in education.”</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><u>Improved reading comprehension</u> – Effective literacy intervention schemes for both decoding and comprehension needs are in place and the impact is carefully monitored. Reading ages of disadvantaged students are in line with their chronological age.</p>	<ul style="list-style-type: none"> - Disadvantaged students make significant gains towards their chronological reading age. - Key staff are trained to deliver effective reading intervention schemes. - All staff are aware of the reading ages of the students they teach and adapt their teaching to support students with low reading ages. - Tier 2 and Tier 3 vocabulary is routinely and expertly taught in lessons. - DEAR programme is embedded into weekly tutor programme.
<p><u>Pupil Progress</u> - Maintain and improve the proportion of students (eligible for PP) at KS4 to ensure that PP student performance continues to exceed that of other, non-eligible, students nationally. The gap between disadvantaged and non-disadvantaged students will narrow even further. Teachers and leaders have a responsibility to ensure that all disadvantaged students achieve their target or beyond.</p>	<ul style="list-style-type: none"> - The Progress 8 and Attainment 8 scores of disadvantaged students improves each academic year and the gap narrows. - This will also be monitored at departmental level and will form part of line management meeting agendas. - Teachers and Heads of Year intervene with pupils who are below target, prioritising disadvantaged students, particularly boys.

	<ul style="list-style-type: none"> - English: further reduce the in-school gap between disadvantaged and non-disadvantaged students. In 2019 there was a gap 0.06. - EBacc: continue to improve disadvantaged students' achievements in science, humanities and MFL to reduce the in-school variation. In 2019, disadvantaged students achieved a P8 score of 0.26 compared to 0.41 for non-disadvantaged students.
<p><u>Improved attendance</u> – Attendance for disadvantaged students improves with a target of 95% or higher.</p>	<ul style="list-style-type: none"> - Reduced number of students PA. - Attendance officer and AVP for behaviour and attitudes track attendance and punctuality of disadvantaged students using Power BI and implement a three tier intervention process. - Attendance plans are created for students whose attendance falls below 95%. - Regular communication and contact with parents, including in school meetings, for students whose attendance is a concern. - Appropriate sanctions are pursued.
<p><u>Aspiration and attitude to learning</u> – Disadvantaged students are more positive about their learning and are aware of the importance of their education in terms of further life choices. Disadvantaged students demonstrate improved metacognitive capacity across their subjects. The number of FTEs and in school referrals reduces.</p>	<ul style="list-style-type: none"> - RfL grades for all disadvantaged students are monitored and acted upon at every data capture point by Heads of Year and senior team. Where RfL grades are a concern, action plans are put in place to address this. - Qualitative data from student voice, student and parent surveys and teacher observations will indicated higher levels of aspiration and wellbeing. - Disadvantaged PEX, FTE and First Calls and therefore lost learning reduced and in line with non-disadvantaged students. - Attendance to co-curricular activities in line with non-disadvantaged students. - The number of disadvantaged students progressing to aspirational higher and further education establishments, apprenticeships, employment and training is in line with non-disadvantaged students. - No NEET students.
<p><u>Improved engagement with parents/carers-</u> parents and carers attend a range of school events</p>	<ul style="list-style-type: none"> - The proportion of parents/carers attending parent/carers events and

and are supported to play an active role in their child’s education.	<p>evenings to be representative to the proportion of disadvantaged students in school.</p> <ul style="list-style-type: none"> - A wide range of online and face to face events offered throughout the academic year. - Higher levels of engagement with the College’s social media presence.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £92484

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further development of quality teaching and learning strategies to benefit all disadvantaged students through effective professional development and quality assurance activities.</p> <p>There is an extensive and comprehensive staff development programme:</p> <ul style="list-style-type: none"> - All staff are enrolled with Evidence Based Education’s Great Teaching Toolkit, ‘Foundations for Learning’ course. Staff with additional responsibility are enrolled on the EBE CPD Assessment Lead/Essentials or 	<p>High quality teaching and learning for all students is vital to raising the achievement levels of disadvantaged students – “The effects of high quality teaching are especially significant for students from disadvantaged backgrounds: over a school year, these students gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.” (Sutton Trust, 2011).</p> <p>“What happens in the classroom makes the biggest difference.” (EEF, ‘Closing the Attainment Gap’, 2018).</p> <p>There are concrete ways in which a teacher’s practice can be honed and improved, based on rigorous and empirical evidence: 584543-great-teaching-toolkitevidence-review.pdf (cambridgeinternational.org).</p> <p>Therefore, ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil</p>	1, 5, 7

<p>Curriculum Lead course.</p> <ul style="list-style-type: none"> - Senior and middle leaders, where appropriate, are encouraged to participate in NPQs. - Introduction of the 'Walkthru' CPD programme to support effective curriculum implementation. - All departments have one hour of collaborative planning once a week after school to continue to enhance the resourcing of a knowledge rich curriculum. 	<p>premium spending. Furthermore, effective collaborative planning serves to reduce in-school variation and improve quality of teaching.</p>	
<p>Further development of sequential curriculum and exceptional retrieval practice.</p> <ul style="list-style-type: none"> - Introduction of consistent planning slides to support consistent implementation of our approach to pedagogy. 	<p>Cognitive load theory informs our curriculum sequencing by revealing the role of memory in helping students to build the cognitive architecture required to access the curriculum effectively.</p> <p>As working memory is limited, we need to sequence our curriculum to reduce cognitive load by drawing on prior knowledge and logically sequencing episodes of learning so they accumulate in small stages, securing understanding at one stage before moving to the next. (K Howard and C Hill). The use of consistent common templates for retrieval practice, vocabulary instruction and lesson starts is intended to reduce the intrinsic cognitive load.</p>	<p>1</p>
<p>A key aspect of staff professional development is to develop staff understanding of how to incorporate formative assessment strategies into teachers' day-to-day practice, including high quality student response.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve: Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

	High quality feedback raises achievement and has an effect size of 0.7 (Hattie, 2015).	
A key aspect of staff professional development is to develop staff understanding of effective whole class reading strategies and explicit teaching of vocabulary.	<p>“Limited fluency is one of the most pervasive and important barriers to understanding for readers at all grade levels.” (Doug Lemov, Reading Reconsidered, 2016)</p> <p>“Longitudinal studies provide evidence to support both of ... vocabulary knowledge predicting growth in reading comprehension and reading comprehension predicting growth in vocabulary knowledge.” (Tannenbaum, Torgesen and Wagner (2006; 2) Oxford university summary of multiple studies)</p>	1, 4
<p>Sharing disadvantaged student information with staff.</p> <ul style="list-style-type: none"> - All class teachers are aware of disadvantaged students and this information is present on seating plans and in teaching files. - Disadvantaged students are prioritised in all appropriate department and whole school intervention. - Regular whole school CPD regarding intervention and support strategies for disadvantaged students. - Disadvantaged students are a focus in all quality assurance activities, including lesson visits, work scrutinies, student voice. 	<p>Staff need to understand who the disadvantaged students are in their classrooms and understand the specific barriers that they may face. Socioeconomic learning barriers are engrained long before secondary school and therefore staff need to understand what these are and how to address them.</p> <p>Ofsted 2013: “Where schools spent the Pupil Premium funding successfully to improve achievement, they ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress.”</p>	1, 5, 7

<p>Mixed ability teaching in Years 7, 8 and 9. In Years 8 and 9 mixed ability teaching in all subjects except maths.</p>	<p>“On average, students experiencing setting or streaming make slightly less progress than students taught in mixed ability classes”.</p> <p>The evidence suggests that setting and streaming has a very small negative impact for low and mid-range learning attainers, and a very positive impact for higher attaining students.</p>	<p>1, 5</p>
<p>Rigorous monitoring and analysis of data.</p> <ul style="list-style-type: none"> - Introduction of SISRA Analytics and training for all staff to analyse data and plan for effective interventions. - Fortnightly RAG meetings at KS4 to inform carefully structured programme of academic intervention and support. 	<p>DfE (2015) and Warwickshire Project (2016) identify rigorous monitoring of data as an effective strategy to improve performance of disadvantaged students.</p> <p>NFER research states that one of the seven building blocks in raising achievement of disadvantaged students is data driven identification of individual student needs.</p> <p>All school leaders, teaching staff and support staff need to know the pupils who are in the greatest need of support. Coordination of intervention and tracking leads to more effective implementation of support.</p>	<p>1</p>
<p>We will develop students’ metacognition by ensuring that curriculum organisation is embedded in day-to-day teaching. Our personal development curriculum develops students’ ability to prepare for examinations through lessons on revision, emotional resilience and dealing with stress and acute pressure during examination periods.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment.</p> <p>“Learners with effective metacognitive skills are more capable of making accurate assessments of what they know and do not know, of monitoring and evaluating their ongoing learning activities, and of developing plans and selecting strategies for learning new material.” (Sigmund Tobias and Howard Everson, 2005).</p>	<p>1, 5, 7, 8</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

GROUP AND INDIVIDUAL NEED

Budgeted cost: £ 50011

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Data-driven, targeted reading intervention focusing on primary reading need (decoding or comprehension).</p> <ul style="list-style-type: none"> - Introduction and staff training on Lexonik reading intervention programme. - Purchase and use of Literacy Assessment Online to assess all students' reading ages and then regularly monitor the reading ages of students' involved in reading intervention. 	<p>"Strategies to improve phonics have a very positive impact (+5 months) with very extensive evidence and are an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds." (EEF, 2021)</p> <p>"Reading comprehension strategies are high impact on average (+6 months)." (EEF, 2021).</p>	<p>1, 4</p>
<p>Tutor time reading programme (DEAR) once a week for 25 minutes.</p> <ul style="list-style-type: none"> - Purchase of books for the 'Emmanuel Reading Routes' programme. 	<p>"1 in 11 disadvantaged children in the UK say they don't have a book of their own. Children who say they don't have a book of their own are six times more likely to read above the level expected for their age than their peers who don't own a book (22% vs. 3.6%)." (National Literacy Trust, 2017).</p> <p>There is a pronounced gap in reading ability at age 15 between FSM and non-FSM students (55% vs 44%). The gap is relatively similar over the course of secondary school but the overall figures mask a big gender divide." (GL Assessment, 2020).</p>	<p>1, 4</p>
<p>Termly academic strategy meetings and fortnightly RAG meetings.</p>	<p>Meeting with key stakeholders in college will ensure that the progress and attainment of our disadvantaged students, remains a core part of strategy moving forward. Key meetings will ensure that all students are catered for in the best possible way, ensuring no student is left behind.</p>	<p>1</p>
<p>Creation of an additional significantly smaller class in Years 7 and 8 for the most vulnerable students who require additional support.</p>	<p>It has been our experience that the 'gaps' in students' learning, exacerbated by lockdown and COVID-19, has necessitated focused intervention and teaching to ensure these students can reach their full potential. While the EEF toolkit argues that overall reducing class sizes can be a high cost to low</p>	<p>1, 4</p>

	impact measure it does note that, “reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations”:	
Targeted intervention through small group tutoring in term time and holidays.	Clear identification of students who are behind target and specific actions for classroom teachers will have a positive impact on progress. “Targeted small group and one to one interventions have the potential for the largest immediate impact on attainment.” (EEF, ‘Closing the Attainment Gap’, 2018).	1, 4
Sixth Form peer mentoring programme. Sixth Form students are trained in how to mentor students effectively and are then assigned to mentor small groups of younger students in specific subject areas on a weekly basis.	The introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress. “Educational interventions have the strongest chance of success when they are implemented in a context where existing aspirations for education are high, or when the intervention itself fosters schooling aspirations.” (Travis Lybbert and Bruce Wydick)	1, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 133292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE’s ‘Improving School Attendance’ advice. <ul style="list-style-type: none"> - Implement Power BI to rigorously monitor attendance and punctuality. - Attendance plans are created for students whose attendance falls below 95%. - Regular communication 	There is a clear correlation between high levels of attendance and high levels of attainment. ‘Pupils with no absence are 2.2 times more likely to achieve 5+ A*-C o equivalent and 2.8 times more likely to achieve 5 GCSEs A* - C including English and maths than pupils missing 15-20% of KS4 lessons’ (DfE, 2016)	1, 3

<p>and contact with parents, including in school meetings, for students whose attendance is a concern.</p> <ul style="list-style-type: none"> - Rewards programme to recognise 100% attendance. 		
<p>Individual mentoring programme by senior staff to Y11 disadvantaged students to focus on improving the academic progress of those who are behind target.</p>	<p>“Mentoring programmes which have a clear structure and expectations are associated with successful outcomes.” (EEF, 2021).</p> <p>“Mentors were effective in promoting student motivation and thereby positively affecting outcomes of attainment, confidence, homework and focus in lessons.” (The STeP Journal, University of Cumbria)</p>	1, 3, 5, 7, 8
<p>Implementation of a revised co-curricular programme. All staff must offer at least one co-curricular activity a week. Attendance to the co-curricular programme is carefully monitored and disadvantaged students are actively targeted to attend.</p> <ul style="list-style-type: none"> - The college subsidises the costs of lessons for one musical instrument per year and/or LAMDA lessons at a rate of 40% and 100% for LAC or PLAC students. 	<p>“There is some evidence that involvement in extra-curricular sporting activity may increase pupil attendance and retention.” (EEF).</p>	5, 7, 9, 10
<p>Implementation of online parents’ evenings and information evenings to support all parents to attend virtually.</p>	<p>Parental involvement is a key strategy in closing the achievement gap (NFER, 2009), supported by Ofsted, 2011 and EEF.</p> <p>Parents who have a better relationship with the school tend to help moderate students’ behaviour when issues arise.</p>	2, 5, 6, 9
<p>Implementation of five stage behaviour support programme:</p> <ul style="list-style-type: none"> - Rigorous analysis of behaviour 	<p>“There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic attainment.” (EEF, 2017)</p>	1, 3, 5, 8

<p>concerns leading to escalating support.</p> <ul style="list-style-type: none"> - Following a FTE, students are moved on to a new level of support at a senior level. - Whole school rewards programme focused on character, community and curriculum. 	<p>“The successful management of behaviour relies on far more than a set of strategies to draw upon when pupils misbehave” (Ellis and Tod 2018)</p>	
<p>Social and emotional wellbeing activities to support the health and wellbeing of all students.</p> <ul style="list-style-type: none"> - In school welfare and mental wellbeing support supplemented by a full day of counselling by North East counselling every week. - Rise counselling provided by the provide 18 small group sessions and 5 1:1 sessions in a six week programme. - Appointment of Inclusion and Cross Cultural Engagement student support worker. - Two members of staff are trained DfE mental health leads. 	<p>Supporting more vulnerable students is key for a student to achieve their personal best academically.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Learning skills at all ages than their affluent peers. These skills are likely to influence a range of outcomes for students: lower SEL skills are linked with poorer mental and lower academic attainment. (Teaching and Learning Toolkit, 2021)</p>	<p>2, 3, 5, 6, 7, 8, 9</p>

<ul style="list-style-type: none"> - Referral to the 'Young Woman's Project; for our most vulnerable female students to provide emotional support and resilience training as well as informal counselling. - 2 members of staff trained to deliver ELSA (emotional literacy support). - Use of internal ALP support to work 1:1 with students with complex needs or most at risk of PEX. 		
<p>Educational visits</p> <ul style="list-style-type: none"> - All Year 7 students will participate in 'Camp Emmanuel' in the summer term. - All compulsory educational visits will be covered by the PP fund. 	<p>All students, no matter their background, should be able to attend co-curricular visits alongside their peers.</p> <p>Various studies suggest that educational visits enhance academic outcomes of students. An example study is this: LA-Final-Report-May-2015-1- 1.pdf (learningaway.org.uk)</p>	<p>2, 5, 10</p>
<p>Access to technology and educational materials - online access and provision. This includes:</p> <p>1.) Free laptops for all students in KS4 and free laptops for all PP students, if they have no access at home in KS3.</p> <p>2.) Free revision materials for PP Year 11 students.</p> <p>We recognise that purchasing uniform and equipment causes additional stress for families and can impact on their ability to provide</p>	<p>An Ofcom report from 2020 estimates between 1.m and 1.8m children do not have access to a laptop, desktop or tablet at home.</p> <p>Low-income households are also less likely to have an internet connection in their home, instead relying on expensive mobile phone data packages: Connected Nations 2020: UK report (ofcom.org.uk)</p>	<p>1, 2, 6, 10</p>

<p>educational and emotional support. All PP students can receive up to £50 voucher towards their uniform.</p>		
<p>Where necessary enhanced IAG provided for students requiring intensive personalised support.</p> <p>Additional monitoring of PP students and their intended destination after Emmanuel College.</p> <p>Access to additional time with careers advisor if required.</p> <p>Business Engagement Leader to continue to develop links with Business Engagement Partners in order to run a full programme of visiting speakers throughout the academic year.</p>	<p>Evidence suggests that disadvantaged students require enhanced levels of post 16 advice, guidance and support to ensure a suitable and sustainable post 16 route.</p> <p>“Underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills and characteristics required to achieve them.”</p>	<p>5, 10</p>

Total budgeted cost: £ 275787

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

2018-2019

The data identifies that whilst disadvantaged students achieve far better than their peers nationally, some 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 maths. 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.

2020-2021

The COVID-19 pandemic has had significant impact on progress. Data from TAGs highlights that although grades have increased overall, disadvantaged students have not seen the same gains as their non-disadvantaged peers. 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.

Looking at data, we decided to discontinue using Accelerate Reader as a reading intervention and instead invest in reading intervention porgrammes from Lexonik which support students with a specific decoding need and train staff to deliver reciprocal reading interventions to students needing support with comprehension.

Within college we used a large proportion of the Pupil Premium funding to purchase laptops for those most in need. This was an invaluable part of ensuring our disadvantaged students returned with the ability to engage with learning in the same way as their non-disadvantaged peers in terms of online access.

We are confident that our approach in 2021-22, building on the work from previous years, based on the best available evidence, will have a significant impact on all students' attainment, including disadvantaged students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
ITSlearning online provision	ITSlearning

Laptop provision for all	Various providers
White Rose Mastery	
GL Assessment	