



Emmanuel College Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 affect 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	1623
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024–2027
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026 September 2026 April 2027 December 2027
Statement authorised by	Nat Ogborn Acting Principal
Pupil premium lead	Rose Hall Vice Principal
Governor / Trustee lead	Ross Smith Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,700
Recovery premium funding allocation this academic year	N/A
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	£296,700

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. 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.

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.

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Sutton Trust report: "School Funding and Pupil Premium 2021" available [here](#).
- Education Endowment Foundation Teaching and Learning Toolkit, available [here](#).
- Research on disadvantaged pupils and the vocabulary gap, available [here](#).
- Our combined professional experience of what works best.

Challenges

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

Challenge number	Detail of challenge
1	<u>Student Progress:</u> Disadvantaged students on average score lower on the Cognitive Ability Tests taken by all students on entry. Their standardised age score typically averages 100-102 compared to 105-107 for non-disadvantaged students. In 2024, disadvantaged pupils made excellent progress that was well above the national average with a P8 score of +0.38; the P8 score of their non-disadvantaged peers was +0.62. The challenge is to ensure year on year consistency and further improve this so that the overall outcomes are in line with non-disadvantaged students.
2	<u>Effects of poverty:</u> - Poor home conditions - Poor diet - Inadequate clothing - Unable to provide equipment For students on roll in 2025-26, 82% of disadvantaged pupils are from IDACI bands 1-5 (representing the most deprived postcodes), compared to 60% of non-disadvantaged students.
3	<u>Attendance:</u> 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 is on average 4% lower than their non-disadvantaged peers, there are disparities between demographics within this; white British disadvantaged students attend significantly less well than other disadvantaged sub-groups. Covid has exacerbated this challenge despite the fact our attendance figures overall are still above national average for both non-disadvantaged and disadvantaged students.

4	<u>Literacy:</u> 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. The average reading age of disadvantaged students in the 2024 Year 7 intake was 0.1 years <u>below</u> their chronological age, compared to +1.4 years for their peers. 20% of disadvantaged students were 20% or more below their chronological age, compared to 2% of their peers. [The average reading age of disadvantaged students in the 2025 Year 7 intake was 0.7 years above their chronological age, compared to +0.8 years for their peers. 8% of disadvantaged students were 20% or more below their chronological age, compared to 10% of their peers.]
5	<u>Raising aspirations:</u> 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. On average, our disadvantaged pupils are more likely to come from families who have had little experience of higher education. Consequently, going on to university-level study can be seen as an unrealistic goal for their secondary-level education. Pupils from disadvantaged backgrounds often need extra support to make them aware of their options for them following Year 11 or Year 13.
6	<u>Long-term effects of lockdown</u> 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 two 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.
7	<u>Attitude to Learning:</u> 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. With reference to suspensions, more than half of all suspensions in 2024-2025 were for students eligible for the pupil premium.

8	<u>Wide catchment area:</u> Emmanuel College has a significantly wider than average catchment area. 21.6% of disadvantaged students reside in NE4 and NE5 which are on average are four to six miles away from College. 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.
9	<u>Cultural capital:</u> 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.'

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
<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.	- 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. - Students are given frequent opportunities to read aloud in all lessons. - DEAR programme is embedded into weekly tutor programme.

<u>Student 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.	- The Progress 8 and Attainment 8 scores of disadvantaged students improves each academic year and the gap narrows. - Percentage passing English and Maths GCSEs. - Comparing those achieving 4+ and 5+ in EBacc figures for disadvantaged students with non-disadvantaged students in our school, locally and nationally. - 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,
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	prioritising disadvantaged students, particularly boys. - Continue to reduce the in-school variation of the achievement of disadvantaged students in different subject areas.
<u>Improved attendance</u> – Attendance for disadvantaged students improves with a target of 95% or higher.	- Attendance statistics and comparisons term by term. - Comparison of disadvantaged and non-disadvantaged students' attendance and punctuality. - 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 for non-attendance.

<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.	- RfL grades and detention rates 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 indicate 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. - Reduction in NEET students.
<u>Improved engagement with parents/carers</u> – Parents and carers attend a range of school events and are supported to play an active role in their child's education.	- The proportion of parents/carers attending parent/carers events and evenings to be representative to the proportion of disadvantaged students in school. - 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.

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: £174,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of quality first teaching and learning strategies to benefit all disadvantaged students through effective professional development and quality assurance activities. There is an extensive and comprehensive staff development programme including: - Weekly cycle of Friday afternoon CPD including: department time, whole school CPD, instructional coaching. - Senior, middle and aspiring middle leaders are encouraged where appropriate to participate in NPQs and the Flourishing Leaders programme. - Teach meet mornings and Instructional Coaching CPD utilising the 'WalkThrus' and 'Teach Like a Champion' CPD programme established to support effective delivery of quality first teaching. - All teaching staff are partnered with another member of staff to engage in instructional coaching cycle across the academic year. - Half termly Teaching and Learning Bulletin issued to staff sharing best practice. - Prioritising, where possible, Department planning time to enhance the resourcing of a knowledge rich curriculum.	The greatest impact we can have on student outcomes and therefore life chances links directly to the quality of teaching and learning within the classroom. 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). 'What happens in the classroom makes the biggest difference.' (EEF, 'Closing the Attainment Gap', 2018). There are concrete ways in which a teacher's practice can be honed and improved, based on rigorous and empirical evidence:-great-teaching-toolkit-evidence-review.pdf (cambridgeinternational.org). 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 premium spending. Furthermore, effective collaborative planning serves to reduce in-school variation and improve	1, 5, 7

- All Early Career Teachers follow the Early Career Framework in partnership with Ambition Institute to ensure effective foundation knowledge of pedagogy and teaching principles. - All Early Career teachers have a mentor who utilises Instructional Coaching with weekly/fortnightly meetings taking place to give and discuss strengths and areas for development.	quality of teaching.	
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Further development and refinement of sequential curriculum and exceptional retrieval practice: - Embedding the use of consistent planning resources and templates to support consistent implementation of our approach to pedagogy.	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. 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.	1
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 feedback and student response. - Embedding ESF 7 pedagogical principles based upon the 'Walk Thrus' model of evidence-based practice. - Bi-annual ESF school review which highlights key areas for improvement in teaching and learning, followed up by teaching reviews in each subject, with all staff formally observed three times in line with ESF Teaching and Learning principles. Targeted	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) High quality feedback raises achievement and has an effect size of 0.7 (Hattie, 2015).	1
support and coaching for staff where concerns are raised. - Further embedding of the 'feedback loop' strategy so that students respond to feedback in a purposeful manner and misconceptions are clearly identified and then addressed.		

A key aspect of staff professional development is to develop staff understanding of effective whole class reading strategies and explicit teaching of vocabulary. - Embedding and refinement of the FASE whole class reading strategy from Doug Lemov's work in 'Reading Reconsidered'. - Embedding and refinement of the 'Frayer model' to explicitly teach Tier 2 and Tier 3 vocabulary. - Introduction of knowledge organisers for all years and all subjects containing subject specific vocabulary.	'Limited fluency is one of the most pervasive and important barriers to understanding for readers at all grade levels.' (Doug Lemov, Reading Reconsidered, 2016) '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)	1, 4
Sharing disadvantaged student information with staff: - All class teachers are aware of disadvantaged students and this information is highlighted 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	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. 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.'	1, 5, 7
activities, including lesson visits, work scrutinies, student voice. - Whole staff training on SISRA Analytics and Pupil Progress so that staff are able to analyse and interpret their class data effectively.		

There is a considerable amount of mixed ability teaching across KS3 with some subjects continuing this into KS4 in part of in whole. Where setting does occur in subjects, such as in maths or science, this is introduced in KS3. Whilst this results in target grade differences which are less variable there is still a broad spread of target grades. Where setting occurs, this is regularly reviewed and approved by the Quality of Education team with a focus on ensuring all students can make the most progress possible.	There is mixed evidence about the impact of setting on progress compared with mixed ability teaching. Some evidence and proponents suggest that students experiencing setting make slightly less progress than students taught in mixed ability classes. This is often because where setting occurs, it is done with restrictions on student movement or the allocation of effective teaching. Where students are set at Emmanuel, any possible negative impacts of setting are proactively and regularly reviewed and challenged to ensure that it remains suitable for the subject in question and is being executed solely to maximise student progress.	1, 5
Rigorous monitoring and analysis of data. - Use of SISRA Analytics and Pupil Progress and training for all staff to analyse data and plan for effective interventions. - Head of Department Exam Analysis documentation for Year 10 to 13 prioritises disadvantaged progress and requires teacher reflection and action plans for students making less than expected progress. - Weekly Year 11 Raising Achievement Group meetings to inform carefully structured programme of academic intervention and support, with a particular focus on disadvantaged students - Year 11 Bridging the Gap after school interventions, as well as morning breakfast sessions, prioritises the inclusion of disadvantaged students.	DfE (2015) and Warwickshire Project (2016) identify rigorous monitoring of data as an effective strategy to improve performance of disadvantaged students. NFER research states that one of the seven building blocks in raising achievement of disadvantaged students is data driven identification of individual student needs. 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.	1
We will develop students' metacognition by ensuring that curriculum organisation	Teaching metacognitive strategies to pupils can be an inexpensive method to	1, 5, 7, 8

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.	help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment. '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).	
Recruitment and retention of highly qualified staff. - Creation of an additional smaller set in core subjects at Key Stage 4. - Broadening of curriculum offer with a focus on smaller class sizes in key vocational subjects, e.g. Level 2 Construction. - Strategic Senior Leader expertise in leading and implementing high quality teaching and learning across all subjects. High quality investment in leaders and teachers in supporting their career stage development.	Over-staffing allows class sizes to be reduced, which allows for more personalised and differentiated provision for our most vulnerable and disadvantaged students. According to the EEF, this measure has substantial material impact. Reducing class size EEF	

Targeted academic support (for example, tutoring, one-to-one support structured interventions) GROUP AND INDIVIDUAL NEED

Budgeted cost: £ 52,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Data-driven, targeted reading intervention focusing on primary reading need (decoding or comprehension). - Implementation of GL reading assessments for disadvantaged students which provides a richer source of reading data than Literacy Assessment online to ensure that reading interventions suitably address students' primary reading need. - Implementation of Sparx Reader. - Year 7 disadvantaged students, who are identified as requiring additional reading intervention, receive an additional session with Sixth Form Reading Mentors. - Comprehensive reading intervention programme led by specialist staff, students requiring a phonics based intervention are prioritised for more weekly intervention sessions.	'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) 'Reading comprehension strategies are high impact on average (+6 months).' (EEF, 2021). Phonics EEF	1, 4
Tutor time reading programme (DEAR) once a week for 25 minutes. - Continuing use of books specifically purchased for 'Emmanuel Reading Routes' programme. - Continuing use of specially purchased subject specific books within departments and the library for students to access and engage with. - Reading displays in every department promoting subject	'One 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). 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	1, 4

specific literature for students to read beyond the curriculum.	mask a big gender divide.” (GL Assessment, 2020).	
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Half termly academic strategy meetings and weekly Year 11 RAG meetings.	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.	1
Year 11 Bridging the Gap during and after school interventions for targeted intervention of small groups with specific curriculum gaps and where appropriate during holidays and weekends in the run up to external exams.	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: £69,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's 'Improving School Attendance' advice. - Ensuring that we create a culture of belonging and inclusivity for all students, and accurately identify disadvantaged students' barriers to attendance and address them. - Introduction and embedding of a new attendance strategy, with enhanced incentives, interventions and home visits, alongside a particular focus on PP students who need support. It includes the appointment of an AVP with a specific remit for attendance. - Attendance is priority 2 (of 3) of Emmanuel's 2023-4 Development Plan. - Use Power BI to rigorously monitor attendance and punctuality. - Regular communication and contact with parents, including in school meetings, for students whose attendance is a concern. - Rewards programme to recognise 100% attendance. - Adapting our approach to challenging significantly challenging behaviour to provide key students with access to experienced, expert staff, learning and reduced disruption in our internal suspension spaces.	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 five GCSEs A* - C including English and maths than pupils missing 15-20% of KS4 lessons' (DfE, 2016)	1, 3

Individual mentoring programme by senior staff to Y11 disadvantaged students to focus on improving the academic progress of those who are behind target.	‘Mentoring programmes which have a clear structure and expectations are associated with successful outcomes.’ (EEF, 2021). ‘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)	1, 3, 5, 7, 8
Implementation of a revised co-curricular programme. All departments 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. Activities are designed to be as accessible as possible (in terms of cost and access for students). The College subsidises the costs of lessons for one musical instrument per year and/or LAMDA lessons at a rate of 40% for disadvantaged students and 100% for LAC or PLAC students.	‘There is some evidence that involvement in extra-curricular sporting activity may increase pupil attendance and retention.’ (EEF). Arts participation, including participation in music has been found by the EEF to have a strong positive impact at a relatively low cost.	5, 7, 9, 10
Implementation of online parents’ information evenings and face to face academic consultation events during throughout the year. Feedback gathered after every event and non-attendance followed up, as well as FAQs to support parental concerns. Coffee mornings are held in school throughout the year with key families invited to attend.	Parental involvement is a key strategy in closing the achievement gap (NFER, 2009), supported by Ofsted, 2011 and EEF. Parents who have a better relationship with the school tend to help moderate students’ behaviour when issues arise.	2, 5, 6, 9

Implementation of a behaviour support improvement programme: - Rigorous analysis of behaviour concerns leading to escalating support. - Following a suspension, students are usually moved on to a new level of support at a senior level. - Whole school rewards programme focused on character, community and curriculum, including the embedding and expansion of 'Emmanuel Excellence'. - Implementation of a Microsoft Form which teachers complete for every student First Called from a lesson. This indicates whether the student is disadvantaged or not and asks teachers to detail what provision has been put in place to support the student prior to First Call.	'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) 'The successful management of behaviour relies on far more than a set of strategies to draw upon when pupils misbehave' (Ellis and Tod 2018)	1, 3, 5, 8
- Weekly meetings with Heads of Year and three weekly behaviour senior leadership meetings rigorously analyse behaviour data, including disadvantaged students, in order to put in place bespoke support that has impact.		

Social and emotional wellbeing activities to support the health and wellbeing of all students. - In school welfare and mental wellbeing support supplemented by two full days of NUF intervention, including group work and one-to-one discussions. - Data has indicated a gap in achievement in Pupil Premium girls and in response to this, two intervention groups have specifically been created to target this in Year 10 and 11. - Members of the Student Welfare team run interventions, including anxiety, SEMH, self-esteem, anger and regulation and bereavement. - Focus groups run by the Inclusion and Cross-Cultural Engagement student support worker. - Our AVP (Student Support) is a trained DfE mental health lead. - Emotional Literacy sessions delivered. Eight members of staff are trained to deliver ELSA sessions. - The College liaises closely with the restart HUB to reintegrate students with medical needs and not engaging in education. - The welfare team deliver EBSA support, which allows students to work with a mentor at home and at school to support attendance related to emotional issues. - Investment in our Student Welfare team through the appointment of a new Head of Student Welfare, to support our most vulnerable students and w - Appointment of a KS4 non-teaching pastoral lead, with a focus	Supporting more vulnerable students is key for a student to achieve their personal best academically. 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)	2, 3, 5, 6, 7, 8, 9
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on supporting disadvantaged and disengaged students. - Delivery of 'Represent' (National Literacy) to support communication, resilience and wellbeing in girls at risk of PEX (10 sessions in groups of 10). - Delivery of 'Empower', which supports safer internet use amongst vulnerable students. - Delivery of 'Words that Count', which is a financial literacy students at risk of PEX; Emmanuel focuses on disadvantaged students. - Our designated LAC teacher is also the SENCO and oversees bespoke support for students in line with their PEPs. Student Support is an area of College supervised at all times, and is a base for students in need of additional support throughout the day. There are ongoing plans to transform this space into a supported curriculum space for students who are most vulnerable and because of their needs are unable to cope with our mainstream provision. - Where appropriate, students may have allocated lessons in Room 2 to work 1:1 or in groups of no more than eight with SEND teachers to improve academic outcomes, as well as offering holistic support to meet a range of needs. - Students at risk of PEX have bespoke plans and work with members of the pastoral team to support their needs (Heads of Year, Welfare and SEND). - Students with complex needs - (Child Protection plans, Child in		
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- Need and LAC or PLAC Students) have named workers in the school to ensure effective delivery of their plans. - Student Welfare takes responsibility for young carers and liaises with students and external agencies to support their needs. - A member of the welfare team is trained to offer 1:1 support for students suffering bereavement and loss.		
Educational visits - All Year 7 students participate in 'Camp Emmanuel' residential in the summer term. This is very heavily subsidised to ensure a residential accessible for all students and families. - All Year 7 students perform at 'The Glasshouse' in the annual Christmas Carol Service. - KS3 SEND and disadvantaged students have an annual theatre trip subsidised by the College, as an enrichment support activity. - All compulsory educational visits are subsidised by the school's budget in order for all students to be able to access it. This includes a full cohort visit to Hadrian's Wall for Year 7 and cultural engagement opportunities for Years 8 and 9. - Disadvantaged students are supported yet further.	All students, no matter their background, should be able to attend co-curricular visits alongside their peers. 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)	2, 5, 10

Access to technology and educational materials - online access and provision. This includes: - Ensuring that disadvantaged students have access to a subsidised laptop lease scheme, which costs disadvantaged students' families 65% less than the College wide laptop lease scheme. - Revision materials provided for PP Year 11 students at no cost. - Purchase of laptops for use in SEND base and IE. - We recognise that purchasing uniform and equipment causes additional stress for families and can impact on their ability to provide educational and emotional support. All disadvantaged students in Year 7 receive up to £50 voucher towards their uniform.	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. 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)	1, 2, 6, 10
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Where necessary enhanced IAG provided for students requiring intensive personalised support. - Additional monitoring of disadvantaged students and their intended destination after Emmanuel College. - Access to additional time with careers if required. - Appointment of Vocational Learning lead in College. - A member of staff completing the L6 careers leader qualification to further enhance the external IAG provided to students. - 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. All Year 10 and 12 students access a full Futures Conference at St. James' Park, which is wholly funded by the school. All Year 10 students will engage in appropriate work experience opportunities this academic year. If students are unable to find their own, it is subsidised and supplied by the school.	Evidence suggests that disadvantaged students require enhanced levels of post 16 advice, guidance and support to ensure a suitable and sustainable post 16 route. "Underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills and characteristics required to achieve them."	5, 10
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Total budgeted cost: £ 259,350

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We provide an ambitious curriculum and seek personal best outcomes for all students, regardless of their backgrounds or starting points. Our validated 2025 results show that we are once again significantly above national average for all measures. On almost all measures, the gap for disadvantaged students has closed in comparison to the two sets of results during the pandemic. We promote a broad and ambitious curriculum for all students regardless of their background, and this is evident with 70% of disadvantaged students entered for the EBacc in 2025, compared to 44% nationally.

The percentage of students who were classed as disadvantaged (20%) in 2025 continues to be larger than previous cohorts. It is therefore pleasing to note that results for this cohort despite the larger cohort size and again, is evidence of the successful impact of the raising achievement and Pupil Premium strategies implemented over the course of the academic year. On every measure, disadvantaged students perform better at Emmanuel College than at any other school in Gateshead. Disadvantaged students at Emmanuel College perform significantly better across a number of measures than *all students* at most schools in Gateshead.

Disadvantaged Students Performance – Key Stage Four

Disadvantaged	2023 (31)	2024 (44)	2025 (47)	Change against 2024
% grade 4+ basics	86.2%	71.7%	70.2%	-1.5%
% grade 5+ basics	51.7%	60.9%	46.8%	-14.1%
Ebacc ave points	4.44	4.6	4.41	-0.19
Attainment 8 score	48.1	49.59	47.39	-2.2
Progress 8 score (2024 is an estimate according to SISRA)	-0.52	0.08	-0.07	-0.15

On some measures, the 2025 results show a slight decline in progress for disadvantaged students. However, there is

much to be encouraged by:

- A higher proportion of students achieving a standard EBacc pass,
- Progress against target being -0.68, which is in line with last year, when disadvantageded students had an overall positive P8 value.

Of the top ten students overall for progress against target, three were disadvantageded students achieving +1.4, +1.0 and +1.0 overall against their targets on average. Significant improvements were made for this cohort between November trial exams and the Summer, including an uplift of 15% of disadvantageded students achieving Basics 9-5 and an uplift of 19% of disadvantageded students achieving Basics 9-4.

Disadvantageded students at Emmanuel College perform significantly better than not only other disadvantageded students in Gateshead, but in some cases better than their non-disadvantageded peers in Gateshead. Emmanuel is top in Gateshead for all measures for the progress of our disadvantageded students. It is clear that our intervention focus last year on English and maths at 4+ and 5+ for disadvantageded students had a significantly positive impact.

Disadvantageded students participate in the life of the college in a similar way to their peers. A similar proportion of disadvantageded students participate in the co-curriculum as non-disadvantageded students and we actively seek to support disadvantageded students in Personal Development activities such as the Duke of Edinburgh where 28 disadvantageded students are currently completing the award last academic year and 22 new disadvantageded students signing up in this academic year.

Disadvantageded Students Performance – Key Stage Five

19 students were disadvantageded in the cohort and again, we are very pleased with the progress these students have made. Overall, disadvantageded students were **-0.4** against target compared with **-0.5** for non-disadvantageded students. 11 students, representing **57%** of disadvantageded students, had secured a firm university choice with one student into their insurance choice. Two students were still seeking a university place and three students were seeking employment. The university destinations for disadvantageded students were: Medicine (Sunderland), Mathematics and Statistics (Warwick), Economics and Finance (Northumbria), Adult Nursing (Northumbria), Law (Sunderland), Dental Hygiene (Teesside), Psychology (Newcastle), three x Law (Northumbria), Biopharmaceutical Science (Sunderland), Accounting and Finance (Manchester Metropolitan).

Impact of Reading Strategy

In September 2024

The average reading age of disadvantageded students in the 2024 Year 7 intake was 0.1 years below their chronological age, compared to +1.4 years above their chronological age for their peers. 20% of disadvantageded students were 20% or more below their chronological age, compared to 2% of their peers.

In January 2025

The average reading age of disadvantageded students in the 2024 Year 7 intake is 0.30 years above their chronological age, compared to +1.5 years above their chronological age for their peers. 13% of disadvantageded students are 20% or more below their chronological age, compared to 2% of their peers.

In September 2025

The average reading age of disadvantageded students in the 2024 Year 7 intake was 0.1 years above their chronological age, compared to +1.89 years above their chronological age for their peers. 12% of disadvantageded students were 20% or more below their chronological age, compared to 2% of their peers.

We are confident that our approach in 2025-26, 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.

Impact of Intervention Strategy on Pupil Premium Students

		Exited				Current			
Year Group (24/25)	Pupil Premium in Intervention (24/25)	Exited 2024-25	Avg. Gain on Exit (m)	Avg. Duration (m)	Avg. Gain per m in intervention	Remained in intervention	Avg. Gain until present (m)	Avg. Duration (m)	Avg. Gain per m in intervention
7	25	8	11.0	3	3.68	17	13.9	9	1.58
8	18	7	11.2	9	1.19	11	18.3	18	1.02
9	5	3	11.9	11	1.08	2	46.7	33	1.42
10	2	1	12.7	24	0.53	1	45.6	45	1.01
Overall	50	19	11.3	8	1.46	31	18.6	15	1.26

Table x. The average gain in reading age months for Pupil Premium students in reading intervention during 24/25

Analysis and Commentary

Table x. shows that Pupil Premium students across all year groups have increased their reading ages whilst in a reading intervention.

Across 2024–25, **50** Pupil Premium students accessed reading intervention. Of these, **19 completed** their programme during the year, while **31 continue** to receive support. The data shows a strong pattern of accelerated progress, particularly for students supported from the point of transition into secondary school.

Students Who Completed an Intervention (Exited)

PP students who exited an intervention made substantial accelerated progress, achieving an **average gain of 11.3 months over eight months of support** - the equivalent of 1.46 months of reading progress for every calendar month in intervention.

This represents significant acceleration compared with typical expected progress nationally, where students working without intervention usually make around one month of reading-age progress for one month of schooling, or three months per term. Many intervention students are progressing at **1.5× to 3× the expected rate**, depending on their starting point.

Standout performance: Year 7 (now Year 8)

The most impactful gains were seen in the **Year 7 cohort (now Year 8)**, who joined Emmanuel directly from primary school. They achieved:

- **11 months of progress**
- **In just three months of intervention**
- **A rate of 3.7 months of progress per month in intervention.**

This is an exceptionally strong acceleration rate and provides the clearest evidence of impact. Because these students entered with no prior secondary intervention, their progress is the purest measure of what your provision delivers when support begins early.

Other year groups

Year 8 (now Year 9): 11.2 months gained over nine months – a solid rate of improvement (1.19/m).

Year 9 (now Year 10): 11.9 months gained over 11 months – strong and consistent.

Year 10 (now Year 11): 12.7 months gained over 24 months – slower rate but still meaningful progress for learners with entrenched needs.

The pattern is typical: earlier intervention produces the most rapid gains, while older students often show slower but still important improvement.

Students Remaining in Intervention (Current)

The 31 PP students who are still in intervention have achieved an average cumulative gain of 18.6 months so far, over 15 months of support. This equates to 1.26 months' progress per month, which remains above national expectations and reflects sustained improvement across the cohort.

Some students — particularly those in Year 9 and Year 10 — have been in intervention for a long period, resulting in higher cumulative gains. Their progress rate remains steady, even though these are typically the most complex, persistently low-attaining readers.

Overall Picture

The combined data demonstrates that reading intervention is having a significant and measurable impact on PP students, with clear evidence of accelerated progress:

- Exited students: strong accelerated gains, especially at transition
- Current students: sustained improvement over longer periods
- Year 7 (now Year 8): exceptionally rapid progress, showing the value of early identification and support

The intervention model is not only closing gaps but also outperforming expected progress rates, particularly when students enter intervention earlier in their secondary journey.

We recognise that attendance is a particular challenge for our students from disadvantaged contexts (88.6% for disadvantaged students in Years 7-11 for the full academic year). This was 2.4% higher than national data and 3.7% above the North East average. This continues to be a key priority in the academic year 2025-26 – in the year to date disadvantaged attendance is 91.3%, and 3.2% higher than national rates.

Suspensions have reduced significantly in 2025-26, and 10 students (14 suspensions) have been suspended between September – November who are eligible for the Pupil Premium, which is half the number of students at the same point in the previous year (20 students, 38 suspensions).

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
Laptop provision for all	Various providers
White Rose Mastery	
GL Assessment	
WalkThrus	
The National College	
Steplab	
Pupil Progress	