

Pupil premium strategy statement – Immanuel College

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1476 – Year 7-11
Proportion (%) of pupil premium eligible pupils	30.2%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Stephen Mulligan
Pupil premium lead	Matt Ingle
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 428,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 120,869
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 548,869

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Immanuel College is 'All God's Children' and we are underpinned by our values under the umbrella of the Immanuel family. Our commitment at Immanuel College is to provide an inclusive, high-quality education for all our learners. We want our learners to leave Immanuel College as 'well rounded' individuals from a social and cultural perspective whilst reaching their academic potential.

As an organisation we are dedicated to tackling barriers of disadvantage. Raising aspiration is key to these barriers and through our ethos of perseverance, character and hope we are committed daily to improving life chances of all our students.

Our pupil premium strategy is designed to ensure that all learners, irrespective of their background or life challenges reach their potential. Therefore, it is important that the strategy allows our teachers and leaders to reflect to continually develop our practice. It is imperative all our learners receive the best possible outcomes so they can take their place in society and make a difference to the local community and beyond. Our strategy is designed to meet our students needs and we use research evidence to help shape our decisions moving forward to give us the greatest amount of impact from both an academic and personal development perspective.

Key principles of our strategy plan

- We have high expectations for all our learners. Staff work as a cohesive unit to ensure all learners have the best opportunities to reach their potential, irrespective of background or life challenges.
- Quality first teaching is key. We ensure that teaching is consistently at a high standard across the school.
- Challenge. Ensure disadvantaged pupils are challenged in the work that they're set.
- Intervention. Act early to intervene and support where necessary.
- Consistency. Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Curriculum design. We offer a broad and balanced curriculum that all learners can access regardless of prior experience.
- We have a strategic whole school attendance strategy that tackles barriers for students and families who face challenging issues of meeting attendance expectations.
- Diagnostic assessment is used to good effect to identify learners in the most need for support. Strategies are monitored and evaluated to inform further actions to improve progress for all our students
- We proactively work to remove barriers to learning through developed teams, partnerships, and external agencies.
- Enrichment is essential in raising cultural capital. Through clubs, activities and experiences we aim to raise the aspirations of all our students and open horizons of hope.
- We provide support to all our learners with social, emotional and mental health issues to improve life chances.

Challenges

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

Challenge number	Detail of challenge
1	<p>Mathematics on entry</p> <p>Attainment among disadvantaged students in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. This has potential to limit their progress in specific KS3 curriculum areas.</p> <p>Assessments on entry to year 7 indicate that 40% of our disadvantaged pupils arrive below age-related expectations compared to 21% of their peers. Subsequent internal and external assessments show that this gap widens during pupils' time at our school.</p>
2	<p>English and reading on entry</p> <p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>Assessments on entry to year 7 indicate that 38% of our disadvantaged pupils arrive below age-related expectations compared to 19% of their peers. Subsequent internal and external assessments show that this gap widens during pupils' time at our school.</p>
3	<p>Knowledge gaps and the impact of COVID-19</p> <p>Evidence (assessments, observations and discussions with pupils and families) suggests that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps, resulting in disadvantaged pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>Limited metacognitive strategies</p> <p>Evidence (our observations, discussions with leaders and teachers) suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.</p>
5	<p>Mental health</p> <p>Evidence (through assessments/observations and discussions with pupils and families) has identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high and continue to be an issue.</p>

6	<p>Attendance</p> <p>Our attendance data over the academic year indicates that attendance among disadvantaged pupils has been between 16% lower than for non-disadvantaged pupils.</p> <p>53% of disadvantaged pupils have been ‘persistently absent’ compared to 18% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
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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
Improvement of attainment/progress among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths.	<p>Outcomes in GCSE maths:</p> <p>2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 40 • an EBacc average point score of at least 3.5 <p>at least 20% passing GCSE and English and maths at grade 5 or above</p>
Improvement in reading comprehension among disadvantaged pupils across KS3.	<p>Analysis of data from comprehension tests demonstrate year on year improvements in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers and leaders should also evidence improvement through engagement in lessons and book scrutiny.</p>
Improvement in metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Evidence from faculty QA suggests disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved performance in independent learning tasks across all classes and subjects.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained higher levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations.

	<p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <ul style="list-style-type: none"> Improvement on PP persistence absence
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained higher attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> The persistence absence rate for all pupils being no more than 25%, and the persistence absence gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50%.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £439,095.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all</p> <p>Faculty progress leaders – strategic role designed to improve progress in key areas within each subject.</p> <p>Heads of Houses – early intervention with disadvantaged students who have not made a positive start to the year, working closely with faculty and progress leaders.</p> <p>Faculty pupil premium champions – strategic role designed to embed</p>	<p>Evidence suggests that the most significant impact on students who have previously not performed in line with their peers is by providing them with access to outstanding teaching.</p> <p>The EEF Guide to the Pupil Premium Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p> <p>The EEF Guide to the Pupil Premium—Autumn 2021 EEF-Guide-to-the-Pupil-PremiumAutumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,2,3,4,5</p>

<p>whole school initiatives and bespoke activities to close the gap between disadvantaged and non-disadvantaged learners.</p>		
<p>Strategies to support learners independent learning e.g., homework clubs, intervention sessions, purchase of resources to support and develop learning such as revision guides and online material.</p>	<p>EEF research indicates that learners eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working environment. Research also suggests that disadvantaged learners are less likely to have access to a device suitable for learning or internet connection. In addition to this, research has also indicated disadvantaged learners have reduced support in terms of home learning.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3 4,5</p>
<p>Strategies to address gaps in knowledge and skills of the taught curriculum e.g., CPD for SLT, middle leaders, progress leaders and teaching staff. Also, curriculum design and development, assessment review and the purchase of high-quality curriculum resources.</p>	<p>EEF and Ofsted published reviews provide evidence-based research across a range of subjects and key stages to support effective curriculum development, assessment and staff CPD.</p> <p>Guidance reports EEF (educationendowmentfoundation.org.uk)</p> <p>Curriculum research reviews - GOV.UK (www.gov.uk)</p>	<p>1,2,3,4,5</p>
<p>Strategic teaching/resource materials to support the progress of disadvantaged learners</p> <p>Strategic revision materials to support disadvantaged learners</p>	<p>EEF and Ofsted published reviews provide evidence-based research across a range of subjects and key stages to support effective curriculum development, assessment and staff CPD.</p>	<p>1,2,3,4,5</p>



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in preparation for GCSE exams	Guidance reports EEF (educationendowmentfoundation.org.uk) Curriculum research reviews - GOV.UK (www.gov.uk)	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27,443.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A high proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>
<p>Implementing a bespoke range of targeted intervention for students requiring it the most, prioritising disadvantaged pupils based on data capture and analysis.</p> <p>Pre teaching to some Year 10 students of key English texts to build student confidence and engagement.</p> <p>Personalised reading strategies</p>	<p>EEF reports suggest that disadvantaged pupils can benefit from additional school time if targeted appropriately.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5</p>

<p>Opportunities built into the curriculum to raise cultural capital</p> <p>Additional external revision sessions</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,330.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development and restructuring the pastoral team to provide further capacity to focus on improving attendance and student wellbeing</p>	<p>DfE 'Improving school attendance: Support for schools and local authorities' guidance suggests skilled pastoral staff who can support pupils and their families are a key intervention when identifying and overcoming barriers to attendance, which is a more significant challenge for disadvantaged learners.</p> <p>[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>1,2,3,4,5,6</p>
<p>Mental health training for additional staff and key students.</p>	<p>Evidence has shown that poor mental health is more prevalent in PP students which can result in lower attendance and persistent absence to school. Therefore, having a negative impact on progress, outcomes and life chances</p> <p>Whole-school approach : Mentally Healthy Schools</p> <p>Mental health and behaviour in schools (publishing.service.gov.uk)</p>	<p>5,6</p>



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Healthy schools holiday camp	An increase in opportunities can develop aspirations and reduce mental health issues	5,6
Careers events both internally and externally to raise student aspirations	Whole-school approach : Mentally Healthy Schools Mental health and behaviour in schools (publishing.service.gov.uk)	

Total budgeted cost: £ 548,869

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Despite continuing to navigate an incredibly challenging period due to the disruption of the pandemic, the estimated gap between non disadvantaged and disadvantaged students is slightly better than the national picture. Furthermore, the pandemic had a significant impact on attendance (2018-19 attendance for Year 11 stood at 93.9%, 2021-22 attendance for Year 11 disadvantaged students for 2022 – 2023 it stood at 76.3% and non-disadvantaged students stood at 91.2%). Provisional release data from the DFE shows progress for disadvantaged students in open bucket subjects is strong at +0.33 and demonstrates clear impact from the 2022 – 2023 strategy. Robust summative assessment in KS3 shows no significant gap between non disadvantaged and disadvantaged students for English, Maths and Science and evidence suggest there are solid foundations to help bridge the gap in KS4.

The effective use of the Academic Tutor Programme through the NTP (National Tutoring Programme) was a success. Student voice showed the positive impact the academic mentoring sessions had on students' confidence, students felt they had made more progress in English as a result of these interventions, and this was also mirrored throughout staff voice.

Although key strengths have been identified from the 2022 – 2023 pupil premium strategy the school fully understands the needs to further develop the approach moving forward post pandemic. These strategies will be outlined in detail in the 104-2026 documentation, but close attention has been made to how the School Improvement Plan (SIP) will link and support the Pupil Premium Strategy 2023 – 2024. The PP strategy as with the SIP are working documents and will include summary reports to measure impact. In addition, more detailed improvement plans in terms of pupil premium strategy are found within our whole school pupil premium roles at other leadership level. The intended objective is to develop a more consistent and coherent whole school approach that filters down from the SIP into the classroom to raise aspirations for all students and further develops outcomes.

A three-year plan has been implemented (running until 2025-26) This will allow leaders in the school to strategically review the plan in line with the longer-term vision of the quality of education. It will also give leaders in the school longer to implement an attendance strategy that will improve figures for both non disadvantaged and disadvantaged students which in turn will impact positively on outcomes, aspirations and life chances.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

N/A