

Pupil premium strategy statement – Immanuel College

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1752
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Steve Mulligan
Pupil premium lead	Matt Ingle
Governor / Trustee lead	Required

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£490,117.14
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>	£490,117,14

Part A: Pupil premium strategy plan

Statement of intent

At Immanuel College, we are committed to ensuring that every child, regardless of background, has the opportunity to thrive academically, socially, and emotionally. Our pupil premium strategy is designed to close the attainment gap between disadvantaged pupils and their peers, while also ensuring that pupils with SEND are fully included in all aspects of school life.

The **Ofsted 2025 framework** places inclusion at the centre of inspection. Inspectors will expect schools to demonstrate how disadvantaged pupils are supported to access the curriculum, how barriers are removed, and how outcomes are improving. This framework introduces report card grading across areas such as **attendance**, **achievement**, and **inclusion/SEND**, making it essential that our strategy explicitly addresses these domains.

Research from the **Education Endowment Foundation (EEF)** shows that disadvantaged pupils finish secondary school almost **19 months behind their peers** if gaps are not addressed. Our strategy therefore prioritises attendance, communication and language, reading, writing, and mathematics — the areas most critical to long-term success.

[The EEF Guide to the Pupil Premium | EEF](#)

Key principles of our strategy plan

- **High Expectations & Collective Efficacy:** Our school culture is built on the principle of unconditional high expectations for every pupil. All staff share a collective, unwavering commitment to securing the best possible outcomes and personal development for all learners, actively dismantling barriers linked to background or circumstance.
- **Quality First Teaching as the Foundation:** We believe that inclusive, high-quality teaching is the primary driver for improving outcomes for disadvantaged pupils. We ensure teaching is consistently excellent across the curriculum, with adaptive practice that challenges and supports all.
- **Ambitious Academic Challenge:** Our curriculum and pedagogy are designed to ensure that pupils eligible for pupil premium are consistently provided with ambitious work that deepens knowledge and fosters intellectual curiosity.
- **Timely, Evidence-Informed Intervention:** We utilise precise assessment to identify need and implement timely, evidence-based interventions. These are structured to supplement, not replace, high-quality classroom teaching.
- **A Unified, Inclusive Approach:** We maintain a consistent, whole-school strategy where every member of staff understands their role in improving the attainment, attendance, and wider development of disadvantaged pupils. This builds a culture of shared responsibility.

- **An Accessible, Knowledge-Rich Curriculum:** Our broad, balanced, and sequentially planned curriculum is designed to be accessible to all. It carefully addresses gaps in pupils' prior knowledge and cultural capital, ensuring all can achieve and thrive.
- **Barrier-Focused Attendance Strategy:** We implement a strategic, empathetic approach to attendance. We work collaboratively with families and agencies to identify and address the specific barriers preventing regular attendance for disadvantaged pupils.
- **Diagnostic Assessment & Responsive Provision:** We use diagnostic assessment effectively to pinpoint pupils' specific needs, including those most vulnerable. The impact of our strategies is rigorously monitored and evaluated to inform subsequent teaching and provision, ensuring continual progress.
- **Proactive Partnership Working:** We proactively collaborate with developed pastoral teams, external agencies, and community partners to remove complex barriers to learning, safeguarding, and wellbeing for our pupils and their families.
- **Enrichment for Aspiration & Cultural Capital:** Our extensive programme of clubs, visits, and experiences is integral to our strategy. It is designed to build cultural capital, raise aspirations, and provide 'horizons of hope' for all pupils, particularly those from disadvantaged backgrounds.
- **Holistic Support for SEMH:** We provide robust, accessible support for social, emotional, and mental health (SEMH) needs. This targeted provision is crucial in improving pupils' readiness to learn, their resilience, and their long-term life chances.

Challenges

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

Challenge number	Detail of challenge
1	Persistent absence: Disadvantaged pupils are disproportionately represented in PA figures, limiting access to teaching and interventions.
2	Communication and language gaps: Early disadvantage manifests as weaker oral language, vocabulary, and listening comprehension.

3	Reading attainment: Lower phonics scaled scores, weaker fluency, and reduced comprehension hinder curriculum access.
4	Writing outcomes: Pupils often lack sentence control, extended writing stamina, and revision strategies.
5	Mathematics attainment: Gaps in fluency, reasoning, and problem solving persist.
6	Wider barriers: Reduced parental engagement, limited enrichment, and inconsistent attendance at interventions compound academic gaps.

Strategic priorities

Strategic Priorities

Priority A: Attendance and Reducing Persistent Absence

Attendance is the gateway to learning. Without consistent presence in school, disadvantaged pupils cannot benefit from teaching or interventions. The **Ofsted 2025 framework** places attendance at the heart of inclusion, requiring schools to demonstrate how they reduce PA and support disadvantaged pupils to attend regularly.

- **EEF evidence:** Multicomponent attendance strategies (clear expectations, relational practice, targeted family support, and data led monitoring) are most effective. [Supporting school attendance | EEF](#). [Attendance interventions rapid evidence assessment | EEF](#)
- **Implementation:** Weekly dashboards, named attendance champions, barrier audits, family partnerships, and recognition of improved attendance.
- **Impact:** Reduced PA, improved attendance, greater access to curriculum and interventions.

Priority B: Communication and Language

Strong oral language is the foundation for literacy. Early gaps in vocabulary and expression hinder later attainment. Inspectors will look for early identification and support of disadvantaged pupils with weaker language skills.

- **EEF evidence:** Oral language interventions and dialogic teaching show strong impact, especially in EYFS and KS1 → EEF Oral Language Interventions. [Oral language interventions | EEF](#)
- **Implementation:** Structured talk routines, targeted small group interventions, CPD for staff, and parental engagement kits.

- **Impact:** Improved language assessments; stronger literacy foundation.

Priority C: Reading

Reading is central to accessing the curriculum. Ofsted's framework emphasises how disadvantaged pupils are supported to read fluently and with comprehension.

- **EEF evidence:** Phonics, reading comprehension strategies, and tutoring are consistently effective. [Phonics | EEF Reading comprehension strategies | EEF](#)
- **Implementation:** Fidelity to systematic phonics programme, explicit comprehension teaching, small group tutoring, and mentoring.
- **Impact:** Higher phonics scaled scores, improved reading ages, reduced attainment gap.

Priority D: Writing

Writing is a key measure of achievement in Ofsted's report card system. Inspectors will expect disadvantaged pupils to demonstrate progress in extended writing.

- **EEF evidence:** Explicit teaching of writing processes, sentence combining, and feedback strategies improve outcomes. [Improving Literacy in Secondary Schools | EEF](#)
- **Implementation:** Explicit teaching of writing processes, live modelling, structured feedback, targeted interventions, and cross curricular writing opportunities.
- **Impact:** Improved extended writing outcomes; reduced attainment gap.

Priority E: Mathematics

Maths attainment gaps persist, particularly in fluency and problem solving.

Disadvantaged pupils benefit most from mastery approaches and diagnostic led support.

- **EEF evidence:** Mastery approaches, manipulatives, explicit instruction, and problem-solving strategies are effective. [Mastery learning | EEF](#)
- **Implementation:** Mastery sequencing, use of manipulatives, diagnostic led interventions, and tutoring cycles.
- **Impact:** Improved attainment in arithmetic and problem solving; reduced gap in KS2/KS4 maths.

Wider Strategies

Inclusion is not just academic. Barriers such as hunger, uniform, transport, and parental confidence can prevent pupils from thriving.

- **EEF evidence:** Targeted parental engagement linked to learning is more effective than general communication. [Parental engagement | EEF](#)
- **Implementation:** Breakfast provision, transport support, enrichment access, and parental engagement workshops.
- **Impact:** Pupils feel included, supported, and able to participate fully in school life.

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
Improved attendance and reduced persistent absence	PP attendance will improve year on year, closing the gap to non-PP students. PP PA will reduce year on year, closing the gap to non-PP PA.
Stronger oral language skills	PP students identified as below expected standard will make accelerated progress to close the gap with non PP students.
Improved reading attainment	PP students identified as below expected standard will make accelerated progress to close the gap with non PP students.
Improved writing attainment	PP students identified as below expected standard will make accelerated progress to close the gap with non PP students.
Improved maths attainment	PP students identified as below expected standard will make accelerated progress to close the gap with non PP students.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £392,093.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for All <ul style="list-style-type: none">Faculty progress leaders drive progress in each subject, ensuring disadvantaged learners are prioritised in	Evidence that supports this approach: The EEF Guide to the Pupil Premium (2025) highlights that the most significant impact on disadvantaged pupils comes from access to consistently high-quality teaching. Improving teaching benefits all pupils,	1,2,3,4,5

<p>curriculum planning and monitoring.</p> <ul style="list-style-type: none"> • Heads of Year provide early intervention for disadvantaged pupils who have not made a positive start, working closely with faculty and progress leaders to secure inclusion and engagement. • Faculty pupil premium champions embed whole-school initiatives and bespoke activities to close the attainment gap between disadvantaged and non-disadvantaged learners. 	<p>but has a disproportionate impact on those previously underperforming</p> <p>The EEF Guide to the Pupil Premium EEF</p>	
<p>Strategies to Support Independent Learning</p> <ul style="list-style-type: none"> • Homework clubs, intervention sessions, and targeted provision of resources (revision guides, online materials, digital access) to support disadvantaged learners in developing independent study habits. 	<p>Evidence that supports this approach:</p> <p>EEF research shows homework has a moderate positive impact (+5 months progress), particularly for disadvantaged pupils. However, surveys suggest these pupils are less likely to have a quiet working environment, reliable internet access, or suitable devices. The Ofsted 2025 framework emphasises equitable access to learning resources as part of inclusion.</p> <p>Homework EEF</p>	1,2,3 4,5
<p>Strategies to Address Gaps in Knowledge and Skills</p> <ul style="list-style-type: none"> • CPD for senior leaders, middle leaders, progress leaders, and teaching staff. 	<p>Evidence that supports this approach:</p> <p>EEF guidance reports summarise the best available evidence on curriculum, assessment, and CPD. Ofsted curriculum research reviews provide subject specific evidence to support effective curriculum design and implementation GOV.UK. The Ofsted</p>	1,2,3,4,5

<ul style="list-style-type: none"> Curriculum design and development to ensure disadvantaged pupils access a broad, ambitious curriculum. Assessment review and purchase of high-quality curriculum resources to support equity of access. 	<p>2025 framework requires schools to demonstrate how curriculum intent and implementation meet the needs of disadvantaged learners.</p> <p>Curriculum research reviews - GOV.UK Guidance reports EEF</p>	
<p>Strategic Teaching and Resource Materials</p> <ul style="list-style-type: none"> Provision of strategic teaching materials and revision resources tailored to disadvantaged learners, particularly in preparation for GCSE examinations. 	<p>Evidence that supports this approach:</p> <p>EEF research on targeted academic support shows that structured revision and study support can improve outcomes by up to +7 months when combined with metacognitive strategies. Ofsted curriculum reviews highlight the importance of preparing disadvantaged pupils for key assessments and qualifications GOV.UK.</p> <p>2. Targeted academic support EEF</p>	1,2,3,4,5

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

Budgeted cost: £19,604.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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</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>	1,2,3,4,5

<p>student confidence and engagement.</p> <p>Personalised reading strategies</p> <p>Opportunities built into the curriculum to raise cultural capital, structured talk and explicit teaching of vocabulary through debate house competitions in year 7 and 8. Faculty specific cultural capital, structured talk focus lessons once a year in KS3.</p> <p>Post 16 reading buddies: targeting students behind their reading age, to improve their reading and develop a love of reading – prioritising disadvantaged pupils based on data.</p> <p>Reciprocal reading booster session to develop cultural capital and improve reading – prioritising disadvantaged pupils based on data.</p> <p>High ability PP boys mentoring programme for Y11, Y10 and Y7 students.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £74,894.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Morning Absence Calls: During period 9-10am every day, the attendance admin link will make phone calls to all parents/carers of any students in their year groups who are absent. Disadvantaged students will be prioritised.</p>	DfE Attendance Hubs Trust success (BFA, BVGA)	1
<p>Daily Home Visits: Between 10.30 – 13.30 daily, the home-school attendance liaison officer will visit the homes of any students for whom we have been unable to make contact. Disadvantaged students will be prioritised</p>	DfE Attendance Hubs Trust success (BFA, BVGA)	1
<p>External Support: The LA traded service AIO will be allocated cases to challenge families on poor attendance and seek prosecution where necessary/appropriate. Disadvantaged students will be prioritised</p>	DfE Attendance Hubs Trust success (BFA, BVGA)	1
<p>Targeted Provisions: Development of internal learning support provisions to support pupils who have been absent from school for long periods of time, or those who require additional support that would otherwise be at risk of exclusion as per the behaviour policy. Disadvantaged pupils will be prioritised.</p>	EEF: Supporting Attendance	1
<p>Create a ‘sense of belonging’ amongst pupils in school through effective student leadership; student voice; mental health & wellbeing support; CEAIG programme; SEND support; planned, enriching and safe unstructured time etc. Building positive relationships between pupils and staff to ensure all pupils are welcomed into the school and want to be here (positive language)</p>	DfE Attendance Hubs EEF: Supporting Attendance	1

Total budgeted cost: 490,117.14

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall Summary

The data presented demonstrates a dramatic and consistent improvement in **subject 5+ performance measures** across a single academic year. The average increase is approximately +15 percentage points, with particularly strong gains in PER (+22), History (+20), and the core subjects of English Literature and Maths (+15). This is not a result of isolated efforts but of a coherent, whole-school strategy focused on high-quality teaching, precise support, and rigorous oversight. The following breakdown details how each initiative directly fueled this success.

Detailed Breakdown of Initiatives and Their Impact:

1. Match Strategy: Bespoke Intervention for Critical List Students

- This involved moving beyond generic support to create individualised plans for Pupil Premium students identified as being on the "critical list" for English and Maths. These bespoke strategies included both targeted interventions (e.g., one-to-one tutoring, specific literacy/numeracy catch-up) and differentiated classroom strategies (e.g., specific seating plans, task scaffolding, focused questioning).
- **Measurable Impact:**
 - **Maths (+15%) and English (+14%):** The most direct impact of the Match Strategy is seen here. By focusing resources and tailored teaching on the students who needed it most in these core subjects, the school ensured that these pupils made accelerated progress, directly lifting the overall 5+ pass rates.
 - **Closing the Gap:** This strategy is specifically designed to address the attainment gap. The significant rises in these fundamental subjects indicate that the bespoke approach was effective in supporting the most vulnerable learners, preventing them from falling further behind.

2. Quality Assurance (QA): Rigorous and Continuous Processes

- A systematic and ongoing process of monitoring teaching quality and curriculum delivery through methods like learning walks, book scrutinies, and formal observations. This ensured that high standards were not just expected but were consistently maintained and evidenced across all classrooms.
- **Measurable Impact:**
 - **Consistency of Improvement:** The fact that almost every subject showed significant improvement is a direct testament to rigorous

QA. It ensured that the "whole-school approach" was implemented everywhere, not just in isolated departments.

- **High Standards in Targeted Subjects:** The significant gains in **History (+20%) and PER (+22%)** suggest that QA processes verified the effective implementation of the curriculum and teaching strategies in these subjects as well as in core subjects. This prevented variability and ensured all students received a high-quality education regardless of the subject.

3. Data-Driven Intervention: Proactive and Precise Support

- Moving from termly or annual data reviews to a model of "robust and frequent data analysis." This allowed the school to identify students who were starting to fall behind at a much earlier stage and to intervene with "timely support" before gaps became too wide.
- **Measurable Impact:**
 - **Key times with Precision:** The phrase "proactive and precise" is key. Instead of waiting for poor mock exam results, interventions were based on ongoing assessment data. This meant support was deployed when it was most effective, leading to greater gains across the board.
 - **Impact on Science (+10%) and English Literature (+15%):** These subjects often rely on cumulative knowledge. Frequent data analysis would have allowed teachers to quickly identify and rectify misconceptions or knowledge gaps, ensuring students built a secure foundation before moving on to more complex topics, thereby improving final outcomes.

4. Pedagogy Focus: Refining and Improving Teaching Methods

- A sustained, school-wide effort to continuously develop and improve the quality of teaching and learning for all pupils. This involved evidence-based CPD (Continuing Professional Development), instructional coaching, and the sharing of best practices across departments.
- **Measurable Impact:**
 - **The Foundation for All Other Gains:** The focus on pedagogy is the key element that powered the entire strategy. Improved teaching methods benefit every student, but they have a disproportionately positive impact on disadvantaged pupils who may not have access to educational support at home.
 - **Significant Uplift:** The most compelling evidence for the impact of improved pedagogy is the fact that the highest absolute scores are in **PER (68%) and English Literature (43%)**, while even the subject with the lowest score, **Science (21%)**, saw a near-doubling of its performance.

The improvements to attendance figures of PP students will have impacted positively on attainment:

Attendance Data Headlines

Immanuel College Attendance Data

	3 year trends			HT1 Comparison to previous year			
	2022-23	2023-24	2024-25	Change since 22-23	2024-25 HT1	2025-26 HT1	Change Year on Year
Attendance	87.8	86.9	88.1	0.3	90.0	90.1	0.1
PP- Att	76.8	75.7	79.3	2.5	81.9	83.2	1.3
Non-PP Att	92.4	91.8	91.8	-0.6	93.8	93.5	-0.3
SEN E	63.9	48.8	64.7	0.8	67.2	74.6	7.4
SEN K	81.7	83.1	83.0	1.3			
CLA	85.1	70.3	91.9	6.8	89.5	85.3	-4.2
Persistent Absence	29.3	32.7	30.3	1.0	25.1	23.9	-1.2
PP -PA	53.6	57.3	52.5	-1.1	42.4	40.9	-1.5
Non PP -PA	18.6	21.6	20.2	1.6	17.6	15.6	-2.0
Severe Absence					7.4	4.7	-2.7