



Bradford Diocesan
Academies Trust

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Immanuel College
Number of pupils in school	1460 (Y7-11)
Proportion (%) of pupil premium eligible pupils	29.2% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Stephen Mulligan
Pupil premium lead	Matt Ingle
Governor / Trustee lead	John Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336,000.00
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	£336,000.00

Part A: Pupil premium strategy plan

Statement of intent

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.
- 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. Intervention 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	External and internal baseline assessment data in addition to quantitative evaluation methods indicates that disadvantaged learners across the key stage generally have lower levels of mathematical and problem-solving skills than their peers. This has the potential to limit their progress in all KS3 curriculum areas.
2	External and internal baseline assessment data in addition to quantitative evaluation methods indicates that disadvantaged learners across the key stage generally have lower levels of reading comprehension than their peers. This has the potential to limit their progress in all KS3 curriculum areas.
3	Independent learning in the curriculum have been highlighted through a range of evaluation methods e.g., progress data (APA Pro), teacher feedback, assessments, observations and discussions with pupils, teachers, and families. The impact of C19 suggests that the pandemic had a greater impact on disadvantaged pupils than their peers. These findings are backed up by several national studies. Current attainment and forecast data suggest there is a gap between disadvantaged and non-disadvantaged pupils' progress in most curriculum areas. This is particularly evident in Core and EBacc subjects.
4	Knowledge and skills gaps in the curriculum have been highlighted through a range of evaluation methods e.g., progress data (APA Pro), teacher feedback, assessments, observations and discussions with pupils, teachers, and families. The impact of C19 suggests that the pandemic had a greater impact on disadvantaged pupils than their peers. These findings are backed up by several national studies. Current attainment and forecast data suggest there is a gap between disadvantaged and non-disadvantaged pupils' progress in most curriculum areas. This is particularly evident in Core and EBacc subjects.
5	The impact of the pandemic on the attendance of learners has been significant. The attendance among disadvantaged pupils has been 82.1%, which is on average is 10.8% lower than for non-disadvantaged pupils. 65.6% of disadvantaged pupils have been 'persistently absent' compared to 33.8% of non-disadvantaged pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress across year groups. The gap between disadvantaged and non- disadvantaged attendance has increased since the pandemic began. Again. This has been particularly apparent in core and EBacc subjects. Although attendance has

	increased since last academic year overall it is still a significant issue; even more so for disadvantaged students.
6	Post pandemic we have identified an increase in social and emotional issues with students. These specific issues can negatively affect the attendance of our learners and research has shown that disadvantaged pupils are more at risk when these types of issues. A decrease in attendance will therefore impact on a learner's attainment and life chances moving forward.

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
Improve mathematical skills among disadvantaged pupils in KS3 to narrow gap and aid progress into KS4.	Assessment and progress data in maths demonstrates improved mathematical and problem-solving skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lessons and book scrutiny. Pupils have the mathematical and problem-solving skills which enable them to fully access the KS3 curriculum. Pupils complete KS3 with the reading comprehension skills to successfully transition to KS4 programmes of study, including the EBacc pathway.
Improved reading comprehension skills among disadvantaged pupils in KS3 to narrow gap and aid progress into KS4.	Assessment and progress data for reading demonstrates improved comprehension skills for disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers have recognised this improvement through engagement in lessons and book scrutiny. A higher proportion of pupils have reading ages in line with their chronological age. Pupils have the

	<p>reading and comprehension skills which enable them to fully access the KS3 curriculum. Pupils complete KS3 with the reading comprehension skills to successfully transition to KS4 programmes of study, including the EBacc pathway.</p>
<p>Improved independent learning skills and access to learning resources for disadvantaged pupils across all subjects in KS3 and KS4 to develop transition to further education, employment, and training.</p>	<p>Assessment and progress data in all subjects in KS4 demonstrates strategies to improve independent learning skills and access to learning resources for among disadvantaged pupils have been successful and have impacted on attainment. There is a smaller disparity between the progress and attainment data of disadvantaged pupils and their non-disadvantaged peers. Pupil outcomes are in line with, or exceeding, targets. All pupils can progress to the next stage in their education.</p>
<p>Knowledge and skills gaps are addressed, leading to improved attainment among disadvantaged pupils across the KS4 curriculum.</p>	<p>Assessment, progress data and examination outcomes in KS4 demonstrate strategies to address knowledge and skills gaps among disadvantaged pupils have been successful. There is a smaller disparity between the progress and attainment data of disadvantaged pupils and their non-disadvantaged peers. Pupil outcomes are in line with, or exceeding, targets. All pupils can progress to the next stage in their education.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Embed positive habits of attendance for all students, with a particular focus on disadvantaged students. We aim to support all students and remove barriers to learning to ensure that all students attend in line with expectations. Attendance for all groups demonstrates year on year progress</p>
<p>Appropriate and effective strategies to support the emotional and social wellbeing of all pupils, including those who are disadvantaged, are successfully implemented.</p>	<p>Sustained high levels of wellbeing demonstrated by: - Qualitative data from student voice, student and parent surveys, teacher feedback and feedback from student wellbeing</p>

	ambassadors. - A drop in the number of students being referred for wellbeing support. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £269,526.00

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>Faculty pupil premium champions – strategic role designed to embed whole school initiatives and bespoke activities to close the gap between disadvantaged and non-disadvantaged learners</p>	<p>The way in which we will have the most 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>	1,2,3 4,5

<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>

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

Budgeted cost: £15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils</p>	<p>1,2,3,4,5</p>

<p>provide a blend of tuition, mentoring and 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>or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</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>EEF reports suggest that disadvantaged pupils can benefit from additional school time if targeted appropriately. Extending school time EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4</p>

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

Budgeted cost: £51,474.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased staffing and development to the structure of the pastoral team to provide further capacity to work on</p>	<p>DfE 'Improving school attendance: Support for schools and local authorities' guidance suggests skilled pastoral staff who can support pupils and their</p>	<p>1,2,3,4,5</p>

<p>attendance improvement and wellbeing support</p>	<p>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>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>1,2,3,4,5</p>

Total budgeted cost: £336,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Despite an incredibly challenging period due to the disruption of the pandemic, the estimated gap between non disadvantaged and disadvantaged students in core and EBacc subjects in 2021-22 is broadly in line with summer 2019 outcomes. 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 stood at 82.2%). The national average for Year 11 attendance was 89% in 2021-22. Estimated progress for disadvantaged students in open bucket subjects is very strong at +0.5 and demonstrates clear impact from the 2021-22 strategy. In year progress for Year 7, 8 and 9 and the overall progress of KS3 demonstrated no gap between non disadvantaged and disadvantaged students. The effective use of the Academic Tutor Programme through the NTP (National Tutoring Programme) was a success. 68% of targeted students improved at least a grade from AP1 (Year 10 and 11 combined) with almost 20% showing an improvement of two grades when compared with summer outcomes in English/English literature.

The school's commitment and strategic approach allowed for almost all students to reach the next stages of their chosen education, employment, or training pathway. NEET figures for 2021-22 are significantly below the national average (1% for Year 11, 1% for Year 12 and 1% for Year 13)

Post pandemic a substantial number of disadvantaged students received training from MHFA (Mental Health First Aiders) staff and in all cases, support was implemented at this stage without external referrals being required. The behaviour policy in line with the PP strategy demonstrated key strengths in relation to exclusion data. Fixed rate exclusions for disadvantaged students were in line with 2018/19 and PA PP students were down 4% on 2020/21.

Although key strengths have been identified from the 2021-22 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 2022-23 documentation, but close attention has been made to how the School Improvement Plan (SIP) will link and support the Pupil Premium Strategy 2022-23. The PP strategy as with the SIP will become working documents and will include summary reports to measure impact. 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.

Details of any non-DfE programmes that have been purchased in the previous academic year – N/A