

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	Impington Village College
Pupils in school	1078
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£13137 445
Academic year or years covered by statement	2019/20- 2020/21
Publish date	September 2020
Review date	September 2021
Statement authorised by	Victoria Hearn
Pupil premium lead	Leah Cooper/Jenny Walker
Governor lead	Guy Noble (as of 20/21)

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.33 (centre assessed grades)
Ebacc entry	29.3%
Attainment 8	45.70
% Grade 5+ in English and maths	42%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
High levels of progress evident for all students eligible for PP.	Pupils eligible for PP in all years make accelerated progress, as evidenced through the College tracking system and in the KS4 outcomes.	September 2021
Ensure GCSE outcomes for disadvantaged students are at least as good as outcomes for non-disadvantaged students nationally.	National progress measures will confirm the P8 score for disadvantaged students at IVC is at least above 0. Students who are disadvantaged and SEND will also achieve above national expectations.	September 2021
Ensure attendance rates for pupils eligible for PP are at least as good as all students nationally.	Attendance for disadvantaged students at IVC will be improving, to be in line with national data on attendance for all children.	September 2021
Destination data indicates students are well prepared for the Post-16 stage of their education and ultimately for life after education.	100% of all students choose to continue with full time education, apprenticeship or employment and remain on their chosen course/employment path. No PP students will end up NEET.	September 2021

Teaching priorities for current academic year

Measure	Activity
Progress for all pupils, including Progress8 score of at least 0	<ul style="list-style-type: none"> • Continue with Impington Experience framework for teaching and learning, based on latest educational research and with a view to implementing MYP • Continue CPD with new Impington Toolkit and implementation of specific PP CPD sessions, to provide time for sharing best practice and reflecting on individual students • Progress of PP students continues to be an appraisal objective for all staff • Feedback and assessment for PP students to continue to be closely monitored (including as part of CPD reflection) to ensure it has an impact • Increased focus on individual student differences/barriers through the use of PP profiles for each student and year 7 attainment/ability testing, to inform teaching • Changes to behaviour policy (Pastoral Curriculum) to support Quality First Teaching and secure appropriate support for students whose engagement or behaviour is a barrier to learning
Barriers to learning these priorities address	Gap in attainment and progress on entry for PP students; literacy and numeracy skills of students; engagement of students and parents, specific individual/personal barriers as identified through work with families and highlighted on profiles

Targeted academic support for current academic year

Measure	Activity
Progress for all pupils, including Progress8 score of at least 0, with a particular focus on year 11 students	<ul style="list-style-type: none"> • Continuation of Director of Student Progress role, Deputy Head of House roles to support student progress, as well as new Assistant Principal with responsibility for PP/SEND role • Small Group Tuition in English, Maths and Science to continue, along with mentoring/intervention sessions for SEND students • Review of Booster Programme to ensure it is delivering best practice/latest research • Mentoring for PP students by sixth formers (if allowable due to Covid-19 restrictions) • Continuation of year 7 and 8 and introduction of year 9 PP Period 6s to support and enrich study for these students in English Maths and Science
Barriers to learning these priorities address	Gap in attainment and progress on entry for PP students; literacy and numeracy skills of students; engagement of students and parents, , specific individual/personal

	barriers as identified through work with families and highlighted on profiles
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Wider strategies for current academic year

Measure	Activity
<p>Improving attendance and reducing persistent absence among PP students</p> <p>Progress for all pupils, including Progress8 score of at least 0, with a particular focus on year 11 students</p> <p>Improving engagement and attitude of students</p>	<ul style="list-style-type: none"> • Redevelopment of pastoral structure and Pastoral Curriculum to provide more capacity to support with individual needs and behaviour of PP students, including appropriate consequences and follow up/review of impact • Continuation of 'Return to School' meetings following pilot last year • Careers Interviews and bespoke 1:1 careers support for all PP students to reduce the risk of NEET • Laptops/Chromebooks/routers lent to every PP student as appropriate to support home learning • Continued provision for trips and educational opportunities (including Tassomai and English texts) to ensure PP students can access the curriculum • Additional cultural capital opportunities through new iCAS session • HoH period 6s to change to academic mentoring, referral will come through pastoral system and a high proportion are expected to be PP
Barriers to learning these priorities address	Attendance and persistent absence of PP students, engagement of parents and students, risk of students being disaffected/NEET

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring the impact of the Impington Experience is closely evaluated	Rigorous QA in place at both faculty and whole-College level, with specific focus on disadvantaged groups
Targeted support	Providing enough capacity for specialist staff to deliver interventions	This is carefully costed and planned as part of timetabling and is protected
Wider strategies	Engaging the families facing most challenges and those where underachievement is historic	Working closely with all agencies and with families from entry in year 7/transition in year 6, ensuring a strong pastoral support team, and use of new PP profiles to ensure information is appropriately shared

Review: last year's aims and outcomes

Aim	Outcome
High levels of progress evident for all students eligible for PP.	<p>Year 11 review March 2020</p> <p>Based on end of strand 2/term 1 data:</p> <p>Year 7</p> <p>English % on/above target</p> <p>Non-PP 81.5%</p> <p>PP 82%</p> <p>Maths</p> <p>Non-PP 69%</p> <p>PP 82%</p> <p>Science</p> <p>Non-PP 56%</p> <p>PP 50%</p> <p>Year 8</p> <p>English</p> <p>Non-PP 76%</p> <p>PP 61%</p> <p>Maths</p> <p>Non-PP 85%</p> <p>PP 72%</p> <p>Science</p> <p>Non-PP 43%</p> <p>PP 35%</p> <p>(However year 8s in PP extended day outperformed those not able to attend)</p>
Ensure GCSE outcomes for disadvantaged students are at least as good as outcomes for non-disadvantaged students nationally.	Review March 2021
Ensure attendance rates for pupils eligible for PP are at least as good as all students nationally.	<p>As of 1st March 2020:</p> <p>PP attendance 94.1%</p> <p>All students nationally 95.07 (Aut 19/20 data)</p>
Destination data indicates students are well prepared for the Post-16 stage of their education and ultimately for life after education.	All students supported to complete applications and enrol as appropriate, no PP students listed as NEET as of 15/9/20