

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

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|---------------------------------|---------------------------------------|
| 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 |
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