# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Impington Village College |
| Number of pupils in school | 1163 |
| Proportion (%) of pupil premium eligible pupils | 13.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22 to 2025/26 |
| Date this statement was published | 01 October 2021 |
| Date on which it will be reviewed | August 2022 |
| Statement authorised by | Victoria Hearn |
| Pupil premium lead | Christopher Gee |
| Governor / Trustee lead | Guy Noble |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £155,864 |
| Recovery premium funding allocation this academic year | £23,345 |
| 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 | £179,209 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *The ultimate objective for our disadvantaged pupils:*  **To break the link between socio-economic status and educational engagement, experience and progress.**  *Key elements of our Pupil Premium strategy:*   1. **Develop and empower teachers to deliver excellent lessons to our disadvantaged students.** 2. **Support disadvantaged students with targeted academic tuition to build confidence, knowledge and exam success.** 3. **Ensure that our range of personal developmental and wellbeing support is as thorough and rigorous as our academic interventions.**   *Key principals:*   * 1. **Fostering positive relationships that allow disadvantaged students to feel belonging to/being part of the College.**   2. **Ensure that disadvantaged students are understood and pastoral/academic strategies for them are bespoke.**   3. **Creating as many enrichment opportunities as possible for disadvantaged students to promote positive experiences of the College.**   4. **A commitment to continued self-reflection and high quality research that allows us to understand our disadvantaged students and how best to support them.** |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | *Some disadvantaged students have lower attendance* |
| 2 | *Some disadvantaged students accrue a disproportionate number of College consequences – detentions and referrals* |
| 3 | *Some disadvantaged students have gaps in subject knowledge and demonstrate low levels of academic engagement* |
| 4 | *Some disadvantaged students have poor social and emotional regulation* |
| 5 | *Some disadvantaged students lack of parental support from home* |
| 6 | *Some disadvantaged students lack of devices at home to access education at home* |
| 7 | *Some disadvantaged students have to deal with higher levels of material deprivation and its impact on:*   1. *Diet* 2. *Revision material* 3. *Uniform* |
| 8 | *Some disadvantaged students are exposed to:*   * *Domestic violence* * *Sexual violence* * *Substance abuse* * *Gangs* * *Poor peer relationships* |

## 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.

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| Intended outcome | Success criteria |
| Ensure that disadvantaged students maintain at least 94% attendance. | College attendance data. |
| Ensure that disadvantaged students engage positively with their teachers and lessons. | No gap when analysing the disadvantaged and disadvantaged recognition, referral, detention and exclusion data. |
| Excellent disadvantaged student progress at MYP and GCSE. | GCSE Progress data for disadvantaged at least above 0. Students who are disadvantaged and SEND will also achieve above national expectations. Continuously work close the gap been disadvantaged and non-disadvantaged students. |
| Disadvantaged students engage well in iCAS*Xtra* provision, to ensure that they benefit from the cultural capital that provides and a general sense of positivity towards what the College offers. | High levels of disadvantaged engagement with iCAS*Xtra*. Percentage data to be established through our signup system. |
| 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 disadvantaged students will end up NEET. |

## 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: £75,267

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *College CPD focus on Culture. Specifically building positive relationships, ‘Teaching from the Core’, understanding behavioural issues* | **EEF** – Guide to PP  **EEF** – Improving behaviour in schools  **EEF** – Improving social and emotional learning in primary schools  **EEF –** Metacognition and Self-regulated learning  **IB –** Compassionate Systems Framework | 2,3,4,5 |
| *CPD for NQT and RQT staff on disadvantaged students and key trends.* | **EEF** – Guide to PP  Pattern of NQTs/RQTs leaving education with low-level disruption as the key reason. | 2,3,4 |
| *Chromebook provision to support disadvantaged students with home learning.* | [PISA data studies](https://www.mckinsey.com/industries/public-and-social-sector/our-insights/new-global-data-reveal-education-technologys-impact-on-learning)  [Importance of devices on learning – Sutton Trust](https://www.suttontrust.com/wp-content/uploads/2021/01/School-Shutdown-Covid-19.pdf) | 5,6 |
| *Quality First Teaching that prioritises an understanding of disadvantaged students and their barriers to learning.* | IVCs 5 year trend tells us that a focus on PP students, their learning and progress is essential. | 2,3,4,5 |
| *Middle leadership training with a sustained focus on disadvantaged data.* | Against the Odds report on IVC by researcher from University of Wolverhampton requires Middle Leaders to drive PP focus and moral message. | 2,3,4,5 |
| *Action research into disadvantaged students and the impact of different teaching strategies.* | The importance of constant self-evaluation.  EEF – School’s Guide to Implementation | 1,2,3,4,5 |

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

Budgeted cost: £75,267

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Implementation of two specific Progress Assistant Principal roles and a Disadvantaged Students Assistant Principal role*  KS3 and KS4 leads with specific focus on Progress for all groups – namely disadvantaged.  Provide leadership and CPD for Heads and Deputy Heads of House. | **EEF** – Improving behaviour in schools  **EEF** – Improving social and emotional learning in primary schools  **EEF –** Metacognition and Self-regulated learning  **EEF** – Working with parents to support children’s learning | 1,2,3,4,5,6,7,8 |
| *Bespoke Period 6 interventions* | Action research on the benefits of P6 attendance on GCSE outcomes. A very powerful argument for this provision.  **EEF** – Guide to PP | 2,3,5,6,7 |
| *Booster Programme* | **EEF** evidence suggests some group tuition that supports or pre-teaches normal classroom material can boost progress by 5 months. | 2,3,5,6,7 |
| *1:1/small group tuition* | **EEF** evidence suggests some group tuition that supports or pre-teaches normal classroom material can boost progress by 5 months. | 2,3,5,6,7 |
| *Deputy Heads of Houses (KS3)* | Disadvantaged students do not have homogeneous needs – Becky Allen – Analyst at Teacher Tapp. House Team key function is: advocacy for, knowledge of and to work with disadvantaged students.  **EEF** – Improving behaviour in schools  **EEF** – Improving social and emotional learning in primary schools  **EEF –** Metacognition and Self-regulated learning  **EEF** – Working with parents to support children’s learning | 1,2,3,4,5,6,7,8 |
| *Heads of Houses (KS4)* | Disadvantaged do not have homogeneous needs – Becky Allen – Analyst at Teacher Tapp. House Team key function is: advocacy for, knowledge of and to work with disadvantaged students.  **EEF** – Improving behaviour in schools  **EEF** – Improving social and emotional learning in primary schools  **EEF –** Metacognition and Self-regulated learning  **EEF** – Working with parents to support children’s learning | 1,2,3,4,5,6,7,8 |
| *Use of Tassomai* | Draws on the recall and consolidation mastery approach and can improve progress by 5 months. | 2,3,5,7 |
| *Disadvantaged students that are not accessing mainstream provision are provided with bespoke alternation provision and support to return to typical lessons* | Our excellent AP team work with students in small groups and explore with them and their families a range of ways to change attitudes and behaviours to return to lessons. This reduces the risk of other more exclusionary measures. | 2,3,5,6,7,8 |
| *Access to revision guides* |  | 3,5 |

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

Budgeted cost: £26,881

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Access of Pastoral Support Team in our Pastoral Support Hub.* *IVC’s excellent PST work with our House Team and draw together key threads that provide support for disadvantaged students and their families.* | **EEF** – Improving behaviour in schools  **EEF** – Improving social and emotional learning in primary schools  **EEF –** Metacognition and Self-regulated learning  **EEF** – Working with parents to support children’s learning | 1,2,4,5,7,8 |
| *Behaviour policy, The Pastoral Curriculum, built around changing behaviours and improving experiences for disadvantaged students in College.* *Impact from IVC has shown that our new system has reduced the regularity of detentions from our disadvantaged students.* | **EEF** – Improving behaviour in schools  **EEF** – Improving social and emotional learning in primary schools  **EEF –** Metacognition and Self-regulated learning  **IB –** Compassionate Systems Framework | 1,2,4,5,7,8 |
| *Access to College Chaplain* | **EEF –** Metacognition and Self-regulated learning  **IB –** Compassionate Systems Framework | 1,2,4,5,7,8 |
| *Deputy Heads of Houses* | Disadvantaged do not have homogeneous needs – Becky Allen – Analyst at Teacher Tapp. House Team key function is: advocacy for, knowledge of and to work with disadvantaged students.  **EEF** – Improving behaviour in schools  **EEF** – Improving social and emotional learning in primary schools  **EEF –** Metacognition and Self-regulated learning  **EEF** – Working with parents to support children’s learning | 1,2,3,4,5,6,7,8 |
| *Heads of Houses* | Disadvantaged students do not have homogeneous needs – Becky Allen – Analyst at Teacher Tapp. House Team key function is advocacy for, knowledge of and to work with disadvantaged students.  **EEF** – Improving behaviour in schools  **EEF** – Improving social and emotional learning in primary schools  **EEF –** Metacognition and Self-regulated learning  **EEF** – Working with parents to support children’s learning | 1,2,3,4,5,6,7,8 |
| *Disadvantaged focus tutor groups* | Tutor groups built within each House around disadvantaged students and support their needs.  **EEF** – Improving behaviour in schools | 1,2,4,5 |
| *CEIAG* | As well as the two statutory 1:1 meetings over a 5 year period. Disadvantaged students are met two additional times. As well as increased support for Work Experience. | 2,3 |
| *Enterprise Advisor* | Our work with Form the Future allows us access to an industry specialist that works with a key groups of disadvantaged students. | 2,3 |
| *College recognitions focus* | Development of intrinsic motivation rather than a material focus. Hertzberg’s Two-Factor Theory, Maslow, impact of extrinsic and intrinsic rewards on employee’s (2013 and 2015) | 4,5 |
| *iCAS/iCASXtra* | IB –Compassionate Systems  World Lab Education – MIT | 2,3 |
| *Improved canteen provision and breakfasts* | Maslow’s Hierarchy of need.  Improved canteen provision, choice, and tracking of disadvantaged engagement with that support. | 1,2,4,7 |

**Total budgeted cost: £** *179,209*

# 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 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  *Progress for Yr 11 disadvantaged leavers*   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | ***Year*** | ***2022*** | ***2021*** | ***2020*** | ***2019*** | ***2018*** | | *P8 score* | *Current Year 11*  *-0.084*  *June Mock Exam process* | *-0.214 (against 2021 SISRA)*  *0.260 (against 2019 SISRA/National)* | *0.38* | *-0.097* | *-0.141* |   *Disadvantaged national -0.45 (2019)*  *National ALL progress: 0.13 (2019)*  Disadvantaged outcomes for Year 11 are in a good position this year to push above 0.  Yr 10   |  |  |  | | --- | --- | --- | |  | English 9-5 | Maths 9-5 | | Disadvantaged | 57% | 71% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Yr 7 | Yr 8 | Yr 9 | Yr 10 | | Attendance | 99% | 95% | 92% | 86% |   Attendance strategies are working in younger year groups and more bespoke support is now in place for Year 10 and 11.  Behaviour  College ‘recognitions’ accurately represent the College disadvantaged population; however, more can be done to ensure that disadvantaged are over represented.  The College behavioural system continues to draw in support for our disadvantaged students. While disadvantaged students remain over represented in terms of ‘consequences’, the range of consequences has resulted in fewer detentions and far more restorative approaches. The number of persist behavioural issues is dropeed. |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |