

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Impington Village College
Number of pupils in school	1162
Proportion (%) of pupil premium eligible pupils	12.5
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	October 2021 (reviewed September 2022)
Date on which it will be reviewed	September 2023
Statement authorised by	Victoria Hearn
Pupil premium lead	Victoria Hearn Supported by Leah Cooper, Gina Chivers and Jenny Walker
Governor / Trustee lead	Guy Noble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142825
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	£142825

Part A: Pupil premium strategy plan

Statement of intent

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:

- a. Develop and empower teachers to deliver excellent lessons to our disadvantaged students**
- b. Support disadvantaged students with targeted academic tuition to build confidence, knowledge and exam success**
- c. Ensure that our range of personal development opportunities and wellbeing support is as thorough and rigorous as our academic interventions**

Key principles:

- i. Fostering positive relationships that allow disadvantaged students to feel belonging to/being part of the College**
- ii. Ensuring that disadvantaged students are understood and pastoral/academic strategies for them are bespoke**
- iii. Creating as many enrichment opportunities as possible for disadvantaged students to promote positive experiences of the College**
- iv. Demonstrating 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.

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 parental support from home
6	Some disadvantaged students lack 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:

	<ol style="list-style-type: none"> 1. Diet 2. Revision material 3. Uniform
8	<p>Some disadvantaged students are exposed to:</p> <ul style="list-style-type: none"> • 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.

Intended outcome	Success criteria
Ensure that disadvantaged students maintain at least 92% 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 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 <i>Xtra</i> 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 <i>Xtra</i> . 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 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: £57,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>College CPD focus on building positive relationships, identifying barriers to learning for targeted disadvantaged students</i>	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
<i>Chromebook provision to support disadvantaged students with home learning, and rollout of 1:1 devices</i>	PISA data studies Importance of devices on learning – Sutton Trust	5,6
<i>Quality First Teaching that prioritises an understanding of disadvantaged students and their barriers to learning.</i>	IVCs 5 year trend tells us that a focus on PP students, their learning and progress is essential.	2,3,4,5
<i>Middle leadership training with a sustained focus on disadvantaged data.</i>	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
<i>Action research into disadvantaged students and the impact of different teaching strategies.</i>	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: £57,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two specific Progress Assistant Principal roles and leadership of PP by Principal</p> <p>KS3 and KS4 leads with specific focus on Progress for all groups – namely disadvantaged.</p> <p>Provide leadership and CPD for Heads and Deputy Heads of House.</p>	<p>EEF – Improving behaviour in schools</p> <p>EEF – Improving social and emotional learning in primary schools</p> <p>EEF – Metacognition and Self-regulated learning</p> <p>EEF – Working with parents to support children’s learning</p>	<p>1,2,3,4,5,6,7,8</p>
<p>Bespoke Period 6 interventions</p>	<p>Action research on the benefits of P6 attendance on GCSE outcomes. A very powerful argument for this provision.</p> <p>EEF – Guide to PP</p>	<p>2,3,5,6,7</p>
<p>Booster Programme</p>	<p>EEF evidence suggests some group tuition that supports or pre-teaches normal classroom material can boost progress by 5 months.</p>	<p>2,3,5,6,7</p>
<p>1:1/small group tuition</p>	<p>EEF evidence suggests some group tuition that supports or pre-teaches normal classroom material can boost progress by 5 months.</p>	<p>2,3,5,6,7</p>
<p>Deputy Heads of Houses (KS3)</p>	<p>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.</p> <p>EEF – Improving behaviour in schools</p> <p>EEF – Improving social and emotional learning in primary schools</p> <p>EEF – Metacognition and Self-regulated learning</p> <p>EEF – Working with parents to support children’s learning</p>	<p>1,2,3,4,5,6,7,8</p>
<p>Heads of Houses (KS4)</p>	<p>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.</p> <p>EEF – Improving behaviour in schools</p>	<p>1,2,3,4,5,6,7,8</p>

	<p>EEF – Improving social and emotional learning in primary schools</p> <p>EEF – Metacognition and Self-regulated learning</p> <p>EEF – Working with parents to support children’s learning</p>	
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 and other resources such as Art equipment	Ensuring all students have access to material resources needed in line with their peers.	3,5

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

Budgeted cost: £26,881

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.	<p>EEF – Improving behaviour in schools</p> <p>EEF – Improving social and emotional learning in primary schools</p> <p>EEF – Metacognition and Self-regulated learning</p> <p>EEF – Working with parents to support children’s learning</p>	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	<p>EEF – Improving behaviour in schools</p> <p>EEF – Improving social and emotional learning in primary schools</p> <p>EEF – Metacognition and Self-regulated learning</p> <p>IB – Compassionate Systems Framework</p>	1,2,4,5,7,8

system has reduced the regularity of detentions from our disadvantaged students.		
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	4,5

	rewards on employee's (2013 and 2015)	
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: £ £142825

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 2021-22 academic year.

Progress/Attainment

Our year 11 Pupil Premium students achieved some excellent outcomes, with more than half achieving a positive Progress8 score, and several achieving scores of +0.5 or above. We expect that our overall achievement for Pupil Premium students will be around the national average for all students, and well above the performance of disadvantaged students nationally.

Attendance

Overall our Pupil Premium attendance was 88% for 2021-22, with overall attendance at 95%. We continue to prioritise the attendance of our disadvantaged students and to work with individual families to remove barriers. Our case studies show a number of examples of significant improvements in attendance, including increases of 10-15% for individuals.

Behaviour

College 'recognitions' accurately represent the College disadvantaged population; however, more can be done to ensure that disadvantaged are overrepresented.

The College behavioural system continues to draw in support for our disadvantaged students. While disadvantaged students remain overrepresented in terms of 'consequences', the range of consequences has resulted in fewer detentions and far more restorative approaches. The number of persistent behavioural issues has dropped.