

# 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 <b>(3 year plans are recommended)</b>	2023/24 to 2025/26
Date this statement was published	September 2023 <a href="#">(reviewed September 2024)</a>
Date on which it will be reviewed	September 2025
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 2023-24	£142825
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
COVID recovery premium funding allocation 2023-24	
COVID recovery premium funding carried forward from previous years (enter £0 if not applicable)	£0
Pupil premium funding allocation 2024-5	£176762
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# 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 intervention 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 and build cultural capital**
- 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	There is a significant overlap (typically around 40%) of pupils who are disadvantaged that also have an EHCP
2	A significant number of pupils who are disadvantaged at IVC, also have attendance below 50% (and would be classed as 'severely persistently absent').
3	Some disadvantaged students accrue a disproportionate number of College consequences – detentions and referrals
4	Some disadvantaged students have gaps in subject knowledge and demonstrate low levels of academic engagement
5	Some disadvantaged students have poor social and emotional regulation
6	Some disadvantaged students lack parental support from home

## 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. For pupils where there is a long history of absence, appropriate support and provision will be in place and there will be demonstrable improvement.
Ensure that disadvantaged students engage positively with their teachers and lessons.	No gap when analysing the disadvantaged and disadvantaged recognition, referral, detention and suspension data
Excellent disadvantaged student progress at MYP and GCSE.	GCSE Progress data for disadvantaged at least 0, acknowledging that for some pupils this may not be achievable due to the context of the College. Ensuring that strong numbers of disadvantaged pupils achieve a positive, and highly positive progress score.  Students who are disadvantaged and SEND will achieve above national expectations. Continuous work will aim to close the gap between 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.	Every child has access to extra-curricular provision through iCAS, as it is scheduled during the day. This means every child accesses 3 experiences per year. Curriculum trips are always offered as 'whole cohort' trips where possible, and where not, disadvantaged pupils are given priority access and Turing funding is used for overseas trips whenever available.  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)

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 and developing pupil engagement</i>	<b>EEF</b> – Guide to PP <b>EEF</b> – Improving behaviour in schools <b>EEF</b> – Improving social and emotional learning in primary schools <b>EEF</b> – Metacognition and Self-regulated learning <b>IB</b> – Compassionate Systems Framework	2,3,4,5
<i>Chromebook provision to support disadvantaged students with home learning, and rollout of 1:1 devices</i>	<a href="#">PISA data studies</a> <a href="#">Importance of devices on learning – Sutton Trust</a>	2,4,5,6
<i>Quality First Teaching that prioritises an understanding of disadvantaged students and their barriers to learning, and adaptive teaching</i>	IVCs 5 year trend tells us that a focus on PP students, their learning and progress is essential.	1,2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two specific Progress Assistant Principal roles and leadership of PP by Principal KS3 and KS4 leads with specific focus on Progress for all groups – namely disadvantaged.	<b>EEF</b> – Improving behaviour in schools <b>EEF</b> – Improving social and emotional learning in primary schools <b>EEF</b> – Metacognition and Self-regulated learning <b>EEF</b> – Working with parents to support children’s learning	1,2,3,4,5,6

Provide leadership and CPD for Heads of House.		
Bespoke Period 6 interventions	Action research on the benefits of P6 attendance on GCSE outcomes. A very powerful argument for this provision. <b>EEF</b> – Guide to PP	1,2,3,4,5,6
Booster Programme	<b>EEF</b> evidence suggests some group tuition that supports or pre-teaches normal classroom material can boost progress by 5 months.	1,2,3,4,5,6
1:1/small group tuition	<b>EEF</b> evidence suggests some group tuition that supports or pre-teaches normal classroom material can boost progress by 5 months.	1,2,3,4,5,6
Head of House roles which have a primary focus on supporting disadvantaged students	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. <b>EEF</b> – Improving behaviour in schools <b>EEF</b> – Improving social and emotional learning in primary schools <b>EEF</b> – Metacognition and Self-regulated learning <b>EEF</b> – Working with parents to support children’s learning	1,2,3,4,5,6
Use of Tassomai	Draws on the recall and consolidation mastery approach and can improve progress by 5 months.	1,2,3,4,5,6
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.	1,2,3,4,5,6
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.	4,6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<p><b>EEF</b> – Improving behaviour in schools  <b>EEF</b> – Improving social and emotional learning in primary schools  <b>EEF</b> – Metacognition and Self-regulated learning  <b>EEF</b> – Working with parents to support children's learning</p>	<p>1,2,3,4,5,6</p>
<p>Behaviour policy 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 consequences from our disadvantaged students.</p>	<p><b>EEF</b> – Improving behaviour in schools  <b>EEF</b> – Improving social and emotional learning in primary schools  <b>EEF</b> – Metacognition and Self-regulated learning  <b>IB</b> – Compassionate Systems Framework</p>	<p>1,2,3,4,5,6</p>
<p>Access to College Chaplain</p>	<p><b>EEF</b> – Metacognition and Self-regulated learning  <b>IB</b> – Compassionate Systems Framework</p>	<p>1,2,3,4,5,6</p>
<p>Heads of Houses</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.  <b>EEF</b> – Improving behaviour in schools  <b>EEF</b> – Improving social and emotional learning in primary schools  <b>EEF</b> – Metacognition and Self-regulated learning  <b>EEF</b> – Working with parents to support children's learning</p>	<p>1,2,3,4,5,6</p>
<p>Disadvantaged focus tutor groups</p>	<p>Tutor groups built within each House around disadvantaged students and support their needs.  <b>EEF</b> – Improving behaviour in schools</p>	<p>1,2,3,4,5,6</p>

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.	1,2,3,4,5,6
Enterprise Advisor	Our work with Form the Future allows us access to an industry specialist that works with a key groups of disadvantaged students.	1,2,3,4,5,6
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)	1,2,3,4,5,6
iCAS/iCASXtra	IB –Compassionate Systems World Lab Education – MIT	1,2,3,4,5,6
Improved canteen provision and breakfasts	Maslow's Hierarchy of need- ensuring the basic needs of pupils are met	1,2,3,4,5,6



## 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 2023-24 academic year. It is vital to recognise that there is a significant overlap between pupils with EHCPs who have highly complex needs and those pupils who are classified as disadvantaged; any performance or attendance data must be contextualised.

#### **Progress/Attainment**

Our year 11 disadvantaged students achieved some excellent outcomes, and we expect that our overall achievement for Pupil Premium students will be above the performance of disadvantaged students nationally. Of the cohort of 30 pupils, 6 had attendance of less than 50% and three of these pupils had EHCPs. If these pupils are removed then the overall Progress figure is -0.04, which is broadly in line with average for all pupils nationally. Of these remaining 24 pupils, 33% had a P8 of above +0.5, and 60% were positive. This is despite 25% of them also having SEND. The overall range of outcomes for disadvantaged students was from +2.293 to -4.234 (a pupil who did not attend IVC).

#### **Attendance**

Overall our Pupil Premium attendance was 87.1% for 2023-24, with overall attendance at 94%. We continue to prioritise the attendance of our disadvantaged students and to work with individual families to remove barriers. Our case studies show numerous examples of significant improvements in attendance, including increases of 10-15% for individuals. This includes pupils where attendance has been historically very low, or where medical/other needs have led to pupils being severely persistently absent.

#### **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.