

Pupil Premium Strategy Statement – Emmanuel Middle School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	18% (79 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	December 2025 Year 1 of a three-year cycle
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Rob Christopher Headteacher
Pupil premium lead	Matthew Timmins Lead for Pupil Achievement
Governor / Trustee lead	Fiona Kusel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,557
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£100,557

Part A: Pupil Premium Strategy Plan

Statement of intent

We intend that all pupils, irrespective of their background or the challenges they face, make rapid progress from their starting points and achieve high attainment across all subject areas.

We want all pupils to actively engage in every aspect of school life through effective teaching and learning strategies, foster a strong sense of belonging and take every opportunity to enrich their lives so that they want to come to school, be confident, independent, and successful learners.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education. Maintaining high expectations and providing high-quality first inclusive teaching is at the heart of our approach, enabling every child to be the very best they can be.

We strive to develop children's aspirations, their self-esteem and their academic achievement in a safe and stimulating learning environment, giving feedback that celebrates success in learning and learning behaviours. Our approach will be responsive to individual needs and rooted in robust diagnostic assessment. Teachers and support staff will have a thorough understanding of their pupils and their individual 'barriers'.

We aim to close any gaps and remove any perceived 'barriers' so we can give these pupils the tools to achieve across an ambitious curriculum.

We recognise that mental health and well-being is essential for all our pupils both in regard to their social development and in terms of their readiness to learn. We will strive to build strong relationships with pupils and parents, enabling pupils to take an increasing responsibility for their own learning. Every single child can meet their potential.

Our strategy is focused on identifying what each child needs to be successful.

- Regularly reviewing the progress and performance of all children to ensure that our approaches are impactful – plan, review, adapt.
- Improving the quality of teaching and learning in all curriculum areas for all children; ensuring pupils are challenged in the tasks and activities are accessible.

- Where ‘additional to and/or different from’ support is required, we will allocate appropriate strategies and targeted support through the use of ‘Pupil Premium Champions’.
 - A relational approach ensures that any interrupted developmental needs are identified and responded to.
- Our school strategy is based on the EEF Pupil Premium Guide and the recommended tiered model which focuses on:
- high-quality teaching
 - targeted academic support
 - wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	Raise the profile of the disadvantaged
2	Raise disadvantaged children’s attendance above the national average of all children. Internally - ensure disadvantaged children are in line with non-PP children for candle credits and demerits.
3	Narrow the attainment and achievement gap between disadvantaged children and their peers in KS2 for WRM
4	Narrow the attainment and achievement gap between disadvantaged children and their peers in KS3 for WRM

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
Raise the profile of the disadvantaged	EMS PP T&L strategy includes: <ul style="list-style-type: none"> a) RAG rate settling at the start of each term. Reviewed and contact made to eradicate barriers. b) Seating plan priority c) C4U focus

	<ul style="list-style-type: none"> d) Workbook focus e) Drop-ins: focus on PP f) Drop-ins: focus on engagement g) PP priority Club bookings to extra-curricular clubs h) PP parental contact to ensure trips and visits are attended. i) Pupil voice: school council and house captains are prioritised.
Raise disadvantaged children's attendance above the national average of all children.	<ul style="list-style-type: none"> a) RAG rate each term - identify and eradicate barriers to children achieving. b) 100% of PP children's families have contact from school for Parents' evenings c) Tutors / Year Leaders and Pastoral Support teams know their priority children well. d) Focus of commendation letters - ensure PP children feature.
Internally - ensure disadvantaged children are in line with non-PP children for candle credits and demerits.	<ul style="list-style-type: none"> a) Weekly review of candle credits b) Weekly review of demerits c) Monthly review of heatmap d) Pupil voice influences ePraise rewards to motivate <p><i>Where PP children are not in line with their peers, barriers are identified and acted upon.</i></p>
Narrow the attainment and achievement gap between disadvantaged children and their peers in KS2 for WRM	<ul style="list-style-type: none"> a) Half-termly gap analyses in RWM for PP students. Targeted support identified and acted upon - plan, do, review. SLT to work with SL to ensure. b) Universal offer - role of vocabulary development, spelling of high frequency words and being heard read aloud across the curriculum. c) Additional focus on phonics teaching for PKS/PP children d) Lowest 20% readers - plan, do, review. Checking: impact, priority children, work with SEN dept. e) Homework clubs - morning, lesson 6 and after school for children where working at home is a barrier. f) Morning Reg and Lesson 6 interventions with LP for T&L. g) Use of an external tutor for children who are slipping behind their target grades h) Disadvantaged pupils will achieve RWM progress in line with their peers. i) Skillsbuilder - use of targeted sessions to promote oracy skills of all PP children
Narrow the attainment and achievement gap between disadvantaged children and their peers in KS3 for WRM	<ul style="list-style-type: none"> a) Half-termly gap analyses in RWM for PP students. Targeted support identified and acted upon - plan, do, review. SLT to work with SL to ensure. b) Universal offer - role of vocabulary development, spelling of high frequency

	<p>words and being heard read aloud across the curriculum.</p> <p>c) Additional focus on phonics teaching for PKS/PP children</p> <p>d) Lowest 20% readers - plan, do, review. Checking: impact, priority children, work with SEN dept.</p> <p>e) Homework clubs - morning, lesson 6 and after school for children where working at home is a barrier.</p> <p>f) Morning Reg and Lesson 6 interventions with LP for T&L.</p> <p>g) Use of an external tutor for children who are slipping behind their target grades</p> <p>h) Disadvantaged pupils will achieve RWM progress in line with their peers.</p> <p>i) Skillsbuilder - use of targeted sessions to promote oracy skills of all PP children</p>
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and coaching support for all staff in adaptive teaching to ensure consistently 'High Quality Inclusive Teaching' across the school.</p> <ul style="list-style-type: none"> Senior Leadership Team develop their developmental dialogue programme through the Responsive Coaching approach. Training all staff in implementing key WalkThrus - at school level, department level and individual level. CPD for teachers to promote QFT: strategies to identify learning barriers, design tasks, formatively assess understanding, and 	<p>This will enable all children, including disadvantaged to make good progress from their starting points.</p> <p>Over time the gap between PP pupils' and non-PP pupils' attainment has narrowed.</p> <p>The processes mechanisms of effective professional development/Education Endowment Foundation 2021 Research suggests 'Every teacher is supported to deliver high quality teaching... TAs are deployed in a way that helps all pupils access high-quality teaching.'</p>	2,3,4

<p>flexibly adapt the lesson in response.</p> <ul style="list-style-type: none"> ● Continuous developmental dialogue and feedback throughout the year. Identifying key actionable next steps. ● CPD on deploying TAs effectively 	<p>Deployment of Teaching Assistants Guidance report/Education Endowment Foundation 2025 Adapting teaching and task design to meet the needs of all learners enables them to access learning.</p> <p>The Ofsted Inspection Framework expects that teachers will “check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.” According to the Teacher Standards, teachers should “Adapt teaching to</p>	
<p>Raise the profile of PP pupils across the school through targeted teaching and learning CPD focusing on meaningful learning.</p>	<p>As outlined in the EEF, it is important to implement educational research and system change in order to best support students.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/document/s/pages/EEF-Implementation-in-education-review-protocol.pdf</p> <p>Ausubel’s theory has fed into Sarah Cottingham’s powerful research which we will use as a base for teaching staff CPD. Meaningful learning will help students develop vast bodies of knowledge. http://www.overpractised.com</p>	1,3,4
<p>Online platforms to support home learning and knowledge acquisition. Chromebooks / school clubs available to support children with limited access to technology at home.</p>	<p>EEF - Using Digital Technology EEF - Teaching and Learning Toolkit</p>	2,3,4
<p>To maintain and develop an approach to daily whole school class reading</p>	<p>EEF Blog: Reading aloud with your class – what does the research say?</p> <p>Research shows that the act of reading aloud to the class from a challenging text may support the development of the student’s spoken language comprehension and therefore contribute to their reading comprehension skills.</p>	1,2,3,4

To maintain the use of SPARX Reader, Maths and Science as online platforms.	Evidence suggests that technology should be used to supplement e.g. for homework. A study showed that providing video examples of effective practice can directly benefit children's learning. Each question in Sparx Maths has a short video tutorial to help students who are stuck https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology#nav-how-effective-is-the-a-approach	2,3,4
Regularly revisit expectations on classroom behaviours, routines and transitions	Research shows there is a need for consistent and clear behaviour policies that promote positive behaviour in the classroom. Improving behaviour in school/Education Endowment Foundation	1,2,3,4
Termly pupil progress meetings and drop-in sessions with children in class to address gaps in learning, raise the profile of pupil's needs and accelerate progress.	Based on our experiences, a senior leader raising the profile amongst staff of all of these children and their individual needs is key to diagnosing the right support and making accelerated progress. Metacognition & selfregulation/Education Endowment foundation	1,2,3,4

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading sessions in small group and 1 to 1 sessions.	Phonic approaches are shown to have a strong impact on pupil progress as are targeted intervention or support groups provided in school. Phonics Toolkit Strand Education Endowment Foundation EEF	2,3,4
Identify mid-attaining students for a range of targeted support strategies internally and externally	EEF Teacher Feedback to Improve Pupil Learning EEF Effective Professional Development	1,2,3,4

<p>To maintain targeted additional English and maths intervention groups</p>	<p>EEF high quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-plan ning/1-high-quality-teaching Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported by a leader in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, including those who are disadvantaged.</p>	
<p>Targeted reading catch-up sessions following diagnostic assessment of individual needs. Sessions to be run individually or grouped (where need is the same).</p>	<p>Using diagnostic tools to identify gaps and then using individual or small group targeted support is proven to be effective in raising progress rates. https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/small-group-tuition</p>	1,3,4
<p>TAs to deliver small group or 1:1 catch-up sessions to accelerate the progress of disadvantaged pupils in RWM linked to their individual PP targets</p> <ul style="list-style-type: none"> ● Guided Reading preteaching ● Maths fluency ● Sentence building ● Phonics ● Reading fluency ● Handwriting fluency ● Spelling 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one and in small groups</p> <p>One to one tuition/Teaching and learning toolkit/Education Endowment Foundation Small group tuition/Teaching and learning toolkit/Education Endowment Foundation</p>	1,2,3,4
<p>Reading and Maths, am reg and L6 Intervention targeting students on different ARE grade boundary cusps with a focus on disadvantaged.</p>	<p>EEF - Effective Tutoring</p> <p>EEF - Improving Literacy in Secondary Schools</p>	1,2,3,4
<p>Bottom 20% readers - a targeted reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps. STAR assessments to be</p>	<p>EEF - Improving Literacy in Secondary Schools</p> <p>EEF - Effective Tutoring</p>	1,2,3,4

completed once per half term in Year 5 to identify and track students.		
Weekly intervention for Year 7 and 8 maths and English to support achieving ARE.	As researched by the EEF, it is important to use structured interventions to provide additional support in maths which is appropriate to the needs of the group.. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2,4
Weekly intervention for Year 6 maths and English to support achieving ARE.	As researched by the EEF, it is important to use structured interventions to provide additional support in maths which is appropriate to the needs of the group.. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2,3
To maintain targeted additional English and maths intervention groups	EEF high quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planing/1-high-quality-teaching Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported by a leader in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, including those who are disadvantaged.	1,2,3

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches to develop our school ethos and improve behaviour across the school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Whole staff training on engaging in difficult conversations with pupils	Both targeted interventions and universal approaches can have positive overall	1,2,3,4

and parents to develop our school ethos and create cohesion.	effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 4 7 appointing attendance/support officers to improve attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,4
Employ and target specific staff to address attendance issues including a Lead Teacher for Attendance, Pastoral Support Worker and SEN EHCP Intervention Lead. Train staff and embed systems that prioritise support and intervention for disadvantaged pupils and are based on DfE Improving School Attendance document.	The DfE document comes from identifying best practice and success where attendance has been significantly improved in schools.	1,2,3,4
Breakfast Club provision to start each day of the week.	EEF Magic breakfast Guidance Report WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING School breakfasts are more nutritious for some pupils and attending the club effectively prepares pupils for learning. Evidence shows that schools that offer a breakfast club often see an improvement in pupil behaviour and attendance. 2 To s	1,2,3,4
Opportunities to further develop extra-curricular and enrichment activities for PP students - e.g. performances, careers fair, sports matches etc.	Education Policy Institute: enrichment, through sports, arts, music or hobbies clubs, is beneficial for children and young people, improving their confidence, social skills, self-esteem, and provides them with new skills and abilities. Enrichment for all: what does the evidence tell us about access, impact and opportunities	1,2,3,4

	for improvement? - Education Policy Institute	
Fund ePraise and subsequent reward experiences which students can buy using candle credits gained for excellence, endeavour and enjoyment.	Rewarding students: should we? If so, how? Pupils respond to incentives and rewards but, research shows that In education, rewards for inputs (like attending school or good behaviour) lead to better results than rewards for outputs. Age appropriate incentives can really support children and also provide PP students with experiences they have never had	1,2,3,4
Ensuring that all students are able to fully access their education with full equipment and uniform so they are prepared and ready to learn, not disadvantaged from their peers.	EEF - Behaviour Interventions EEF - Social and Emotional Learning EEF - Improving Behaviour in Schools	1,2,3,4

Total budgeted cost: £101,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Engagement in lessons: drop-ins show disadvantaged children being prioritised for seating plans and seeking pupil responses.

Live feedback: there is growing consistency in disadvantaged children's work being marked during the lesson.

Drop-ins show a more consistent use of subject-specific vocabulary in all subjects.

Drop-ins and teacher voice have shown how recent CPD is making an impact in the classroom with core WalkThrus

Children are consistently choosing to and being encouraged to use tier 2 & 3 vocabulary accurately.

Work sampling shows that there is a growing use of tier 3 vocabulary being applied in independent learning.

Summative and formative assessment data is being used more effectively, yet there is still development in this area.

Star Reader shows an impact on fluency and comprehension and children are reading the correct books (ZPD)

Children frequently read within school. (TLR)

PP attendance was above the national percentage (94%)

Where subject leaders have completed pupil voice, disadvantaged pupils have regularly featured.

Developmental Dialogue has greater focus on our Pupil Premium cohort.

Intervention plans will evidence a higher profile for disadvantaged pupils in reading, writing and maths.

There was an increase in the number of disadvantaged pupils accessing pupil voice opportunities and taking on leadership roles.

There was an increased number of disadvantaged pupils accessing extracurricular enrichment opportunities.

	Reading		Maths		GPS		Combined
	ARE	GD	ARE	GD	ARE	GD	ARE
ALL	76%	36%	79%	30%	79%		64%
PP	53%	6%	65%	29%	65%		41%
NON-PP	80%	42%	82%	30%	82%		69%

360 Attendance view

[Download PDF](#)

Emmanuel CoE Middle (8384009)

Comparator: FFT National



Attendance Headlines

Year To Date

26 Aug 24

- 25 Jul 25

All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)
95.4%	95.6%	95.1%	93.1% ●	95.8%	8.5% ●

Weekly Attendance



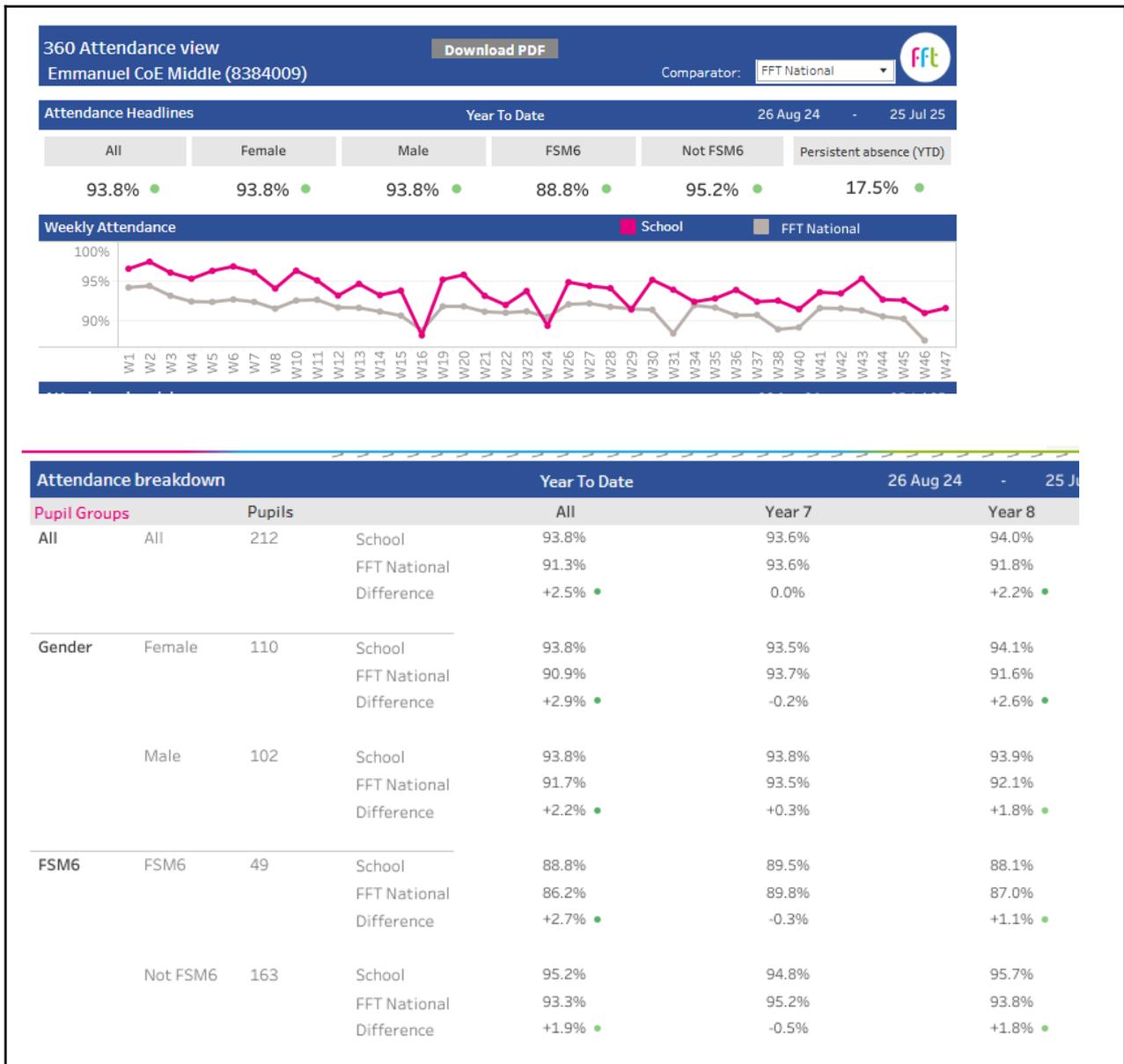
Attendance breakdown

Year To Date

26 Aug 24

- 25 Jul 25

Pupil Groups	Pupils	All	Year 5	Year 6		
All	All	234	School	95.4%	95.4%	95.3%
			FFT National	94.5%	94.8%	94.6%
			Difference	+0.8%	+0.6%	+0.8%
Gender	Female	134	School	95.6%	96.2%	94.8%
			FFT National	94.8%	95.0%	94.8%
			Difference	+0.8%	+1.2% ●	-0.1%
	Male	100	School	95.1%	94.3%	95.9%
			FFT National	94.3%	94.6%	94.3%
			Difference	+0.7%	-0.3%	+1.7% ●
FSM6	FSM6	38	School	93.1%	92.1%	94.3%
			FFT National	92.1%	92.4%	92.2%
			Difference	+1.1% ●	-0.4%	+2.0% ●
	Not FSM6	196	School	95.8%	96.0%	95.5%
			FFT National	95.5%	95.9%	95.7%
			Difference	+0.2%	+0.1%	-0.2%



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Universal Mindfulness - mental health provision. Access to school and facilities	Universal Mindfulness
School trips - up to 50% reduction	School
Helen Elgar	Tutor

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

- a) Pastoral Support Teacher attended CPD for supporting Service Children and ensured she checked in with these students whilst a parent was away.
- b) The attendance of this group was tracked carefully throughout the academic year and support given if necessary.

The impact of that spending on service pupil premium eligible pupils

This training supported the conversations had with key service children and allowed them to have a trusted adult to work with in order to best support attendance and wellbeing.