

Pupil premium strategy statement

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

Detail	Data
School name	Emmanuel Middle School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	15.2
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	Sept 2022 (confirmed - RC)
Statement authorised by	Rob Christopher
Pupil premium lead	Elaine Robertson
Governor / Trustee lead	Geoff Bates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 62,800
Recovery premium funding allocation this academic year	£ 9,135
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	£ 71,935

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Emmanuel Middle School seeks to provide an all-inclusive environment where quality first teaching is an underlying principle for all children to reach their full potential. Our ultimate objective is to narrow the attainment gap between disadvantaged and non disadvantaged children. Emmanuel Middle School utilises diagnostic assessment as part of its assessment and monitoring program and uses this to target support appropriately (to benefit both academic and social and emotional outcomes). We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the senior team consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Allocate funding for additional teaching staff as a consequence of the disruption caused by Covid 19, allowing the reduction of class sizes thus improving

opportunities for effective teaching and accelerating progress.

- To allocate an additional Pastoral Support (ELSA), Teaching and Teaching Assistant hours - providing small group work focussed on overcoming gaps in learning and to prepare pupils for transition.
- Developing whole-school staff knowledge in supporting the development of speech, language and communication skills
- Dedicating leadership time to supporting families to access external agency support e.g. Early Help Team, Team Around the School and Family Meetings
- Support payment for activities and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom

Challenges

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

Challenge number	Detail of challenge
1	Prior attainment in reading
2	Knowledge retention and closing the gap with non-PP pupils
3	Supporting vulnerable pupils and families from post-Covid effects such as anxiety and relationship issues that impacts on attendance
4	Behaviour and attitudes to learning - ensuring PP pupils aspirations and motivation is equal to non-PP pupils.
5	

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
Pupils to rapidly make progress in reading	Reading age = chronological age
Pupils retain more key knowledge from the curriculum	Progress in Reading, writing and Maths at least matches the national average / gap with non-PP pupils reduces over time.
Attendance improves so that children do not miss out on learning and quality first teaching	Attendance for children eligible for PP funding matches the non-PP national average
Pupils behave well in lessons and have positive attitudes to learning and their next steps.	Increase in rewards Reduction in exclusions Reduction in in-school sanctions

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: £ £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for all teachers in Rosenshine principles, using Walkthrus resources inc ADAPT model throughout.	<i>EEF evidence base</i> - tiered approach – teaching is the top priority, including CPD. Quality-first teaching - the biggest impact is seen in the classroom.	1, 2
Development of the whole school reading programme: TLR: training for English Lead and whole staff training time. (including the purchase of books)	<i>EEF evidence base</i> Supports cultural capital through a wide ranging book list.	1
Additional staffing in English and Maths to enable collaborative planning of the curriculum	<i>Evidenced impact in other schools performing in the top 10% nationally</i> Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1, 2, 3, 4
Retaining the best middle leaders by developing trust-wide curriculum roles	<i>Evidenced impact in other schools performing in the top 10% nationally</i> The role of Curriculum Architects to produce trust-wide progression maps	1, 2, 3, 4

	that show cohesion, challenge and appropriately sequenced.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct instruction intervention	Evidenced impact in other schools performing in the top 10% nationally	1,2
Small group tutoring in English and Maths	EEF evidence base: As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1,2
ELSA, Draw & Talk and CBT provision for pupils.	EEF evidence base - Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. ELSA interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	3,4
Morning pre-teaching of texts and key vocabulary prior to classroom teaching	EEF evidence base - As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1,2
Targeted early intervention for attendance.	EEF evidence base -	3

School - Trust - LA. Working in partnership with parents is key.	Face to face teaching has the best impact on pupil outcomes. Pupils who feel safe and happy in school will learn best.	
Tassomai online package to support knowledge retention in English, Maths and Science	Evidenced impact in other schools performing in the top 10% nationally	2
Hegarty online package support knowledge retention in Maths	Evidenced impact in other schools performing in the top 10% nationally	2
Accelerated reader package to support teaching and assessment of reading	EEF evidence base	1

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

Budgeted cost: £ £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Assistance with transport</i>	Removing barriers to learning	3
<i>Uniform</i>	Removing barriers to learning	4
<i>Equipment</i>	Removing barriers to learning	4
<i>Trip subsidies</i>	Removing barriers to learning	2
<i>Curriculum resources (e.g. cooking ingredients)</i>	Removing barriers to learning	2
<i>Revision guides, workbooks and learning resources</i>	Removing barriers to learning	2

Total budgeted cost: £ 75,000

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.

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?

Y6 Teacher Assessed SATS results submitted to county (no progress scores)

	All	PP	SEN	Non PP	Non SEN
Reading	80% / 38%	71% / 38%	41% / 12%	82% / 38%	86% / 43%
Writing	72% / 16%	47% / 14%	6% / 0%	77% / 16%	83% / 18%
Maths	78% / 20%	57% / 10%	47% / 0%	83% / 22 %	83% / 23%

Y6 2019 SATS paper results

	All	PP	SEN	Non PP	Non SEN
Reading	74% / 34% -0.63	67% / 29% -0.35	31 % / 6% -2.06	76% / 35% -0.69	81% / 38% -0.39
Writing	72% / 16%	47% / 14%	6% / 0%	77% / 16%	83% / 18%
Maths	79% / 28% -1.89	67% / 19% -2.2	44% / 0 % -5.00	82% / 30% -1.82	85% / 32% -1.55

Y5 Testbase

Based on the Testbase threshold of 45 for Maths, 26 for Reading, 30 for GPS. GD based on SMMS 80+ for Maths and 42+ for Reading. SMMS prior data shows that these results are likely to be conservative.

	All	PP	SEN
Reading	77% / 26%	57% / 7%	15% / 0%
GPS	67%	38%	18%
Maths	80% / 38%	63% / 6%	41% / 12%

Overall -2.76 for Reading and -0.82 for Maths.

Change in NRSS (matched data only)

	Y5 Aut	Y6 Aut	Y7 Aut	Y8 Aut	
Year 6	98.82	102.19			+3.37
Year 7		99.46	101.38		+1.92
Year 8			104.8	106.99	+ 2.19

Pupils under 100 NRSS

	Y5 Aut	Y6 Aut	Y7 Aut	Y8 Aut	
Year 6	88.02	94.45			+ 6.43
Year 7		88.39	93.63		+ 5.24
Year 8			91.74	95.42	+ 3.68

100 and over (Use this data to compare)

	Y5 Aut	Y6 Aut	Y7 Aut	Y8 Aut	
Year 6	110.63	110.66			+0.03
Year 7		108.66	107.5		- 1.16
Year 8			110.78	112.26	+1.48

Our weaker readers' progress is in excess of the cohort. They are “closing the gap”. Our progress is weaker in KS3 (Only Current Y8 data - I will email Claire Bailey to ask for reading data back from their Y9's). Intervention program is place in KS2 but not yet as robust in KS3.

SEND Pupils

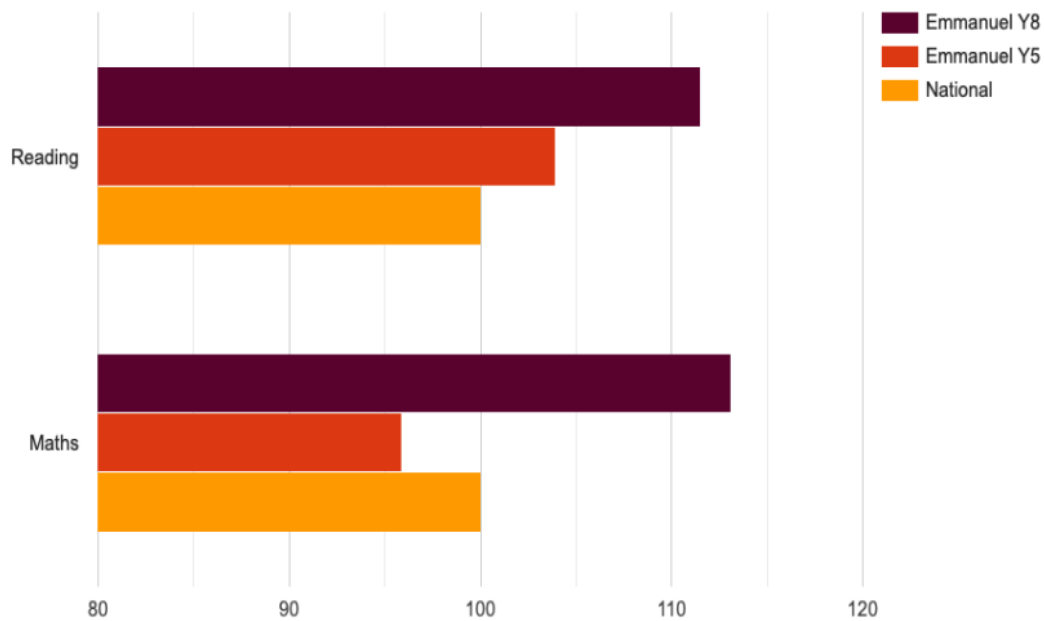
	Y5 Aut	Y6 Aut	Y7 Aut	Y8 Aut	
Year 6	88.94	88.81			- 0.13
Year 7		85.73	93.00		+ 7.27
Year 8			99.25	105.00	+ 5.75

PP Pupils

	Y5 Aut	Y6 Aut	Y7 Aut	Y8 Aut	
Year 6	90.71	95.36			+4.65
Year 7		98.44	99.59		+1.15
Year 8			92.56	95.78	+ 3.22

Yr 8 GL data: progress from yr 5 entry to yr 8 exit.

Emmanuel vs National Year 8 (2021)



	Maths Y5 Entry	Maths Y8 Exit	Gain	Reading Y5 Entry	Reading Y8 Exit	Gain
All	95.88	113.12	+17.24	103.9	111.5	+7.6
Boys	98.36	114.5	+16.14	102.4	109.3	+6.9
Girls	93.76	111.8	+18.04	105.1	113.3	+8.2
PP	95.62	114.7	+19.08	104.1	111.6	+7.5
SEND	87.15	96.4	+9.25	90.23	102.2	+11.97

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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.