Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Nottingham Emmanuel School
Number of pupils in school	1149 (976 KS3&4)
Proportion (%) of pupil premium eligible pupils	41.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	10th December 2021 (reviewed & updated Sept 2022)
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Sandra Stapleton (Principal)
Pupil premium lead	Kate Simpson (Assistant Principal)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£427,490
Recovery premium funding allocation this academic year	£119,784
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	£547,274

Part A: Pupil premium strategy plan

Statement of intent

We are a Church of England Academy; a distinctive educational community for all based upon Christian faith and values. Our core mission is to "**remove barriers to learning**, ensuring that our students can **live life in all of its fullness** both academically and personally". Our vision statement is:

"I can do all things through Christ who strengthens me"

Philippians 4:13

This verse shows us that Christ and faith provides us with the strength and resilience to overcome barriers within our own lives. We believe that education is a vehicle to transform lives, remove barriers to learning and provide each child the opportunity to not only learn and grow, but also to develop aspiration and character.

The Nottingham Emmanuel School intends for the progress and attainment of students eligible for pupil premium funding to be in line with all students in the school, and for overall Progress 8 and Attainment 8 measures to exceed national average every year. Our intention is that all pupils at the Nottingham Emmanuel School, regardless of their background or barriers to learning that they face, will make good progress, achieve in line with our expectations, enhance their literacy, and encounter varied experiences that broaden their horizons and increase their 'cultural capital', enabling them to leave the school ready to thrive.

We will use the Pupil Premium fund to remove barriers to learning and support all students regardless of whether they encounter disadvantage or not.

Our priorities are to ensure:

- All students receive high quality teaching in every lesson
- The attainment gap between students eligible for pupil premium funding and their peers is narrowed
- Targeted academic support is provided for students who are not progressing as expected
- Non-academic barriers to attainment such as attendance, behaviour, well-being and 'cultural capital' are addressed
- Ensuring that the Pupil Premium funding benefits all students including those who need it most.

Challenges

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

Challenge number	Detail of challenge
1	End of KS2 and KS3 attainment is uneven between students identified as disadvantaged and students who are not. Results in standardised assessments for core subjects demonstrate a gap in attainment between disadvantaged and non-disadvantaged students, across multiple year groups; in end of year GL assessments for Y7-9 in 2020/21
2	The literacy of students identified as disadvantaged, including reading age and comprehension, is lower than students who are not on entry in Year 7
3	Academy attendance rates for 2021/22 demonstrate that for students eligible for pupil premium, average attendance is lower than for all students by just over 2%. This has been a typical pattern over the last three years. Our assessments and observation indicate that absenteeism is negatively impacting disadvantaged pupil's progress, and for those PP-eligible students who also have SEND, this is compounded further.
4	Behaviour tracking data detailing disruption to lessons, subsequent internal sanctions, and exclusion rates highlights a disproportionate number of students identified as disadvantaged are involved in more 'negative' behaviour.
5	Access to technology and additional academic resources is most limited for students eligible for pupil premium, as evidenced by the loaning out of over 300 devices to students identified as disadvantaged during the second national school closure. This remains pertinent as without devices, students are unable to access some of the online learning and revision platforms.
6	Positive stakeholder engagement with school, evidenced in lower parental attendance records for parents evenings and information events, for students identified as disadvantaged, homework completion, and student voice surveys.
7	Student aspiration, in some cases, is limited; published sustained destinations data indicates that %EET is below the national average (2017 and 2018 data set from IDSR, November 2021).
8	Student well-being; internal safeguarding tracking (Archway Protect), indicates that across 2020/21, 47% of the total cohort, had been identified as having an active input or concern.

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
For the literacy level of all students to be positively impacted by a range of additional strategies, such as 'NES Reads', targeted literacy mentoring, paired reading initiatives, and additional literacy programmes.	An increased proportion of students achieving above age-related reading scores, measured by NGRT. Students identified as disadvantaged reading and comprehension scores to have improved significantly within each academic year; narrowing the gap to their peers by 2024. Literacy strategies are evidenced by lesson visits and learning walks. An increased proportion of our students achieving a grade 4+ and 5+ in their English GCSEs.
To raise progress for students identified as disadvantaged in Year 11, maximising attainment of all students in external exam series.	By the end of 2023-24, overall attainment and progress will exceed the EEF 'Families of Schools' average. Progress 8 for students eligible for pupil premium funding to be maintained at >0, and the gap between students identified as disadvantaged and students who are not to be narrowed to significantly less than national average. For a higher % of students eligible for the pupil premium to achieve 4+/5+ grades in English and maths. (To maintain above 35%).
For teaching and learning within the Nottingham Emmanuel School to remove barriers to learning of students identified as disadvantaged, specifically through; • Continuing to build a knowledge-based curriculum focused on core/threshold concepts and sequenced to enable retention. • High-quality, evidence-informed teaching methodologies to ensure retrieval and retention and reducing extraneous cognitive load. • Mastery Curriculum in KS3 Maths and English to underpin fundamental knowledge, applications and basic operations (number/sentence level) • 'Literacy in Every Lesson' to address linguistic gaps, particularly in reading. NGRT to assess, recovery programme for those requiring 'catch-up'. • Rigorously implementing routines to minimise disruption and improve/instil learning behaviours.	Students eligible for pupil premium funding mean SAS in core subject assessments shows no significant gap with all students mean SAS at the end of KS3. Progress for students identified as disadvantaged increases to be consistently in line with peers at internal assessment points. Progress 8 score to increase. A reduction in the proportion of students classified as NEET from 8% in 2019; ongoing aim is for 100% students EET. Learning walks and lesson visits, alongside work scrutiny, evidences consistency of approach and strength in TS5.

For students identified as disadvantaged to have consistently positive experiences of school, enabling them to achieve to the best of their potential.	Attendance for students eligible for pupil premium funding to remain above the national average for all students, and to narrow the gap with non-pupil premium students. Consistent reduction in negative behaviour incidents involving students identified as disadvantaged. Reduced repeat fixed term exclusions for those who are identified as disadvantaged and/or those who have SEND.
Deliver quality careers education to all students	The RSHE curriculum contains high quality careers education. All students have 3 encounters with Unifrog spread across each academic year. The academy meets all of the Gatsby benchmarks. For 100% students to be EET on leaving the school. Improved sustained destinations (evidenced on IDSR) as a result of an appropriate and personalised CEIAG programme coupled with excellent attainment, well-being and sense of hope and aspiration for all.

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: £192, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy focus Maintained teaching and learning focus on literacy, through student-facing initiatives and regular literacy CPL. **Whole school literacy coordinator** leads on staff implementation of strategies, embedding practise across the curriculum.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. EEF: reading comprehension Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. Oxford language report - word gap	1, 2
High quality teaching and learning developed through CPL	Feedback is information given to the learner or teacher about the learner's performance relative to learning goals	1, 2

Bespoke programme incorporating trust and school priorities, across weekly sessions led by school leaders. Maintained implementation of 'Teaching and Learning Framework' to give consistent learning experiences for students, with retrieval practice embedded across the curriculum. Termly individual development time to allow staff to research evidence-based cognitive science. CPL program highly focused on the removal of barriers through implementation of the Archway Knowledge Curriculum. All CPL (T&L briefings, Academy Subject, Academy and personalised research focus on removal of barriers) reviewed on a half termly basis to assess impact and inform future planning.	or outcomes. Feedback studies tend to show very high effects on learning and indicate that 8 months additional progress is achievable. EEF; feedback Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). EEF; metacognition	
Mastery curriculum Additional hour of literacy for all Year 7 & 8 students, following a mastery curriculum led by Literacy Coordinator. Mastery curriculum also followed by the maths department.	Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. On average, mastery learning approaches are effective, lead to an additional five months progress. EEF; mastery learning On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to students' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming challenge. EEF; reading comprehension	1, 2
Data analysis Data analysis; 'feed forward' review cycle embedded, informing planning, feedback lessons and specific classroom interventions.	Feedback is crucial for learners to understand their performance relative to learning goals or outcomes. Feedback studies show very high effects on learning and indicate that 8 months additional progress is achievable. EEF; feedback	1, 2, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour focus Implementation of a revised 'behaviour curriculum'; dedicated CPD time to reset school learning foundations and 'Character for Learning' expectations.	Disruptive behaviour has a negative impact on the learning and progress of the student in question but also on that of other students in the class. Targeted behaviour interventions can, on average, increase student progress by 3 months. EEF; behaviour interventions EEF; social and emotional learning	1, 4, 6
Removing barriers to learning within the curriculum design, and specific lessons Increase staffing to provide an additional class in Year 7. Create streamed groups in Year 7 & 8 to ensure challenge for the most able, and support for SEN learners. Develop a foundation learning pathway including the implementation of new courses that lead to further study or employment.	Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. EEF; teaching assistant interventions	1, 2, 7, 8

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

Budgeted cost: £152 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted subject-led interventions Individualised, timetabled study programmes for Year 11 students – driven by calendared data review points. Sessions led by teachers and/or academic mentors.	Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. EEF; small group tuition EEF; extended school day	1, 2

Targeted subject-led interventions Organise weekend/holiday revision sessions, with targeted attendance – achievement leads to identify priority students. Revision weekend for Year 11 in April of each academic year; targeted disadvantaged students.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind EEF; small group tuition	
Core subject academic mentors Literacy and numeracy interventions, and core subject tuition sessions, led by academic mentors.	Tuition may happen outside of normal lessons as additional teaching. On average, tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF; one-to-one tuition EEF; small group tuition	1, 2
Tuition – external providers Small group tuition with external providers; Action Tutoring and MyTutor.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind EEF; one-to-one tuition EEF; small group tuition	1, 2
Additional resources & online subscriptions Provision of revision resources for students identified as disadvantaged, including free revision guides, holiday revision sessions and access to GCSE Pod.	Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. 'Homework clubs, where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application task. Studies in secondary schools show an impact of +5 months. EEF; homework	1, 2, 6
TA deployment In-class interventions through specific	Research which focuses on teaching assistants who provide one to one or small group support shows a stronger	1, 2, 6

planning for key students, directing TA support, and lesson withdrawals by TAs to lead literacy interventions (Fresh Start programme).	positive benefit of between three and five additional months on average. EEF; teaching assistant interventions EEF; within class attainment groupings Small group tuition is defined as one teacher or professional educator working with two to five students together in a group. The impact on average is an additional four months progress. EEF; small group tuition EEF; individualised instruction	

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

Budgeted cost: £201 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team Non-teaching year leaders, full-time attendance officer and behaviour support team, provide high levels of pastoral care. Non-teaching year leaders to provide immediate support for students and to liaise effectively with home. Attendance officer to liaise directly with parents, adhering to structured follow up system for persistent absence.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). EEF; behaviour interventions Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period. On average, mentoring appears to have a small positive impact on	3, 4, 6

Increase the size of the Student Support team to three full time staff, who work with students with challenging behaviour, implementing effective interventions which reduce barriers to learning. Appoint a targeted support lead to directly liaise with different agencies and to support pastoral leads in monitoring effectiveness of behaviour interventions.	academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. It can add 2+ months. EEF; mentoring EEF; parental engagement This study outlines significant pupil and cohort background factors, such as attendance, and the subsequent link to the KS4 outcomes of pupils identified as disadvantaged. NFER - The power of attendance	
Provision of technology & homework completion Creation of 'homework club' to ensure students can access technology to complete work, every day after school for Y7 and Y8 students.	The evidence shows that the impact of homework, on average, is five months' additional progress. EEF; homework Studies consistently find that digital technology is associated with learning gains: on average, an additional four months' progress. EEF; digital learning	5
Enrichment Maintain a broad enrichment programme, including compulsory enrichment for Year 7 students (covering a range of academic, sports and creative activities), subsidised places for students identified as disadvantaged and subsidised music lessons for all students eligible for pupil premium funding in all year groups.	Additional experiences, such as participation in arts enrichment can offer an additional three months of learning, as well as associated mental health benefits. EEF; arts participation Numerous existing studies outline the recommended levels of activity for young people and list the related physical and mental health benefits. Government guidance on physical activity	6, 8
Enrichment 'Cultural passport' scheme embedded to further support Y7 & 8 students in completing a range of extracurricular activities, including academic-focused clubs, sports teams, volunteering and school leadership opportunities.	Additional experiences, such as participation in arts enrichment can offer an additional three months of learning, as well as associated mental health benefits. EEF; arts participation Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to	6, 8

	develop non-cognitive skills such as resilience, self-confidence and motivation. EEF; outdoor adventure learning	
Careers and RSHE curriculum implemented for all year groups Students to follow tailored programme for each year group; RSHE and careers lead to review current provision and modify SoL to ensure age-appropriate provision is in place. Subscribe to Unifrog website and resources, and ensure students are guided through use during career-focused tutor sessions. Ensure our wider careers provision at least meets the Gatsby Benchmarks.	Good career guidance supports young people to develop an understanding of the world of work, and the self-development and career management skills they need to achieve positive employment destinations. Effective careers education reduces the risk of young people becoming NEET in the future. The Gatsby benchmarks	7
Embedding reading Tutor-time programme; includes 'NES Reads', all tutor groups read a novel/non-fiction texts together. Targeted students take part in paired reading scheme with sixth form students.	EEF; reading comprehension SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EEF; social and emotional learning	2, 6
Increased parental engagement Achievement lead to ensure regular parent texts, promotion of learning platforms, year leader liaison, plus bespoke 'study skills' events to target parents of less engaged students, identified as disadvantaged.	Good parental engagement with learning has been evidenced to improve learning by up to four months. Tailoring communications to encourage positive dialogue about learning is a positive measure to support student progress, particularly of lower prior attainers. EEF; parental engagement	6
Resources, uniforms and breakfast club Provide learning resources, and free uniform, for students	This work highlights the role of schools in alleviating the impact of hunger, lack of a opportunities to do homework and the financial cost of wider engagement in school life.	6, 8

identified as disadvantaged. Introduce free, healthy breakfast provision at school for students identified as disadvantaged.	Social mobility	
Contingency fund	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £*546 400*

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.

Aim	Target	Review
Progress 8	-PP students to attain positive P8 measure -Gap between PP/non-PP to be better than national average (c0.4), and to reduce further from 2019 (0.4)	-Estimated P8 of PP students in 2021 TAGs was +0.04 -Estimated P8 gap between PP/non-PP students in 2021 TAGs was 0.48
Attainment 8	- PP students to achieve improved average A8 score -PP students to achieve at least national average A8 measure (for all students)	-Average A8 score per PP student in 2021 TAGs was 44, up from 43 in 2020 -National average A8 not published.
Percentage of Grade 5+ in English and maths	-Increase % of PP students achieving 5+ English and maths -Achieve better English and maths 5+ scores than similar schools	-34.6% of PP students achieved 5+ in English and maths in 2021, compared to 26% in 2020 -To be evaluated against other schools in 2022
Other	-Attendance of PP students to be maintained above national average (for all students)	-Attendance in 2020/21 for PP students was 91.95% (non-PP students was 93.88%). The national average for 2020/21 has not been published due to local COVID-19 variations.
EBacc entry	-EBacc entry in line with all pupils	-20% of PP students were entered for the EBacc in 2021, 36% of non-PP students were entered.

There have been some academic success for our disadvantaged students over the past two years. In 2021 'TAGs', students eligible for the pupil premium were estimated to have made positive progress, had an increased attainment 8 score (from 2020) and the percentage of students achieving English and maths at grade 5+ has increased. In 2019, students identified as disadvantaged overall made progress that was stronger than that of all students nationally. The ongoing commitment to high quality teaching and high quality feedback, as well as targeted support from staff has ensured that barriers are minimised.

However, the past 2 years have seen the detrimental impact of Covid on our most disadvantaged students. Internal assessments taken during the previous two academic years suggest that students in year 11 fell further behind their peers in terms of attainment; most evident in a widening gap in average Attainment 8 from 2019 to 2021. This is a reversal of a previous trend towards our ambitious aim of significantly reducing the gap before the pandemic.

The causes of the growing divide in attainment can be directly linked to students' education being severely disrupted with bubble closures in 2020-21, and also the first lockdown in 2020 where we were faced with a large proportion of our students who did not have access to either a computer or wifi, severely affecting our ability to deliver on-line lessons. We mitigated against this by providing packs of work and reading books to all students and those with online access were directed to use Oak National Academy resources as well as our own teachers. Once students were given devices, we found that from student interviews that many home environments were not conducive to learning, coupled with increased poverty and financial burdens on our parents, many of our most disadvantaged students disengaged with study. These realities have informed our approach to the three year strategy outlined.

Although the pandemic has hit the overall attendance all students, the gap between disadvantaged students and their peers has stayed broadly the same. However the gap is still c.2% and remains a focus within the current plan.

Our internal data has shown that student behaviour, wellbeing and mental health were significantly affected last year, primarily due to the pandemic. Tracking has shown that students identified as disadvantaged on average require more support with their behaviour than peers, therefore a focus on behaviour has been built into the strategy.

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
English and Maths Tuition	Action Tutoring
English and Maths Tuition	MyTutor
'Who am I?'	Humanutopia
'IntoUniversity'	Nottingham Trent University

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Aim	Target	Review
Progress 8	-PP students to attain positive P8 measure -Gap between PP/non-PP to be better than national average (c0.4), and to reduce further from 2019 (0.4)	-Estimated P8 of PP students in 2022 is -0.14 -Estimated P8 gap between PP/non-PP students in 2022 is 0.25 showing PP students have made less progress but improved from 2019
Attainment 8	- PP students to achieve improved average A8 score -PP students to achieve at least national average A8 measure (for all students)	-Average A8 score per PP student in 2022 was 41.77, slightly reduced from 43 in 2020 (CAGs) and 44 in 2021 (TAGs) -National average A8 not yet published.
Percentage of Grade 5+ in English and maths	-Increase % of PP students achieving 5+ English and maths -Achieve better English and maths 5+ scores than similar schools	30% of PP students achieved 5+ in English and Maths in 2022, a fall from 34.6% in 2021 (TAGs) but higher than in 2020 (26%) and 2019 (27%) -To be evaluated against other schools when data is available
Other	-Attendance of PP students to be maintained above national average (for all students)	Attendance in 2021/22 for PP students was 91.5 (non-PP was 94.5%) this is similar to that seen in 2020/21 (PP 91.95%).

		National average for 2020-2021 for all students was 95.4%, data for 2021/22 will be released in March 2023
EBacc entry	-EBacc entry in line with all pupils	19 students were entered for EBACC in 2022 – 26% of these were PP students and 74% were NPP

With the return to external exams in the Summer of 2022, there is some difficulty in making comparisons with these results and the previous two years (2020 CAGs and 2021 TAGs). The data as it currently stands does show that performance of students eligible for the pupil premium has fallen from the two years where assessments and grade determinations were produced through internal processes, however the data shows a narrowed gap between students eligible for the pupil premium and those not eligible in terms of A8 and P8. Current data pertaining to P8 is provisional until guidance is published and the report will be updated accordingly once this is available.

In 2022, the students eligible for the pupil premium compare favourably to 2019 and 2020 in the measure of the percentage of students achieving English and Maths at grade 5+, having increased by 4%.

The Year 11 students who received their results in the Summer of 2022 were significantly affected by COVID disruption and evidence supports the nationally recorded picture that the most disadvantaged students suffered the most in terms of lost learning. This year group missed a significant proportion of Year 9 and had an extended period of remote learning during Year 10 along with multiple bubble closures. This was evident in the data analysis undertaken following the Year 10 Summer exams in 2022 which forecast significantly poor outcomes for the overall cohort and worse for students eligible for the pupil premium. The gains made across Year 11 that resulted in much improved outcomes were down to a whole school effort that targeted support to reduce barriers through strategic intervention sessions, SLT mentoring sessions for students most at risk of underperforming and tutoring sessions delivered through academic mentors and online programmes.

With exams going ahead in 2023 with no modifications or adjustments, and a return of grading that matches pre-pandemic levels, it is imperative that we continue to closely track the performance of our students eligible for pupil premium and target academic and pastoral support accordingly to continue to work towards the goal of removing disadvantage.

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
English and Maths Tuition	Action Tutoring
English and Maths Tuition	MyTutor
'Who am I?'	Humanutopia
Talk the Talk	Talk the Talk

Further information (optional)