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	1156 (952 KS3&4)
Proportion (%) of pupil premium eligible pupils	44.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	10th December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Sandra Stapleton (Principal)
Pupil premium lead	Robert Tapp (Assistant Principal)
Governor / Trustee lead	Richard Tanner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£450,225
Recovery premium funding allocation this academic year	£123.096
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	£573,321

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 based on a knowledge-rich curriculum.
- 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.

Our Pupil Premium Strategy will be implemented over 3 years allowing us to take a longer term approach which aligns our plans with the wider academy improvement plan. The key principles of the strategy will focus on these 3 areas:
- Tier 1 - supporting training and continuous development to ensure that all teaching is of a high quality and underpinned by a knowledge-rich curriculum.
- Tier 2 - targeted support for all students through evidence based interventions
- Tier 3 - supporting whole school strategies to improve attendance, behaviour and attitudes to learning.

Taking this approach will give the academy greater certainty when we plan our expenditure, recruitment, teaching and learning approach and continuous professional development of our staff.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment Gaps** 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 2022/23. Progress for disadvantaged students is clearly seen within KS4 outcomes over the last academic year: <table><tr><th>2022/23 Results</th><th>P8</th><th>A8</th><th>5+EM (%)</th><th>4+EM (%)</th></tr><tr><td>Disadvantaged</td><td>-0.59</td><td>39.4</td><td>25</td><td>47</td></tr><tr><td>Non-disadvantaged</td><td>-0.03</td><td>47.9</td><td>40</td><td>67</td></tr></table>
2	**Literacy and Reading** The literacy of students identified as disadvantaged, including reading age and comprehension, is lower than students who are not disadvantaged. Latest NGRT data shows a clear literacy gap across the school between the average reading stanine for disadvantaged students in comparison to non-disadvantaged students: <table><tr><th></th><th colspan="4">Year Group Average NGRT Reading Stanine</th></tr><tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th></tr><tr><td>Disadvantaged</td><td>4.9</td><td>4.8</td><td>4.8</td><td>4.7</td></tr><tr><td>Not Disadvantaged</td><td>5.7</td><td>5.6</td><td>5.3</td><td>5.3</td></tr></table> Lower reading levels impact the whole curriculum in terms of accessibility and attainment.
3	**Attendance and Persistent Absentees** Academy attendance rates for 2022/23 demonstrate that for students eligible for pupil premium, average attendance is lower than for all students by 3.4%. The 2022/23 attendance rates are: All 90.5% PP 87.1% (NPP 93.3%) SEND 84.7% (NSEND 92.0%) PP+SEND 79.7%

	PA values for 2022/23 are: All 29.1% PP 40.1% (NPP 20.1%) SEND 48.1% (NSEND 25.3%) PP+SEND 60.9% 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** Behaviour tracking data detailing disruption to lessons, subsequent internal sanctions, and suspension rates highlights a disproportionate number of students identified as disadvantaged are involved in more 'negative' behaviour. Suspension data shows a significant gap between disadvantaged and non-disadvantaged students.

2022/23	Number of Suspensions	Students with 1+ Suspensions	Number of Permanent Exclusions
Disadvantaged	193	72	5
Non-Disadvantaged	108	50	1

	Students must be supported in their behaviour to ensure that positive behaviour has a positive impact on personal and academic outcomes
5	**Parental Engagement** 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.
6	**Student Aspiration** Student aspiration, in some cases, is limited; published sustained destinations data indicates that NEET is in line with national average (IDSR, November 2023).
7	**Student Wellbeing and Safeguarding** Student well-being; internal safeguarding tracking (CPOMS), indicates that across 2022/23, 54% (57% in KS3/4) of all logged incidents on CPOMS were for disadvantaged students who only make up 44.6% of the total cohort 86% of the students who are currently on CPP or CIN are disadvantaged students.

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
To raise progress for students identified as disadvantaged in Year 11, maximising attainment of all students in external exam series.	By the end of our three year strategy plan: • Overall attainment and progress will exceed the EEF 'Families of Schools' average. • Progress 8 for students eligible for pupil premium will be drawing closer to national average year-on-year. • 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 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 including Fresh Start.	By the end of our three year strategy plan: • An increased proportion of students achieving above age-related reading scores, measured by NGRT. • Students identified as disadvantaged reading and comprehension NGRT scores to have improved significantly within each academic year; narrowing the gap to their peers year on year. • 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.
For teaching and learning within the Nottingham Emmanuel School to remove barriers to learning of students identified as disadvantaged, specifically through; • Adapting and differentiating ALT converged curriculum resources to enable retention of knowledge. • 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 across the curriculum to address linguistic gaps, particularly in reading.	By the end of our three year strategy plan: • 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. • Academy standards walks and lesson visits, alongside work scrutiny, evidences consistency of approach and strength in TS5.

NGRT to assess, recovery programme for those requiring 'catch-up'. • Rigorously implementing routines to minimise disruption and improve/instil learning behaviours.	
Improved attendance and reduce PA for Pupil Premium students.	By the end of our three year strategy plan: • Attendance for students eligible for pupil premium funding to be above the national average year on year. • To narrow the attendance and PA gaps with non-pupil premium students year on year.
Effective behaviour strategy and support for disadvantaged.	By the end of our three year strategy plan: • Consistent reduction in negative behaviour incidents involving students identified as disadvantaged • Greater range of behaviour interventions in school, reducing the number of students who are suspended during the school year. • Reduced repeat fixed term suspensions for those who are identified as disadvantaged and/or those who have SEND.
Increased opportunities for Parental Engagement within school.	By the end of our three year strategy plan: • Increased opportunities for parents to engage with school (i.e. parental partnership, SEND network, revision and exam skills evenings) • Targeted opportunities for disadvantaged families to gain additional support from the school.
Deliver quality careers education to all students	By the end of our three year strategy plan: • The tutor time program delivers a 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: £200,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy focus 1. **Literacy Whole School Literacy Coordinator**: To improve literacy in all subjects by providing CPL to all staff and promote reading and classroom talk strategies cross the curriculum. 2. **Reading Rulers**: Reading ruler resources acquired for staff and students (KS3-5). CPL for staff on strategies. Form time sessions (including NES Reads) dedicated to supporting students using the strategies. 3. **Diagnostic Tools:** Effective diagnosis of reading difficulties through purchase and use of NGRT licence. All data available in Go4schools for classroom interventions. Students on stanines 1 and 2 are identified and receive bespoke Fresh Start programme, licence purchased to support progress. 4. **Personalisation of Literacy Strategies:** All staff to know identified students and their individual learning needs. Highlighted and explained through teach meets. All staff to use personalisation grid for students and link to PP/SEND and reading stanines data from Go4schools	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. EEF; reading comprehension 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 Teaching and Learning Toolkit: reading comprehension strategies offer very high impact (+6 months) for very low cost, based on extensive evidence. EEF Teaching and Learning Toolkit: oral language interventions offer very high impact (+6 months) for very low cost, based on extensive evidence. EEF Guidance Report: Improving Literacy in Secondary Schools. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English. Oxford language report - word gap	1, 2

5. **Curriculum MTP**: Literacy built into curriculum MTP to identify where reading opportunities can take place. Reciprocal reading, graphic organisers, Frayer models, literacy for enjoyment and wider contextual understanding		
High quality teaching and learning developed through CPL 1. **Bespoke CPL programme** incorporating trust and school priorities, across weekly sessions led by school leaders. 2. **Implementation of 'ALT Teaching and Learning Framework'** to give consistent learning experiences for students, with retrieval practice embedded across the curriculum. 3. **Instructional Coaching Programme** for all teaching staff on a three week cycle throughout the academic year (utilising StepLab). This is a key CPL tool where expert coaches are used to allow personalisation of professional development. 4. **Archway Knowledge Curriculum:** 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.	[Effective Professional Development | EEF](#) Effective professional development plays a crucial role in improving classroom practice and student outcomes and research supports the claim that high quality teaching can narrow the disadvantage gap. [EEF; feedback](#) Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. Feedback studies tend to show very high effects on learning and indicate that 8 months additional progress is achievable. [EEF Metacognition and Self Regulation](#) 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).	1, 2

Curriculum and Assessment 1. **Curriculum Convergence**: All subject teams are developing their curriculum to ensure that there is a clear intent, sequenced curriculum map with end points and detailed midterm plans (MTP) with appropriate resources to support teaching and learning. Curriculum audits are used to map progress and teams are working across the Trust. 2. **Mastery curriculum** Mastery curriculum followed by the Maths and English departments. Additional hour of literacy for all Year 7 & 8 students, following a mastery curriculum led by Literacy Coordinator. 3. **Literacy across the Curriculum**: Literacy focus on MTP utilising Reading Rulers and Reading Strategies across all subject areas. 4. **Assessment**: Specific, planned assessments are embedded in all Schemes of work and curriculum maps. These range from no-stakes/low stakes retrieval tasks and 'Rollling recalls' to summative KAP common assessments 5. **Data analysis**; 'feed forward' review cycle embedded, informing planning, feedback lessons and specific classroom interventions.	EEF Metacognition and Self Regulation 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; mastery learning 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; reading comprehension 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. Black, P. and Wiliam, D., (2010) Inside the black box: Raising standards through classroom assessment. Phi delta kappan, 92(1), pp.81-90 Firm evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement, Black and Wiliam EEF; feedback 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.	1, 2 & 6
Behaviour focus 1. **Implementation of a revised 'behaviour curriculum'**; dedicated CPD time to reset school learning foundations and 'Character for Learning' expectations.	EEF; behaviour interventions EEF; social and emotional learning 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.	1, 4 & 6

Removing barriers to learning within the curriculum design, and specific lessons	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.	1, 2 & 6
1. **Increase staffing** to provide an additional literacy class in Year 7. 2. **Create streamed groups in Year 7 & 8** to ensure challenge for the most able, and support for SEN learners. 3. **Develop a foundation learning pathway** including the implementation of new courses that lead to further study or employment.	EEF; teaching assistant interventions	

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

Budgeted cost: £159 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted subject-led interventions 1. **Raising Standards Meetings and Bespoke Intervention Timetables:** regular calendared meetings with SLT, HODs, SENDCo and pastoral staff to generate individualised, timetabled study programmes for Year 11 students – driven by calendared data review points. Sessions led by teachers and/or academic mentors. 2. **Weekend/Holiday Revision Sessions** with targeted attendance – AP (Achievement) to identify priority students during Raising Standards Meetings with HODs.	EEF; small group tuition EEF; extended school day 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. Making a difference with effective tutoring | EEF High-quality tuition presents a significant opportunity to make a long-term contribution to closing the socio-economic attainment gap in classrooms across the country. There is evidence that this gap has only widened as a result of the pandemic. The EEF Teaching and Learning Toolkit shows that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress. It can be particularly effective for socio-economically disadvantaged pupils.	1, 2 & 6

3. **Revision weekend** for Year 11 in April of each academic year; targeted disadvantaged students.		
Core subject academic mentors 1. **Literacy and numeracy academic mentors**: These members of staff run small group, 1:1 interventions, and core subject tuition sessions. 2. **Science Yipiyap tutor** providing in class support and small group/1:1 tutoring for GCSE Combined Science	EEF; one-to-one tuition EEF; small group tuition 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.	1, 2 & 6
Tuition – external providers 1. **Small group tuition** with external providers; Action Tutoring, MyTutor and Ed Lounge	EEF; one-to-one tuition EEF; small group tuition Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	1, 2
Additional resources & online subscriptions 1. **Provision of revision resources** for students identified as disadvantaged, including free revision guides, holiday revision sessions and access to GCSE Pod.	EEF; homework 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.	1, 2 & 6
TA deployment 1. **In-class interventions** through specific planning for key students, directing TA support, and lesson withdrawals by TAs to lead literacy interventions (Fresh Start programme).	EEF; teaching assistant interventions EEF; within class attainment groupings 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. 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.	1, 2, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	[EEF; small group tuition](#) [EEF; individualised instruction](#)	
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](#)	1 & 2

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

Budgeted cost: £213,971

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team 1. **Employ Attendance Admin and Community Support Officer**: This will enable the Attendance Officer to be more strategic and increase the number of home visits. 2. **Attendance officer to liaise directly with parents**, adhering to structured follow up system for persistent absence. 3. **Attendance Rewards**: To encourage students to attend school on a regular basis	[EEF - Rapid Evidence Assessment on Attendance Interventions for School-Aged Pupils (2021)](#) Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. [NFER - The power of attendance](#) 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.	1 & 3
Pastoral team 1. **Non-teaching year leaders** to provide immediate support for students and to liaise effectively with home. 2. **Increase the size of the Student Support team** to four full time	[EEF; behaviour interventions](#) 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	1, 3, 4, 5 & 7

staff, who work with students with challenging behaviour 3. **Developing and implementing effective behaviour interventions** which reduce barriers to learning. 4. **Target Support Lead** who directly liaise with different agencies and to support pastoral leads in monitoring effectiveness of behaviour interventions.	universal approaches have positive overall effects (+ 4 months). EEF; mentoring EEF; parental engagement 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 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.	
Specialist Student Support 1. **School Counsellor and CASY Counselling**: Full time counselling support to support students Mental Health, Safeguarding concerns and other pastoral issues/incidents 2. **Mentoring by Christian Youth Workers:** with the aim to build confidence and relationships. Meetings are held for about half an hour a week over a sustained period. 3. **Mentoring by Student Support Team**: to develop resilience and character. Strategic support to reduce suspensions and exclusions across the school. Meetings are held for about an hour a week over a sustained period with a focus on self-management, emotional literacy (ELSA) and anger management. 4. **Careers support** within PSHE curriculum, specialist visitors during drop down days, use of	EEF - Mentoring Opportunities 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 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 - Behaviour Interventions 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) 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.	1, 4, 6 & 7

Unifrog by all students and ensuring our wider careers provision at least meets the Gatsby Benchmarks.		
Provision of technology & homework completion 1. **Homework club** to ensure students can access technology to complete work, every day after school for Y7 and Y8 students. 2. **Study Club for Year 11** students to help complete homework, coursework and revision, two nights a week for a hour after school	EEF; homework The evidence shows that the impact of homework, on average, is five months' additional progress. EEF; digital learning Studies consistently find that digital technology is associated with learning gains: on average, an additional four months' progress.	1, 2 & 7
Enrichment Opportunities 1. **Develop a broad enrichment programme**, covering a range of academic, sports and creative activities. 2. **Subsidised places for students identified as disadvantaged** and subsidised music lessons and trips for all students eligible for pupil premium funding in all year groups. 3. **Student Leadership:** Develop and embed a new student leadership programme across the school. Al student leaders to complete the CoE Student Leadership programme,	EEF; arts participation Additional experiences, such as participation in arts enrichment can offer an additional three months of learning, as well as associated mental health benefits. Government guidance on physical activity Numerous existing studies outline the recommended levels of activity for young people and list the related physical and mental health benefits. SSAT Students Leading the Way 2023 Increased student engagement – student leaders are more likely to be engaged in their education and invested in the success of their school. The development of valuable personal skills such as communication, teamwork, problem-solving, and decision making which will enhance their learning.	3, 4, 6 & 7
Increased parental engagement 1. Achievement lead to ensure regular parent texts promoting learning platforms, year leader liaison, plus bespoke 'study skills' events to target parents of less engaged students, identified as disadvantaged.	EEF; parental engagement 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.	5

2. **Parent Partnership events** throughout the year focusing on specific elements of school life. 3. **SEND Network/Pod meetings** to support parents and share good practice.		
<u>**Resources, uniforms and breakfast club**</u> 1. **Provide learning resources, and free uniform,** for students identified as disadvantaged. 2. **Continue to provide free, healthy breakfast provision** at school for students identified as disadvantaged.	<u>Social mobility</u> 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.	1, 3, 5 & 7
<u>**Contingency fund**</u>	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: £573,321

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 **2022 to 2023** academic year.

The 3 tier approach was adopted by The Nottingham Emmanuel School in the development and delivery of this 3 year Pupil Premium plan.

The 2022-23 cohort for Year 11 were the first to return to a 'normal' method of terminal assessment, although they were significantly impacted by school closures in 2020 and 2021 (their Y8 and Y9). 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, mentoring sessions for students most at risk of underperforming and tutoring sessions delivered through academic mentors and online programmes.

EEF family of schools data has not been published again for 2023. The government has advised that any performance indicators need to be treated with caution and direct comparisons should not be made with 2019 or between schools. This is because schools may have been affected differently by COVID-19. The Covid-19 pandemic had an overall negative effect nationally, especially on the most socio-economically deprived students. "The evidence is clear that disadvantaged students have fallen further behind during the pandemic" (Professor Becky Francis EEF Guide Pupil Premium April 2022).

Both the P8 and A8 scores for Pupil Premium (PP) students were lower than Non-Pupil Premium (NPP) in 2023.

2023	A8	P8	5+EM (%)	4+EM (%)
PP	39.4	-0.59	25	47
NPP	47.9	-0.03	40	61
Gap	-8.5	-0.56	15	14

The gap between PP and NPP at 5+EM reduced between 2022 to 2023 from 18% at 5+EM in 2022 to 15% in 2023. The gap at 4+EM also reduced from 18% in 2022 to 14% in 2023. The P8 gap increased to -0.56, which is just below the national gap value of -0.57. One of the main objectives for 2023/24 is to reduce the P8 and A8 gaps by improving the progress outcomes of all of our students but especially our PP cohort. Despite the school's best effort to minimise the impact of the significant disruption to the education of this cohort, our mitigations could not substitute entirely for face to face teaching, access to our pupil premium funded improvements to teaching and learning and targeted academic support.

Attendance rates have also been significantly affected by the Covid pandemic as has been the case nationally. In 2023 the national PP attendance was 87.0% just below that of our PP students at NES. In 2022-23 the gap between PP students and their peers grew to 6.2% and is now is one of the main priorities of our current plan. The attendance figures for the last academic year are as follows:

2023	Attendance (%)	Persistent Absentees (%)
PP	87.1	40.1
NPP	93.3	20.1
Gap	6.2	20.0

Behaviour tracking data detailing disruption to lessons, subsequent internal sanctions, and suspension rates highlights a disproportionate number of students identified as disadvantaged are involved in more 'negative' behaviour.

Suspension data shows a significant gap between disadvantaged and non-disadvantaged students.

2022/23	Number of Suspensions	Students with 1+ Suspensions	Number of Permanent Exclusions
Disadvantaged	193	72	5
Non-Disadvantaged	108	50	1

Reducing suspensions and therefore increasing attendance is one of the main priorities of the PP strategy from September 2023.

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
Science Mentor	Yipiyap

Further information (optional)