

The Nottingham Emmanuel School Raising Achievement & Progress: Pupil Premium Tiered Model

Teaching and Learning

Literacy: Whole school focus on disciplinary literacy strategies; embedding literacy at the core of the curriculum.

'Teaching & Learning framework': consistent approach to planning for student progression. **'Spaced Retrieval'** embedded as strategy to develop subject knowledge.

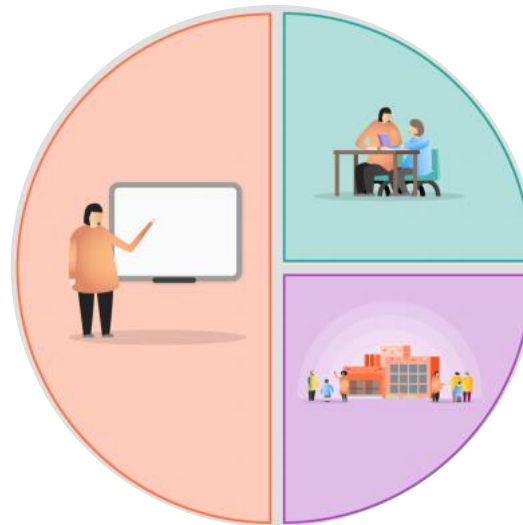
Weekly CPD sessions led by Literacy Coordinator, School and Trust leaders to develop subject knowledge and pedagogy.

Termly CPD sessions where staff follow individualised programme to encourage implementation of the best available evidence from cognitive science across the curriculum.

Data analysis: 'Feed Forward' process undertaken to identify 'gaps' and plan classroom/additional interventions addressing knowledge and skills gaps, prioritising cohorts who face barriers to learning.

Feedback lessons planned specifically to address gaps in knowledge and skills. Students participate in feedback assemblies and/or tutor activities, to further develop metacognitive strategies.

Behaviour curriculum consistent application of high expectations, and clear and consistent application of classroom behaviour policy.



Targeted academic support

Individualised, timetabled study programmes, including weekly sessions for Year 11 students and **use of data analysis** to target students for additional revision programmes. **Academic mentors** provide small group tuition in core subjects.

Tutoring programme through external providers for targeted students; weekly tuition in English and Maths.

Reading and literacy interventions led by SEN/literacy staff include: 'Fresh Start' and Accelerated Reader, plus EAL mentoring.

In class intervention activities designed to close gaps for students making below expected progress, including directed TA support.

KS4 Tutor groups organised to target study in Core & Ebacc subjects.

Homework: All pupils complete Hegarty Maths and Bedrock literacy activities tailored to individual needs, plus additional online learning platform of GCSEPod.

Revision guides: provision of revision resources for disadvantaged students in KS4. All subjects provide free revision materials.

Wider strategies

Tutor-time literacy: all tutor groups in Year 7-9 read a novel together; Year 10 tutor groups read non-fiction texts.

Access to IT facilities to support independent and blended learning strategies, including **daily homework club**.

Communication: extensive use of texts home to parents to ensure clear, regular communication.

Study skills: Use of additional events in years 9-13 to increase parental engagement and understanding of students' curriculum.

Enrichment: tracking of engagement with enrichment activities through students' 'cultural passports'; **compulsory weekly enrichment in Year 7**. Supplemented **Music lesson tuition** for PP students.

Enrichment - visits: supplementing of PP students' fees for some academic visits, where feasible.

Non-teaching Year Leaders who address barriers to learning identified through internal data; attendance, safeguarding, behaviour.

Attendance and student support staff provide additional interventions to support positive learning.

Aspiration raising: all students follow a bespoke RSHE and careers curriculum. Disadvantaged students are given priority for careers appointments.