

Catch Up Funding for Covid-19 recovery programme – Secondary campus.

Intended actions:	Strand:	Intended outcomes/impact:	Total cost (£):
Creation of additional English and Maths groups in Year 11.	1	The creation of 6 sets on each side of the timetable in both English and maths (rather than 5) will create smaller teaching groups for all pupils. The intended impact is that outcomes in English and maths show further improvement this year, with a focus on improving the outcomes for those pupils who are disadvantaged.	24000
Advertise and appoint a HLTA who specialises in literacy and EAL.	1 & 2	This person will support the teaching of literacy with a focus on those who have been identified as it being a barrier to learning. The impact will be that across the school, those pupils with an identified EAL need will have focused intervention supporting them with any gaps in their learning and ensuring that they are able to make accelerated progress, particularly with literacy-based subjects. We will also deploy this person to support with those pupils in KS3 who have weak literacy skills, with the intended outcome to accelerate the progress of these pupils.	27000
Provide Direct Instruction Training for selected staff members.	1 & 2	To train identified Senior Leaders, Teachers and Teaching Assistants to be able to deliver the Direct Instruction Training to identified pupils who need additional support with their literacy skills. The intended impact is to ensure those pupils with lower literacy at KS3 are supported to make accelerated progress evidenced through on-going assessment and half termly STaR marking.	2000
Purchase 'The Writing Revolution' and train teachers to implement the key strategies.	1	Accelerated progress in writing for pupils in Year 7/8 who require specialist and targeted support. Impact seen through half termly assessments and STaR marking.	170
Appoint a KS3 Raising Achievement Leader.	2	This person will work with targeted groups of pupils in KS3 to ensure pupils have improved RtL score (Ready to Learn) over time and that they are making progress in line with expectations, as evidenced through on-going assessment.	6829
Use of English Interventionist to teach catch up sessions, this includes a Year 10 Pupil Premium catch up intervention.	2	To ensure any learning gaps from lockdown or self-isolation periods are addressed through focused, specialised teaching, for example, with Year 10, 'Macbeth' and the poetry anthology (taught over the lockdown periods). Through ongoing assessment and end of Year 10 examinations, he expected impact is that these pupils should be achieving in line with their academic potential.	21582
Appoint 4 academic tutors from current teaching staff	2	Selected Year 9 pupils who have a high RtL (Ready to Learn) score (in comparison with their year group) and who are not making expected progress in either Maths or English. At the end of the tutoring programme, the intended outcome is that these pupils have made accelerated progress, evidenced through assessment in class and end of assessment with tutor (compared to initial assessment undertaken at the beginning of the programme).	6000

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Appoint 5 academic tutors from current associate staff	2	Selected Year 7/8 pupils who have weak literacy skills to have focused Direct Instruction teaching with a tutor and carefully planned and delivered programme to ensure rapid improvement.	7200
Begin Monday period 1 catch up interventions in Science and Maths for Year 10 PP pupils.	2	To ensure any learning gaps from lockdown or self-isolation periods are addressed through focused teaching with subject specialists - through ongoing assessment and end of Year 10 examinations these pupils should be achieving in line with their academic potential.	1333
An additional day of SLA 'Developing Excellence in Youth'	3	Additional support in school to identify and assess those children who have experienced trauma during lockdown or who are struggling the most to readjust back to the routines of school. The intended impact is that these pupils will be supported so that their experiences do not affect their progress in school and that they have an improved RtL (Ready to learn) score.	10500
Develop a KS3 programme that specifically focuses on boys and improving their readiness to learn	3	Identified pupils in KS3 have an improved RtL (Ready to learn) score and are better prepared for the start of the next academic year. For example, in Year 9 those pupils identified as achieving high academic outcomes at KS2 but now a low RtL score (in comparison to the year group average) will have focused support from the newly appointed KS3 RAL leader.	3386
KS4 RAL team to plan and implement The Sprint 2021	3	To ensure all Year 11 pupils feel fully supported and prepared for upcoming assessments.	2000
	Strand 1 = Teaching		Secondary budget 112000
	Strand 2 = Academic Tutoring		Sum Total spent 112000
	Strand 3 = Other barriers to learning		Money left to spend 0