

CATCH UP & RECOVERY PREMIUM FUNDING PLAN 2020-2022

Catch Up Allocation based on 837 students **£66,960**

Autumn 2020 £15,700 Spring 2021 £23,360 Summer2021 £27,900

Recovery allocation based on 246 eligible students **£35,670**

Sep 2021 £8918 Dec 2021 £8773 April 2022 £8845 June 2022

- The EEF advises the following:
- Teaching and whole school strategies**
- Supporting great teaching
 - Pupil assessment and feedback
 - Transition support
- Targeted approaches**
- One to one and small group tuition
 - Intervention programmes
 - Extended school time
- Wider strategies**
- Supporting parent and carers
 - Access to technology

TEACHING AND WHOLE SCHOOL STRATEGIES

| Target | Lead Person | Actions | Resources | Time Scale | Costing | Success Criteria | Review |
|--|-------------|--|-----------|-------------|---------|---|--|
| Provide T&L resources to support teachers in providing high quality lessons and blended learning. | AW | Provide funds for departments to bid for funding to provide QFT, revision resources, intervention and enrichment | Time | Summer 2022 | £15,000 | Staff and students recognise impact of extra impact of new resourcing. | Jan 2021- order visualisers and Xpen drawing graphics tablet boards. Drawing graphics boards received in school March 2021. Bid form shared with Pleaders- impact to be measured on separate spreadsheet |
| Support the provision of the NTP in school by purchasing necessary IT equipment | AW | Purchase microphones/ headphones and webcams needed to support 30 students. | Time | Dec 20 | £500 | Technology is available for use, initially to support the NTP, followed by use in classrooms. | Headphones ordered 26.11 Webcams arrived 12.01.21 Headphones arrived March 21. |

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|--|-----------------|---|------------------------------------|----------|--|---|--|
| Use PIXL Build Up or other PIXL initiatives to support the progress of an identified cohort | AW/SLT | Research available options following an evidence based approach. | Time Staffing Cost of programme | Dec 20 | | Resources used to identify gaps and provide intervention. | Jan 2021- On hold due to remote learning. PIXL improvement group 2020-2021 shared strategies with faculties March 2021. |
| Develop online resourcing to further support face to face teaching and blended learning in KS3 | AW/SLT | Research available options following an evidence based approach. | Subscription Time CPD | Dec 20 | | Student voice and staff voice show positive outcomes. Increased engagement of students. | Consider purchasing packages. SAM learning demo completed by AW in Dec 2020. Decided not to go ahead. Jan2021- Nearpod- some staff trialling. Staff training took place and student feedback to Nearpod is positive. Whiteboardfi- some staff trialling and many staff using for remote learning. |
| To explore suitable online platforms for homework and intervention in KS3 and KS4 core subject areas | MS/ML/ AH/AW | Century tech- Research available options following an evidence based approach. | Subscription Time CPD | May 2021 | £15,600 approx (3 year sub) Now £6,500- one year subscription | Student voice and staff voice show positive outcomes. Increased engagement of students | Century demo completed May 21. Training booked for 22.06- Eng, Ma, Sc. Trial with Y10 in final half term and roll out fully in Sept. Further training 04.10.21 for Eng/Ma/Sci Century student questionnaire completed Oct 21 https://docs.google.com/forms/d/1z98vduq8rSoEnSwJK4eLUE5_FiC2G6jxrQmrVUJszeA/viewanalytics Century staff questionnaire completed Oct 21 https://docs.google.com/forms/d/1i3XVPCARTjwbYBec9mVjNteti1XznrOWyh13Y1FL1fU/viewanalytics Will only take the ONE year subscription |

| | | | | | | | |
|---|--------------------------|--|------------------------|--------------------|---------------------------------------|--|--|
| <p>Employ temporary KS2 teacher to support transition in Eng and Maths</p> | <p>PS/AW/ SLT/PL</p> | <p>Support transition in Eng and Maths, including phonics.</p> | <p>Time, Induction</p> | <p>Summer 2022</p> | <p>£15,000 contribution to salary</p> | <p>Data monitoring shows improvements over time.</p> | <p>KH appointed May 21. Data drop 1 shows: Year 7 English: 10/14 students on track. APS for group 3.21 APS for year group 5.15 Year 7 maths: 10/15 students on track. APS for group 3.20 APS for year group 6.74 Year 8 English: No students on track. APS 2.64 APS of year group 4.92 Year 8 maths: APS 3.25 APS of year group 6.94 10/12 on track. Data drop2 shows: Year 7 English 10/15 students on track. APS for group 3.27. APS for year group 6.27 Year 7 maths: 10/14 students on track. APS for group 3.36. APS for year group 7.39 Year 8 English: 12/13 students on track. APS 3.08. APS for year group 6.52 Year 8 maths: 11/14 students on track. APS 2.86. APS of year group 7.03</p> |
|---|--------------------------|--|------------------------|--------------------|---------------------------------------|--|--|

Staff who are 'under allocation' to be used to provide targeted catch up support by faculties

SLT/ P Leaders

Overstaffing in faculty areas to allow for focused intervention/ smaller group sizes and catch up work

Cost of staffing

Summer 2022

£10,000

Data monitoring shows improvements over time.
P Leaders able to identify gains made- data/student voice.

Fig B. Current Attainment Levels vs Target - Year 7 - Data Capture 3 July 2022 - Groups

| Group | Cohort DC3 | Data | M % | M-5% | M-D% | M-E% | Average Grade | ATL DC3 |
|-------|------------|--------|------|------|------|-------|---------------|---------|
| All | 177 | DC1 | 14.0 | 51.7 | 90.7 | 100.0 | S- | 4.0 |
| | | DC3 | 13.9 | 62.3 | 93.8 | 100.0 | S- | |
| | | Target | 12.4 | 65.2 | 87.5 | 100.0 | S- | |
| Girls | 76 | DC1 | 18.1 | 59.0 | 92.7 | 100.0 | S- | 4.1 |
| | | DC3 | 18.5 | 70.3 | 94.8 | 100.0 | S- | |
| | | Target | 19.0 | 77.1 | 92.0 | 100.0 | S- | |
| Boys | 101 | DC1 | 10.8 | 46.0 | 89.2 | 100.0 | D+ | 3.9 |
| | | DC3 | 10.4 | 56.3 | 93.1 | 100.0 | S- | |
| | | Target | 7.5 | 66.2 | 84.1 | 100.0 | S- | |

Fig B. Current Attainment Levels vs Target - Year 8 - Data Capture 3 July 2022 - Groups

| Group | Cohort DC3 | Data | M % | M-5% | M-D% | M-E% | Average Grade | ATL DC3 |
|-------|------------|--------|------|------|------|-------|---------------|---------|
| All | 173 | DC1 | 10.9 | 47.7 | 87.9 | 100.0 | D+ | 3.9 |
| | | DC3 | 14.2 | 59.9 | 92.8 | 100.0 | S- | |
| | | Target | 9.7 | 60.6 | 84.3 | 100.0 | S- | |
| Girls | 84 | DC1 | 12.9 | 50.3 | 88.2 | 100.0 | D+ | 4.0 |
| | | DC3 | 16.7 | 62.7 | 92.3 | 100.0 | S- | |
| | | Target | 12.0 | 61.4 | 84.6 | 100.0 | S- | |
| Boys | 89 | DC1 | 9.0 | 45.1 | 87.5 | 100.0 | D+ | 3.9 |
| | | DC3 | 11.9 | 56.5 | 93.3 | 100.0 | S- | |
| | | Target | 7.4 | 59.9 | 84.0 | 100.0 | S- | |

Fig B. Current Attainment Levels vs Target - Year 9 - Data Capture 3 July 2022 - Groups

| Group | Cohort DC3 | Data | M % | M-5% | M-0% | M-5% | Average Grade | ATL DC3 |
|-------|---------------|--------|------|------|------|-------|------------------|------------|
| All | 171 | DC1 | 13.8 | 49.8 | 89.4 | 100.0 | S- | 3.7 |
| | | DC3 | 12.6 | 56.8 | 93.5 | 100.0 | S- | |
| | | Target | 20.1 | 66.9 | 89.1 | 100.0 | S+ | |
| Girls | 80 | DC1 | 15.0 | 54.9 | 91.0 | 100.0 | S- | 3.8 |
| | | DC3 | 14.0 | 63.8 | 93.5 | 100.0 | S- | |
| | | Target | 24.4 | 74.6 | 90.8 | 100.0 | S+ | |
| Boys | 91 | DC1 | 12.7 | 45.2 | 87.9 | 100.0 | D+ | 3.6 |
| | | DC3 | 11.5 | 50.7 | 93.5 | 100.0 | S- | |
| | | Target | 16.4 | 60.3 | 87.6 | 100.0 | S- | |

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|--|--------------|--|--|-------------|----------------|---|--|
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| Training for ADHD Foundation 'Friendly Schools' Award | AW/ MD | Supports SEND improvement plan. Improved understanding of how ADHD affects progress | Time CPD Staffing | Summer 2022 | £500 | Staff and students understand ADHD. Strategies to support ADHD students utilised in the classroom. | Training attended by School improvement group staff. Nov 21. All requirements of the award met following a series of activities/actions. Award confirmed March 2022. |
| Provide a 3 day summer school for vulnerable and SEND Y6 students | AW/MD /CF | Support transition and ensure effective pastoral support | Cost of staffing Cost of educational visit Resources | Summer 2022 | £4,000 | Student voice is positive Parent voice is positive | 20 students attended. 90% feel SS would have positive impact on their child's transition |
| TOTAL | | | | | £51,500 | | |

TARGETED APPROACHES

| <p>Use National Tutoring Programme to support the work of the teaching team in filling gaps created by national lockdown and localised isolations in KS4</p> | <p>AW</p> | <p>Engage with Pearson to provide 15 hours of tutoring in Maths to</p> <p>30 Y11 Students. Spare spaces used for Y10 students</p> | <p>National Tutoring Programme</p> | <p>Nov 20 for Jan delivery</p> | <p>£2,250</p> | <p>Students selected that meet the criteria suggested by NTP. Full attendance at all tutoring sessions by selected students. Teachers identify improvements in skills / knowledge over time. Student Voice shows positive outcomes. Data Monitoring shows improvements over time.</p> | <p>Data drop 1 Y11: Maths- students have made above expected progress as compared to the maths flight path.</p> <table border="1" data-bbox="1608 325 1744 756"> <thead> <tr> <th>Maths Current Grade-1 Y10/1</th> <th>Maths Current Grade Y11/1</th> </tr> </thead> <tbody> <tr><td>4+</td><td>7=</td></tr> <tr><td>4-</td><td>6=</td></tr> <tr><td>3=</td><td>5=</td></tr> <tr><td>6-</td><td>7+</td></tr> <tr><td>6-</td><td>7-</td></tr> <tr><td>4-</td><td>5+</td></tr> <tr><td>4+</td><td>6=</td></tr> <tr><td>4+</td><td>5+</td></tr> <tr><td>4+</td><td>6+</td></tr> <tr><td>4-</td><td>6-</td></tr> <tr><td>3=</td><td>4-</td></tr> <tr><td>3+</td><td>5+</td></tr> <tr><td>4=</td><td>5=</td></tr> <tr><td>3=</td><td>4=</td></tr> </tbody> </table> | Maths Current Grade-1 Y10/1 | Maths Current Grade Y11/1 | 4+ | 7= | 4- | 6= | 3= | 5= | 6- | 7+ | 6- | 7- | 4- | 5+ | 4+ | 6= | 4+ | 5+ | 4+ | 6+ | 4- | 6- | 3= | 4- | 3+ | 5+ | 4= | 5= | 3= | 4= |
|---|---------------------------|---|------------------------------------|--------------------------------|---------------|---|---|-----------------------------|---------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Maths Current Grade-1 Y10/1 | Maths Current Grade Y11/1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4+ | 7= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4- | 6= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3= | 5= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- | 7+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- | 7- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4- | 5+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4+ | 6= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4+ | 5+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4+ | 6+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4- | 6- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3= | 4- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3+ | 5+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4= | 5= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3= | 4= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|----|---|-----------------------------|-------------------------|--------|
| | AW | Engage with Pearson to provide 15 hours of tutoring in Science to 30 Y11 Students. Spare spaces used for Y10 students | National Tutoring Programme | Nov 20 for Jan delivery | £2,250 |
|--|----|---|-----------------------------|-------------------------|--------|

| Data drop 1 Y11 | | Science |
|---------------------|---------------------|---------|
| Y10/1 Biology grade | Y11/1 biology grade | |
| 4= | 6- | |
| 4= | 7- | |
| 4= | 6- | |
| 4+ | 7- | |
| 4- | 5= | |
| 4- | 5= | |
| 4- | 5= | |
| 4+ | 5+ | |
| 3+ | 3+ | |
| 4- | 4- | |
| 4- | 5+ | |
| 3+ | 6- | |
| 5- | 6- | |
| 4- | 5- | |
| 4+ | 5+ | |
| 5- | 6- | |
| 4= | 6- | |
| 5- | 7= | |
| 4+ | 6- | |
| 3+ | 4= | |
| | | |
| | | |
| Y10/1 combined | Y11/1 combined | |
| 43= | 54+ | |
| 54= | 66+ | |
| 32= | 43- | |
| 33= | 43- | |
| 33- | 32= | |
| 33- | 33- | |
| 21= | 32= | |

| | | | | | |
|--|----|--|-----------------------------|-------------------------|--------|
| | AW | Engage with PETXI to provide 15 hours of tutoring in English Literature to 30 Y11 Students. Spare spaces used for Y10 students | National Tutoring Programme | Nov 20 for Jan delivery | £2,000 |
|--|----|--|-----------------------------|-------------------------|--------|

| | |
|-----------------|--|
| Data drop 1 Y11 | English: problems with delivery and quality of sessions from PETXi. Some students 'dropped off' because of the quality of provision. 8 students now on track to achieve targets |
|-----------------|--|

| English LA One-Week Y11 | English LA Progress LA PETXi | English LA One-Week Y11 |
|-------------------------|------------------------------|-------------------------|
| 1 | 1 | Below target |
| 2 | 2 | Below target |
| 3 | 3 | Below target |
| 4 | 4 | Below target |
| 5 | 5 | Below target |
| 6 | 6 | Below target |
| 7 | 7 | Below target |
| 8 | 8 | Below target |
| 9 | 9 | Below target |
| 10 | 10 | On target |
| 11 | 11 | On target |
| 12 | 12 | Below target |
| 13 | 13 | On target |
| 14 | 14 | Below target |
| 15 | 15 | Below target |
| 16 | 16 | Below target |
| 17 | 17 | Below target |
| 18 | 18 | Below target |
| 19 | 19 | Below target |
| 20 | 20 | Below target |
| 21 | 21 | Below target |
| 22 | 22 | Below target |
| 23 | 23 | Below target |
| 24 | 24 | Below target |
| 25 | 25 | Below target |
| 26 | 26 | Below target |
| 27 | 27 | Below target |
| 28 | 28 | Below target |
| 29 | 29 | Below target |
| 30 | 30 | Below target |

| | | |
|----|----|--------------|
| 31 | 31 | On target |
| 32 | 32 | On target |
| 33 | 33 | Below target |
| 34 | 34 | On target |
| 35 | 35 | Below target |
| 36 | 36 | On target |
| 37 | 37 | Below target |
| 38 | 38 | Below target |
| 39 | 39 | On target |
| 40 | 40 | Below target |
| 41 | 41 | Below target |
| 42 | 42 | Below target |
| 43 | 43 | Below target |
| 44 | 44 | Below target |
| 45 | 45 | Below target |
| 46 | 46 | Below target |
| 47 | 47 | Below target |
| 48 | 48 | Below target |
| 49 | 49 | Below target |
| 50 | 50 | Below target |

| | | | | | | | |
|---|------------------------------|--|-----------------------------|--------------------|---------------------------------|---|---|
| | AW | Provide supervision for students remaining in school to complete tutoring 3 evenings per week for 15 weeks. | Staff time | Spring & Summer 21 | £500 | | Students supervised for all sessions. |
| Use NTP to support 1:1 catch up for SEN/LAC students | AW/MD | Engage with Fleet Tutors to provide 15 hours of 1:1 tuition for students with EHCPs/LAC | National Tutoring Programme | Spring & Summer 21 | £675 | Student Voice shows positive outcomes. Data Monitoring shows improvements over time. | 3 SEND students supported. EHCP targets supported. Student voice/parental voice positive. |
| Provide catch up support for Y10 students identified as below target at data drop1 in Maths & English. 2020-2021 academic year | AW/SLT Maths & Eng faculties | Provide catch up support in Maths and English for G6+ students on Saturday morning. Teacher to student ratio 1:6 | Staff time Resources | Nov 20 | £6000 for year. Only £500 spent | Full attendance at all tutoring sessions by selected students. Teachers identify improvements in skills / knowledge over time. Student Voice shows positive outcomes. Data Monitoring shows improvements over time. | Sessions started 14.11.20. Only two sessions completed pre Xmas due to Covid. |

| <p>Provide catch up support for Y11 students identified as below target before mock 1 & 2. Additional sessions before GCSE exams utilising mock 2 data.2021-2022 academic year</p> | <p>AW/SLT Maths& Eng faculties</p> | <p>Provide catch up support in Maths and English for targeted G4+, G5+ G6+ students on Saturday morning. Teacher to student ratio 1:6</p> | <p>Staff time Resources</p> | <p>June 22</p> | <p>£5,000</p> | <p>Full attendance at all tutoring sessions by selected students. Teachers identify improvements in skills / knowledge over time. Student Voice shows positive outcomes. Data Monitoring shows improvements over time.</p> | <p>Student voice extremely positive. 90% attendance at sessions</p> <table border="1" data-bbox="1592 212 2004 788"> <thead> <tr> <th>Mock 1</th> <th>Mock 2</th> <th>CG1</th> <th>CG 2</th> </tr> </thead> <tbody> <tr><td>4+</td><td>3=</td><td>4+</td><td>4=</td></tr> <tr><td>3=</td><td>3=</td><td>3+</td><td>3+</td></tr> <tr><td>3-</td><td>3=</td><td>3=</td><td>3=</td></tr> <tr><td>2=</td><td>1=</td><td>3-</td><td>3-</td></tr> <tr><td>3+</td><td>4-</td><td>3=</td><td>4-</td></tr> <tr><td>4=</td><td>2=</td><td>4-</td><td>4-</td></tr> <tr><td>2+</td><td>2+</td><td>3-</td><td>3-</td></tr> <tr><td>3=</td><td>2+</td><td>3+</td><td>3+</td></tr> <tr><td>4-</td><td>5=</td><td>4=</td><td>5-</td></tr> </tbody> </table> <table data-bbox="1688 826 1899 1516"> <thead> <tr> <th>Maths Current Grade Y11/1</th> <th>Maths Current Grade -2 Y11/2</th> </tr> </thead> <tbody> <tr><td>6=</td><td>6=</td></tr> <tr><td>6=</td><td>6+</td></tr> <tr><td>5=</td><td>6-</td></tr> <tr><td>6-</td><td>6+</td></tr> <tr><td>6-</td><td>6-</td></tr> <tr><td>6-</td><td>6-</td></tr> <tr><td>5-</td><td>5=</td></tr> <tr><td>6-</td><td>6=</td></tr> <tr><td>6-</td><td>7=</td></tr> <tr><td>6=</td><td>7-</td></tr> <tr><td>6-</td><td>6+</td></tr> <tr><td>5=</td><td>6-</td></tr> <tr><td>6=</td><td>6=</td></tr> <tr><td>5-</td><td>7+</td></tr> <tr><td>5=</td><td>6-</td></tr> <tr><td>6-</td><td>6-</td></tr> <tr><td>6-</td><td>6+</td></tr> <tr><td>4-</td><td>4-</td></tr> <tr><td>5-</td><td>5-</td></tr> </tbody> </table> | Mock 1 | Mock 2 | CG1 | CG 2 | 4+ | 3= | 4+ | 4= | 3= | 3= | 3+ | 3+ | 3- | 3= | 3= | 3= | 2= | 1= | 3- | 3- | 3+ | 4- | 3= | 4- | 4= | 2= | 4- | 4- | 2+ | 2+ | 3- | 3- | 3= | 2+ | 3+ | 3+ | 4- | 5= | 4= | 5- | Maths Current Grade Y11/1 | Maths Current Grade -2 Y11/2 | 6= | 6= | 6= | 6+ | 5= | 6- | 6- | 6+ | 6- | 6- | 6- | 6- | 5- | 5= | 6- | 6= | 6- | 7= | 6= | 7- | 6- | 6+ | 5= | 6- | 6= | 6= | 5- | 7+ | 5= | 6- | 6- | 6- | 6- | 6+ | 4- | 4- | 5- | 5- |
|---|--|---|-----------------------------|----------------|---------------|--|--|--------|--------|-----|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---------------------------|------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Mock 1 | Mock 2 | CG1 | CG 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4+ | 3= | 4+ | 4= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3= | 3= | 3+ | 3+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3- | 3= | 3= | 3= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2= | 1= | 3- | 3- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3+ | 4- | 3= | 4- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4= | 2= | 4- | 4- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2+ | 2+ | 3- | 3- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3= | 2+ | 3+ | 3+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4- | 5= | 4= | 5- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths Current Grade Y11/1 | Maths Current Grade -2 Y11/2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6= | 6= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6= | 6+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5= | 6- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- | 6+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- | 6- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- | 6- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5- | 5= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- | 6= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- | 7= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6= | 7- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- | 6+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5= | 6- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6= | 6= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5- | 7+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5= | 6- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- | 6- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6- | 6+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4- | 4- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5- | 5- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

English Pre- GCSE Saturday outcomes for
Strive for 7 and Strive for 4/5

| CG Lang | CG Lit | GCSE Lang | GCSE Lit |
|---------|--------|-----------|----------|
| 5- | 6- | 8 | 7 |
| 6= | 6- | 6 | 6 |
| 6- | 6- | 5 | 5 |
| 6- | 5+ | 6 | 6 |
| 6- | 6- | 5 | 6 |
| 6+ | 6+ | 7 | 7 |
| 5= | 5- | 4 | 5 |
| 5+ | 6- | 6 | 7 |
| 5+ | 5+ | 8 | 7 |
| 5+ | 5= | 6 | 6 |
| 6- | 6- | 7 | 5 |
| 6= | 6- | 8 | 8 |
| 6+ | 6= | 7 | 7 |
| 6- | 5= | 5 | 6 |
| 6= | 6= | 6 | 6 |
| 6= | 6= | 8 | 9 |

| CG DD2 | GCSE Lang |
|--------|-----------|
| 4= | 4 |
| 3+ | 4 |
| 3= | 4 |
| 4= | 4 |
| 4- | 3 |
| 4= | 4 |
| 4- | 4 |
| 4= | 6 |

| | | | | | | | |
|--|-------|--|-------------|-------------|--------|--|--|
| Purchase tablets for LSA use to improve T&L for SEND students | AW/MD | Increase levels of communication between teaching staff and LSAs using Synergy | Time CPD | Summer 2022 | £3,054 | Staff questionnaires show improved levels of communication. LSAs utilised with impact in the classroom | |
|--|-------|--|-------------|-------------|--------|--|--|

To provide catch up support to KS4 students identified as below target in En& Ma

AW/SLT Maths& Eng faculties

Provide catch up support in Maths and English for G4 and G5 students (4 groups). Removal from RS/PE for additional session weekly. Teacher to student ratio 1:10.

Groups will be monitored and changed on a data driven basis.

Staffing Resources

Summer 2022

£5,000

Teachers identify improvements in skills / knowledge over time. Student Voice shows positive outcomes. Data Monitoring shows improvements over time.

Y11 Data drops:

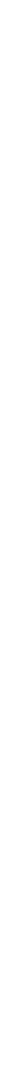
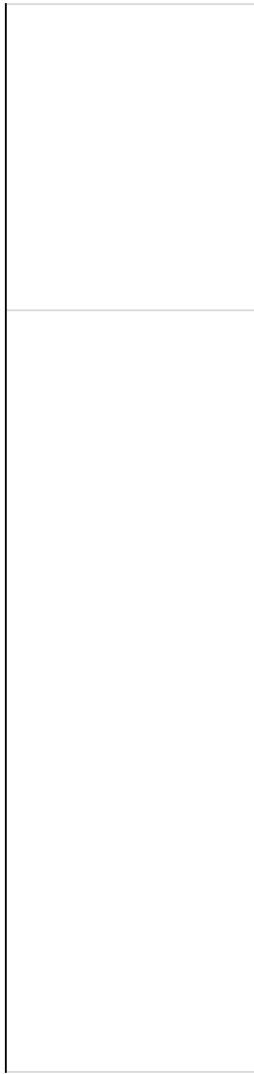
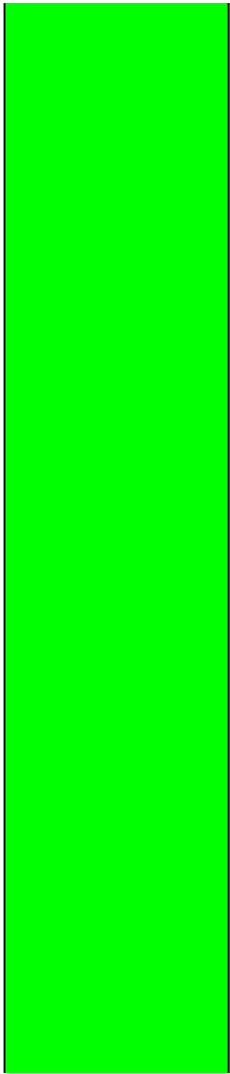
| Average English Attainment 8 Grade | June Current | Nov Current | Progress |
|------------------------------------|--------------|-------------|----------|
| Cohort | 3.91 | 4.60 | 0.69 |
| Extra English Students | 2.80 | 3.80 | 1.00 |

| Average English Attainment 8 Grade | Nov Current | Mar Current | Progress |
|------------------------------------|-------------|-------------|----------|
| Cohort | 4.65 | 4.72 | 0.07 |
| Extra English Students | 4.09 | 4.23 | 0.14 |

| Average Maths Attainment 8 Grade | June Current | Nov Current | Progress |
|----------------------------------|--------------|-------------|----------|
| Cohort | 3.64 | 4.33 | 0.69 |
| Extra Maths Students | 2.57 | 3.43 | 0.86 |

| Average Maths Attainment 8 Grade | Nov Current | Mar Current | Progress |
|----------------------------------|-------------|-------------|----------|
| Cohort | 4.39 | 4.66 | 0.27 |
| Extra Maths Students | 3.35 | 3.70 | 0.35 |

| Contribution to school led tutoring (part of NTP) | AW | School contribution to Government grant with focus on Eng, Ma,Sci, MFL and Humanities | Staffing Resources | Summer 2022 | Gov contribution £202.50 Cost to school £375 plus training costs. Approx £8000 | Teachers identify improvements in skills / knowledge over time. Student Voice shows positive outcomes. Data Monitoring shows improvements over time. | History: <table border="1" data-bbox="1682 165 1904 671"> <thead> <tr> <th>DD1 CG</th> <th>DD2 CG</th> </tr> </thead> <tbody> <tr><td>2+</td><td>4-</td></tr> <tr><td>5-</td><td>4+</td></tr> <tr><td>6+</td><td>6+</td></tr> <tr><td>4-</td><td>4-</td></tr> <tr><td>5=</td><td>6+</td></tr> <tr><td>4-</td><td>4-</td></tr> <tr><td>6=</td><td>6+</td></tr> <tr><td>3=</td><td>4=</td></tr> <tr><td>4=</td><td>4+</td></tr> <tr><td>7+</td><td>7+</td></tr> <tr><td>5=</td><td>5-</td></tr> </tbody> </table> | DD1 CG | DD2 CG | 2+ | 4- | 5- | 4+ | 6+ | 6+ | 4- | 4- | 5= | 6+ | 4- | 4- | 6= | 6+ | 3= | 4= | 4= | 4+ | 7+ | 7+ | 5= | 5- |
|--|--|---|-----------------------|-------------|--|--|---|--------|--------|------|------|------|------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | DD1 CG | DD2 CG | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2+ | 4- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5- | 4+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6+ | 6+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4- | 4- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5= | 6+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4- | 4- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6= | 6+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3= | 4= | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4= | 4+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7+ | 7+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5= | 5- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | MFL: <table border="1" data-bbox="1693 730 1892 928"> <thead> <tr> <th>DD1 CG</th> <th>DD2 CG</th> </tr> </thead> <tbody> <tr><td>4=</td><td>4+</td></tr> <tr><td>4-</td><td>4-</td></tr> <tr><td>5-</td><td>5-</td></tr> </tbody> </table> | DD1 CG | DD2 CG | 4= | 4+ | 4- | 4- | 5- | 5- | | | | | | | | | | | | | | | | | | | | | | |
| DD1 CG | DD2 CG | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4= | 4+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4- | 4- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5- | 5- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Sports Studies: <table border="1" data-bbox="1715 1046 1901 1294"> <thead> <tr> <th>DD1 CG</th> <th>DD2 CG</th> </tr> </thead> <tbody> <tr><td>L1M+</td><td>L1D-</td></tr> <tr><td>L2P+</td><td>L2P+</td></tr> <tr><td>L2M+</td><td>L2M-</td></tr> <tr><td>L1P-</td><td>L1M-</td></tr> <tr><td>L2P+</td><td>L1M-</td></tr> </tbody> </table> | DD1 CG | DD2 CG | L1M+ | L1D- | L2P+ | L2P+ | L2M+ | L2M- | L1P- | L1M- | L2P+ | L1M- | | | | | | | | | | | | | | | | | | |
| DD1 CG | DD2 CG | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L1M+ | L1D- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L2P+ | L2P+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L2M+ | L2M- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L1P- | L1M- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L2P+ | L1M- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

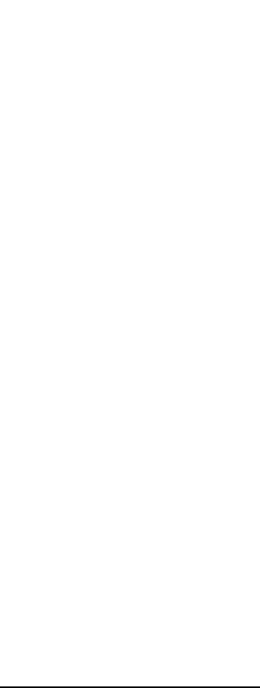
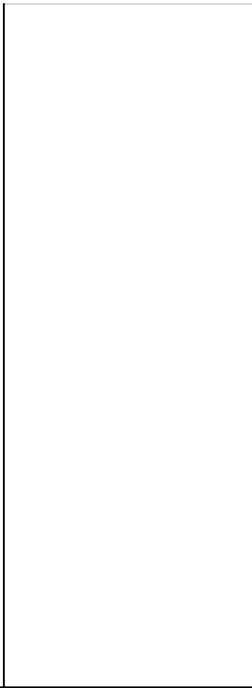
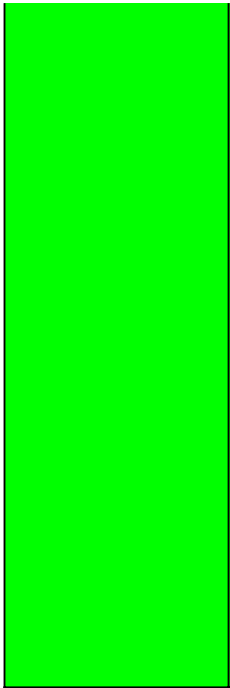


English:

| DD1 CG | DD2 CG |
|--------|--------|
| 3+ | 5+ |
| 3- | 2+ |
| 3- | 3- |
| 5= | 5= |

Science GCSE Tutees:

| DD2 CG | GCSE 2022 |
|--------|-----------|
| 3 3+ | 4 3 |
| 3 3+ | 4 4 |
| 2 2= | 3 2 |
| 2 1= | 2 1 |
| 3 2+ | 3 3 |
| 4 3= | 4 4 |
| 4 3+ | 4 4 |
| 4 4- | 5 4 |
| 3 3+ | 4 4 |
| 3 2= | 3 3 |
| 4 4= | 5 5 |
| 4 4= | 6 6 |
| 4 3+ | 4 4 |
| 3 2= | 3 3 |
| 3 2+ | 4 3 |



Maths:

| DD1 CG | DD2 CG |
|--------|--------|
| 4+ | 6- |
| 4= | 4= |
| 4= | 4= |

| <p>To provide catch up reading support at KS3 by improving resources available</p> | <p>AW/KF</p> | <p>Purchase of PD readers, Badger resources for struggling readers and packs for Accelerated Reader programme</p> | <p>Resources</p> | <p>Summer 2022</p> | <p>£800</p> | <p>Reading age data shows improvements over time</p> | <p>June 2022 final data:</p> <table border="1" data-bbox="1581 217 2013 780"> <thead> <tr> <th></th> <th>Y7</th> <th>Y8</th> <th>Y9</th> </tr> </thead> <tbody> <tr> <td>Above target</td> <td>72%</td> <td>74%</td> <td>74%</td> </tr> <tr> <td>On watch</td> <td>18%</td> <td>17%</td> <td>18%</td> </tr> <tr> <td>Intervention</td> <td>8%</td> <td>4%</td> <td>4%</td> </tr> <tr> <td>Urgent</td> <td>2%</td> <td>5%</td> <td>4%</td> </tr> </tbody> </table> | | Y7 | Y8 | Y9 | Above target | 72% | 74% | 74% | On watch | 18% | 17% | 18% | Intervention | 8% | 4% | 4% | Urgent | 2% | 5% | 4% |
|---|--------------------|---|--|--------------------|---------------|---|---|--|----|----|----|--------------|-----|-----|-----|----------|-----|-----|-----|--------------|----|----|----|--------|----|----|----|
| | Y7 | Y8 | Y9 | | | | | | | | | | | | | | | | | | | | | | | | |
| Above target | 72% | 74% | 74% | | | | | | | | | | | | | | | | | | | | | | | | |
| On watch | 18% | 17% | 18% | | | | | | | | | | | | | | | | | | | | | | | | |
| Intervention | 8% | 4% | 4% | | | | | | | | | | | | | | | | | | | | | | | | |
| Urgent | 2% | 5% | 4% | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Purchase Phonics programme for struggling readers</p> | <p>AW/ KHa</p> | <p>Early intervention to support transition</p> | <p>Staffing Training time Resources Photocopying</p> | <p>Summer 2022</p> | <p>£1,500</p> | <p>Reading age data/ phonics screening shows improvements over time</p> | <p>KHa attended Lancs CC course 'Rising stars rocket phonics' 08.12.21 Fresh start phonics purchased for Sept 2022</p> <p>2 LSAs trained in delivery 19.01.21. Average RA gain in set 4 groups was 9 months</p> | | | | | | | | | | | | | | | | | | | | |

| <p>Herts Reading Fluency project</p> | <p>AW/ KHa</p> | <p>Training provided which can be shared with LSAs and English staff. Supports weaker readers (comprehension issues)</p> | <p>Time CPD Resources/photocopying Staff cover</p> | <p>Summer 2022</p> | <p>£2,000</p> | <p>Reading age data shows improvements over time.</p> | <p>Year 7 group 1 Oct- Dec. Average RA gain (externally assessed)</p> <table border="1" data-bbox="1635 223 1836 375"> <thead> <tr> <th>Change in Accuracy</th> <th>Change in Comprehension</th> </tr> </thead> <tbody> <tr> <td>+ 09 months</td> <td>+ 06 months</td> </tr> <tr> <td>+ 04 months</td> <td>+ 2 yrs 05 mths</td> </tr> <tr> <td>+ 07 months</td> <td>+ 2 yrs 01 mths</td> </tr> <tr> <td>+ 06 months</td> <td>+ 3 yrs 02 mths</td> </tr> <tr> <td>+ 1 yrs 1 mths</td> <td>- 03 months</td> </tr> <tr> <td>- 1yrs 03 mths</td> <td>+ 2 yrs 04 mths</td> </tr> </tbody> </table> <p>Year 8 group 2 Jan-Mar 2022. Average RA gain:</p> <table border="1" data-bbox="1680 430 1993 1005"> <thead> <tr> <th>Change in Accuracy</th> <th>Change in Reading Rate</th> <th>Change in Comprehension</th> </tr> </thead> <tbody> <tr> <td>+ 09 months</td> <td>+ 07 months</td> <td>+ 06 months</td> </tr> <tr> <td>+ 04 months</td> <td>no change</td> <td>+ 2 yrs 05 mths</td> </tr> <tr> <td>+ 07 months</td> <td>+ 04 months</td> <td>+ 2 yrs 01 mths</td> </tr> <tr> <td>+ 06 months</td> <td>no change</td> <td>+ 3 yrs 02 mths</td> </tr> <tr> <td>+ 1 yrs 1 mths</td> <td>+ 02 months</td> <td>- 03 months</td> </tr> <tr> <td>- 1yrs 03 mths</td> <td>no change</td> <td>+ 2 yrs 04 mths</td> </tr> </tbody> </table> | Change in Accuracy | Change in Comprehension | + 09 months | + 06 months | + 04 months | + 2 yrs 05 mths | + 07 months | + 2 yrs 01 mths | + 06 months | + 3 yrs 02 mths | + 1 yrs 1 mths | - 03 months | - 1yrs 03 mths | + 2 yrs 04 mths | Change in Accuracy | Change in Reading Rate | Change in Comprehension | + 09 months | + 07 months | + 06 months | + 04 months | no change | + 2 yrs 05 mths | + 07 months | + 04 months | + 2 yrs 01 mths | + 06 months | no change | + 3 yrs 02 mths | + 1 yrs 1 mths | + 02 months | - 03 months | - 1yrs 03 mths | no change | + 2 yrs 04 mths |
|---|-------------------------|--|--|--------------------|---------------|---|---|--------------------|-------------------------|-------------|-------------|-------------|-----------------|-------------|-----------------|-------------|-----------------|----------------|-------------|----------------|-----------------|--------------------|------------------------|-------------------------|-------------|-------------|-------------|-------------|-----------|-----------------|-------------|-------------|-----------------|-------------|-----------|-----------------|----------------|-------------|-------------|----------------|-----------|-----------------|
| Change in Accuracy | Change in Comprehension | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + 09 months | + 06 months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + 04 months | + 2 yrs 05 mths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + 07 months | + 2 yrs 01 mths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + 06 months | + 3 yrs 02 mths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + 1 yrs 1 mths | - 03 months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - 1yrs 03 mths | + 2 yrs 04 mths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Change in Accuracy | Change in Reading Rate | Change in Comprehension | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + 09 months | + 07 months | + 06 months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + 04 months | no change | + 2 yrs 05 mths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + 07 months | + 04 months | + 2 yrs 01 mths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + 06 months | no change | + 3 yrs 02 mths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| + 1 yrs 1 mths | + 02 months | - 03 months | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| - 1yrs 03 mths | no change | + 2 yrs 04 mths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | Year 7 & 8 combined- Round 3 | | | | | | | | | | | | | | |
|---|-------------------------|---|--------------|-------------|---------|---|---|--------------------|-------------------------|-------------|-----------------|-----------|-------------|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | | | | | | <table border="1"> <thead> <tr> <th>Change in Accuracy</th> <th>Change in Comprehension</th> </tr> </thead> <tbody> <tr> <td>- 01 months</td> <td>+ 2 yrs 03 mths</td> </tr> <tr> <td>no change</td> <td>+ 02 months</td> </tr> <tr> <td>- 02 months</td> <td>+ 2 yrs 06 mths</td> </tr> <tr> <td>+ 1 yrs 04 mths</td> <td>+ 1 yrs .1 mths</td> </tr> <tr> <td>+ 2 yrs 02 mths</td> <td>+ 3 yrs 03 mths</td> </tr> <tr> <td>+ 2 yrs 07 mths</td> <td>+ 3 yrs 06 mths</td> </tr> </tbody> </table> | Change in Accuracy | Change in Comprehension | - 01 months | + 2 yrs 03 mths | no change | + 02 months | - 02 months | + 2 yrs 06 mths | + 1 yrs 04 mths | + 1 yrs .1 mths | + 2 yrs 02 mths | + 3 yrs 03 mths | + 2 yrs 07 mths | + 3 yrs 06 mths |
| Change in Accuracy | Change in Comprehension | | | | | | | | | | | | | | | | | | | | |
| - 01 months | + 2 yrs 03 mths | | | | | | | | | | | | | | | | | | | | |
| no change | + 02 months | | | | | | | | | | | | | | | | | | | | |
| - 02 months | + 2 yrs 06 mths | | | | | | | | | | | | | | | | | | | | |
| + 1 yrs 04 mths | + 1 yrs .1 mths | | | | | | | | | | | | | | | | | | | | |
| + 2 yrs 02 mths | + 3 yrs 03 mths | | | | | | | | | | | | | | | | | | | | |
| + 2 yrs 07 mths | + 3 yrs 06 mths | | | | | | | | | | | | | | | | | | | | |
| Wigan Athletic engagement programme | SP/RB | One year delivery | Course costs | Summer 2023 | £2,500 | Student voice shows impact of programme. Improved ATL and reduced behaviour logs | | | | | | | | | | | | | | | |
| TOTAL | | | | | £33,529 | | | | | | | | | | | | | | | | |
| WIDER STRATEGIES | | | | | | | | | | | | | | | | | | | | | |
| Take opportunities to provide enrichment activities in all subject areas. | AW/ PL | Encourage PL to identify courses/activities to support student progress. Focus on engagement of high risk boys in particular. | Time | Summer 2022 | £1,500 | Student Voice shows positive outcomes. Data Monitoring shows improvements over time. Increased engagement of students | Y10 boys 'English in Action Day' completed 25.11.20 BFG weekly prize sweet hampers started Jan 2021 for engagement with remote learning. BFG- see student questionnaires and monitoring. | | | | | | | | | | | | | | |

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|---|-------|--|----------------------------|--------------------|----------------|---|---|
| Take opportunities to provide enrichment activities in all areas. | | Purchase 'Make talk your goal' package for 20 boys to provide mental health and aspirational support | Staff time resources | Summer 2022 | £6,500 | Student Voice shows positive outcomes. Data Monitoring shows improvements over time. Increased engagement of students | Summer 2022: Programme not yet started due to issues with delivery partner |
| Staff minibus training course | AW | 2 staff members to take category D1 training and testing via Red Rose. | Staff cover Training costs | Summer 2022 | £3,500 | Enables a wider range of staff to provide transport for school activities | Completed Summer 2022. Will ensure a wider range of enrichment activities go ahead and opportunities for expanding cultural capital |
| Take opportunities to provide enrichment in all areas | AW/KF | Purchase 'The Day' online newspaper and access to resources for library lessons, PD time and MFL lessons | Subscription costs | Spring 2023 | £900 | Student Voice shows positive response Development of cultural capital. Increased engagement of students | Utilised in home learning tasks to promote cultural capital. |
| TOTAL | | | | | £12,400 | | |
| | | | | TOTAL SPEND | 102,429 | TOTAL ALLOCATION | 102,630 |