

Wath Academy



Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives

World-class learning World-class learning every lesson, every day	The highest expectations Everyone can be successful; always expect the highest standards	No excuses Create solutions not excuses; make positive thinking a habit	Growth mindset Believe you can improve; work hard and value feedback	Never give up Resilience is essential; be relentless in the pursuit of excellence	Everyone is valued Diversity is celebrated; see the best in everyone	Integrity Be trustworthy and honest; deliver on promises and walk the talk
---	--	---	--	---	--	--

Covid-19 Catch Up Premium

Covid-19 Catch-up Premium Spending: Summary

SUMMARY INFORMATION

Total number of pupils:	1487	Amount of catch-up premium received per pupil:	£80.00
Total catch-up premium budget:	£118,960		

STRATEGY STATEMENT

The Vision at Wath Academy is

‘Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives’.

All actions to mitigate the effect of the covid pandemic will maintain this vision as the central focus. The actions taken will reflect the key drivers of the academy:

- to provide **‘World Class Learning’**
- set the **‘Highest Expectations’** of all students regardless of background or disadvantage;
- to deliver a **‘No excuses’** approach to the barriers,
- ensure that all our students demonstrate a **‘Growth Mindset’** to closing and surpassing the gaps;
- demonstrate the **‘Never give up’** attitude required’;
- leaving no student behind as **‘Everyone is valued’**;
- we will show **‘Integrity’** by delivering on this promise.

We acknowledge that “Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”

(Covid-19 Support Guide for Schools – June 2020)

Wath Academy catch up priorities include:

- A focus on catching up any lost learning due to National lockdown or individual isolation
- Closing the gap between disadvantaged and non-disadvantaged students
- Ensuring the needs of SEN students are effectively met despite the challenge of online learning
- Closing the gap between attainment and progress of boys and girls
- Ensuring higher ability students continue to access high challenge in order to achieve the highest grades
- A focus on the development of reading across Key Stage 3
- Fully support student wellbeing from the impact of the covid pandemic
- Ensure the continual social development of students despite the effects of the covid pandemic

Strategies in this document have been split into the following three categories:

Three- tiered approach	Strategies
Quality Teaching for all	<ul style="list-style-type: none"> • High-quality teaching for all whether in school or from home in line with the MLT T&L standard • Effective feedback • Planning for and implementation of effective, high quality remote learning with a focus on 100% live teaching for all • Focusing on professional development for staff • Quality of teaching and learning in school despite restrictions imposed by covid safe risk assessment
Targeted academic support	<ul style="list-style-type: none"> • High-quality one to one and small group tuition where necessary • Teaching Assistants and targeted support • Academic tutoring and mentoring • Planning for pupils with Special Educational Needs and Disabilities (SEND) • Delivery of content which is appropriately pitched and responsive to student need
Wider strategies	<ul style="list-style-type: none"> • Supporting pupils’ social, emotional and behavioural needs • Planning carefully for adopting a Social and Emotional Learning curriculum • Communicating with and supporting parents including those with students of different ages • Successful implementation of a high quality of education in challenging times • Identifying vulnerable learners and supporting their individual need • Raising the profile of mental wellbeing whilst home learning occurs

Barriers to learning

POTENTIAL BARRIERS TO FUTURE ATTAINMENT	
<ul style="list-style-type: none"> • Lack of resilience and independence when studying • Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students • Poor literacy and numeracy skills • Low aspirations • Lack of confidence, character, grit, determination • Attendance • Poor Learning Habits • Lack of cultural stimulation • Lack of a suitable working space 	<ul style="list-style-type: none"> • Lack of resources at home • Lack of exposure to a wider vocabulary • Lack of role models • Lack of parental support • Lack of enrichment opportunity • Distractions at home • Lack of technology to engage in lessons • Loss of learning during lockdown • Loss of social skills

Planned Expenditure for Current Academic Year

QUALITY TEACHING FOR ALL																					
Action	Identified Barriers	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?															
PLD training for all staff on setting the highest expectations	<ul style="list-style-type: none"> Lack of resilience and independence when studying Poor literacy and numeracy skills Low aspirations Lack of confidence, character, grit, determination Lack of cultural stimulation Lack of exposure to a wider vocabulary 	Ensure all lessons delivered by staff set the highest expectations for all students – Implementing a highest expectations mentality despite the gaps in learning and challenges of delivering learning remotely.	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p>EEF Rapid evidence assessment research for Distance learning found that it is of paramount importance that students and staff have access to technology but can also use it effectively.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Programme of lesson drop ins to be carried out by teaching and learning team and SLT.	AHO VP - T&L	Weekly review at SLT and agreement on PLD focus
Intervention	Cost	Impact																			
Aspiration intervention	Moderate	Moderate																			
Behaviour interventions	Moderate	Moderate																			
Individualised Instruction	Very Low	Moderate																			
Metacognition and self-regulation	Low	High																			
Provide regular, effective lesson feedback in line with the MLT T&L standard remotely.	<ul style="list-style-type: none"> Lack of resilience and independence when studying Poor literacy and numeracy skills Low aspirations Lack of confidence, character, grit, determination Lack of cultural stimulation Lack of exposure to a wider vocabulary Lack of technology to engage in lessons 	Staff are aware of their own strengths and areas for development regarding live lesson delivery hence they engage in independent, group and facilitated PLD.	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p>EEF Rapid evidence assessment research for Distance learning found that it is of paramount importance that students and staff have access to technology but can also use it effectively</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Purchasing of SISRA Observe software to ensure that findings from drop ins is recorded and centralised.	AHO VP - T&L	Weekly review at SLT and agreement on PLD focus
Intervention	Cost	Impact																			
Aspiration intervention	Moderate	Moderate																			
Feedback	Very Low	High																			
Individualised Instruction	Very Low	Moderate																			
Metacognition and self-regulation	Low	High																			
Ensure access to live online learning for all students isolating	<ul style="list-style-type: none"> Lack of technology to engage in lessons Poor literacy and numeracy skills Lack of resilience and independence when studying 	Ensure 100% of students can access a quality teaching and learning provision when unable to access the academy due to covid.	<p>EEF Rapid evidence assessment research for Distance learning found that teaching quality is more important than how lessons are delivered e.g clear explanations, scaffolding and feedback.</p> <p>It also found that peer interaction helps to motivate students to learn as opposed to downloading work and working alone.</p>	AHO to lead on provision of quality live online learning – Staff CPD to be provided. Guides to teaching and learning to be implemented.	MSW VP Curriculum + PP / IGR – AVP data / SWE- AAVP / AHO VP	Daily review of attendance to online lessons															

	<ul style="list-style-type: none"> Poor Learning Habits Lack of a suitable working space Lack of parental support Distractions at home Loss of learning during lockdown 		<p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Homework</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Homework	Very Low	Moderate	SWE to review the amount of students unable to access online learning and provide laptops or internet dongles to enable them to access work from home.	T&L / CST AAVP T&L	
Intervention	Cost	Impact																						
Aspiration intervention	Moderate	Moderate																						
Feedback	Very Low	High																						
Individualised Instruction	Very Low	Moderate																						
Metacognition and self-regulation	Low	High																						
Homework	Very Low	Moderate																						
Purchase 'Visible Learning' book for middle leaders	<ul style="list-style-type: none"> Lack of technology to engage in lessons Poor literacy and numeracy skills Lack of resilience and independence when studying Poor Learning Habits Lack of parental support Loss of learning during lockdown 	All staff to effectively deliver feedback which allows for students to make accelerated progress.	<p>Feedback is proven to have significant impact on student attainment.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	SLT drop ins and department scrutinies.	VP & T&L team	Half term 1			
Intervention	Cost	Impact																						
Aspiration intervention	Moderate	Moderate																						
Feedback	Very Low	High																						
Individualised Instruction	Very Low	Moderate																						
Metacognition and self-regulation	Low	High																						
Purchase whiteboards in planners and pens to aid assessment without walking around the class	<ul style="list-style-type: none"> Lack of resilience and independence when studying Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Loss of learning during lockdown 	Ensure assessment of students to inform tasks and deliver challenge for all in all lessons.	<p>Evidence that Rosenshine's Principles of Instruction support learning of students through input, support and challenge at each stage.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	CPD training on assessment strategies including the use of whiteboards.	AHO VP T&L – CST AAVP T&L	Half Term 1									
Intervention	Cost	Impact																						
Feedback	Very Low	High																						
Individualised Instruction	Very Low	Moderate																						
Purchase two additional IRIS kits	<ul style="list-style-type: none"> Lack of technology to engage in lessons Poor literacy and numeracy skills Lack of resilience and independence when studying Poor Learning Habits Loss of learning during lockdown 	More staff to have access to IRIS technology which will enable more opportunities for self and peer reflection.	<p>Having greater opportunities to reflect on your own performance as well as providing another vehicle for peer feedback will further develop the quality of T&L within the academy.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Feedback	Very Low	High	Metacognition and self-regulation	Low	High	QA the quality of T&L and IRIS engagement	VP & T&L team	Half term 1
Intervention	Cost	Impact																						
Aspiration intervention	Moderate	Moderate																						
Behaviour interventions	Moderate	Moderate																						
Individualised Instruction	Very Low	Moderate																						
Feedback	Very Low	High																						
Metacognition and self-regulation	Low	High																						
Tracking of home learning engagement	<ul style="list-style-type: none"> Lack of resources at home Lack of a suitable working space Distractions at home Attendance Poor Learning Habits Low aspirations Lack of resilience and independence when studying 	Ensure attendance to learning remains high for all students, maintaining high attainment outcomes.	<p>DFE research paper (Feb 2015) concluded that in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS4.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Create an attendance tracking system which tracks students log in details on Microsoft Teams. System then used to identify cohorts of students who are not engaging in online	MTA – AAVP CST AAVP T&L	Daily Attendance reports.												
Intervention	Cost	Impact																						
Aspiration intervention	Moderate	Moderate																						

	<ul style="list-style-type: none"> Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students Lack of sleep or poor nutrition Lack of technology to engage in lessons Loss of learning during lockdown Loss of social skills 		<table border="1"> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Homework</td> <td>Very Low</td> <td>Moderate</td> </tr> </table>	Behaviour Interventions	Moderate	Moderate	Homework	Very Low	Moderate	learning to allow for strategy planning.											
Behaviour Interventions	Moderate	Moderate																			
Homework	Very Low	Moderate																			
Purchase of visualizers for staff in departments where this can aid the online learning and also modelling during social distancing	<ul style="list-style-type: none"> Lack of resilience and independence when studying Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Loss of learning during lockdown 	Ensure 100% of students can access a quality teaching and learning provision when unable to access the academy due to covid. Also to ensure students can view good quality modelling under covid restrictions	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Digital Technology</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	Digital Technology	Moderate	Moderate	Metacognition and self-regulation	Low	High	Department training bespoke to subject areas on how to effectively use the visualisers in each subject.	AHO VP T&L – CST AAVP T&L	Half Term 1.
Intervention	Cost	Impact																			
Feedback	Very Low	High																			
Individualised Instruction	Very Low	Moderate																			
Digital Technology	Moderate	Moderate																			
Metacognition and self-regulation	Low	High																			
Purchase of Headphones for all staff to allow for online delivery	<ul style="list-style-type: none"> Lack of resources at home Lack of a suitable working space Distractions at home Poor Learning Habits Low aspirations Lack of resilience and independence when studying Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students Lack of technology to engage in lessons Loss of learning during lockdown Loss of social skills 	Staff to be able to effectively deliver online lessons and online parents evenings.	<p>The ability to live model and talk students through visual examples during live online lessons allows for far greater understanding than simply providing work packs.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Online lesson drop ins allows for leaders to provide effective feedback.	SLT	Half term 1			
Intervention	Cost	Impact																			
Aspiration intervention	Moderate	Moderate																			
Individualised Instruction	Very Low	Moderate																			
Metacognition and self-regulation	Low	High																			
Purchase of Headphones for vulnerable learners attending during lockdown	<ul style="list-style-type: none"> Lack of resources at home Lack of a suitable working space Distractions at home Poor Learning Habits Low aspirations Lack of resilience and independence when studying Lack of cultural capital leading to low aspiration and 	Students to be able to fully engage in live online lessons	<p>The ability engage verbally as in lessons will improve student engagement and confidence. It also improves communication between students and staff.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Monitoring of engagement by vulnerable learners	SLT	During lockdowns			
Intervention	Cost	Impact																			
Aspiration intervention	Moderate	Moderate																			
Individualised Instruction	Very Low	Moderate																			
Metacognition and self-regulation	Low	High																			

	<ul style="list-style-type: none"> underperformance of Higher Ability Students Lack of technology to engage in lessons Loss of learning during lockdown Loss of social skills 																							
Focus on Rosenshine strategies leading to all students knowing more and remembering more of the common curriculum being taught	<ul style="list-style-type: none"> Lack of resilience and independence when studying Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students Poor literacy and numeracy skills Low aspirations Lack of confidence, character, grit, determination Lack of cultural stimulation Lack of exposure to a wider vocabulary Loss of learning during lockdown Loss of social skills 	Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. The TLAC strategies in particular are allowing students' to maximise learning and retain key subject knowledge.	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p>Data from Academy QA process will support strategies used</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Devote PLD to these strategies, Feedback for all staff in QA processes including unannounced drop ins every week (around 25) to focus on identified aspects of Rosenshine's principles. Weekly agenda item at SLT meeting, report produced on T&L for Governors (T&L kip).	AHO VP T&L – CST AAVP T&L MSW VP – Curriculum	Weekly Review of T&L in SLT meeting						
Intervention	Cost	Impact																						
Aspiration intervention	Moderate	Moderate																						
Individualised Instruction	Very Low	Moderate																						
Metacognition and self-regulation	Low	High																						
Purchase and training for Teams to deliver blended learning for isolating students and students in school at the same time. Also home learning during lockdown periods.	<ul style="list-style-type: none"> Lack of resilience and independence when studying Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Lack of resources at home Lack of parental support Distractions at home Lack of technology to engage in lessons Loss of learning during lockdown Loss of social skills 	Ensure 100% of students can access a quality teaching and learning provision when unable to access the academy due to covid.	<p>DFE research paper (Feb 2015) concluded that in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS4.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Digital Technology</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Feedback	Very Low	High	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Digital Technology	Moderate	Moderate	Give home learning responsibility to VP and include the attendance team and pastoral support team. Record, attendance. Create caseload for attendance team and PYLs.	MSW VP Curriculum + PP / IGR – AVP data / SWE- AAVP / AHO VP T&L / CST AAVP T&L	Parental Feedback questionnaire in half terms 3, 4, 5, and 6.
Intervention	Cost	Impact																						
Aspiration intervention	Moderate	Moderate																						
Feedback	Very Low	High																						
Individualised Instruction	Very Low	Moderate																						
Metacognition and self-regulation	Low	High																						
Digital Technology	Moderate	Moderate																						
Continuation of regular homework setting to support literacy and numeracy skills development	<ul style="list-style-type: none"> Low aspirations Poor Learning Habits Lack of role models Distractions at home Lack of resources at home Loss of learning during lockdown 	High priority focus on reading, literacy and numeracy skills	<p>National evidence showed that younger students, in particular, fell behind with reading and numeracy skills during the first lockdown.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Homework</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour Interventions	Moderate	Moderate	Homework	Very Low	Moderate	Effective review of reading date produced from NGRT. Whole school and departmental reading strategy documents produced.	AHO/GMA	Half termly						
Intervention	Cost	Impact																						
Aspiration intervention	Moderate	Moderate																						
Behaviour Interventions	Moderate	Moderate																						
Homework	Very Low	Moderate																						

Continued focus on Character Education through tutor time and assemblies	<ul style="list-style-type: none"> • Low Aspirations • Lack of confidence, character, grit determination • Learning Habits • Cultural Stimulus • Lack of role models • Loss of social skills 	Students continue to develop Character and Cultural Capital to prepare for life in the wider world	<p>With 27% of our students being ‘disadvantaged’ the barriers which come with this cohort can prevent them from effectively engaging in learning, especially when routines change. Therefore Character Education in which grit, resilience, determination, work ethic and confidence are worked upon is essential.</p> <p>EEF Research</p> <table border="1" data-bbox="1181 296 2160 485"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Social and emotional learning	Moderate	Moderate	Metacognition and self-regulation	Low	High	Focus on daily delivery of a planned Character Education program through form time and assemblies each day both in school and during lockdown	SWE	Half termly
Intervention	Cost	Impact																			
Aspiration intervention	Moderate	Moderate																			
Behaviour interventions	Moderate	Moderate																			
Social and emotional learning	Moderate	Moderate																			
Metacognition and self-regulation	Low	High																			

Total budgeted cost: £28,308

TARGETED ACADEMIC SUPPORT

Action	Identified Barriers	Intended outcome and success criteria	What’s the evidence and rationale for this choice?	How will you make sure it’s implemented well?	Staff lead	When will you review this?															
Additional 150 Hours of teaching for Y11 exam year group.	<ul style="list-style-type: none"> • Low aspirations • Lack of confidence, character, grit, determination • Poor Learning Habits • Loss of learning during lockdown • Loss of social skills 	Ensure coverage of all examined content for all lessons and allow planned period of revision to take place	<p>Gaps in curriculum identified by heads of department and within start to end point plans</p> <p>Period 6 intervention should plug gaps in subject knowledge and prepare students for their examinations (ROA, mocks and summer exams)</p> <p>EEF Research</p> <table border="1" data-bbox="1181 1045 2160 1234"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Extended school time</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Extended school time	Moderate	Low	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	Parental meetings / information and rational shared. SLT and Pastoral year leads chase up attendance to ensure 100% buy in. SLT drop in and QA of delivery.	MSW / SLI / IGR	Review half termly during SLT meetings and weekly during Y11 meetings.
Intervention	Cost	Impact																			
Extended school time	Moderate	Low																			
Collaborative learning	Low	Moderate																			
Feedback	Low	Moderate																			
Individualised Instruction	Low	Moderate																			
Review of ‘Approach to Learning’ of students and departments to implement interventions to address this.	<ul style="list-style-type: none"> • Low aspirations • Lack of confidence, character, grit, determination • Poor Learning Habits • Lack of role models • Distractions at home • Lack of parental support • Lack of resources at home • Loss of social skills 	Use teacher data of investment in learning to deliver impact where it is most required	<p>Research shows that increased engagement leads to increased performance in school. Likewise, increased achievement leads to increased engagement. The converse of this effect is also observed (Lee, Byrk and Smith, 1993)</p> <p>EEF Research</p> <table border="1" data-bbox="1181 1472 2160 1619"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behavioural Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behavioural Interventions	Moderate	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	Review of investment in learning data at each LC point. KIP document from LC data produced for governors LGC meetings and in Principal’s report at RAC meetings. Action reviews weekly in Y11 meeting. SLT / Subject leader line management agenda item	MSW VP Curriculum / IGR AVP Data / MTA AAVP Y11 / PYL’s SWE AAVP Behaviour	All Learning Cycle Reports			
Intervention	Cost	Impact																			
Behavioural Interventions	Moderate	Moderate																			
Feedback	Low	Moderate																			
Individualised Instruction	Low	Moderate																			

<p>Review provision in 'Step Up' programme to ensure support for all students with low reading scores</p>	<ul style="list-style-type: none"> • Low aspirations • Lack of confidence, character, grit, determination • Poor Learning Habits • Lack of cultural stimulation • Lack of exposure to a wider vocabulary • Lack of role models • Loss of learning during lockdown • Loss of social skills 	<p>Ensure gap in reading score for weakest students is narrowed.</p> <p>The students who benefit from this small group work will make rapid progress in literacy and overall attainment.</p>	<p>Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market (Dugdale and Clark, 2008a; Gross, 2008; Allen, 2011). – Underperformance must be addressed – EEF shows moderate impact</p> <p>EEF Research</p> <table border="1" data-bbox="1187 348 2148 611"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behavioural Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Oral language interventions</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Reading comprehension strategies</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Small group tuition</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behavioural Interventions	Moderate	Moderate	Feedback	Low	Moderate	Oral language interventions	Very Low	Moderate	Reading comprehension strategies	Very Low	High	Small group tuition	Moderate	Moderate	Individualised Instruction	Low	Moderate	<p>Report of reading ages for the 'Step Up' group.</p>	<p>LRA VP and Line manager for English department</p>	<p>Ongoing</p>
Intervention	Cost	Impact																									
Behavioural Interventions	Moderate	Moderate																									
Feedback	Low	Moderate																									
Oral language interventions	Very Low	Moderate																									
Reading comprehension strategies	Very Low	High																									
Small group tuition	Moderate	Moderate																									
Individualised Instruction	Low	Moderate																									
<p>SENCO to ensure that all students with an EHCP and/or SEN need receive the support they require in the event of home learning</p>	<ul style="list-style-type: none"> • Lack of resilience and independence when studying • Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students • Poor literacy and numeracy skills • Low aspirations • Lack of confidence, character, grit, determination • Poor Learning Habits • Lack of cultural stimulation • Loss of learning during lockdown • Loss of social skills 	<p>All students with an SEN or EHCP continue to make progress in line with what they would have in school.</p>	<p>Students with a SEN or EHCP have a bespoke support package, this will need adapting to ensure that they are able to make progress during online lessons.</p> <p>Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market (Dugdale and Clark, 2008a; Gross, 2008; Allen, 2011). – Underperformance must be addressed – EEF shows moderate impact</p> <p>EEF Research</p> <table border="1" data-bbox="1187 968 2148 1230"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behavioural Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Oral language interventions</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Reading comprehension strategies</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Small group tuition</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behavioural Interventions	Moderate	Moderate	Feedback	Low	Moderate	Oral language interventions	Very Low	Moderate	Reading comprehension strategies	Very Low	High	Small group tuition	Moderate	Moderate	Individualised Instruction	Low	Moderate	<p>Continuous agenda item on the line management agenda of the SENCO</p> <p>Review of SEN and EHCP student progress.</p> <p>Regular contact with home</p>	<p>LRA & SENCO</p>	<p>Ongoing</p>
Intervention	Cost	Impact																									
Behavioural Interventions	Moderate	Moderate																									
Feedback	Low	Moderate																									
Oral language interventions	Very Low	Moderate																									
Reading comprehension strategies	Very Low	High																									
Small group tuition	Moderate	Moderate																									
Individualised Instruction	Low	Moderate																									
<p>Keyworker and vulnerable learner provision in place with specific support staff in place (including purchase of headphones with microphones)</p>	<ul style="list-style-type: none"> • Lack of resilience and independence when studying • Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students • Poor literacy and numeracy skills • Low aspirations • Lack of confidence, character, grit, determination • Poor Learning Habits • Lack of cultural stimulation • Lack of role models • Lack of parental support • Lack of technology to engage in lessons • Loss of learning during lockdown 	<p>Reduce attainment gap for SEND, PP and other vulnerable learners</p>	<p>We know that there is a lack of parental interest from some disadvantaged and vulnerable families and the poor social, emotional and mental health of some.</p> <p>EEF Research</p> <table border="1" data-bbox="1187 1434 2148 1696"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behavioural Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Oral language interventions</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Reading comprehension strategies</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Small group tuition</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behavioural Interventions	Moderate	Moderate	Feedback	Low	Moderate	Oral language interventions	Very Low	Moderate	Reading comprehension strategies	Very Low	High	Small group tuition	Moderate	Moderate	Individualised Instruction	Low	Moderate	<p>Proactive daily contact with vulnerable families to ensure they access in school provision during lockdown or that they are regularly logging on and taking part in live lesson</p>	<p>AHO and Pastoral Team</p>	<p>Daily</p>
Intervention	Cost	Impact																									
Behavioural Interventions	Moderate	Moderate																									
Feedback	Low	Moderate																									
Oral language interventions	Very Low	Moderate																									
Reading comprehension strategies	Very Low	High																									
Small group tuition	Moderate	Moderate																									
Individualised Instruction	Low	Moderate																									

	<ul style="list-style-type: none"> Loss of social skills 																													
Purchase of Reading Pens and Dragon Speak Software for students in Y11	<ul style="list-style-type: none"> Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Lack of cultural stimulation Lack of exposure to a wider vocabulary Lack of role models Loss of learning during lockdown 	Students with reading and literacy difficulties will use this technology to effectively engage in their class work and prepare for use in their examinations.	Students with reading ages below their chronological age struggle to access the content of GCSE subjects. The reading pen will remove some of these barriers whilst we continue to work on their reading and literacy needs. <u>EEF Research</u> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Reading comprehension strategies</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Feedback	Low	Moderate	Reading comprehension strategies	Very Low	High	Individualised Instruction	Low	Moderate															
Intervention	Cost	Impact																												
Feedback	Low	Moderate																												
Reading comprehension strategies	Very Low	High																												
Individualised Instruction	Low	Moderate																												
Addition Teaching Assistant hours to support with period 4 revision sessions	<ul style="list-style-type: none"> Lack of resilience and independence when studying Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students Poor literacy and numeracy skills Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Lack of cultural stimulation Loss of learning during lockdown 	All students in Y11 who access a TA during the school day will also have this provision in the period 4 revision sessions after school.	Students who require TA support during the day become accustomed to the support and have created positive relationships with the staff members. Removing this support during period 4 would be detrimental to their progress. <u>EEF Research</u> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Behavioural Interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Teaching Assistants</td> <td>High</td> <td>Low</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Oral language interventions</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Reading comprehension strategies</td> <td>Very Low</td> <td>High</td> </tr> <tr> <td>Small group tuition</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Behavioural Interventions	Moderate	Moderate	Teaching Assistants	High	Low	Feedback	Low	Moderate	Oral language interventions	Very Low	Moderate	Reading comprehension strategies	Very Low	High	Small group tuition	Moderate	Moderate	Individualised Instruction	Low	Moderate	The SENCO and AVP will continually review the impact of the TAs in lessons.	SENCO & AVP	Half term 1
Intervention	Cost	Impact																												
Behavioural Interventions	Moderate	Moderate																												
Teaching Assistants	High	Low																												
Feedback	Low	Moderate																												
Oral language interventions	Very Low	Moderate																												
Reading comprehension strategies	Very Low	High																												
Small group tuition	Moderate	Moderate																												
Individualised Instruction	Low	Moderate																												

Total budgeted cost: £9,812

WIDER APPROACHES

Action	Identified Barriers	Intended outcome and success criteria	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?												
Transition assessments for all students concentrating on knowledge and skills that should have been developed during the lockdown	<ul style="list-style-type: none"> Lack of resilience and independence when studying Poor literacy and numeracy skills Low aspirations Lack of confidence, character, grit, determination Lack of cultural stimulation Lack of exposure to a wider vocabulary Lack of technology to engage in lessons Loss of learning during lockdown 	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom	EEF report Feedback as Low-cost high impact strategy. Diagnostic tests will provide teachers with up to date knowledge student position enabling subjects to provide a suitable curriculum for achievement. <u>EEF Research</u> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Extended school time</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Extended school time	Moderate	Low	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	Review of all 39 Week plans and Covid gap mitigation plans within subjects.	MSW VP curriculum	HT1
Intervention	Cost	Impact																
Extended school time	Moderate	Low																
Feedback	Low	Moderate																
Individualised Instruction	Low	Moderate																

<p>Protect all learning time with staff member in front of the class</p>	<ul style="list-style-type: none"> • Lack of resilience and independence when studying • Poor literacy and numeracy skills • Low aspirations • Lack of confidence, character, grit, determination • Poor Learning Habits • Lack of cultural stimulation • Lack of exposure to a wider vocabulary • Loss of learning during lockdown • Loss of social skills 	<p>Ensure that teachers are in front of classes as a priority will protect the standard of teaching and learning above all.</p>	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p>EEF Research</p> <table border="1" data-bbox="1187 415 2151 562"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	<p>Ensure staffing in all departments covers all classes and protect teaching time from meetings and training.</p>	<p>MSW VP Curriculum / LRA Principal</p>	<p>Half Termly</p>			
Intervention	Cost	Impact																			
Collaborative learning	Low	Moderate																			
Feedback	Low	Moderate																			
Individualised Instruction	Low	Moderate																			
<p>Rewriting of all 39 Week plans taking into account alteration in finishing positions from 2019-20.</p>	<ul style="list-style-type: none"> • Lack of resilience and independence when studying • Poor literacy and numeracy skills • Lack of confidence, character, grit, determination • Poor Learning Habits • Lack of cultural stimulation • Lack of exposure to a wider vocabulary • Loss of learning during lockdown 	<p>Ensure possible gaps created by lockdown and changes to specification issues are mitigated. All teaching is relevant the courses student are studying.</p>	<p>National Foundation for Educational Research (NFER) analysis found that schools which are more successful in promoting high attainment, promote high quality teaching for all and that poor quality teaching has a disproportionate effect on disadvantaged students. See also Rowland (2015).</p> <p>EEF Research</p> <table border="1" data-bbox="1187 1003 2151 1192"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Extended school time</td> <td>Moderate</td> <td>Low</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Extended school time	Moderate	Low	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	<p>Review of all 39 Week plans and Covid gap mitigation plans within subjects.</p>	<p>MSW VP curriculum</p>	<p>HT1</p>
Intervention	Cost	Impact																			
Extended school time	Moderate	Low																			
Collaborative learning	Low	Moderate																			
Feedback	Low	Moderate																			
Individualised Instruction	Low	Moderate																			
<p>Ensure all staff are trained in the exam specification for their subject</p>	<ul style="list-style-type: none"> • Poor literacy and numeracy skills • Poor Learning Habits • Lack of cultural stimulation • Lack of exposure to a wider vocabulary 	<p>This will safeguard against potential staff absence or indeed specification changes which means the curriculum is altered and there is a need for more expertise in different part of the spec</p>	<p>Understanding the specification will lead to improvements in Teaching and Learning. Poor quality teaching and learning leads to lower outcomes according to NFER research.</p> <p>EEF Research</p> <table border="1" data-bbox="1187 1455 2151 1602"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate	<p>Use of department meeting time stipulated for all departments.</p>	<p>MSW</p>	<p>HT1-3</p>			
Intervention	Cost	Impact																			
Collaborative learning	Low	Moderate																			
Feedback	Low	Moderate																			
Individualised Instruction	Low	Moderate																			
<p>Specific Exam programme for exam age students</p>	<ul style="list-style-type: none"> • Lack of resilience and independence when studying • Poor literacy and numeracy skills • Poor Learning Habits • Lack of cultural stimulation 	<p>Ensure that exam age students are prepared for examination series, having missed mocks in Y10 and 12</p>	<p>Extra time is shown to add 2 months learning by EEF, for a moderate cost. Social and Emotional learning delivering +4 months with moderate impact and cost.</p> <p>EEF Research</p> <table border="1" data-bbox="1187 1822 2151 1894"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Extended school time</td> <td>Moderate</td> <td>Low</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Extended school time	Moderate	Low	<p>Review weekly in Y11 meeting.</p>	<p>MSW VP curriculum / IGR AVP data / MTA AAVP Y11 / SLI PYL Y11</p>	<p>Weekly during Y11 meeting</p>									
Intervention	Cost	Impact																			
Extended school time	Moderate	Low																			

	<ul style="list-style-type: none"> Lack of exposure to a wider vocabulary 		<table border="1"> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Low</td> <td>Moderate</td> </tr> </table>	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Individualised Instruction	Low	Moderate																		
Collaborative learning	Low	Moderate																												
Feedback	Low	Moderate																												
Individualised Instruction	Low	Moderate																												
Engage in trust wide training and support via the driver groups including curriculum and PP.	<ul style="list-style-type: none"> Lack of resilience and independence when studying Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students Poor literacy and numeracy skills Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Lack of cultural stimulation Lack of role models Lack of parental support Lack of technology to engage in lessons Loss of learning during lockdown Loss of social skills 	Ensure that best practice is shared across the academy chain.	<p>This will enable us to use the shared experience of research based strategies to implement the most effective ideas in the Academy.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	HT meetings for Curriculum, Pupil Premium, Teaching and Learning.	Principal, VP Curriculum, VP T&L, AVP Data.	Half Termly for each of the different driver groups.			
Intervention	Cost	Impact																												
Aspiration intervention	Moderate	Moderate																												
Behaviour interventions	Moderate	Moderate																												
Individualised Instruction	Very Low	Moderate																												
Metacognition and self-regulation	Low	High																												
Collaborative learning	Low	Moderate																												
Feedback	Low	Moderate																												
Ensure all Year 11s benefit from a 1:1 careers interview outside of lesson time (Before and after school; CORE PE; lunchtime; breaktime) Breakfast and lunch to be provided for pupils that meet before school or lunchtime.	<ul style="list-style-type: none"> Lack of resilience and independence when studying Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students Low aspirations Lack of confidence, character, grit, determination Lack of cultural stimulation Lack of role models Lack of parental support 	This is essential advice and guidance that the school must offer to all students so they are thinking about what they will be doing next academic year and beyond	<p>Bimrose, J. and Barnes, S-A. (2006) 'Researching effective career guidance indicated that guidance is useful to students in supporting their transitions into and through professional learning and development, it brings about positive change(s); and provides support and safety. Tyers and Sinclair, 2005; Watts and Sultana, 2004 also highlighted the positive effects of guidance.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Mentoring</td> <td>Moderate</td> <td>Low</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Feedback	Low	Moderate	Mentoring	Moderate	Low	Recording of Careers interviews and reporting of current status against the Gatsby Benchmark. This will be reported using the Gatsby Compass and Compass plus tools	AAVP for Careers.	Weekly in line management of careers by Craig Shaw, and half termly updates to the Gatsby Compass tool												
Intervention	Cost	Impact																												
Aspiration intervention	Moderate	Moderate																												
Feedback	Low	Moderate																												
Mentoring	Moderate	Low																												
Cost of items such as lanyards, respect barriers, tensa barriers etc which allow for the risk assessment to effectively function. These strategies mean students can access lessons in the correct learning spaces	<ul style="list-style-type: none"> Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Lack of cultural stimulation Lack of technology to engage in lessons Loss of learning during lockdown 	All students to access lessons in the correct subject area, therefore utilizing and engaging with subject specific equipment which enhances their subject experience. This will allow for us to continue offering a broad curriculum in which students access all of their normal lessons.	<p>Teachers moving between rooms would negatively effect the sharp start to lessons. It would also mean that students would be in one part of the school at all times which would prevent them from engaging with subject specific equipment.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Digital technology</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Digital technology	Moderate	Moderate	Student progress continues to improve.	SLT	Halt term 1
Intervention	Cost	Impact																												
Aspiration intervention	Moderate	Moderate																												
Behaviour interventions	Moderate	Moderate																												
Individualised Instruction	Very Low	Moderate																												
Metacognition and self-regulation	Low	High																												
Collaborative learning	Low	Moderate																												
Feedback	Low	Moderate																												
Digital technology	Moderate	Moderate																												

			<table border="1"> <tr> <td>Mastery Learning</td> <td>Very Low</td> <td>Moderate</td> </tr> </table>	Mastery Learning	Very Low	Moderate																											
Mastery Learning	Very Low	Moderate																															
<p>Cost of additional lunch time supervisors to allow for 6 separate social time areas. This ensures the risk assessment works for the staggered starts which allows for teachers to teach from their own classroom, thus Science, PE, Food, DT etc can use specialist equipment.</p>	<ul style="list-style-type: none"> Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Lack of cultural stimulation Lack of technology to engage in lessons Loss of learning during lockdown 	<p>All students to access lessons in the correct subject area, therefore utilizing and engaging with subject specific equipment which enhances their subject experience. This will allow for us to continue offering a broad curriculum in which students access all of their normal lessons.</p>	<p>Without the six separate social areas we would not be able to have staggered starts to lessons, this would mean that students would not be able to access lessons in the correct subject area.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Digital technology</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Mastery Learning</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Digital technology	Moderate	Moderate	Mastery Learning	Very Low	Moderate	<p>Student progress continues to improve.</p>	SLT	Halt term 1
Intervention	Cost	Impact																															
Aspiration intervention	Moderate	Moderate																															
Behaviour interventions	Moderate	Moderate																															
Individualised Instruction	Very Low	Moderate																															
Metacognition and self-regulation	Low	High																															
Collaborative learning	Low	Moderate																															
Feedback	Low	Moderate																															
Digital technology	Moderate	Moderate																															
Mastery Learning	Very Low	Moderate																															
<p>Cost of an additional reactive cleaner for the academic year which allows for students to use the toilet and social facilities throughout the day.</p>	<ul style="list-style-type: none"> Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students Low aspirations Lack of confidence, character, grit, determination Poor Learning Habits Lack of cultural stimulation Lack of technology to engage in lessons Loss of learning during lockdown 	<p>All students to access lessons in the correct subject area, therefore utilizing and engaging with subject specific equipment which enhances their subject experience. This will allow for us to continue offering a broad curriculum in which students access all of their normal lessons.</p>	<p>Without reactive cleaners we would not be able to operate the Risk Assessment as planned. This would mean all students only accessing toilet facilities within their own area which could mean more time spent out of lessons when travelling to the toilet. The reactive cleaners will also ensure that all commonly touched surface areas are cleaned between lesson transitions allowing for the staggers to occur safely. Ultimately this then allows for students to access lessons in the correct subject areas.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Digital technology</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Mastery Learning</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Digital technology	Moderate	Moderate	Mastery Learning	Very Low	Moderate			
Intervention	Cost	Impact																															
Aspiration intervention	Moderate	Moderate																															
Behaviour interventions	Moderate	Moderate																															
Individualised Instruction	Very Low	Moderate																															
Metacognition and self-regulation	Low	High																															
Collaborative learning	Low	Moderate																															
Feedback	Low	Moderate																															
Digital technology	Moderate	Moderate																															
Mastery Learning	Very Low	Moderate																															
<p>A new interactive system in place for parents evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance</p>	<ul style="list-style-type: none"> Lack of role models Lack of parental support 	<p>To maintain communication between the school and the parents regarding academic performance</p>	<p>EEF reports Parental Engagement to add +3 months impact and has a moderate impact for a moderate effect.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Parental engagement</td> <td>Moderate</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Parental engagement	Moderate	Moderate	<p>Review of all parents evening, including feedback from parents and participation.</p>	Principal and AAVP.	Following all parents evenings, feedback discussed in SLT meetings																					
Intervention	Cost	Impact																															
Parental engagement	Moderate	Moderate																															
<p>Appointment of a new temporary Leader responsible for 'Covid Catch-up'</p>	<ul style="list-style-type: none"> Lack of resilience and independence when studying Lack of cultural capital leading to low aspiration and 	<p>Oversee the collective response to the Covid-19 pandemic.</p>	<p>Create additional leadership capacity required to fully support the academy's response to the pandemic. This will allow other leaders to maintain their focus on their areas of responsibility whilst working collaboratively with the new leader.</p>	<p>Consistent line management of new staff member.</p>	Principal and Vice Principal	Ongoing																											

	<p>underperformance of Higher Ability Students</p> <ul style="list-style-type: none"> • Poor literacy and numeracy skills • Low aspirations • Lack of confidence, character, grit, determination • Poor Learning Habits • Lack of cultural stimulation • Lack of role models • Lack of parental support • Lack of technology to engage in lessons • Loss of learning during lockdown • Loss of social skills 	<p>Oversee the implementation of the Covid-19 response plan</p> <p>Students to maintain academic progress despite the challenges of Covid-19.</p> <p>Students to receive all required support to ensure they are not disadvantaged by the pandemic</p>	<p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Individualised Instruction</td> <td>Very Low</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> <tr> <td>Collaborative learning</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Feedback</td> <td>Low</td> <td>Moderate</td> </tr> <tr> <td>Digital technology</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Mastery Learning</td> <td>Very Low</td> <td>Moderate</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Individualised Instruction	Very Low	Moderate	Metacognition and self-regulation	Low	High	Collaborative learning	Low	Moderate	Feedback	Low	Moderate	Digital technology	Moderate	Moderate	Mastery Learning	Very Low	Moderate	<p>Regular reviews against the Covid-19 reponse plan.</p> <p>Student attainment, attendance and behavior reviews.</p>		
Intervention	Cost	Impact																															
Aspiration intervention	Moderate	Moderate																															
Behaviour interventions	Moderate	Moderate																															
Individualised Instruction	Very Low	Moderate																															
Metacognition and self-regulation	Low	High																															
Collaborative learning	Low	Moderate																															
Feedback	Low	Moderate																															
Digital technology	Moderate	Moderate																															
Mastery Learning	Very Low	Moderate																															
Additional counselling hours.	<ul style="list-style-type: none"> • Lack of resilience and independence when studying • Loss of learning during lockdown • Loss of social skills • Low aspirations • Lack of confidence, character, grit, determination • Poor Learning Habits 	<p>Vulnerable students and those with barriers to attendance to successfully receive counselling support which enables them to fully access their education.</p>	<p>The national lockdown in March 2020 significantly impacted the mental health of a large number of our students. It is essential that positive counselling work is continued to fully support those students.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Metacognition and self-regulation	Low	High	<p>Line management of counsellor and regular attendance checks</p>	Principal and Vice Principal																
Intervention	Cost	Impact																															
Aspiration intervention	Moderate	Moderate																															
Behaviour interventions	Moderate	Moderate																															
Metacognition and self-regulation	Low	High																															
Incentivise improvements in attendance for students and parents. This can include rewards and financial support for uniform.	<ul style="list-style-type: none"> • Lack of resilience and independence when studying • Lack of cultural capital leading to low aspiration and underperformance of Higher Ability Students • Low aspirations • Lack of confidence, character, grit, determination • Poor Learning Habits • Lack of cultural stimulation • Lack of role models • Lack of parental support • Loss of learning during lockdown 	<p>Students who have been negatively impacted by Covid-19 emotionally, socially or economically are not disadvantaged and continue to attend school.</p>	<p>It is proven that poor attendance significantly impacts student outcomes and future opportunities negatively.</p> <p>EEF Research</p> <table border="1"> <thead> <tr> <th>Intervention</th> <th>Cost</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>Aspiration intervention</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate</td> <td>Moderate</td> </tr> <tr> <td>Metacognition and self-regulation</td> <td>Low</td> <td>High</td> </tr> </tbody> </table>	Intervention	Cost	Impact	Aspiration intervention	Moderate	Moderate	Behaviour interventions	Moderate	Moderate	Metacognition and self-regulation	Low	High	<p>Continious monitoring of attendance</p>	VP & attendance Team	Half term 1															
Intervention	Cost	Impact																															
Aspiration intervention	Moderate	Moderate																															
Behaviour interventions	Moderate	Moderate																															
Metacognition and self-regulation	Low	High																															
Total budgeted cost:						£80,840																											