CATCH-UP FUND & RECOVERY PLAN 2020/21

- Safeguarding & Welfare
- Engagement & Learning
- Achievement & Progress

WODENSBOROUGH ORMISTON ACADEMY

2020 – 2021 SIP Targets
Teaching & Learning
Minimum 15% Outstanding teaching 90% of teaching Good or better Embed new curriculum inc. Post-CV19 Recovery Plan & Catch-Up strategies
Progress and Attainment
Progress 8 Score: 0 Attainment 8: 42+ English Baccalaureate: 8% 5+ Basics: 35% Progress rates for vulnerable groups: +0.5 YOY improvement in P8 Students moving into sustained education, employment or training: 100%
Behaviour & Attitudes
Attendance: 95% (inc. successful recovery Post-CV19) Persistent Absence: <12% Lates: <3% FTE: <5% (repeat <2%) Excellent behaviour and engagement rates: < Repeat AS & DT
Personal Development
Outstanding SMSC and SRE provision Opportunities for developing cultural capital embedded within the curriculum CEIAG Gold Award
Leadership & Management
100% of parents would recommend the academy L & M at all levels good Full and Oversubscribed in Y7 for 4th consecutive year Develop WOA6 SEND Post-16 provision – 100% recruitment, engagement and internship rates

WODENSBOROUGH ORMISTON ACADEMY

CATCH-UP FUNDING SPEND PLAN 2020-2021

What do we need to do?

- Mitigate against the impact of school closure / home learning on student achievement, progress and future opportunities.
- Develop a **Recovery Toolkit** to bridge the gaps and enable all learners the opportunity to catch up on lost learning and that offers a range of interventions and mechanisms to:
  - Support transition (KS2-3 and for EHCP and SEMH learners)
  - Promote and support mental health and well-being
  - Enhance the Recovery Curriculum
  - Provide additional targeted support for literacy and numeracy
  - Ensure that we can accelerate progress rates for our most vulnerable learners (Disadvantaged, Boys, SEND and Most Able)

- Develop and embed an effective SMSC and SRE programme to ensure that mental health and wellbeing is at the heart of all Recovery Plans.
- Maintain and grow the work of the Community Team to support the recovery of our local community.
- Ensure we make best use of available research and guidance in drawing up strategies and in the implementation of this plan. We have taken into account the following:
  - A recent review of remote teaching conducted by the EEF found that remote learning can be effective, given the right conditions (EEF, 2020a). Therefore, students who have engaged effectively in home learning are less of a risk
  - Sutton Trust, 2020; Institute for Fiscal Studies, 2020) suggest that children from the most disadvantaged families are spending less time on learning activities, are submitting less work and typically have access to fewer resources at home
  - Cooper et all (1996) estimated that reading and language is most effected by school closure, "on average, summer vacations created a gap of about 3 months between middle- and lower-class students"
  - Gershenson (2017) finds that over the summer higher-attaining disadvantaged children fall behind other higher attainers at a faster rate than other groups.

WOA RECOVERY TOOLKIT

TRANSITION & WELLBEING	RECOVERY CURRICULUM	ADDITIONAL TUITION
- Inclusion and Transition Lead to train staff and support students with pastoral and curriculum re-integration. - Designated Lead Teacher for Progress & Achievement: Safeguarding. - Access to mental health & wellbeing support - Attend to Achieve package / support - 100% of WOA6 have WEX/supported internship	- Recovery Curriculum in place for Y7-13 - Access to ICT / online learning platforms - Curriculum specific resources - Out-of-hours learning – Catch-up programme - Literacy development / intervention	- KS2-3 Academic Coach (Core Subjects) - KS4 iBelieve Coaches: Basics - HATS/SHINE Programme - Targeted Literacy / Language for Learning - 5-2-1 tuition (targeted programme)
Universal Offer: Recovery Curriculum	**Disadvantaged Students**	**SEND**
- Implement a Recovery Curriculum: KS2-3, KS3-4 & KS4-5 - Develop a range of Blended Learning Resources to support face-to-face and home learning models	- Designated Lead Teacher for Progress & Achievement: Safeguarding - Academic Coaching: Core Subjects - Targeted Literacy / Language for Learning	- Inclusion and Transition Lead to train staff and support students with pastoral and curriculum re-integration - Targeted home learning support – Catch-up Club - Targeted Literacy / Language for Learning
Universal Offer: Welfare & Wellbeing	**Most Able**	**Boys**
- Access to mental health support, counselling and mentoring (as appropriate) - WOA Wellbeing Classroom	- SHINE Programme and targeted coaching plan (inc. Tier 2/3 vocabulary). - Master Classes	- iBelieve Coaching: Core Subjects - Pastoral Coaching programme re: engagement - Targeted Literacy / Language for Learning

WOA RECOVERY TOOLKIT – WHO/WHAT?

TRANSITION & WELLBEING	RECOVERY CURRICULUM	ADDITIONAL TUITION
• Inclusion and Transition Lead to train staff and support students with pastoral and curriculum re-integration. • Designated Lead Teacher for Progress & Achievement: Safeguarding. • Access to mental health & wellbeing support • Life After WOA programme in place for Y11 • Attend to Achieve package / support 100% of WOA6 have WEX/supported internship	• Recovery Curriculum in place for Y7-13 • Gaining Ground strategy in place • Access to ICT / online learning platforms • Curriculum specific resources • Out-of-hours learning – Catch-up programme • Literacy development / intervention	• KS2-3 Academic Coach (Core Subjects) • KS4 iBelieve Coaches: Basics • HATS/SHINE Programme • Targeted Literacy / Language for Learning • 5-2-1 tuition (targeted programme) • My Tutor programme: maths/science

Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y7	Y8	Y9	Y10	Y11	Y12	Y13
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x		

Universal Offer: Recovery Curriculum | Disadvantaged Students | SEND

Universal Offer: Recovery Curriculum	Disadvantaged Students	SEND
• Implement a Recovery Curriculum: KS2-3, KS3-4 & KS4-5 • Gaining Ground strategy in place • Develop a range of Blended Learning Resources to support face-to-face and home learning models • Extending the school day – Session 6	• Designated Lead Teacher for Progress & Achievement: Safeguarding • Academic Coaching: Core Subjects • Targeted Literacy / Language for Learning	• Inclusion and Transition Lead to train staff and support students with pastoral and curriculum re-integration • Targeted home learning support – Catch-up Club • Targeted Literacy / Language for Learning

Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y7	Y8	Y9	Y10	Y11	Y12	Y13
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x		

Universal Offer: Welfare & Wellbeing | Most Able | Boys

Universal Offer: Welfare & Wellbeing	Most Able	Boys
• Access to mental health support, counselling and mentoring (as appropriate) • WOA Wellbeing Classroom	• SHINE Programme and targeted coaching plan (inc. Tier 2/3 vocabulary). • Master Classes	• iBelieve Coaching: Core Subjects • Pastoral Coaching programme re: engagement • Targeted Literacy / Language for Learning

Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y7	Y8	Y9	Y10	Y11	Y12	Y13
x	x	x	x	x	x	x	x	x	x	x	x						x	x		

Wodensborough Ormiston Academy Context	
Total number of students on roll	1124
Total number of disadvantaged students	577
Total number of new disadvantaged students as of September 2020	110
Total females (disadvantaged)	292
Total males (disadvantaged)	285
Total HAL (HAL disadvantaged)	96
Total MAT (MAT disadvantaged)	223
Total LAT (LAT disadvantaged)	111
Total SEND EHCP and K (SEND EHCP and K disadvantaged)	182
Total EAL (EAL disadvantaged)	90

Breakdown of the school by year group:

|	Year 7	Year 8	Year 9	Year 10	Year 11
Cohort Size	249	227	225	198	209
Number of PP	109	138	115	101	104
% PP	43.77%	60.79%	51.11%	51.00%	49.76%
Females (dis)	56	68	61	50	57
Males (dis)	53	70	54	51	47
HAL (dis)	57	22	30	23	21
MAT (dis)	138	89	54	31	49
LAT (dis)	53	18	31	27	35
SEND EHCP/ K (dis)	35	31	37	36	33
EAL (dis)	13	26	19	13	19

WOA is a 11-16 academy with a small, bespoke post-16 provision for students with EHCPS, located in Wednesbury in Sandwell MBC. Local Authority reports show very high levels of deprivation in the areas around Friar Park, which is the main part of our catchment area. When compared to the national level, Friar Park falls within the lowest 10%. Based on the postcode, our IDACI score is 0.35 and the area is ranked 3475 (out of 32482 SOP). Our deprivation indicator is 0.37 (one of the highest in Sandwell), this is echoed in the 2019 IDSR which confirms that for location and pupil base, WOA is in quintile 5 (the most deprived of all schools). This results in the academy having significant dealings with all areas of social inclusion. We currently have 84 medical care plans (and 114 on asthma register), 6 Child protection cases, 15 Child in Need cases, 9 active Early Help plans, 1 section 47 and 3 pupils undergoing single assessment.

53% of our students are eligible for pupil premium and 39.1% are FSM (FSM is higher than all other Sandwell secondary schools). 130 of our SEND students are also disadvantaged.

The number of SEND students is significantly higher than the national average – WOA is in the 80% percentile (22.5% of our school population has a SEND need). 193 pupils are supported at the level formally known as school action (denoted on our system as 'K'), 50 pupils are supported at what was formally known as school action plus and over 50 have EHCPs.

In addition to WOA6, the school has 2 11-16 focused provisions on site: the Autism Resource Centre (ARC) and WOA Deaf Academy, in addition to an inclusion centre.

Engagement Rates
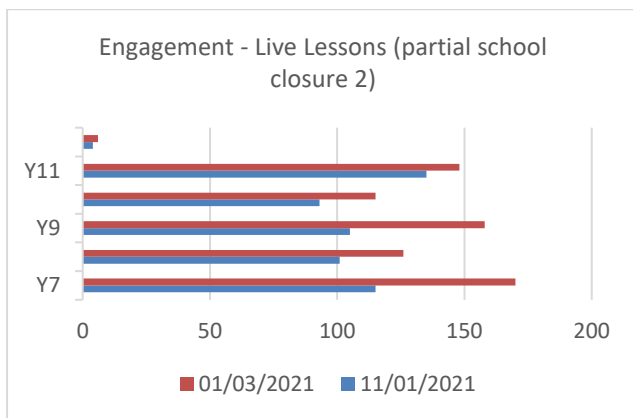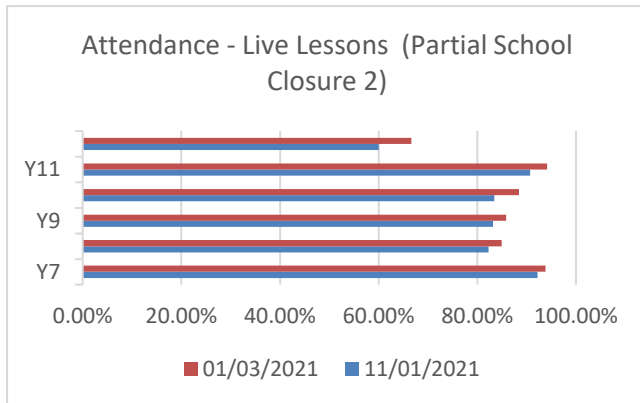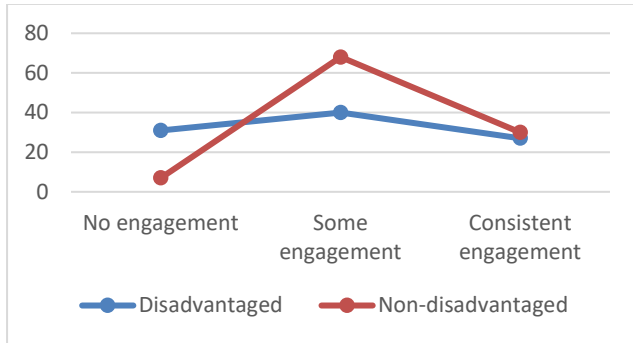
Analysis of work and assessments since September have identified varying engagement rates and gaps in knowledge.

Prior to school closure (WE 20/3/2020) we ensured that all students could access Google Classroom which was the platform for setting most work – this initially created a 'false positive' in that it appeared that students were engaging with online work set as we could see they had logged into the classroom at the first checkpoint. We monitored engagement rates through access to the classroom and completion of work.

Throughout the first period of partial school closure, tutors regularly made contact with all families (bi-weekly for all non-vulnerable children and weekly for all identified as vulnerable) and it became evident that a significant number were either unable to consistently access the classroom or were having to access it using mobile phones or they were sharing one device between multiple members of the household. Following contact home, those who had not been engaging did log back in to the classroom or we provided paper copies of the work. During the second period of partial school closure, we implemented a full programme of Blended Learning (QA/Evaluated in line with the DfE toolkit) and provided devices for almost a third of the school.

During the first period of partial school closure, we were able to provide laptops for the most disadvantaged students in Y10 and 89% were engaged in a 60 lesson Recovery Curriculum package in June/July 2020. During the second period of partial school closure, the engagement rate for this year group in accessing our remote learning strategy was 90%.

Throughout the second period of partial school closure we monitored attendance and engagement in live lessons on a daily/hourly basis as part of the launch of our Virtual School.

Assessment and testing (Gaining Ground / green sheets) on return to school has identified gaps in knowledge and skills for all learners which we are addressing through the in-school curriculum, additional intervention and this Catch Up Plan.

Since September, we have been able to widen our student access to ICT although this remains an ongoing challenge. In addition, we have further developed our processes for tracking and encouraging meaningful student engagement with online learning by registering classes and activity in Google Classroom and also by following up with daily and weekly phonecalls home.

We monitored engagement in blended learning and live lessons at student-level, year-group and also by key vulnerable group.

Students working on-site had during the partial school closure period, had access to the same provision as those students working from home.

Objective	Actions	Year Group		SLT Link	Cost/Res/Budget	Start	Success Criteria	End	Monit/Eval	Current Data	RAG

Objective (rotated text): Mitigate against the impact of school closure / home learning on student achievement, progress and future opportunities. Develop a **Recovery Toolkit** to bridge the gaps and enable all learners the opportunity to catch up on lost learning

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Row a)

Actions:
a) Recruit City Year team of 5 coaches/mentors to provide support for Y9-11 x 4 days pw:
- English & maths recovery and catch-up
- Mentoring for attendance/previous PA
- Engagement and overcoming barriers to learning
- Breakfast/after school club
- Behaviour mentoring
- Extending the school day: S6

ADDITIONAL TUITION

EEF EVIDENCE: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one to one model as the evidence suggests that this can be effective in adding 4+ months.

Year Group: Y7, Y8, Y9 (x), Y10 (x), Y11 (x), Y12, Y13

SLT Link: SBA

Cost/Res/Budget: DfE: £49,500

Start: Sep 2020

Success Criteria:
- Coaching/iBelieve programme in place
- Progress rates in Core subjects improve in line with targets and from baseline
- 100% of targeted students make progress in line with targets (KS3 and KS4) and from baseline
- Previous PA students improve YOY
- Mental health & well-being focus of students
- Targeted CEAIG in place for every child with a mapped out destination.
- No NEETS.
- Home Learning Pods (as a result of confirmed cases in school) to have a full Target students attend breakfast club

End: Jul 2020

Monit/Eval: OAT LGB/SPB LA DfE

Current Data:
HT1:
- 93.9% Y11 – whole sch 94.2%
- PA 14.4%
- FTE 0.5%
- DC1 -0.2 (End of Y10 -0.3)
- All coaches linked to key students: 4 x Y11, 2 x Y10

HT2:
- 94.4% Y11 attendance – whole sch 94.3%
- PA 15.6%
- FTE 0.6%
- DC1 -0.1

HT5:
- CY Coaches are supporting Y10 and Y11 students with remote learning.

AUG 21:
- 57%/38% Basics
- 100% of targeted students made progress

RAG: (green)

Row b)

Actions:
b) EBACC Coach

ADDITIONAL TUITION

EEF EVIDENCE: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one to one model as the evidence suggests that this can be effective in adding 4+ months.

Year Group: Y7, Y8, Y9, Y10 (x), Y11 (x), Y12, Y13

SLT Link: SBA

Cost/Res/Budget: DfE: 1,500k

Start: Sep 2020

Success Criteria:
- Delivery of Humanities catch-up for KS4/Y11
- Support with Catch-up curriculum KS3/4

End: Jun 2020

Monit/Eval: OAT LGB/SPB LA DfE

Current Data:
HT1: Coach in place and delivering interventions – in-class/S6.

HT2:
- Geography -0.27
- History -0.11

HT5:
- CY Coaches are supporting Y10 and Y11 students with remote learning.
- Access arrangements support

AUG 21:
- 49% opted into EBACC in Y10 2021
- P8 XX

RAG: (green)

Row c)

Actions:
c) Recruit a KS2-3 Coach for Y7 catch up/reading recovery:
- Literacy
- Numeracy
- EBACC

ADDITIONAL TUITION

RECOVERY CURRICULUM

EEF EVIDENCE: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months'

Year Group: Y7 (x), Y8 (x), Y9 (x), Y10

SLT Link: SBA

Cost/Res/Budget: Y7 Catch-up: £19,898

Start: Sep 2020

Success Criteria:
- 5-2-1 tuition programme in place for English and Maths KS23: 100% of student make progress from baseline
- Targeted Literacy / Language / Reading programme in place: 100% of students make progress from baseline
- Students in Y8 (who will have missed part of their Y7 recovery support) will receive targeted catch up support in Eng/maths

End: Jun 2020

Monit/Eval: OAT LGB/SPB LA DfE

Current Data:
HT1 x 2 coaches appointed (Sep starter & Jan starter)

RHS focusing on Y7/8 SHINE students – academic literacy/tier 2 vocabulary & maths catch up. Initially 2 days pw but this will increase to 3 days pw in HT3.

Y7 Baseline testing in place SHONE

RAG: (green)

	progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one to one model as the evidence suggests that this can be effective in adding 4+ months. *EEF EVIDENCE: On average, reading comprehension approaches deliver an additional six months' progress.*	**Y11** **Y12** **Y13**					- Students in Y7 (who will have missed a significant part of their Y6 curriculum) will receive targeted catch up support in Eng/maths - 100% of targeted students show improved engagement/progress rates - Positive impact on attendance, engagement and well-being of identified students - RA and baseline pastoral testing in place - Handwriting interventions package in place – demonstrating impact for Y9boys/SEND/DA			HT2: 88% of students on the reading programme have made progress since the post-lockdown baseline test. The average reading age of this cohort has improved from 8.64 to 10.17. 71% of the cohort have made more than 1 yr of progress during this intervention. See SHINE Programme – Action point g) HT3: Y7 and Y8 students are accessing catch-up tuition remotely during the school closure period. HT5: 100% early reading programme cohort have made progress and 40% are now free readers. 62% on maths programme made progress between testing/assessments. 100% increased reading age. 100% made progress in their handwriting programme. JUL 21: • 100% of targeted readers made progress • 80% of targeted students made progress in maths	
	d) Implement a literacy recovery programme – WBA coaches x 2 **ADDITIONAL TUITION** **RECOVERY CURRICULUM** *EEF EVIDENCE: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one to one model as the evidence suggests that this can be effective in adding 4+ months.* *EEF EVIDENCE: On average, reading comprehension approaches deliver an additional six months' progress.*	**Y7** **Y8** x **Y9** x **Y10** **Y11** **Y12** **Y13**		KPE	SLA WBA £9000	Oct 2020	- Literacy recovery programme in place - Writing improvement programme demonstrating improvement from starting point - Improved attendance and engagement rates of identified cohorts (x 3 pw/per term): >94% / <14% - FTE reduces in line with improvements in literacy	½ termly analysis of impact. Oct - Jun	SLT LGB SPB	HT2: Cohort 1 (x3) started 6/10 100% engagement rate for Y9 cohort 90% engagement rate for Y8 cohort 60% of student have made progress from starting point – literacy. HT3: Y8 and Y9 students are accessing catch-up tuition remotely during the school closure period. HT4: Half-term School and Whitsun Transition programme in place and attended – enrichment activities completed. HT5: Attendance and engagement rates have increased – engagement in recovery curriculum and Gaining Ground strategy. AUG 21: • Attendance overall >NA% and OAT% • 85% of targeted students improved attendance	
		Y7 x	MWA	CPD time for Staff	Jul 2020	- Audit/evaluation of Y10 Recovery Curriculum	On-going	OAT LGB/SPB	Google classroom audit by IMI	

Objective	Year	X	Staff	Cost	Date	Success Criteria	Timescale	Agencies	Progress / Impact
e) Recovery Curriculum: online support for disadvantaged Y10 students (EEF/NESTA) Recovery / bridging curriculum in place for Y7-10 Y12-13 to receive support to gain WEX / internship placement **RECOVERY CURRICULUM**	Y8 Y9 Y10 Y11 Y12 Y13	X X X X X x		Planning time DfE: £500		- Recovery Curriculum in place for Y7-10 with identified elements for online platforms - Increase in engagement rates in comparison to Mar-Jul school closure period - Vulnerable groups catch-up/making progress in relation to baseline/targets - Clear bridging curriculum in place for Y7-10 - 100% of WOA6 gain WEX / supported internship placement - PLGs in place – impact on - QFT		LA DfE DC	All teaching materials 7 Home Learning work uploaded to Google Classroom PLG's launched – 100% positive feedback QA process for HT1 in place HT2: Engagement Rates report post-partial school closure (23/11-4/12): 68% engagement with remote learning. We have allocated X laptops. HT3: We have reviewed our CPD programme for HT3 to support the move to remote learning. JUL 21: • 57%/38% Basics • 100% of targeted students made progress
f) Out-of-hours learning support for: - SEND students - Y11 - Boys - Extending the school day: S6 **EXTENDING THE SCHOOL DAY** *EEF EVIDENCE: The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.*	Y7 Y8 Y9 Y10 Y11 Y12 Y13	 X X x X	SBA KMO	£1,000	Feb 2020	- Team Succeed Out-of-hours learning package in place and attended by >80% of identified cohort - Y11 Recovery Curriculum supplemented by OOHL package – attended by >85% of target cohort - Boys' Literacy and engagement programme: > 85% engagement - Progress rates increase in relation to baseline/targets	On-going	OAT LGB/SPB LA DfE DC	HT1: Y11 attend S6 after school every day – 98% attendance HT2: 75% of SEND cohort attending targeted S6. Increased attainment rates and progress indicators at DC2. HT3: LSA's have been allocated to all Succeed Band Google Classrooms and are providing in-lesson support for live and blended learning lessons. HT4 (Mar): S6 for Y10 – 90% attendance rate. HT5: TAG assessments completed. Access arrangements in place for all. AUG 21: • 57%/38% Basics • 100% of targeted students made progress
g) Implement a SHINE Programme to raise asp: - Maths Master Class - Language for Literacy - Science Superstars **RECOVERY CURRICULUM** **ADDITIONAL TUITION** *EEF EVIDENCE: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one to one*	Y7 Y8 Y9 Y10 Y11 Y12 Y13	X X X	GDU MWA	Y7 Catch-up: £10,059 £5712	Sep 2020	- SHINE Programme developed for Y7-9 (focus on language for learning and engagement) inc. recovery & catch-up - Targeted catch-up programme for identified PP/HATS - 100% engagement rates and increase in progress from baseline	On-going	OAT LGB/SPB LA DfE	HT1: KS3 SHINE programme in place for En/Ma – Science needs developing post Review in HT3. HT2: 80% of students on the reading programme have made progress since the post-lockdown baseline test. The average reading age of this cohort has improved from 12.69 to 13.68. 60% of the cohort have made more than 1 yr of progress during this intervention. Writing progrmme: 91% have improved their raw scores from Baseline.

		Year		Lead	Cost	Start	Success Criteria	Review	Monitoring	Progress	
	model as the evidence suggests that this can be effective in adding 4+ months.									**HT3:** This cohort are accessing interventions remotely. **HT5:** 50% of the cohort on or above their target grades.	
	h) Attend to Achieve strategy in place to support the Recovery Curriculum and interventions **TRANSITION & WELLBEING**	**Y7** **Y8** **Y9** **Y10** **Y11** **Y12** **Y13**	x x x x x	JCO DMA	£2000 (rewards)	Sep 2020	- PA plan in place to target previous PA students: 12.8% by end of year - Attendance plan/systems in place to ensure overall attendance is in line with NA%: >94.6% (SEND> 92%/PP>93%)	On-going	OAT LGB/SPB LA DfE	**HT1:** Overall attendance & PA above most other local schools: 94.2% / 14.4% & above current NA% **HT2:** Overall attendance & PA above most other local schools: 94.3% / 15.8% & above current NA% **HT3:** We are closely monitoring online engagement on a hourly / daily / weekly basis. **HT5:** Overall attendance & PA above most other local schools: 93.4% / 16.8% & above current NA% **JUL 21:** Overall attendance & PA above most other local schools: 93.4% / 17.2% & above current NA%	
	i) Mental health & Well-being: additional targeted support for identified students and access to google classrooms **TRANSITION & WELLBEING**	**Y7** **Y8** **Y9** **Y10** **Y11** **Y12** **Y13**	x x x x x x x	CSM	£500	Dec 2020	- Improved attendance for targeted students (in line with whole school target) 94.6% - Reduced PA: 14%-12.8% range - Impact evidence/case studies - Additional support in place re: transition results in increased engagement rates and improved attendance/reduced PA/FTE – in line with targets	Oct	LGB/SPB	**HT1:** Family worker identified & undergoing clearance process **HT2:** Family worker induction programme **HT3:** Family worker is supporting Team Ambition and Team Succeed Pods during school closure. **HT5:** Mental health support worker in school completing full audit with DSL to inform a full programme of additional and external support in place from Sep 2021. Case studies indicate improvement in engagement and attendance rates as well as self-esteem.	
	j) Revision resources and additional support via targeted daily Session 6 & Holiday/Saturday School **RECOVERY CURRICULUM** **EXTENDING THE SCHOOL DAY** **ADDITIONAL TUITION** *EEF EVIDENCE: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one to one model as the evidence suggests that this can be effective in adding 4+ months.* *EEF EVIDENCE: The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence*	**Y7** **Y8** **Y9** **Y10** **Y11** **Y12** **Y13**	x x x	SBA	£6000	Sep 2020	- 95% attendance at out of hours learning events - Improved P8/Basics/QLA - Gap between targets and outcomes reduces between DC1 and DC4	On-going	SPB	**HT1:** 97% attendance at HT1 S6 P8 in Y11 -0.2 at DC1 **HT2:** 87% attendance at HT2 S6 P8 in Y11 -0.1 at DC2 **HT3:** Online engagement for WC 11/1/2021 was 90.2%. Academic coaches, tutors and the engagement team are working hard to support students and families so that we can improve on this. **HT4:** Online engagement for WC 8/3/2021 was 92% av. My Tutor package implemented for 60 students. **HT5:** Y10 S6 attendance 90%. Y11 TAG assessments completed. Y10	

	that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.						assessments as per calendar will take place WC 21/6/21. AUG 21: • 57%/38% Basics 100% of targeted students made progress	

TOTAL FUNDING STREAM	£	Notes
Year 7 Catch-Up	29,547	Allocated to c) & g)
DfE Catch-Up	51,253	Allocated to a), b) & e)
TOTAL Catch-Up	**80,800**	
WOA FUNDED (PP)	5,712	Allocated to shortfall in c) & g)
	18,500	Allocated to d), f), h), i) & j)
TOTAL ADDITIONAL SPENDING	24, 212	
TOTAL SPENDING ON CATCH UP	**105, 012**	

IMPACT SUMMARY 2020/21

ACTION	COHORT	IMPACT	EVALUATION	WILL USE AGAIN?
CITY YEAR COACHES	Y11 – CORE (PP/HPA) Y10 – CORE (PP/HPA) Y9 – Drop-ins	Y11 – Improved 5+ and 4+ in Basics (Evidenced through TAG grades and data captures): 37%/57% Y10 – Improved 5+ and 4+ in Basics predictions	Student feedback positive. Case studies evidence impact in relation to confidence levels, attendance and outcomes. Positive Ofsted report highlighting impact of strategies to enable pupils to regain lost ground. Positive feedback from parents supported this process.	Yes – SLA in place for 2021/22
ADDITIONAL TUITION: - EBACC - KS2-3 - LITERACY - WBA	KS3 <AGE RELATED EXPECTATIONS AT KS2 <AGE RELATED READING AGE IDENTIFIED PUPILS NEEDING ADDITIONAL SUPPORT IN Y11/10/9 IN HUMANITIES OR MFL. WBA: Y7-9 PUPILS IDENTIFIED AS NEEDING ADDITIONAL SEMH SUPPORT/LITERACY	100% of pupils engaging in reading programme made progress. 100% of pupils engaged in numeracy programme made progress from baseline. 49% uptake for pupils opting into full EBACC in Y9 Improved outcomes in Humanities and MFL at KS4. Improved attendance and engagement rates for 75% of identified WBA Cohort.	KS2-3 Gaining Ground Coaches had a positive impact in relation to self-esteem, attendance and progress rates. KS3 reading team ensured that all pupils made progress and we can evidence through case studies the positive impact this also had in relation to self-esteem and attendance. EBACC Coaching has had a positive impact but improvements could also be attributed to changes in the curriculum and assessments and response via recovery curriculum. Increased attendance rates and reduced FTE rates. Positive Ofsted report highlighting impact of recovery and targeted support.	Yes – We are increasing capacity for GG Coaches in 2021/22 (x 2.6 coaches in post) Yes – We are increasing capacity for our reading team in 2021/22 so that we can deliver more interventions to those who need it. Although the EBACC Coach had impact we will deliver additional tuition for this strand through the GG Coaches and CY Team. Yes - We are increasing the WBA SLA to 5 days pw in 2021/22 and adding all CLA/EV pupils to the targeted cohort.
SHINE PROGRAMME	HPA in Y10/11	Improved prediction rates and a measurable impact in relation to self-esteem / attendance of targeted pupils.	Case studies and TAG / prediction data indicate this focus is having a positive impact on our most able students.	Yes – We are increasing for Y10/11 in 2021/22
EXTENDING SCHOOL DAY	Y11/12 SESSION 6 HOLIDAY SCHOOL HOMEWORK CLUB	100% of targeted pupils made progress from starting points: 37%/57% in Basics. Engagement rates increased throughout the period.	Decision to cease Y11 S6 at Easter and move onto Y10 meant that we are able to show an impact in relation to both cohorts.	Yes
MENTAL HEALTH & WELL-BEING	ADDITIONAL RESOURCE AND SUPPORT RE: STAFF CPD & ACCESS TO SUPPORT – Y7-13	Full log on CPOMS evidences a positive impact in relation to mental health and well-being for pupils receiving support. Improved attendance / reduced FTE	Case Studies and internal monitoring data, compared also with information linked to referrals/disclosures show that we are having an impact when pupils engage with and can access support.	Yes – we are continuing to expand provision for 2021/22 to include a S&L support worker.