



Kings Leadership Academy

Covid-Recovery Fund & Pupil Premium Spend Sep 2020
Katie Sharp

Contents

Contents	2
1. Objectives	3
a) Covid Recovery Fund	3
b) Pupil Premium.....	3
2. Use of funds	4
Covid recovery fund	4
Pupil Premium Grant.....	4
3. Covid Recovery Intervention Strategy and Costings	5
4. Pupil Premium Strategy and Costings	8
5. EEF Research based Intervention Tiered Approach	15

1. Objectives

a) Covid Recovery Fund

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.

We know that we have the professional knowledge and expertise in the education system to ensure that children and young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery, and the government intends for schools and colleges to fully open in September. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. The Academy is therefore being allocated funding to address the negative impact on learning that Covid has caused.

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

King's Leadership Academy will receive a total of 695 x 80 = £55,600 in 2020/21

b) Pupil Premium

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2020.

PPG provides funding for two separate policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Premium	Grant Per Eligible Student	Number and (percentage)	Funding 2021
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955	116 (17%)	£110780
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority*	£2,345*	11* (2%)	£25795*

Premium	Grant Per Eligible Student	Number and (percentage)	Funding 2021
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310	3 (<1%)	£930

King's Leadership Academy will receive a total of £111,710 in 2020/21

Plus an additional £25795 for LAC individuals*

**Looked after Children (LAC) funding is individually costed on their Pupil Education Plans (PEPs) in collaboration with agencies*

2. Use of funds

Covid recovery fund

'Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.

Schools have the flexibility to spend funding in the best way for their cohort and circumstances.' ([GOV guidance](#) July 2020)

To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way. This strategy has been developed using this research and guidance in addition to the Academy's extensive intervention systems.

The Academy will not receive literacy and numeracy catch up funding this year (finances allocated to school based on students who transition to year 7 with below expected KS2 attainment in English and Maths). Therefore the intervention strategy for those students will be outlined in this report as it is subsumed into this funding allocation this year.

Pupil Premium Grant

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2020; some or all of it may be carried forward to future financial years.

3. Covid Recovery Intervention Strategy and Costings

Department	Resource or strategy	Rationale	Cost
KS5	Integral	Alevel resource (could be used for Y11 going into Alevel too). It is expensive so only one user would be needed and could be shared between the teachers.	335
Targeted approaches - One to one and small group tuition - Intervention programmes - Extended school time	Mathspad	Teachers can personalise work for students who have been out of school	120
	Hegarty Maths	Resource to alternate with MathsWatch and used to set up REACH and Zoom work	1200
	PinPoint	Allows to design assessments and analyses the gaps, producing personalised work based on those gaps.	400
	Holiday and half term sessions	Support students in the holidays with targeted intervention and booster sessions. This will be done remotely with a broad range of staff and subject specialists	8000
	Boys Don't Try? text	Copies for all departments; closing the gender gaps. Boys are likely to be disproportionately hit by the gap in learning caused by covid. Also covers PP, SEN and behaviour concerns - hugely beneficial not just for English but for all departments.	135
	Private tuition - KIP McGrath	Catchup for students who are underperforming in English or Maths. Students attend a reputable provider once a week for catchup sessions.	10000
		Total	20190
	TT Rockstars	Competitions and numeracy practice for all year groups.	168
	TT Rockstars	Competitions and numeracy practice for all year groups. Bolt-ons.	84
	Visualisers	These would definitely support our teaching now that we are teaching on zoom as well as in the classroom. It would be a great resource to accurately teach graphs and transformations (Bolton has one in each classroom...).	700
	IPODS	Could there be an Ipod per classroom to zoom out? Teachers' phones are running out of charge. If there was an Ipod in each classroom, it could already be set up on zoom.Â	1000
	Language Gym	This can be used as a self marked homework. Ideal for independent learning, so great for remote learning. All activities are self marked and a powerful teacher report given. Class assignments and live games possible.	200
	Teachit Languages	AQA approved resources to support academic rigour and GP9s.	125
	Seneca Premium	It will provide us with an additional 800 courses and the two important features of the smart answer mode and hyper learning. Both of these features will enable pupils and teachers to have a clear insight into their strengths and weaknesses and place a greater focus on turning their weaknesses into strengths. Finally, if we have a minimum of four subjects using it (which I believe we already do)(we can benefit from their SLT analytics report providing a clear overview of each subject and comparisons across subjects for individual students.	1210
	Statistics bolt on for TT rockstars	Analysis part of the TTRS site already purchased to allow us to better analyse the pupils progress on the site.	43

Department	Resource or strategy	Rationale	Cost
Teaching and whole school strategies - Support great teaching - Pupil assessment and feedback - Transition support	visualisor	excellent for showing and modelling how to write answers. this is a fundametal part of history and will be useful across all key stages	200
	H&S CARE STUDENT WORKBOOKSÅ	Students workbooks which cover the entire course and will be used to support Y9/10 and 11 during all components of the course. 60 books to cover across the classes in Y9/10/11Å PEARSON APPROVED LINK TO RESOURCE: https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/HealthAndSocialCare/BTEC/BTECTechAwardHealthandSocialCare/ISBN/Student%20Book/BTECLevel1Level2TechAwardinHealthandSocialCareStudentBook.aspx	1300
	BTEC Tech Award in Health and Social Care ALDS 3 year subscription	An online package to support staff and students with the delivery of BTEC H&S care for the next 3 years.Å PEARSON APPROVED LINK TO RESOURCE: https://www.pearsonschoolsandfecolleges.co.uk/FEAndVocational/HealthAndSocialCare/BTEC/BTECTechAwardHealthandSocialCare/ISBN/Teaching%20Resources%20(via%20ALDS)/BTECLevel1Level2TechAwardinHealthandSocialCareActiveLearnDigitalService3yearssubscription.aspx	480
	ZIG ZAG ONLINE EXAM REVISION	Online exam support for Y11 students to support with home learning and zoom. This will support students for their examination in Feb 2021 (ALLOWS 30 STUDENTS ACCESS) https://zigzageducation.co.uk/synopses/BTEC-Tech-Award-eRevision-teachers?pod=9906	90
	ZIG ZAG RESROUCES	One off to buy the full zig zag resources to support teaching and learning for Y9/10/11 student who are studying for H&S CARE. https://zigzageducation.co.uk/subjects/health-and-social-care/btec-tech-awards-level-2/health-and-social-care-2017 This would be used for future years also.	1022
	visualisers	1 visualiser already in department useful for modelling exam qs/graph methods and online learning. could be used for practical demonstrations - helping with social distancing.	400
	a level chemistry .co .uk teacher accountÅ	Access for an unlimited number of students to alevel chemistry resources including quizzes, questions (which are a little limited on exampro) https://alevelchemistry.co.uk/membership/	60
	Soundtrap	Digital Audio Workstation used for Music Technology/Composition. Students from year 7-13 used it during lockdown (free 3month trial) and it was hugely beneficial to those who struggle with notation. Students in year 7-8 can use a general account with those in KS4 can have a personal account. GDPR compliant with cloud storage and accessible on any device/anywhere. It will be used for GCSE Composition coursework (30%) and will increase grades in composition when coupled with MIDI keyboards.Å	310
	MIDI Keyboards (computer)	Students don't have access to Music Technology and MIDI keyboards would utalise devices (Garageband) and Soundtrap for GCSE students enabling them to create music for their coursework (30%). MIDI keyboards talk to the computer unlike normal keyboards and allow students to record any instrumental sound using keys instead of notation which is challenging. Can be used for KS3-5 for GCSE/ BTEC students including Music Technology Vcert	1000
	Audio Mixing Console	Upgrade of sound system in the Arts Theatre to improve the quality and standard of performances. Currently the sound is poor with several Ås of microphones unusable due to the sound desk. Hire cost is approx Å£1200 per week for sound equipment for a whole school production and we could purchase as a one off cost - possibly a trust purchase? Improves sound and allows indivual instruments to be connected (piano, drums, guitars for live shows). This could double up as a studio soundcard for recording GCSE performances aswell as be used for Music Technology units (Live sound)	200
Visualisers	Art relies on demonstrations, we often gather students around to model correct techniques. This has halted with restrictions due to covid and social distancing. Understanding does suffer due to this so a good quality visualiser would allow clear demonstrations on the board from a safe distance.	200	
Procreate - iPad app	Digital art is incredibly popular with students. A class pack of apps that could be added and removed as needed to iPads would be very useful as it allows a higher quality of drawing on iPads (currently have photoshop on 3 computers in class only) great for homework	300	

Department	Resource or strategy	Rationale	Cost
	Educake, formative assessment tool	Something we used with great results in 2018. Had to stop due to pricing, however we feel that the results were improved due to its use. Educake has thousands of science, English, maths, geography, history, and computer science questions for you to assign to your students, all automatically marked and analysed for you. Each question is carefully written to assess and improve students' knowledge and understanding.	960
		Total	10052
Wider Strategies - Supporting parent and carers - Access to technology - Summer support	Foreign Language Spelling Bee	To promote the learning of languages for Y7 to participate in a national competition.Â	100
	wellbeingÂ	part time ASPIRE mentor to support year leaders with 1-1 support with students.	6500
	CHROMEBOOKS	Chromebooks to support the teaching of BTEC subjects in PE (BTEC SPORT / Health & Social).Â Currently 26 available but clashes if one class on and Royal holloway (computer room) is taken for Music. Â This would be a huge benefit to the department and allow BTEC subjects greater access to IT equipment. With the introduction of IPODS this can also be an issue in future years when completing coursework in classroom so the chromebooks would support this problem in the future. https://www.uk.insight.com/en-gb/productinfo/laptops-and-notebooks/0010990941-00000001 Â suggestion to utilise 6th form common room as a dedicated PC suite? Lease hire of apple macs in RH for creative subjects? (reduce the need for soundtrap - Music)	5500
	Digital Video Camera	Professional recording camera Â for evidence based assessment across BTEC subjects. Currently staff are using their own low quality devices to record drama, music and sport performances. The video camera with independent microphone can be used for whole school promotional videos long term and would save money on external videographers. Exact model needs full research	2000
	LitDrive subscriptionÂ	Hub of resources to be used for Gap and intervention sessionsÂ	
	Half term sessions	Support students of year 11 and 13 to develop the literature skills and recap key topics for GCSE.	
	VR headset	2 of them	1000
	Parent supportÂ	Having full access to zoom so it's longer than 40 mins. TAC are hoping to run some workshops to support families	
	Cultural capitalÂ	VR Headsets. Due to local lockdowns students are unable to visit museums, art galleries, places of worship, universities etc. This would enable us to bring these experiences safely into the academy and enrich the experiences of our students, therefore, increasing their cultural experiences.Â	
		Total	15100
		Grand Total	45342

4. Pupil Premium Strategy and Costings

1. Summary information

School	King's Leadership Academy Warrington				
Academic Year	2020/21	Total PP budget	£110780	Date of most recent PP Review:	Sep 2020
Total number of pupils	695 (Y7-11)	Number of pupils eligible for PP	116	Date for next internal review of this strategy	Sep 2021

2. Current attainment: 2019 exam results

Due to 2020 results being CAGs, we have included 2019 data only

Group	August 2019			August 2018		
	No	Progress	National Percentile	No	Progress	National Percentile
ALL Pupils	107	0.72		97	0.69	5th
PP Pupils	12	0.14		11	0.67	3rd
PP English	12	0.00		11	0.82	4th
PP Maths	12	0.63		11	1.05	1st

DASHBOARD	National Average 2019 (%)	Warrington Average 2019 (%)	2019 Kings (%)	2019 King's Pupil Premium (%)
English & Maths threshold (>GP5)	43.3	46.6	72	58
English & Maths threshold (>GP4)	64.2	67.2	90	100

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school)

a	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7 and beyond.
----------	---

b	Limited and reduced access to educational resources at home such as IT technology and subject resources/materials, thus reducing opportunities for learning.
c	Social, emotional and mental well-being needs are higher for pupils eligible for PP than for other students
External barriers (issues which also require action outside school)	
d	Attendance rates for pupils eligible for PP are nationally lower than their peers which reduces their time spent in school
e	Reduced ability to participate in extra-curricular and leadership programmes, such as residential trips, which necessitate additional costs.
f	Pupils less likely, or don't have access to resources, which help them study effectively at KS4 outside school hours

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
a	High levels of progress in literacy and numeracy for Year 7&8 pupils eligible for PP. Implementation of 'Success for All' approach with an emphasis on raising reading attainment. Measured: reading assessment data.	Those eligible for PP who are below their chronological reading and numeracy age achieve their chronological age by the end of KS3 and make accelerated reading progress throughout years 7 & 8. This will be evidenced using accelerated reader assessments, NGRT reading assessments, Cloze reading assessments and various ks3 checklists.
b	Students are issued with additional resources needed to achieve targets in all subjects. Measured: audit/checklist of students with additional resources.	Those eligible for PP who struggle to obtain/purchase resources such as GCSE revision materials (guides and texts) will be provided with these resources for free in order for them to have the same opportunity for success.
c	Those eligible have targeted intervention/s to address and develop social, emotional and mental well-being needs (such as: self-esteem, body language, conversational/friendship skills, social awareness assertiveness and communication) as well as a higher level of mentoring in order to progress into socially skilled and competent adults. 75% of students accessing such interventions are PP. Measured: SALT/Talk About/Well-being assessments (including students' self-assessments).	Those eligible, highlighted as having additional needs in these areas, show improved social skills assessments (both self-assessment and teacher led assessment, using Talk About resources) as a result of the intervention and additional monitoring.
d	Reduce attendance data gap between those eligible for PP and non-PP. PP students show improved attendance over the year. Measured: attendance data.	Attendance is closely monitored and tracked, with gap of 1.56% between PP and non PP highlighted. Effective & targeted measures put in place to reduce the gap. Also, the gap for non-authorized attendance is monitored, tracked and reduced through effective measures/interventions (home visits, letters home, telephone calls, multi-agency meetings & targeted interventions for specific students in addition to Summer School and holiday catch-up provision whereby students make up lost time).

<p>e All those eligible for PP attend character/leadership residential and excursion programmes. Measured: registers of attendees.</p>	<p>All students eligible for PP attend residential trips/excursions offered: parents are consulted and financial support is made available in order to ensure students eligible for PP are able to access the same opportunities for building character & leadership skills as non PP.</p>
<p>f Pupils have access to high-quality guidance outside of school including tuition where applicable Measured: attendance register/tuition register & Y11 outcome data</p>	<p>All students eligible for PP and are off target are given tuition 1-1 outside school hours to increase access to learning outside school hours</p>

5. Planned expenditure

Academic year

2020/21

The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>All teachers fully aware and equipped to identify PP students.</p>	<p>Lesson plans and seating maps require teachers to highlight and list all PP students. Bromcom highlighting of PP groups Staff training</p>	<p>CPD has been delivered to staff about PP and closing gaps with a high focus on academic rigour and no 'glass-ceiling' teaching. Evidence suggests the for CPD to be most effective, QA and follow-up feedback is essential</p>	<p>Evaluation of lesson plans, highlighting and listing students eligible for PP. Coaching sessions to ensure teachers are aware and responding to need (actions can be evaluated during these sessions). Review of progress over time using longitudinal lesson review.</p>
<p>All PP pupils meet or exceed targets as a result of quality teaching</p>	<p>Literacy and numeracy Success for All training AIM reviews and actions</p>	<p>Research shows that key skills in the foundation years of KS3 are vital in order to succeed in all subjects (EEF & 'The Wasted Years- DfE') PP to be included as a priority in all AIM interventions</p>	<p>Success for All objectives to be quality assured and checked each learning cycle Pupils and parents will also be able to monitor this with the new foundation FBacc pupil passports</p>

		Total budgeted cost	£2000 - training materials cost £1000 towards FBacc resources £7000 – walkthrough provision £1000 - Bromcom contribution £5000 – 1-1 mentoring for AIM students in upper school Total = £15000
ii. Targeted support			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	
No gaps between PP and Non-PP reading age by the end of year 8	Literacy Intervention and accelerated reader with library access and competitions	Some PP students need targeted literacy support in order to close and address the attainment gap. This is a programme which has been independently evaluated and shown to be effective in other schools, amongst in-house practitioners (SENCo).	Reading tests - NGRT x3 Star reading tests each LC Success for All outcomes Data tracking to show impact of the programme. Regular contact with parents/carers: home/school reading logs, open evenings, parents' meetings & telephone calls
PP students are fully equipped to sit GCSEs and A Levels	<ul style="list-style-type: none"> Supply recommended resources from all subject areas to those pupils who are struggling to finance them 	Students eligible for PP have a barrier of finance in the area of tutoring and revision guides. Previous year has shown that this has demonstrable impact	QA the use of the resources and ensure that they are being used in knowledge quizzes and regularly accessed. Also using pupil voice in lesson observations
PP students who are off target to receive 1-1 tuition	<ul style="list-style-type: none"> Use 1-1 tuition to help students access learning outside school hours 	EEF and Sutton Trust research 2019 showing tuition is most effective form of interventions	QA the sessions with tutors Regular contact with tutors and teaching staff Parental & student feedback

Total budgeted cost			Accelerated reader partial contribution - £10000 Intervention spend: £5000 Library resources £20000 2 x Teaching Scholar contribution £3500 GCSE resources £7000 – Tuition costs £36500 - Total
iii. Other approaches			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	
No gap in attendance between PP and Non-PP	Established phase system which specifically targets PP students when they are absent. Tutors target PP students first when they are absent. First day visits to home using YLs (Year Leaders) when attendance drops below school target of 97% Weekly tracker identifies disadvantaged groups and rewards good attendance using Monarch system to generate motivation.	PP students often require a greater level of family support, first day visits allow Hls to intervene immediately before absence rates escalate. Form tutors focusing on PP ensure that notes are collected for absence and reasons followed up, this increased accountability with home and also reduced UA.	Briefings of Year teams with HoA (Heads of Achievement) and YLs collaborating each week to improve attendance. Weekly attendance meetings with the attendance team and YLs to ensure home visits are successful and that YLs actively manage their portfolio of PP students. Training for YLs in difficult conversation. Notes tracked and all UA absence chased up using the new 5 phase model and updated boundaries
Inclusion and success in vocational subjects	Subsidise instrument lessons for students, especially those in KS4 who has chosen it as a Level 2 option. Invest in music technology to allow wider access to the Arts for disadvantaged students	Research shows that students from disadvantaged families are often behind in music studies due to the lack of 1-1 or instrumental lessons needed to excel in the subject.	Regular review of music assessments and outcomes. Gradings and certifications will evidence progress and impact over time

		Total	5xYL contribution to salary - £30000 Attendance Lead contribution to salary - £10000 Cost to fund first day absence visits £3500 YL training £1000 Rewards for PP good attendance £500 Catch up intervention sessions after pupil absence such as Saturday schools - £4000 Music tuition and peripatetic lessons - £1500 Music software and recording technology - £3000 Total - £53500
		Full total	£105000

5. Review of expenditure

Previous Academic Year **2019-2020**

i. Quality of teaching for all

Desired outcome	Chosen action/ approach	Estimated impact: Where the success criteria met? Including impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost
<p>All teachers fully aware and equipped to identify PP students.</p> <p>All PP pupils meet or exceed targets as a result of quality teaching</p>	<p>Lesson plans and seating maps require teachers to highlight and list all PP students. SIMS highlighting of PP groups. Staff training Literacy and numeracy Success for All training</p>	<p>Targets met – all staff now have teaching folder with PP students identified. Information can now be accessed easily through Bromcom and is updated live</p> <p>GCSE results show strong impact</p>	<p>Continue with the same approach this year especially with new staff training to ensure consistent approach</p>	<p>£2000 - training materials cost £500 towards FBacc resources £7000 – walkthrough provision</p>

ii. Targeted support

Desired outcome	Chosen action/ approach	Estimated impact: Where the success criteria met? Including impact on pupils not eligible for PP, if appropriate..	Lessons learned (and whether we will continue with this approach)	Cost
No gaps between PP and Non-PP reading age by the end of year 8 PP students are fully equipped to sit GCSEs and A Levels	Lexia reading programme Spelling and reading intervention sessions	Insert NGRT Data in Oct	Need an online option if students are not able to access schooling due to COVID	Accelerated reader partial contribution - £10000 Intervention spend: £5000 Library resources - £3000 Teaching Scholar - £14000 GCSE resources - £3000

iii. Other approaches

Desired outcome	Chosen action/ approach	Estimated impact: Where the success criteria met? Including impact on pupils not eligible for PP, if appropriate..	Lessons learned (and whether we will continue with this approach)	Cost
No gap in attendance between PP and Non-PP	Established phase system which specifically targets PP students when they are absent. Tutors target PP students first when they are absent. First day visits to home using YLs (Year Leaders) when attendance drops below school target of 97% Weekly tracker identifies disadvantaged groups and rewards good attendance using Monarch system to generate motivation.	Success criteria met	Continue with this approach as it is proven to be successful	5xYL contribution to salary - £30000 Cost to fund first day absence visits £3500 YL training £1000 Rewards for PP good attendance £500

5. EEF Research based Intervention Tiered Approach

EEF GUIDE TO SUPPORTING SCHOOL PLANNING (2020-21) – TIERED MODEL

1 Teaching

Implement a bespoke Covid recovery 2-week curriculum at the start of Learning cycle 1 to place cultural context, retrieval practice, formative assessment and rich summative assessment at the top of the agenda.

Subject and whole-school CPD on closing gaps and effective intervention strategies

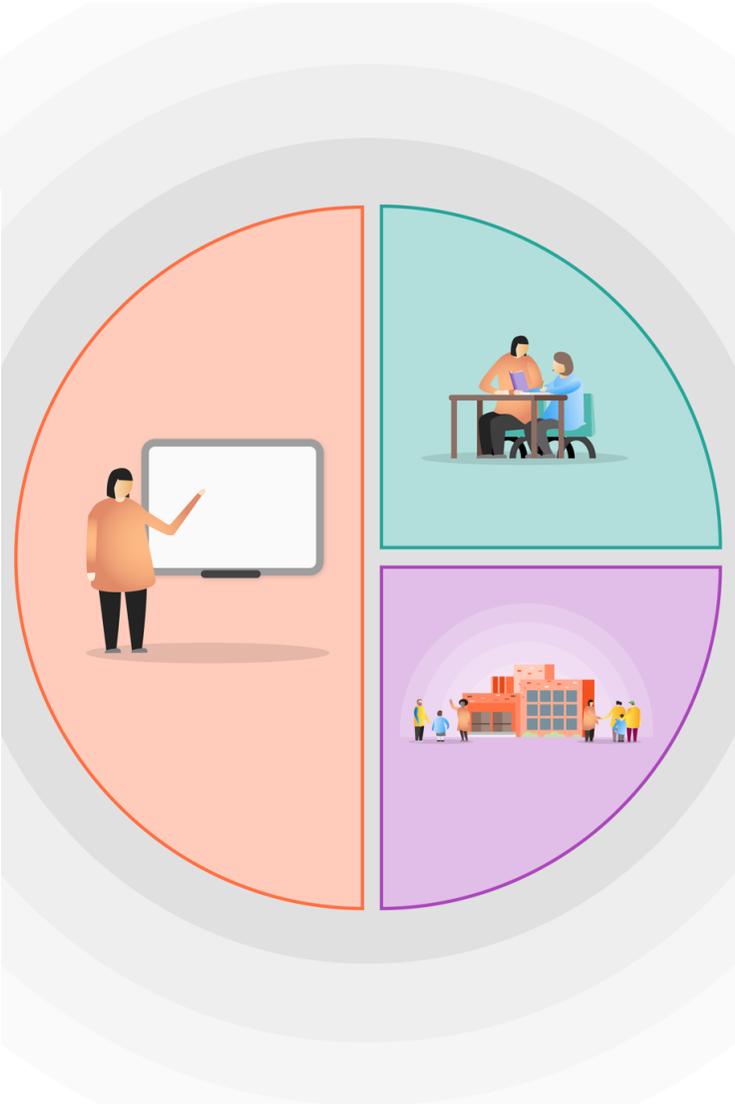
Implementing a robust Classroom to cloud strategy for students who are absent from school due to symptoms or isolation in order to prevent further gaps in knowledge

Frequent low-stakes testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge.

Monitor and evaluate outcomes and quality of implementation, creating a new implementation cycle for next year.

Maintain our existing CPD focus on developing metacognition, gamification and the quality of teacher modelling and explanation.

Staff CPD on effective feedback and importance of whole-class marking to support work-life balance and accelerate pupil progress



2 Targeted academic support

Literacy and numeracy intervention for all years to improve basic skills to national standard as a minimum

P7 sessions for Y11 to boost knowledge and exam support

Kipp McGrath tuition subsidised for Y11

Personalised intervention plans for all groups to highlight and target key students at risk of falling behind

Communication with parents to empower them to support students and revision

Technological support

3 Wider strategies

EdTech support with classroom to cloud model

Ensure our most vulnerable pupils have priority access to classroom teaching and online materials.

Ensure pastoral contact home for disadvantaged students also identifies barriers to engagement due to technology or a lack of other forms of support.

Use incremental coaching to ensure teachers are focused on closing gaps for disadvantaged students that would potentially be greater in a blended learning environment.