

## Covid-19 recovery funding plan

On 19 June, the government announced a [one billion pound Covid catch-up plan to tackle the impact of lost teaching time](#) which included new measures to help primary and secondary pupils catch up.

The government has said:

- ❑ head teachers will decide how the money is spent; however, the government expects this to be spent on small group tuition for whoever needs it
- ❑ this is a one-off grant to support pupils in state education, regardless of their background or parental income.

Separately, a National Tutoring Programme, worth £350 million, will, according to the government, increase access to high-quality tuition for the most disadvantaged young people over the 2020/21 and 2021/22 academic years. The aim of this is to help accelerate the academic progress of disadvantaged pupils' and prevent the gap between them and their more affluent peers widening. The Education Endowment Foundation has published [support guidance for schools](#) and academies plus information on the [National Tutoring Programme](#).

While, at this point, the amount of funding per school is unknown, it is clear that, like the pupil premium funding, schools will be accountable for how well the additional money is spent. It is therefore essential that our academies have a plan in place and agreed by local governing bodies which identifies what the funding will be spent on and how successful it has been.

### The academy context

- *Co-op Academy Bebington has 49% pupil premium students.*
- *We have 50% FSM Ever6 (20-21), 47% (21-22), and 48% (22-23).*
- *We have 38% FSM (20-21), 43% (21-22), and 46% (22-23).*
- *49 laptops had to be loaned out and 4 wifi devices during the lockdown in the 2019-2020 academic year.*
- *55 devices are currently loaned out to students across all year groups.*
- *213 of our 21/22 year 7 students completed a survey regarding access to home learning. 3 do not have access to wifi at home and 9 have said their wifi is unreliable. 47 do not have access to a device to complete work at home. 56 students have to share their device with at least one other person in their household.*

- *209 of our 21/22 year 8 students completed a survey regarding access to home learning. 4 do not have access to wifi at home and 82 have said their wifi is unreliable. 25 do not have access to a device to complete work at home. 152 students have to share their device with at least one other person in their household.*
- *226 of our 21/22 year 9 students completed a survey regarding access to home learning. 6 do not have access to wifi at home. 42 do not have access to a device to complete work at home. 152 students have to share their device with at least one other person in their household.*
- *198 of our 21/22 year 10 students completed a survey regarding access to home learning. 5 do not have access to wifi at home. 48 do not have access to a device to complete work at home. 117 students have to share their device with at least one other person in their household.*
- *196 of our 21/22 year 11 students completed a survey regarding access to home learning. 2 do not have access to wifi at home. 41 do not have access to a device to complete work at home. 152 students have to share their device with at least one other person in their household.*

*As of 1/9/22:-*

- *75% of Year 13 students have access to remote learning devices.*
- *Students in receipt of Pupil Premium will be allocated devices in the first instance. Plans are in place to ensure all students have access to digital technology to allow for live learning if needed.*
- *109 of our current year 7 students completed a survey regarding access to home learning. All who responded have access to stable wifi at home. 39 do not have access to a device to complete work at home. 36 students have to share their device with at least one other person in their household.*
- *62 of our current year 8 students completed a survey regarding access to home learning. 1 student does not have access to stable wifi at home. 12 do not have access to a device to complete work at home. 5 students have to share their device with at least one other person in their household.*
- *21 of our current year 9 students completed a survey regarding access to home learning. 1 student does not have access to stable wifi at home. 6 students do not have access to a device to complete work at home. 3 students have to share their device with at least one other person in their household.*
- *75 of our current year 10 students completed a survey regarding access to home learning. 1 student does not have access to stable wifi at home. 18 do not have access to a device to complete work at home. 11 students have to share their device with at least one other person in their household.*

- *50 of our current year 11 students completed a survey regarding access to home learning. 12 students do not have access to a device to complete work at home. 20 students have to share their device with at least one other person in their household.*
- *26 of our current year 12 and 13 students completed a survey regarding access to home learning. 7 students do not have access to a device to complete work at home. 5 students have to share their device with at least one other person in their home.*

### **Allocated funding from the government**

The funding allocated to Co-op Academy Bebington for 2020/21 is £82,830 for KS3/4 and £17,153 for KS5.

The funding allocated to Co-op Academy Bebington for 2021/22 is £70,051 recovery premium and £75,724 tutoring grant for KS3/4 and £20,983 for KS5.

The Plan for 2020/21

Focus area: Improve P8 and predicted grades for year 11 students.						Outcomes 2021
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Improved P8 in year 11 maths, English and science.	Our staff will conduct 1:5 tuition with 25 year 11 students in each subject (some may study more than one subject). Maths are focusing on the higher/foundation borderline student as well as 3/4 borderline. English have focused on more able students and Science have focused on triple scientists and 3/4 borderline students. This	Improved P8 and predicted grades for these students, towards a whole school P8 target of -0.2.	£6,638	KRE, RIM, CKM, PSI, KMA, NPR and RYA will monitor the quality of tuition by collaborative planning and checking attendance. A student voice will also be conducted.	KRE, RIM, CKM, PSI, KMA, NPR, RYA, PCO and DJE will monitor the effects and attendance at each DC to ensure the cohort is correct.	Maths: -0.08 English: -0.22 Science: -0.11

	will begin at October half term for one hour a week on a Saturday for 6 weeks in the first instance. The cohort will then be changed for each half term until the May half term. KRE, RIM, CKM, PSI, KMA, NPR and RYA will be responsible for coordinating this.					
Focus area: Improve predicted grades and P8 for science.						
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Improved P8 in year 11 science.	Pearson will conduct 1:3 face-to-face tuition with 15 year 11 students aiming to achieve a grade	Improved P8 and predicted grades for these students in science.	£2,025	Pearson provide initial training and aid with planning. All sessions are recorded for KMA/NPR to	KMA/NPR/RYA will monitor the effects at each DC to ensure the cohort is correct.	P8: -0.11

	4:4 for one hour a week for 15 weeks. This will start from October half term until Easter on a Friday afternoon or Saturday morning. KMA, NPR and RYA will be responsible.			perform spot checks on lessons.		
Improved P8 in year 11 science and to have more higher ability students on or above target in science.	LJMU students will conduct 1:1 online tuition with higher ability science students that are capable of achieving at least one grade higher than they did in DC1. This will start at October half term and continue until February half term for one hour a week on	Improved P8 in year 11 science and more higher ability students on or above target in science.	Free	NPR and KMA will monitor the quality of these sessions by supervising them and conducting random checks. They will also complete a student voice.	KMA and NPR will monitor the effects with RYA at each DC to ensure the cohort is correct.	P8: -0.11 Higher ability on/above target: Biology - 60% Chemistry - 60% Physics - 50% Combined - 32.1%

	either a Monday or Tuesday afternoon.					
Focus area: Improved predicted grades throughout all subjects and all year groups.						
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Improve predicted grades throughout all subjects and all year groups.	Subjects are to integrate GCSE Pod into their homework and revision strategies. Curriculum leads as well as key stage coordinators are responsible for this throughout the 2020-21 academic year and potentially further.	Improved confidence amongst students, improved predicted grades, improved P8 for year 11 students and more students on or above target across the school.  Target P8 -0.2	£2,677	LHE will be responsible with CC's and key stage coordinators to ensure this is being used effectively and where appropriate.	LHE will monitor the success of GCSE Pod with CC's.	
Total costs			£11,388			

## The Plan for 2021/22

Focus area: Improve P8 and predicted grade for year 11 students.						2022 Outcomes
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Improved P8 in year 11 from EOY10 to GCSE exams.	Our staff will conduct 1:6 tuition with year 11 students in several subjects on a Saturday (some may study more than one subject). Subjects selected different cohorts of students in October, January and March. Maths	Improved P8 and predicted grades for these students, towards a whole school P8 target of -0.2.  Students who regularly attended Maths Saturday school had an average SPI of -0.65 at the end of Y10	£41751	KRE, RIM, CKM, PSI, KMA, NPR, PHD, SAN, SMC, JDO, CHA, PAV and RYA will monitor the quality of tuition by collaborative planning and MHA will monitor attendance. A student voice will also be conducted.	KRE, RIM, CKM, PSI, KMA, NPR, PHD, SAN, SMC, JDO, CHA, PAV, RYA, MHA and DJE will monitor the effects through mock exam results, predicted grades and attendance at each DC to ensure the cohort is correct.	Y10 P8: -0.4 Exams P8: -0.05



	<p>and science are focusing on the higher/foundation borderline student as well as 3/4 and 4/5 borderline. English have focused on more able students. Spanish are focusing on higher tier students. Geography are focusing on students with a low SPI. Animal care, computer studies, iMedia and business have used this for coursework catch up. This will begin at October half term for one hour a week on a Saturday until the next cohort have been</p>	<p>and an average SPI of 0.03 for their final GCSEs. This is an increase of 0.68. This means on average these students achieved slightly above their target grades.</p> <p>VA for Science improved from -0.349 in 2019 to -0.204 in 2022. Science SPI improved for combined Science marginally from -0.22 to -0.14 (2019 v 2022 respectively). However the triple Science observed a significant increase - Biology -0.59 to -0.05, Physics -1.04 to -0.05</p>				
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	<p>selected following mock exams. KRE, RIM, CKM, PSI, KMA, NPR, PHD, SAN, SMC, JDO, CHA, PAV and RYA will be responsible for coordinating this.</p>	<p>and Chemistry -0.67 to -0.26 Science combined Y10 DC2 VA was -0.981. Science combined SPI was -0.94, Biology -0.70, Chemistry -0.40 and Physics -0.55.</p> <p>Spanish SPI in yr 10 was -0.72 moving to -0.58 at end of year 11.</p> <p>Animal Care - over 20 students attended a mix of Saturday mornings and May half term coursework catch up sessions. All those that attended achieved their</p>				
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		<p>target grade or above.</p> <p>Students who attended intervention on Saturday Morning met or exceeded their target grades in geography.</p> <p>Computer Science grades improved for a number of students that attended intervention. Some improved by one or two grades, however the most significant improvement was from a grade 2 to a 6.</p> <p>iMedia students that attended intervention also either achieved</p>				
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		<p>their target grade or above.</p> <p>Business Studies students that attended intervention consistently achieved their target grade.</p>				
Improved P8 in year 11 from EOY10 to GCSE exams.	<p>Our staff will conduct catch up tuition with year 11 students in several subjects during the Easter and May holidays (some may study more than one subject). The duration will vary depending on the subject. Subjects selected different cohorts of students in March and May but most</p>	<p>Improved P8 and predicted grades for these students, towards a whole school P8 target of -0.2.</p> <p>Maths students who attended half term booster sessions had an average SPI of -0.66 at the end of Y10. The average SPI improved to 0.15 in their final exams. This is a</p>	£10,115	CC'S and RYA will monitor the quality of tuition by collaborative planning and MHA will monitor attendance.	CC'S, RYA and DJE will monitor the effects through GCSE results and attendance.	Y10 P8: -0.4 Exams P8: -0.05

	<p>selected underperforming students. CC'S and RYA will be responsible for coordinating this.</p>	<p>0.81 improvement.</p> <p>History 6-9 grades increase. All selected students increased by at least 1 grade from DC2 to actual results.</p> <p>Computer Science grades improved for a number of students that attended intervention. Some improved by one or two grades, however the most significant improvement was from a grade 2 to a 6.</p> <p>iMedia students that attended intervention also either achieved</p>				
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		<p>their target grade or above.</p> <p>Business Studies students that attended intervention consistently achieved their target grade.</p> <p>Animal Care - over 20 students attended a mix of Saturday mornings and May half term coursework catch up sessions. All those that attended achieved their target grade or above.</p>				
Improved P8 in year 11 from EOY10 to GCSE exams.	Our staff will conduct additional after school catch up sessions with year 11 students	Improved P8 and predicted grades for these students, towards a whole school P8 target	£27,958	CC'S will monitor the quality of catch up by collaborative planning and	CC's, MHA and DJE will monitor the effects through mock exam results, predicted	Y10 P8: -0.4 Exams P8: -0.05

	<p>in several subjects (some may study more than one subject). Subjects selected different cohorts of students in October, January and March (most subjects selected underperforming students). This will begin in September for 45 minutes a week until the next cohort have been selected following mock exams. CC's and MHA will be responsible for coordinating this.</p>	<p>of -0.2.</p> <p>History DC2 prediction 0.08 increase to 0.09 in the actual GCSE's.</p> <p>All students who attended art holiday, after school and lunch intervention sessions as requested to, achieved their coursework target grades or higher.</p> <p>Computer Science grades improved for a number of students that attended intervention. Some improved by one or two grades, however</p>		<p>MHA will monitor attendance.</p>	<p>grades and attendance at each DC to ensure the cohort is correct.</p>	
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		<p>the most significant improvement was from a grade 2 to a 6.</p> <p>iMedia students that attended intervention also either achieved their target grade or above.</p> <p>Business Studies students that attended intervention consistently achieved their target grade.</p> <p>Health &amp; Social Care - All students who attended coursework catch up sessions achieved their target grades in coursework. Residual improved</p>				
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		<p>from -2.22 in autumn mock to 0.84 for results.</p> <p>DT Construction - All students who attended after school and lunch intervention sessions as requested to, achieved their coursework target grades or higher.</p> <p>DT Graphic design - All students who attended lunchtime, after school, Easter and May holiday intervention sessions as requested to, achieved their coursework target grade of higher.</p>				
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		<p>DT Hospitality and Catering - All students who attended lunchtime, after school, Easter and May holiday intervention as requested, achieved their coursework target grade and in some cases, higher.</p> <p>Geography - All of the students who attended Saturday sessions gained or exceeded their target grade.</p> <p>In Spanish the three students who attended Saturday classes attained grades 7,8 and 9.</p> <p>In Science the</p>				
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		<p>inclusion of after school P6 revision and intervention lead to an improvement in SPI across Biology, Chemistry and Physics and a marginal improvement in SPI in combined science. VA overall improved in Science from -0.349 in 2019 to -0.204 in 2022. Attainment data also showed an improvement especially at 2X 5+ grades (Strong pass which nearly doubled from 2019). Students getting at least one grade 4+ continued to</p>				
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		<p>rise even above 2020,2021 level to 75.2%. 2X 4+ grades also improved to 55.3% from 45.8% in 2019.</p> <p>Music - students who attended practical sessions achieved their target grade in unit 2. Students who attended revision sessions for the unit 1 exam achieved target grade in the January paper.</p>				
Improved P8 in year 10 from DC1 to DC2.	Our staff will conduct additional after school catch up sessions with year 10 students in several subjects (some may study more	Improved P8 and predicted grades for these students, towards a whole school P8 target of -0.2.		CC'S will monitor the quality of catch up by collaborative planning and ATH will monitor attendance.	CC's, ATH and DJE will monitor the effects through data drops and attendance.	Working At Grades: DC1: -0.77 DC2: -0.36

	<p>than one subject). Subjects selected underperforming students. This will begin in January until March for 45 minutes a week. CC's and ATH will be responsible for coordinating this.</p>					
<p>Improved P8 in year 11 History from DC2 to GCSE's.</p>	<p>VBA, CNO and JGI will conduct 1:5 online tuition with 9 year 11 students aiming to improve their grade for one hour a week for 7 weeks. This will start from January until April 2022. VBA, CNO, JGI and RYA will be responsible.</p>	<p>9 students were selected to achieve their target or above.  100% achieved on or above target. SPI 0.09</p>	<p>£738</p>	<p>QLA used to plan lessons and all sessions are recorded for VBA to perform spot checks.</p>	<p>VBA/CNO/JGI/R YA will monitor the effects at the end of the year. MHA monitors attendance and discusses this with parents.</p>	<p>DC2: -0.08 Exams: 0.09 (0.17 diff)</p>

Focus area: Improve RA, predicted grades and P8 for English.						
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Improved P8 in year 11 English from DC1 to GCSE results.	Pearson will conduct 1:3 face-to-face tuition with 7 year 11 students aiming to improve their grade for one hour a week for 15 weeks. This will start from February until May 2022. KRE, RIM and RYA will be responsible.	Improved P8 and predicted grades for these students in science.	£7,640	Pearson provide initial training and aid with planning. All sessions are recorded for KRE/RIM to perform spot checks on lessons.	KRE/RIM/RYA will monitor the effects at each DC to ensure the cohort is correct. MHA monitors attendance and discusses this with parents.	DC1: -0.44 Exams: -0.08
Improved P8 in year 10 English from DC1 to EOY exams.	Pearson will conduct 1:3 face-to-face tuition with 15 year 10 students aiming to improve their grade for one hour a week for	Improved predicted grades for these students in English.		Pearson provide initial training and aid with planning. All sessions are recorded for KRE/RIM to perform spot checks on	KRE/RIM/RYA will monitor the effects at each DC to ensure the cohort is correct. ATH monitors attendance and discusses this	DC1: -0.84 EOY: -0.90

	15 weeks. This will start from February until May 2022. KRE, RIM and RYA will be responsible.			lessons.	with parents.	
Improved P8 in year 11 English from DC2 to GCSE's.	LMC will conduct 1:9 online tuition with 9 year 11 students aiming to improve their grade for one hour a week for 9 weeks. This will start from January until March 2022. KRE, RIM, LMC and RYA will be responsible.	Improved P8 for these students in English.	£1,304	QLA used to plan lessons and all sessions are recorded for KRE/RIM to perform spot checks.	KRE/RIM/LMC/R YA will monitor the effects at the end of the year. MHA monitors attendance and discusses this with parents.	DC2: -0.40 Exams: -0.05
Improved P8 in year 10 English from DC2 to EOY.	HLE will conduct 1:6 online tuition with 6 year 10 students aiming to improve their grade for one hour a week for 5 weeks. This	Improved P8 and predicted grades for these students in English.	£312	QLA used to plan lessons and all sessions are recorded for KRE/RIM to perform spot checks.	KRE/RIM/HLE/R YA will monitor the effects at the end of the year. ATH monitors attendance and discusses this with parents.	DC2: -0.72 EOY: -0.90

	will start from February until March 2022. KRE, RIM, HLE and RYA will be responsible.					
To improve the reading age of year 7 students.	The Better Reading Partnership will train staff on how to support student reading. Staff will have 3 fifteen minute 1:1 reading sessions with a KS3 child a week. KRE, JSM and KWI will be responsible for this programme. Leadership training has occurred in the previous academic year and more staff will be trained in December 2021 to roll the programme out	<p>Reading ages to improve on average by 5 months.</p> <p>Improved by 6 months.</p> <p>Number of students requiring urgent intervention to reduce by 3%.</p> <p>Reduced from 41% to 23%.</p> <p>Number of students requiring intervention to reduce by 3%.</p> <p>Reduced from 72% to 46%.</p> <p>PP reading ages</p>	£2,500	CK, KRE and KWI will support staff training along with the Better Reading Partnership and will conduct checks to ensure the quality of the reading sessions. Students will take a Salford reading test at the start and end of the intervention.	KRE and KWI will feedback success to CK and evaluate their reading ages at the start and end of the programme. They will also ensure the cohort is appropriate throughout.	Average Term 2 = 9.96 Average EOY = 10.81



	and all staff will be trained by July 2023.	improve at same rate as non PP.  PP improved by 2 years from September 2021 to May 2022 compared to non PP which improved by 1 year 5 months.				
Improved confidence in lower ability KS3 students.	HLTA's will withdraw KS3 students from English lessons to be taught the same curriculum in a small group setting to improve confidence. JSM and KRE will be responsible for selecting and monitoring the cohort as well as undergoing school performance management checks.	60% of students will improve their reading age by over 1 year from November to July.  75% of students in this cohort have improved their reading age by 1 year 11 months or more over a 9-month period (this includes 7 weeks of school holidays).	£8,066	KRE and JSM will be responsible for deciding the content covered, monitoring the quality of the sessions in a similar manner to our performance management protocol and identifying suitable cohorts of students.	CK, KRE and JSM will monitor the success at each DC.	(Average across all subjects)  Y7 DC1: On/Above Track = 67.5% Below Track = 32.5% Y7 DC3: On/Above Track = 72.5% Below Track = 27.5%  Y8 DC1: On/Above Track = 69.4% Below Track = 30.6%

						<p>Y8 DC3: On/Above Track = 72.6% Below Track = 27.4%</p> <p>Y9 DC1: On/Above Track = 74.8% Below Track = 25.2%</p> <p>Y9 DC3: On/Above Track = 77.8% Below Track = 22.3%</p>
Focus area: More students on target in maths.						
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Increase the percentage of year 11 students achieving their target grade in their GCSE.	Maths teaching staff will deliver weekly one hour intervention sessions initially to the full year 11 cohort (183	The percentage of year 11 students achieving their target grade in their GCSE will increase from	£2,449	Teaching staff will be responsible for using the QLA to choose relevant topics for their cohort.	CKM/PSI/RYA will monitor the effects at each DC to ensure the cohort is correct. MHA monitors	55.1% on/above track with final exams.

	<p>students, 79 PP) for 7 weeks of COVID catch up. In January this will reduce to 67 pupils (23 PP) underperforming PP, SEN and English and Maths Crossover students for 6 weeks. CKM and PSI will be responsible.</p>	<p>DC1 predictions by 5%.</p> <p>49% of students were on/above their target grade during DC1. 60% of students achieved their target grade or higher in their final GCSE results. This is a 22% increase between these two periods.</p>		<p>CKM and PSI will monitor this and complete regular random drop ins to ensure the standard being delivered is good. MHA will monitor attendance and contact home.</p>	attendance.	
<p>Increase the percentage of year 10 students on track to achieve their GCSE target grade.</p>	<p>Maths teaching staff will deliver weekly one hour intervention sessions to 47 year 10 pupils (31 PP, 2 SEN, 12 aiming for a 4, 12 aiming for a 5, 14 aiming for a 6 and 9 aiming for a 7 or above) for underperforming</p>	<p>The percentage of year 10 students on track to achieve their GCSE target grade will increase from DC1 predictions by 5%.</p> <p>31% of students were on track to achieve their GCSE target or</p>		<p>Teaching staff will be responsible for using the QLA to choose relevant topics for their cohort. CKM and PSI will monitor this and complete regular random drop ins to ensure the standard being</p>	<p>CKM/PSI/RYA will monitor the effects at each DC to ensure the cohort is correct. ATH monitors attendance.</p>	<p>Y10 DC1: 27.1% on/above track. Y10 DC3: 31% on/above track.</p>

	g students for 6 weeks. CKM and PSI will be responsible.	above in DC1. This increased to 34% by the end of the academic year. This is a 10% increase during this period.		delivered is good. ATH will monitor attendance and contact home.		
Increase the percentage of year 11 students achieving grade 5-9 in their GCSE.	PET-Xi will deliver a one-day intensive revision course for grade 4/5 borderline students in the Easter holidays 2022. CKM, PSI and RYA will be responsible.	<p>The percentage of year 11 students achieving grade 5-9 in their GCSE will increase from DC3 predictions by 5%.</p> <p>26% of students were predicted to achieve grade 5 or above in DC3. 43% of students achieved a grade 5 or above in their final GCSE exams. This is an increase of 65%.</p>	£3,713	CKM, PSI and RYA will be responsible for deciding the content covered, attending the sessions to monitor quality and attendance.	CKM and PME will decide the effects of this course and therefore whether it will be used in the 2022-2023 academic year.	42% grade 5+ in exams, vs 13.8% in Autumn Mocks and 24.9% in Spring predictions

<p>Increase the percentage of year 11 students achieving grade 4-9 in their GCSE.</p>	<p>PET-Xi will deliver four one-day intensive revision course for grade 3/4 borderline students in the Easter holidays and Saturdays in May/June 2022. CKM, PSI and RYA will be responsible.</p>	<p>The percentage of year 11 students achieving grade 4-9 in their GCSE will increase from DC3 predictions by 5%.  50% of students were predicted to achieve grade 4 or above in DC3. 64% of students achieved a grade 4 or above in their final GCSE exams. This is an increase of 28%.</p>	<p>£8,600</p>	<p>CKM, PSI and RYA will be responsible for deciding the content covered, attending the sessions to monitor quality and attendance.</p>	<p>CKM and PME will decide the effects of this course and therefore whether it will be used in the 2022-2023 academic year.</p>	<p>61% grade 5+ in exams, vs 31.5% in Autumn Mocks and 47.5% in Spring predictions</p>
<p>Increase the number of year 11 students sitting the higher tier paper in year 11.</p>	<p>PET-Xi will deliver a one-day intensive revision course for grade foundation/higher borderline students in the</p>	<p>The percentage of year 11 students sitting the higher paper in their GCSE will increase from 20-21 by 15%.</p>		<p>CKM, PSI and RYA will be responsible for deciding the content covered, attending the sessions to monitor quality</p>	<p>CKM and PME will decide the effects of this course and therefore whether it will be used in the 2022-2023 academic year.</p>	<p>This increased from 34 students 20-21 to 45 students 21-22 (32.4%).</p>

	February half term 2022. CKM, PSI and RYA will be responsible.			and attendance.		
Improved P8 in year 11 maths from DC1 to GCSE results.	Pearson will conduct 1:3 face-to-face tuition with 26 year 11 students aiming to improve their grade for one hour a week for 15 weeks. This will start from February until May 2022. CKM, PSI and RYA will be responsible.	Improved P8 and predicted grades for these students in maths.  SPI was -0.85 in DC1. This increased to -0.11 with the final GCSE results. SPI increased by 0.74 during this time frame.	£7,640	Pearson provide initial training and aid with planning. All sessions are recorded for CKM/PSI to perform spot checks on lessons.	CKM/PSI/RYA will monitor the effects at each DC to ensure the cohort is correct. MHA monitors attendance.	DC1 (Moderated) P8: -0.57  Exams: -0.15
Improved P8 in year 10 maths from DC1 to EOY exams.	Pearson will conduct 1:3 face-to-face tuition with 35 year 10 students aiming to improve their grade for one hour a week for 15 weeks. This	Improved predicted grades for these students in maths.  SPI was -0.55 in DC1. This increased to -0.53 in the end		Pearson provide initial training and aid with planning. All sessions are recorded for CKM/PSI to perform spot checks on lessons.	CKM/PSI/RYA will monitor the effects at each DC to ensure the cohort is correct. ATH monitors attendance and discusses this with parents.	DC1: -1.91 EOY: -0.52

	will start from February until May 2022. CKM, PSI and RYA will be responsible.	of year mock exams. SPI increased by 0.02 during this time frame.				
More students will be on or above target in maths in years 7 and 11.	Additional funding will be used to hire a maths TA. This will allow for a current TA to become an intervention teacher. AMA will withdraw 29 year 7 students (16 female, 15 SEN) from other curriculum areas to work in small groups on their areas of weakness identified from key assessments. Student were identified by a discrepancy of 7 or more marks between CATS	<p>More students will be on or above target in maths throughout years 7-11.</p> <p>Year 7 pupils improved by 67% on average from their entry to their exit assessment. Boys improved by 65%, girls 69%, SEN pupils 65%, non-SEN pupils 69%, PP 68%, Non PP 64%</p> <p>Y11 students SPI increased from -1.83 to -1.46 from DC1 to final exams.</p>	£2,738	CKM, RSI and PSI will be responsible for deciding the content covered, monitoring the quality of the sessions in a similar manner to our performance management protocol and identifying suitable cohorts of students.	CKM, RSI, PSI and PME will monitor the success at each DC.	<p>Y7 DC1: 79.7% on/above target Y7 DC3: 59.3% on/above target.</p> <p>Y11 DC1 Moderated: 39.7% on/above target Exams: 59.8% on/above target</p>

	<p>and WR scaled scores or pupils who underperformed on December assessment. AMA will also have 14 year 11 students who are severely Underperforming to try and secure them a higher grade than they are currently obtaining. This will begin from January 2021 until July 2021.</p>					
<p>Students will improve their numeracy skills whilst also enjoying a range of physical activities through Tagtiv8 intervention sessions</p>	<p>LOH and JKI will carry out weekly small group intervention with 17 year 7 pupils (4 females, 5 SEN, 14 PP) for 9 weeks with scores on their December assessment</p>	<p>Year 7 pupils improved by 22% on average from their entry to their exit assessment. Boys improved by 17%, girls 45%, SEN pupils 25%, non-SEN pupils 20%, PP</p>	<p>£1,125</p>	<p>CKM, RSI and JKI will be responsible for deciding the content covered, monitoring the quality of the sessions in a similar manner to our</p>	<p>CKM, RSI and JKI will monitor the success at the end of the 9 week cohort to decide whether to initiate another round of intervention.</p>	



	ranging from 28-46%.	18%, Non PP 41%.		performance management protocol and identifying suitable cohorts of students (checking throughout that they remain suitable).		
Students will improve their numeracy skills, specifically their times tables knowledge through the TT rockstars intervention programme. This will enable them to increase their fluency when attempting more complex problems.	AMA and LLO will carry out weekly small group intervention with 11 year 7 pupils (5 PP), 4 year 8 pupils (2 PP) and 4 year 9 pupils (2 PP) for 12 weeks with scores on their baseline assessment of 25/60 in 3 minutes or below.	Pupils improved by 40% on average from their entry to their exit assessment. SEN pupils 32%, non-SEN pupils 47%, PP 34%, Non PP 47%.	£1,226	CKM, RSI and JKI will be responsible for monitoring the quality of the sessions in a similar manner to our performance management protocol, identifying suitable cohorts of students (checking throughout that they remain suitable) and monitoring student attendance	CKM, RSI and JKI and will monitor the success at the end of the 12 week cohort to decide whether to initiate another round of intervention.	

				which can then be communicated to PrL's and parents.		
Students to improve their oracy skills in Maths and help to develop thinking strategies	AMA will carry out weekly small group intervention with 17 year 7 pupils (3 females, 3 SEN, 2 PP) for 9 weeks with scores on their December assessment ranging from 20-36%.	Pupils end of year assessment score improved as they were able to access more questions due to the improvement in their understanding of mathematical literacy.	£375	CKM and RSI will be responsible for deciding the content covered, monitoring the quality of the sessions in a similar manner to our performance management protocol and identifying suitable cohorts of students (checking throughout that they remain suitable).	CKM and RSI will monitor the success at the end of the 9 week cohort to decide whether to initiate another round of intervention.	
Increase the number of pupils who are on track at their	RSI will host weekly 1:1 tuition for year 7 students by year	Year 7 pupils improved by 44% on average from their entry	nil	CKM and RSI will be responsible for deciding the	CKM and RSI will monitor the success at the end of the 9	Y7 DC3: On/Above Track = 72.5%

end of year assessment	9 students. This will be for 17 year 7 pupils (6 females, 12 SEN, 11 PP) for 9 weeks with scores on their December assessment ranging from 0-20%.	to their exit assessment. Boys improved by 49%, girls 36%, SEN pupils 47%, non-SEN pupils 38%, PP 43%, Non PP 47%.		content covered and identifying suitable cohorts of students (checking throughout that they remain suitable). RSI will train the leaders beforehand and monitor the quality of the sessions throughout and provide additional training or remove leaders if necessary.	week cohort to decide whether to initiate another round of intervention.	Y8 DC3: On/Above Track = 72.6%  Y9 DC3: On/Above Track = 77.8%  Y10 EOY: On/Above Track = 31%
Focus area: Improve predicted grades and P8 for science.						
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Improved P8 in year 11 science from DC2 to GCSE results.	HRO will conduct 1:3 online tuition with 3 year 11 students aiming	Improved P8 and predicted grades for these students in science.	£455	QLA used to plan lessons and all sessions are recorded for KMA/NPR to	KMA/NPR/HRO/RYA will monitor the effects at the end of the year. MHA	DC2 Pred: VA = -0.466  Exams: VA = -0.247

	<p>to improve their grade for one hour a week for 6 weeks. This will start from February until March 2022. KMA, HRO, NPR and RYA will be responsible.</p>	<p>VA in Science continues to improve from -0.349 in 2019 to -0.252 in 2022. SPI indicators were broadly in line in 2022 -0.20 compared with 2019 -0.22. However, Biology improved from -0.59 in 2019 to -0.05 in 2022, Chemistry from -0.67 in 2019 to -0.26 in 2022 and large increase in Physics from -1.04 in 2019 to -0.09 in 2022.</p> <p>SPI DC2 V Exams Overall</p> <p>Combined -0.22 to -0.20 Biology +0.78</p>		<p>perform spot checks.</p>	<p>monitors attendance and discusses this with parents.</p>	
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		to -0.05 Chemistry -0.28 to -0.26 Physics +0.21 to -0.09				
Improved P8 in year 11 science/triple sciences from DC1 to GCSE results.	Pearson will conduct 1:3 face-to-face tuition with 14 year 11 students aiming to improve their grade for one hour a week for 15 weeks. This will start from February until May 2022. KMA, NPR and RYA will be responsible.	Improved P8 and predicted grades for these students in science.  Chemistry comparisons LC 6= to 6 HF 4+ to 6 SH 6+ to 8 SR 3+ to 4 SW 4+ to 6 EW - DNA  Physics comparisons LC 6- to 5 HF 5- to 5 SH 7+ to 9 SR 4+ to 5 SW 5+ to 6 EW DNA  Science combined	£7,640	Pearson provide initial training and aid with planning. All sessions are recorded for KMA/NPR to perform spot checks on lessons.	KMA/NPR/RYA will monitor the effects at each DC to ensure the cohort is correct. MHA monitors attendance and discusses this with parents.	DC1 Moderated SPI: Biology: 0.12 Chemistry: -0.97 Physics: -0.28 Combined: -0.34  Exams SPI: Biology: -0.05 Chemistry: -0.26 Physics: -0.05 Combined: -0.14

		LH 3+ to 5/4 EJ 4+ to 5/5 JL 4+ to 4/4 JM 4- to 4/4 LO 4= to 4/4 WP 3+ to 4/4 AP 3= to 4/4 LS 3+ to 4/3 JT 2+ to 4/3 BV 5= to 5/5 CY 5+ to 5/5				
Improved P8 in year 10 science from DC1 to EOY exams.	Pearson will conduct 1:3 face-to-face tuition with 9 year 10 students aiming to improve their grade for one hour a week for 15 weeks. This will start from February until May 2022. KMA/NPR and RYA will be responsible.	Improved predicted grades for these students in science.  Combined IV 4+ to 4 JC 2= to 4 ZS 3 to 4+  Triple Chemistry CH 6 to 3 RK 7- to 6 AC 6= to 4 EF 6= to 6		Pearson provide initial training and aid with planning. All sessions are recorded for KMA/NPR to perform spot checks on lessons.	KMA/NPR/RYA will monitor the effects at each DC to ensure the cohort is correct. ATH monitors attendance and discusses this with parents.	DC1 SPI: Biology: -0.06 Chemistry: -0.36 Physics: -0.15 Combined: -0.21  EOY SPI: Biology: 0.15 Chemistry: -1.51 Physics: -0.78 Combined: -0.87
Focus area: Improved predicted grades throughout all subjects and all year groups.						
Desired outcome	Actions, including timescales and	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	

	identification of those responsible for leading					
Improve predicted grades throughout all subjects and all year groups.	Subjects are to integrate GCSE Pod into their homework and revision strategies. Curriculum leads as well as key stage coordinators are responsible for this throughout the 2021-22 academic year and potentially further.	Improved confidence amongst students, and improved P8 for year 11 students and more students on or above target across the school. Target P8 -0.2 School achieved -0.05	£3,570	LHE will be responsible with CC's and key stage coordinators to ensure this is being used effectively and where appropriate.	LHE will monitor the success of GCSE Pod with CC's.	
Focus area: Allow students to access catch up programs based around missed personal growth						
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Reduce the number of pieces homework missed each	PrL's will identify students experiencing problems submitting homework on	Reduction in homework negative points on class charts in the following DC.	£8,479	PrL's monitor homework points on class charts and communicate with home. The	KMA/NPR/RYA will monitor the effects at each DC to ensure the cohort is correct. ATH	

week in KS3.	time and to the required standard and provide a homework club supported by TA's.	Year 7 – 48.5% drop in the amount of homework incidents reported on class charts from the end of half term two to the end of the school year in July. Year 8 – 14% drop in amount of homework incidents reported on class charts from the end of the first half term to the end of the school year in July Year 9 - a 12% drop in the number of homework incidents recorded on class charts.		cohort can change at regular points throughout the year depending on which students need this support.	monitors attendance and discusses this with parents.	
Allow students	Year 9 and 10 students will	All students will pass the	nil	JSI will monitor student	JSI will monitor students	



to experience opportunities for personal growth.	take part in the Duke of Edinburgh Award throughout the academic year. JSI will be responsible.	qualification. All students that took part in the full course passed.		progress throughout, and OED will assess on the expedition.	throughout to ensure they are on track to pass and provide support if needed.	
Focus area: Staff training to enable effective catch up						
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Private tuition as CPD to support LOH with maths intervention with KS3 and KS4 students.	A member of staff has had 30 hours of private maths tuition from Education Development Trust so he can support in KS3 classes and KS4 intervention.	More students on target in these classes.  Year 9 pupils improved by 48% on average from their entry to their exit assessment. Boys improved by 52%, girls 53%, SEN pupils 56%, non-SEN pupils 44%, PP 48%	£6,178	Education Development Trust provide training and LOH works with classroom teachers to provide small group support within maths classes.	CKM/RSI will monitor the effects at each DC to ensure the cohort is correct.	
Tutor training for a staff member	A member of staff has had tuition training	More students on target in these classes.		Education Development Trust provide	CKM/RSI will monitor the effects at each	

to enable them to provide small group support in maths lessons.	from Education Development Trust so he can support in KS3 classes and KS4 intervention.			training and LOH works with classroom teachers to provide small group support within maths classes.	DC to ensure the cohort is correct.	
Focus area: Improve sixth form results						
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Approved attainment in all Yr 13 subject areas according to DC3 predictions (SISRA) -0.62  BTEC Business	DJO to arrange appropriate subject intervention and tuition in relevant subjects areas (Feb - July 2022)  Additional tuition sessions - afterschool on a regular basis.  Sessions during holidays to improve coursework	Improved attainment in all subject areas in final examinations compared to DC3  Improvement on DC3 VA score (-1.19)	£9,264.64	SISRA analysis - September 2022  SISRA analysis - September 2022	SISRA analysis - September 2022 -0.14 (improvement of 0.48)  SISRA analysis - September 2022 -0.08 (improvement of 1.11)	

English Combined	portfolios Additional tuition sessions - afterschool on a regular basis.	Improvement on DC3 VA score (-0.62)		SISRA analysis - September 2022	SISRA analysis - September 2022 0.23 (improvement of 85.0)	
Film Studies	Additional tuition sessions - afterschool on a regular basis.	Improvement on DC3 VA score (-0.33)		SISRA analysis - September 2022	SISRA analysis - September 2022 0.33 (improvement of 0.66)	
BTEC IT	Additional tuition sessions - afterschool on a regular basis.	Improvement on DC3 VA score (-0.58)		SISRA analysis - September 2022	SISRA analysis - September 2022 1.49 (improvement of 1.57)	
Politics	Sessions during holidays to improve coursework portfolios Purchase of revision guides - students	Improvement on DC3 VA score -1.13		SISRA analysis - September 2022	SISRA analysis - September 2022 - score static (1.13)	
Media	Purchase of revision guides - students	Improvement on DC3 VA -0.47		SISRA analysis 2022	SISRA analysis September 2022 - score	

	Sessions during holidays to improve coursework portfolios				static (-0.47)	
Science BTEC	Additional tuition sessions - afterschool on a regular basis.					
Sport BTEC	Additional tuition sessions - afterschool on a regular basis.	Improvement on DC3 VA -0.62		SISRA analysis 2022	SISRA analysis September 2022 -0.19 (improvement of 0.43)	
	Additional tuition sessions - afterschool on a regular basis.	Improvement on DC3 VA -0.33		SISRA analysis September 2022	SISRA analysis September 2022 0.88 (improvement of 1.21)	
	Purchase of textbooks - Year 13					
	Purchase of textbooks - Year 12					
Focus area: Provide social interaction for students through extra curricular clubs						

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Opportunities for students to access a range of extra-curricular enrichment activities in Maths, Science, DT, Drama, Music, Crafts and Lego Therapy.	Students offered opportunities to join a range of extra-curricular clubs.  Students for Lego Therapy are identified specifically by SEND Team.	Students will have access to a range of extra-curricular enrichment opportunities promoting inclusion and enjoyment.	£7,476.12	TAs monitor their own club attendance and uptake.  Lego Therapy is monitored by the SEND Team, specifically an ELKLAN trained Teaching Assistant.	Attendance and uptake of clubs monitored.  Lego Therapy discussed as part of EHCP annual reviews.	

**Focus area: Enhanced transition through summer school for year 6 pupils joining year 7**

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
To support a smooth transition from primary to secondary school for the new year 7 intake.	The aim of Summer School 2021 programme was to deliver a short summer school with a blend of academic education and enrichment activities, focussing supporting students to make	*Build a community with their fellow pupils  *Forge relationships with new teachers	£3,877.79	Jenny Pitman and Lucy Forber worked together with the admin aspects of inviting students from the feeder schools to the SS.	70 students attended the Summer School and all completed the programme with a certificate.	

	up for some of their missed education. Summer school was - 10 days in total	*Familiarise themselves with their new school environment		Val Sims completed the funding side via the DFE.		
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Focus area: Focus area: Improved predicted grades throughout all subjects and all year groups.

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Improve predicted grades throughout all subjects and all year groups.	Subjects are to integrate GCSE Pod into their homework and revision strategies. Curriculum leads as well as key stage coordinators are responsible for this throughout the 2020-21 academic year and potentially further.	Improved confidence amongst students, improved predicted grades, improved P8 for year 11 students and more students on or above target across the school.  Target P8 -0.2	£892.47	LHE will be responsible with CC's and key stage coordinators to ensure this is being used effectively and where appropriate.	LHE will monitor the success of GCSE Pod with CC's.	

Focus area: Ensure key students across the school have access to expert help and advice regarding personal and social issues

Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Ensure key students across the school have access to expert help and advice regarding personal and social issues.	Talk the Talk Education - focus sessions on female health, respect and resilience.	All students from year 7 to 11 have attended two sessions in smaller groups.	£2,215.00 £1800	LFO liaised with Talk Education and organised the logistical aspect.	Majority of students attended the session due and all. Emotional skills developed and a greater understanding of female health.	
Focus area: Increased attendance at maths intervention						
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success	
Encourage students to engage in half term/Saturday intervention days (PET XI).	Buy in takeaway pizza and pay £10 to students that attend each of these sessions.	Good attendance at these sessions. (20 or more per session).  All days had over 20 pupils attend.	£1,290.00	PSI to record the number of students attending these sessions.	PSI and CKM to check attendance figures and GCSE results to assess whether to run this intervention again next year.	
Total costs			£183,761.02			

## The Plan for 2022/23

Focus area: Improve P8 and predicted grades for year 11 students.					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Improved P8 in year 11 from EOY10 to GCSE exams.	Our staff will conduct 1:6 tuition with year 11 students in several subjects on a Saturday (some may study more than one subject). Science are focusing on more able PP students.	Improved P8 and predicted grades for these students, towards a whole school P8 target of -0.05.  Science aim to improve the VA from -0.50 Y10 DC3 towards -0.20.	£47382 - £9318 increase from 21/22	CC's and RYA will monitor the quality of tuition by collaborative planning and RYA will monitor attendance. A student voice will also be conducted.	CC's, RYA and DJE will monitor the effects through mock exam results, predicted grades and attendance at each DC to ensure the cohort is correct.
Improved P8 in year 11 from EOY10 to GCSE exams.	Our staff will conduct catch up tuition with year 11 students in several subjects during the Easter and May holidays (some may study more than one subject). The duration will vary depending on the subject. Science	Improved P8 and predicted grades for these students, towards a whole school P8 target of -0.05.  Science aim to improve the VA from -0.50 Y10 DC3 towards -0.20.		CC'S and RYA will monitor the quality of tuition by collaborative planning and RYA will monitor attendance.	CC'S, RYA and DJE will monitor the effects through GCSE results and attendance.



	are focusing on more able PP students. CC'S and RYA will be responsible for coordinating this.				
Improved P8 in year 11 from EOY10 to GCSE exams.	Our staff will conduct additional after school catch up sessions with year 11 students in several subjects (some may study more than one subject). This will begin in September for 45 minutes a week until the next cohort have been selected following mock exams. CC's and RYA will be responsible for coordinating this.  Spanish will focus on PP students on the 3/4 borderline.  Music will focus on	Improved P8 and predicted grades for these students, towards a whole school P8 target of -0.05.  Science aim to improve the Science VA from -0.50 Y10 DC3 towards -0.20.  In music, aim to improve L2P from U/L1P grades by 20% from EOY10.  Spanish aim of intervention was to reduce SPI from -1.59 at end of year 10 to -0.75 at end of year 11. Students targeted		CC'S will monitor the quality of catch up by collaborative planning and RYA will monitor attendance.	CC's, RYA and DJE will monitor the effects through mock exam results, predicted grades and attendance at each DC to ensure the cohort is correct.

	<p>PP students who are either L1P/L2P or L2P/L2M.</p> <p>iMedia and Computer Science students have been identified with significant gaps in coursework due to teacher absence in year 10.</p> <p>Science have a particular focus on more able, PP and Girls.</p> <p>Geography will focus on completing the course with targeted literacy sessions and exam practice.</p> <p>Health &amp; Social Care will run two groups one for higher ability and the other for coursework</p>	<p>for intervention achieved a significant increase in grades from EOY exam in year 10 to final GCSE exam with final SPI index of -0.65 which represents nearly a whole grade increase.</p> <p>iMedia students will aim to bridge gaps in knowledge for the external exam while also completing unfinished coursework tasks.</p> <p>To increase the number of geography students achieving their target grade and work towards a positive SPI as stated in SDP.</p> <p>Health &amp; Social Care - Complete</p>			
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	<p>completion.</p> <p>History are targeting students aiming for a grade 6 and above.</p> <p>Add in who your initial focus was e.g. higher ability or 3/4 borderline students etc.</p> <p>Art -Initial focus was 3 / 4 borderline students and below target students.</p>	<p>outstanding coursework and bridge gaps in knowledge for exam.</p> <p>History 6-9 grades increase. All selected students increased by at least 1 grade from DC2 to actual results.</p> <p>Need to input desired goal for HT1 P6 intervention e.g. increase students passing Spanish by 5%.</p> <p>Art- aim of intervention and workshops was to Improve predicted grades for year 11 from year 10 students. Overall 47.2% of students raised their grade by one or more,</p>			
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		meeting or exceeding their target.			
Improved P8 in year 10 from DC1 to DC2.	Our staff will conduct additional after school catch up sessions with year 10 students in several subjects (some may study more than one subject). This will begin in November until June for 45 minutes a week. CC's and RYA will be responsible for coordinating this.	Improved P8 and predicted grades for these students, towards a whole school P8 target of -0.05.  Focus on Level three terminology to improve performance in 6 and 9 mark questions in Geography. Monitor attendance of subgroups and intervene accordingly.		CC'S will monitor the quality of catch up by collaborative planning and RYA will monitor attendance.	CC's, RYA and DJE will monitor the effects through data drops and attendance.
Improved P8 in year 11 English and Science from EOY10 to GCSE's.	SMC, NPR and LMC will conduct 1:5 online tuition year 11 students aiming to improve their grade for one hour a week for 6 weeks for science.	Improved P8 for these students in science and English.  Science aim to improve the student's SPI score		QLA used to plan lessons and all sessions are recorded for KMA/KRE to perform spot checks.	KMA/NPR/KRE/JCI RYA will monitor the effects at the end of each cohort. RYA monitors attendance and discusses this with parents.

	This will start from October until June 2022. KMA, NPR, KRE, JCI and RYA will be responsible. Science will focus on more able with negative SPI from Y10 mock exam	from the end of Year 10 exam to their final GCSE results by a minimum of +0.3 from their Y10 starting points with an aspiration target of +0.5 from their Y10 starting points.			
Improved P8 results in English and maths for alternative provision students.	Pearson will conduct 1:1 face-to-face tuition with 4 year 11 and 4 year 10 students aiming to improve their grade for four hours a week for 15 sessions in English and the same in maths. This will start from September 2022 until October 2022. JCI, LRE, PSI and RYA will be responsible.	For Maths the November Mock Exam Grades will be at least 1 sub grade higher than their EOY 10 Mock grade on average.	£18,630 (for the first 2 blocks per child in maths and 1 block in English)	Key areas have been given to tutors to focus on students' individual needs. All sessions are recorded for KRE/JCI/CKM/PSI to perform spot checks on lessons.	KRE/JCI/CKM/PSI/RYA will monitor the effects at each DC to ensure the cohort is correct. RYA monitors attendance and discusses this with RHA who communicates home.
Focus area: Improve RA, predicted grades and P8 for English.					
Desired outcome	Actions, including timescales and	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success

	identification of those responsible for leading				
More students to be on or above target in English.	Hire an English academic mentor to withdraw some KS3 students for additional support and support some KS4 students in their English classes. CK, KRE, JCI, JSM, SDO and KWI will be responsible.	Increase grade 4's from DC2 to GCSE results.	£115 per day	Step Into Teaching provide the initial training and CK, KRE, JCI, JSM, SDO and KWI will follow the school performance management and trainee teacher monitoring protocol i.e. lesson observations, book and homework checks, provide training.	CK and KRE will monitor the success of this programme alongside JCI, JSM, SDO and KWI to ensure the cohort of students are suitable and discuss any changes/support needed.
Improved P8 in year 11 English from EOY10 to GCSE's.	LMC will conduct 1:5 online tuition with year 11 students aiming to improve their grade for one hour a week. This will start from October. KRE, JCI, LMC and RYA will be responsible.	Increase grade 4's from DC2 to GCSE results.	Included in £47382 - £9318 increase from 21/22	QLA used to plan lessons and all sessions are recorded for KRE/JCI to perform spot checks.	KRE/JCI/LMC/RYA will monitor the effects at the end of the year. RYA monitors attendance and discusses this with parents.
To improve the reading age of year	The Better Reading Partnership will	<ul style="list-style-type: none"> <li>Reading ages to</li> </ul>	£2500	CK, KRE and KWI will support staff	KRE and KWI will feedback success

7-11 students.	train staff on how to support student reading. Staff will have 3 fifteen minute 1:1 reading sessions with a KS3 child a week. KRE, JSM and KWI will be responsible for this programme. Leadership training has occurred in previous academic years and more staff will be trained in 2022-23 to roll the programme out and all staff will be trained by July 2023.	<p>improve on average by 5 months.</p> <ul style="list-style-type: none"> <li>● Number of students requiring urgent intervention to reduce by 10%.</li> <li>● Number of students requiring intervention to reduce by 10%.</li> </ul> <p>PP reading ages improve at same rate as non-PP.</p>		training along with the Better Reading Partnership and will conduct checks to ensure the quality of the reading sessions. Students will take a Salford reading test at the start and end of the intervention.	to CK and evaluate their reading ages at the start and end of the programme. They will also ensure the cohort is appropriate throughout.
Improved confidence in lower ability KS3 students.	HLTAs will withdraw KS3 students from English lessons to be taught the same curriculum in a small group setting to improve confidence. Each cohort will complete 3 weeks of intervention with	Increase the amount of MA SEN K students working below target (they will no longer be significantly below target) by 30% by end of intervention period and following term post intervention. Use departmental tracker to track this progress.	Nil	KRE and JSM will be responsible for deciding the content covered, monitoring the quality of the sessions in a similar manner to our performance management protocol and	CK, KRE and JSM will monitor the success at each DC.

	<p>there being a different focus group- for example, the first group will be SEN K students working below target. Students' progress will be assessed through monitoring of DC data collection and success will be measured by whether they are on target. JSM and KRE will be responsible for selecting and monitoring the cohort as well as undergoing school performance management checks.</p>			<p>identifying suitable cohorts of students.</p>	
<p>Focus area: More students on target in maths.</p>					
<p>Desired outcome</p>	<p>Actions, including timescales and identification of those responsible for leading</p>	<p>Success criteria</p>	<p>Costs</p>	<p>Monitoring arrangements</p>	<p>Ongoing evaluation of success</p>



<p>More students to be on or above target in Maths.</p>	<p>Hire an Maths academic mentor to withdraw some KS3 students for additional support CKM, RSI and PSI will be responsible.</p>	<p>Increase grade 4's from DC2 to GCSE results.</p>	<p>£115 per day</p>	<p>Step Into Teaching provide the initial training and CKM, RSI and PSI will follow the school performance management and trainee teacher monitoring protocol i.e. lesson observations, book and homework checks, provide training.</p>	<p>PME and CKM will monitor the success of this programme alongside RSI and PSI to ensure the cohort of students are suitable and discuss any changes/support needed.</p>
<p>Increase the percentage of year 11 students achieving their target grade in their GCSE.</p>	<p>Maths teaching staff will deliver weekly one hour intervention sessions until the November Mock Exams. The sessions for A band will take place during Monday/Friday form time. The sessions for B band will take place after school each Wednesday. The initial focus</p>	<p>Increase percentage of students achieving target in these groups in November Mock exams.</p>	<p>Included in £47382 - £9318 increase from 21/22</p>	<p>Teaching staff will be responsible for using the QLA to choose relevant topics for their cohort. CKM and PSI will monitor this and complete regular random drop ins to ensure the standard being delivered is good. MHA will monitor attendance and contact home.</p>	<p>CKM/PSI/RYA will monitor the effects at each DC to ensure the cohort is correct. MHA monitors attendance.</p>

	groups will be aiming for 7 and above. Aiming for a 6. 3s to 4s. CKM and PSI will be responsible.				
Increase the percentage of year 10 students on track to achieve their GCSE target grade.	Two staff members will run Y10 interventions after school on a Wednesday. CKM and PSI will be responsible.	Students achieve better in half term assessments. Less students off track.	Included in £47382 - £9318 increase from 21/22	Teaching staff will be responsible for using the QLA to choose relevant topics for their cohort. CKM and PSI will monitor this and complete regular random drop ins to ensure the standard being delivered is good. ATH will monitor attendance and contact home.	CKM/PSI/RYA will monitor the effects at each DC to ensure the cohort is correct. ATH monitors attendance.
Increase the percentage of year 11 students achieving grade 5-9 in their GCSE.	PET-Xi will deliver a one-day intensive revision course for Higher, 4s to 5s and 3s to 4s. CKM, PSI and RYA will be responsible.	More students hitting target grade between Feb Mock and final exams.	£1,075 per day ( 2 days in october half term)	CKM, PSI and RYA will be responsible for deciding the content covered, attending the sessions to monitor quality and attendance.	CKM and PME will decide the effects of this course and therefore whether it will be used in the 2023-2024 academic year.
Increase the	PET-Xi will deliver a	More students	£1,075	CKM, PSI and RYA	CKM and PME will

percentage of year 11 students achieving grade 4-9 in their GCSE.	one-day intensive revision course for grade 3/4 borderline students in the Easter holidays 2023. CKM, PSI and RYA will be responsible.	hitting target grade between Feb Mock and final exams.		will be responsible for deciding the content covered, attending the sessions to monitor quality and attendance.	decide the effects of this course and therefore whether it will be used in the 2023-2024 academic year.
Increase the number of year 11 students sitting the higher tier paper in year 11.	PET-Xi will deliver a one-day intensive revision course for grade 5/6 borderline students in the Easter holidays 2023. CKM, PSI and RYA will be responsible.	More students hitting target grade between Feb Mock and final exams.	£1,075	CKM, PSI and RYA will be responsible for deciding the content covered, attending the sessions to monitor quality and attendance.	CKM and PME will decide the effects of this course and therefore whether it will be used in the 2023-2024 academic year.
Improved P8 for a selected cohort of 11 year 11 students in maths.	Teaching staff will host weekly 1:1 mentoring sessions with a cohort of 10 year 11 students (6 PP, 2 SEN) from January 21 until their GCSE examinations.	Students to reach their target grade.	Nil	CKM and PSI will be responsible for deciding the content covered, monitoring the quality of the sessions through drop ins and identifying suitable cohorts of students.	CKM and PSI and will monitor the success at each DC.
Private tuition as CPD to support	A member of staff will have 90 hours	Increase grade 4's from DC2 to GCSE	£4860	Pearson provide training and LOH	CKM/RSI will monitor the effects

LOH with maths intervention with KS3 and KS4 students.	of private maths tuition from Pearson so he can support in KS3 classes and KS4 intervention.	results.		works with classroom teachers to provide small group support within maths classes.	at each DC to ensure the cohort is correct.
Tutor training for a staff member to enable them to provide small group support in maths lessons.	A member of staff has had tuition training from Education Development Trust so he can support in KS3 classes and KS4 intervention.	Increase grade 4's from DC2 to GCSE results.	nil	Education Development Trust provide training and LOH works with classroom teachers to provide small group support within maths classes.	CKM/RSI will monitor the effects at each DC to ensure the cohort is correct.
Focus area: Improve predicted grades and P8 for science.					
Desired outcome	Actions, including timescales and identification of those responsible for leading	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
Improved P8 in year 11 science from EOY10 to GCSE results.	NPR & SMC will conduct 1:3 online tuition with 8 under performing PP year 11 students (girls have been prioritised) aiming to improve their grade for one hour a week for 6 weeks.	We aim for an improvement in SPI figures from their end of year 10 exam to final GCSE results of +0.3 with an aspiration target of +0.5 from their Y10 starting points.	Included in £47382 - £9318 increase from 21/22	QLA used to plan lessons and all sessions are recorded for KMA/NPR to perform spot checks.	KMA/NPR/RYA will monitor the effects at the end of the year. RYA monitors attendance and discusses this with parents.

	<p>This will start from February until March 2022. KMA, NPR, SMC and RYA will be responsible. The content of the 1:3 tutoring sessions will be decided upon based on the QLA from their mock exams in November.</p>				
<p>Focus area: Allow students to access catch up programs based around missed personal growth</p>					
Desired outcome	<p>Actions, including timescales and identification of those responsible for leading</p>	Success criteria	Costs	Monitoring arrangements	Ongoing evaluation of success
<p>Reduce the number of pieces homework missed each week in KS3.</p>	<p>PrL's will identify students experiencing problems submitting homework on time and to the required standard and provide a homework club supported by TA's.</p>	<p>Reduction in homework negative points on class charts in the following DC.</p>	<p>Included in £47382 - £9318 increase from 21/22</p>	<p>PrL's to perform spot checks on the quality of assistance the TA's are providing. Class charts data also to be checked regularly and communicated home with parents.</p>	<p>Class charts data also to be checked regularly and communicated home with parents.</p>