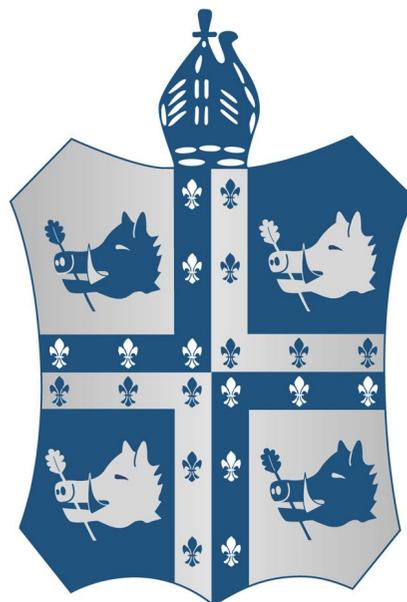


TADCASTER GRAMMAR SCHOOL



1557

Tadcaster
Grammar School

Pupil Premium & Recovery Premium Statement

Staff Responsible	Assistant Headteacher (Vulnerable Learners)
Adopted by the TGS Governing Body	NOV 21
Review Date	NOV 22

Tadcaster Grammar School - Pupil Premium and Recovery Premium Strategy Statement - September 2021

This statement details our use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) to support the progress of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium and our recovery funding had within our school.

School overview

Detail	Data
School name	Tadcaster Grammar School
Number of pupils in school	1504
Proportion (%) of pupil premium eligible pupils	12.1%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr A Parkinson (Headteacher)
Pupil premium lead	Mrs M Carroll (Assistant Headteacher)
Governor / Trustee lead	Mr D Gluck Mrs S Quirk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,666.25 (Sept – March) *confirmed £77,929 (April – August) *forecast based on Sept 2021 cohort.
Recovery premium funding allocation this academic year	£16,095 (Based on 111 students x £145)
Pupil premium/Recovery Premium funding carried forward from previous years (enter £0 if not applicable)	£19,612.13 (PP) £35,631.56 (Recovery)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£257,933.94

Part A: Pupil premium strategy plan: Statement of intent

At the heart of the Tadcaster Grammar School 'Vision and Values' statement is our commitment to ensure the 'best support for each student', offering them the 'optimum curriculum experience' and ensuring 'the highest expectations, with no limitations'.

Our vision and moral purpose is that our students thrive, achieve their best, develop resilience, champion themselves and each other, whilst seeing learning as an exciting journey that helps them realise their life chances.

Our commitment to our school community is to provide a safe place to be; a sense of belonging, where staff are champions of the students and have the highest expectations of them; where teaching and learning is of the highest standard and tailored to individual needs, alongside mutual respect, support and care.

Our responsibility - We recognise the transformative power that education can have and our inclusive ethos and approach offers pathways to success.

Pupil Premium is a funding stream allocated to schools to provide additional support to students on or who have, in the previous 6 years, received free school meals. In addition, 'Pupil Premium Plus' for looked after and previously looked after children, acknowledges the enduring impact of trauma and loss in children's lives and the key role of schools in supporting children who have had a difficult start in life.

The Pupil Premium Funding at TGS is used to:

- diminish the difference between disadvantaged students and their peers;
- address any underlying inequalities between children eligible for Pupil Premium and their peers;
- support students who need the funding most in order to make a significant impact on their education and lives;
- provide additional educational support to improve the progress and to raise the standards of achievement for disadvantaged students;

Principles underpinning PP Funding expenditure:

High quality teaching disproportionately benefits children eligible for PP and is vital in raising attainment. TGS has a strong commitment to the continuous professional development for all staff, with a real focus on staff training centred around evidence-based 'best practice' in the classroom for teachers and teaching assistants.

This evidence-based approach extends to identifying the most effective interventions and examples of successful whole school strategy. TGS has a designated senior leader, with strategic responsibility for vulnerable learners. A full-time Pupil Premium Manager also acts as a key advocate for our students eligible for Pupil Premium.

Ensuring all students are 'known, included and heard' is at the heart of Tadcaster Grammar School's ethos. Tutors and subject teachers know which students are eligible for Pupil Premium so that they can take responsibility for accelerating their progress. Improving the life chances of students who are eligible for pupil premium is part of our school's moral purpose. Funding allocated to students eligible for Pupil Premium is targeted and spent on improving outcomes for disadvantaged students.

TGS does not confuse eligibility with low ability and focuses on supporting all students to achieve the very best outcomes, whatever their starting point.

Senior leaders prioritise the needs of this cohort by having regular new Pupil Premium 'Floodlight' meetings. In addition, termly meetings with school governors are also held, who challenge the way the money is being spent and be part of strategy decisions.

Progress review data is provided after every reporting cycle (3 times per year) at KS4 and internally within faculties at KS3 for staff to highlight students in their classes who may be experiencing challenge. An ongoing 'assess, plan, do and review' of the needs and outcomes of students is recognised as essential quality-first teaching. Attitudinal data are provided too as we recognise the strong correlation between attitude to learning and outcomes.

Excellent teaching is paramount but there is, at times, a need for focused intervention outside of the mainstream classroom. Maths and English teachers and tutors who have excellent track records are allocated to teach specific groups. Many departments have set up peer-mentoring and teacher support programmes.

The EEF (Education Endowment Foundation) notes that parental engagement is effective in improving performance. The school's Pupil Premium Manager works very closely with parents so that they too feel known, included and heard. Support is offered to all families and targeted where there may be external barriers to their child's learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Literacy (especially reading ability) and Numeracy levels
2	Well-being, mental health and safeguarding concerns
3	Engagement and Regulation – ready to learn and executive function concerns
4	Attendance and Levels of Persistent Absence
5	Inclusion and Access - to technology, educational materials and co and extracurricular opportunities.
6	In year transfers, especially during KS4

Intended outcomes

The outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	To improve literacy and numeracy outcomes for students eligible for PP in every year group.	Reduce the reading gap differential in Year 7 – 9. Students to achieve their target grade in English and Maths at the end of KS3 and end of KS4, accessing targeted support when not on track to achieve this.
2	To prioritise student well-being through our co-curriculum, pastoral support and external agency offer.	Students who have social, emotional and mental health needs receive targeted support to reduce and remove this significant barrier to learning.
3	To improve students' attitude to learning in line with non-eligible peers.	Students eligible for Pupil Premium on average have 'good' attitudes to learning. Students eligible for PP are not disproportionately 'exited' from lessons, in isolation for excluded from school.
4	To remove the attendance gap between PP and non PP students.	School attendance figure of 96% achieved for both PP and non PP. Persistent absenteeism lower than 10%
5	To ensure all students have access to technology, resources and curriculum opportunities.	All students in Year 7 – 10 to have use of a personal chromebook. All students to be fully equipped so 'ready to learn'. No student to be denied access to an educational visit. School to contribute towards extra curriculum and co-curriculum opportunities.
6	To offer a child focused and centred programme for all students, especially those with significant gaps in education.	Students arriving on in year transfers, especially at KS4, to make notable progress within subject areas from starting point to end point, with focus on the core subjects.

Activity in this academic year

This statement details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching</p> <ul style="list-style-type: none"> • Research/evidence/cognitive science informed approach to TLCs (supported by CPD) • Knowledge-rich curriculum • Reading Programme/DEAR/DEET • Whole school implementation of EEF Marking and Feedback Guidance - central to TLCs (including use of visualisers and Mote) • Whole school focus on oracy/disciplinary literacy • Regular Curriculum Development Time Meetings • Quality Enhancement that actively supports curriculum development • Support for Early Careers Teachers • Google Classroom used as a continued platform for learning • Implement a reflective process for teachers within assessment and review processes to focus on needs of vulnerable learners. 	<p>High quality teaching disproportionately benefits children eligible for PP and is vital in raising attainment (DfE)</p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.’ EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Principles of Instruction</p> <p>Feedback EEF</p> <p>THE EEF GUIDE TO THE PUPIL PREMIUM</p>	<p>1,3</p>

CATs for Year 7	In the absence of national data, CATs can help support transition for Year 7s, providing a rounded profile of each student, identifying gaps (some possibly caused by the pandemic) and providing school with valuable data and GCSE/ A level indicators.	
GL Reading Assessment and Reading Programme	Improving Literacy in Secondary Schools EEF	1,2,3,6
Additional English teacher to reduce class sizes and offer low attaining students access to entry level and functional skills route prior to GCSE	When a change in teaching approach that can be offered through this bespoke and appropriate provision does accompany a class size reduction (nurture groups[are approx 6 students) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. Reducing class size EEF Small group tuition EEF	1, 3, 6
Additional Maths teacher to reduce class sizes and offer low attaining students access to an entry level and functional skill route prior to GCSE		1, 3, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Tuition: Small groups and 1:1	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Programmes involving academic mentors can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers. Where tuition is delivered by academic mentors, there is evidence that training and the use of a structured programme is advisable.</p> <p>One to one tuition EEF</p> <p>Small group tuition EEF</p>	1, 3, 6
English Tuition: Small groups and 1:1		1, 3, 6
Science Tuition		1,3,6
25% towards 'school led tutoring' programme £3,957		
SAM Learning	<p>https://www.samlearning.com/ https://www.samlearning.com/proven-impact/</p>	1,3, 5, 6
Use of Teaching Assistants	Making Best Use of Teaching Assistants EEF	1,2, 3, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support and Mentoring	Mentoring EEF	2-6
Attendance Support	Parental engagement EEF Research into how attendance can impact attainment	4
Educational Psychologist	Social and emotional learning EEF	1-4
Resources (Visits, Arts/ Sports participation, books, equipment, admin) Enrichment Opportunities (Duke of Edinburgh, Work experience and enrichment activities, where applicable visits)	EEF - Arts Participation, Physical Education Opportunities, Aspirational activities all hugely valuable to a child's personal development. Equal opportunity. Arts participation EEF	5,6
Assistive Technology	New EEF guidance report published: 'Using Digital Technology to... EEF	5
Careers Support (Interviews, college/university trips etc)	Secondary School and College leadership views on the impact of the Covid-19 Pandemic on Careers Guidance	2, 3, 5, 6

Total budgeted cost: £245,000 (£12,933 contingency)

Part B: Review of outcomes in the previous academic year

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability-2020-to-2021>

Given this, TGS have used other student evaluations undertaken during the 2020 to 2021 academic year.

Pupil premium strategy outcomes - Budget: £168,420.00 Spend: £148,807.87

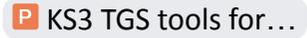
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Intervention	Strategy/ Intended Outcome	Year group/No of students	Timeline	Cost approx	Review of Impact
Teacher Learning Community and Curriculum Development Time	Focus on teaching and learning through designated teacher learner community sessions and curriculum development time	Staff Training - All school students	2020-21	£8,000	Focus on: metacognition; literacy; ensuring students can process, remember and retrieve what has been taught; modelling and scaffolding; guided practice to independent practice; formative assessment; Rosenshine's Principles of Instruction; curriculum development and structure. See TLC Classroom and departmental plans.
Literacy Training and Staff Development	Literacy Co-ordinator time to develop projects and the delivery of literacy across the curriculum. Improving Literacy in Secondary Schools	Staff Training - All school students	2020-21	£6569	It remains a priority for TGS. Report on Literacy Vision Y7 'Audit' Summer 2021 As a result of the audit... Literacy Action Plan 2021/22

Solution Focused Therapy Staff Training	Solution Focused Therapy Training		2020-21	Staff and EP Costs	A team of pastoral staff access this 6 week Educational Psychology Training focused on supporting the well-being and academic outcomes for vulnerable learners. Excellent feedback from the training which was recorded for sharing with new staff and wider teams.
Additional Maths Class per year group offering bespoke pathway.	Improved rates of progression in Maths of the least able students in Years 7-11 with a bespoke curriculum tailored to their needs	<p>Small group classes - additional 6 groups timetabled and taught by a teacher. Max capacity 6.</p> <p>As a consequence, reducing class numbers in all Maths sets and offering more streamlined sets.</p>	£37,526 £3,000		<p><u>Year 11</u> 10 Year 11 students offered this bespoke curriculum left TGS with a qualification, 10 of them with a GCSE grade. 3 students were PP . 1 student had no FFT20 and achieved a grade 3 (no mainstream education until Year 10), the other 2 achieved grade 1's (FFT20 was a grade 2). In total 5 out of the 10 students exceeded the FFT20 grade, 2 equalled it and 3 dropped a grade. 2 students achieved a Level 2 Functional Maths Pass, 3 students achieved a Level 1 Functional Maths pass (2 with EHCP), and 5 achieved an Entry Level 3 qualification.</p> <p><u>Year 10</u> 5 x students achieved an entry level 2 (3 are PP students); and 1 student gained an entry level 3 in Maths.</p> <p><u>Year 9</u> 4 students (1 PP, and 4 EHCP) achieved an entry level 2 and 4 students gained an entry level 3 (2 PP students) in Maths, despite Lockdown.</p> <p><u>Year 7</u> 1 student achieved an Entry Level 1 (EHCP) and 2 students achieved an Entry Level 2 in Maths (both PP and both EHCP) Students continue to thrive in this small group environment, especially when they can be overwhelmed in bigger classes where support and provision cannot be as targeted. Students gain Maths qualifications for</p>

				<p>as early as Year 7 which is proving to make a difference to their sense of mastery in Maths and self-esteem.</p> <p>Students continue to thrive in this small group environment, especially when they can be overwhelmed in bigger classes where support and provision cannot be as targeted. Students gain Maths qualifications for as early as Year 8 which is proving to make a difference to their sense of mastery in Maths and self-esteem.</p>
<p>Additional English Classes per year group offering bespoke pathways.</p>	<p>Improved rates of progression in English of the least able students in Years 7-11 with a bespoke curriculum tailored to their needs.</p>		<p>£16,000</p>	<p><u>KS4 Functional Skills and Entry Level English - 2020 - 2021</u></p> <p>At KS4, 7 students were entered for the summer examinations for Functional Skills English and one student was entered for Entry Level English - Gold. The pass rate for these students was 100% in the summer exams across the qualifications.</p> <p>Students in this cohort had social and emotional and learning needs well as significant attendance issues for some students. All students were taught using a range of bespoke techniques to help them bridge learning gaps and make the best possible progress. Mock exams were held for the main teaching group to mirror the mainstream experience, and the 1-1 tuition administered online to one student was designed to capitalise on the pupil's interests as attendance and focus were a main issue.</p> <p>All students were given a great deal of time and personalised attention to help them meet their learning aim with a very hands on approach which involved high levels of care and attention to the needs of each individual.</p> <p>8 Learners with complex needs left TGS having passed their Functional Skills exams at Level 1, with 4 of them going on to achieve a Level 2. This is a 100% pass rate for these learners.</p> <p>- ELC Gold - 1 student</p>

					<p>Year 10 - ELC - Silver award Level 2 - 6 students</p> <p>Year 9 - ELC - Silver award Level 2 - 4 students</p>
Use of Teaching Assistants	Making Best Use of Teaching Assistants EEF	All vulnerable learners	2020-21	£20,000	<p>Last year, due to the pandemic, TAs were allocated to year groups rather than subject areas in order to minimise risk and to support 'year bubbles'.</p> <p>It was felt that supporting students' social, emotional and mental health takes precedence in our return to school. Specialist TAS continued to be used at KS4. Our TA team offered the most impactful support during Lockdown 2, working within our Vulnerable learner bubbles and facilitating online learning, offering paired reading, social and emotional support and being a constant for students as their supervising teachers changed daily as part of a teacher rota.</p>
New Behaviour and Engagement Strategy	<p>To reduce the number of exclusions and sanctions (and therefore reduce lost learning time) for disadvantaged students</p> <p>A clear, consistent, restorative, relationship based behaviour strategy introduced. Based on 'When the Adults Change, Everything Changes' philosophy and Emotion Coaching principles.</p>	All school students	2020-21	[£5000.86]	<p>The launched strategy greatly impacted attendance in lessons; positive relationships and outcomes for students eligible for PP:</p> <p>Exclusions Reduced from 13 (2019-20) to 3</p> <p>Internal exclusions reduced from 36 (2019-20) to 19</p> <p>Lesson exits reduced from 39 (2019-20) to 13 in 2020-21.</p> <p>The amount of time back in classrooms and learning has significantly improved for our cohort due to these essential changes.</p>

Careers Education, Advice and Support	Careers Guidance - individual interviews (30 mins in both Year 9 and 10) and at least an hour in Year 11.	All vulnerable learners	20-21	£2,000	All Year 9 students eligible for PP were supported to ensure they received Options advice despite being on Lockdown (Jan 2021) All Year 11 students accessed an appropriate post 16 pathway. 0% NEET at the start of academic year 2021
EP led Parent Workshop: Understanding your Teenager	To support parents, especially coming out of 2nd Lockdown, to understand their teenager following key psychological research 	Ks3 KS4-KS5	June May	£8,769.00	Excellent parental feedback - Evaluation of KS3, 4 and 5 to Parental Workshops
EP led 'Circle of Adults' Intervention	Circle of Adults for Problems	4	20-21		Testimonials from both foster carers and adoptive parents who attended has been outstanding. Teachers spoke about how it reframed the needs of the child - their early trauma and its impact is now better understood by staff. All students whose teachers have undertaken the Circle of Adults training have had a much improved record of success (fewer behavioural incidents and improved grades) (see individual case studies)
Attendance Support	Pastoral Support - designation of Attendance Officer to monitor and liaise with PP Manager who can support families with a child eligible for PP who has poor attendance. First day response. Home visits.	All vulnerable learners	20-21		Attendance was significantly impacted for <u>all</u> students this year. PP- 86.98% Non PP - 94.66% However, for any Vulnerable Learner (LAC, CIN, EHCP etc.) not in school on any day during Lockdown 2, they were marked as absent, even if they were completing all the online work at home - whereas all non PP students were not marked this way - even if they were not accessing/completing the online learning. This significantly impacted on the overall attendance figure for those eligible for PP. We invited all

	EP Training to support pastoral team on anxiety based school avoidance				<p>students eligible for PP to be in school full-time. Some parents opted to keep their child at home with work being completed through remote lessons.</p> <p>On a daily basis, TGS identified all students eligible for Free School Meals (FSM) who were self isolating or off due to Covid/symptoms and offered a 'meals on wheels' delivery service twice a week (with enough food for the duration of time the students are away from school). During Lockdown all students eligible for FSm received vouchers.</p> <p>Our Google Classrooms platform and ensuring every vulnerable student had a chromebook helped students who were self-isolating still access learning.</p> <p>Anxiety Based School Avoidance Training and Materials</p> <p>Cast studies on impact of EP support for anxiety based school avoiders.</p>
Developing therapeutic provision – Just B counselling/ Therapy	12 PP students (out of 28) attended Just B sessions last year. (43% of all students seen despite making up only 11% of the school cohort)	12	20-21	[£5000.86]	All engaged/continue to engage well and cases were closed or sign-posted to another outside agency. Just B counselling continued online throughout Lockdown #2.
Day to day pastoral support/ mentoring/PEP meetings	PP Manager as 'go to' person and Lead Professional for students eligible for PP.	160	20-21	£30,251	Our PP Manager is instrumental in supporting students and their families. Feedback from our 4 Local Authorities for students who are Looked After, parents/carers, staff and the students themselves is exceptional. Case Studies also evidence the impact and difference our PP Manager has on an individual's progress and outcomes.

Lockdown Support	In-school provision; 'Home (garden) visits to families; dropping off technology or paper materials; financial internet support; delivery of Revision Guides; weekly and bi-weekly well-being calls to the most vulnerable; delivery of food from Food Bank; support with FSM vouchers and application for FSM.	All vulnerable learners	Jan 2021- March 2021		<p>We offered much of this support both prior and after the official Lockdown as and when year group bubbles burst.</p> <p>Maslow's Hierarchy of Needs - focusing on supporting the physiological, safety, belonging and esteem needs - highlights the importance of this essential work throughout the academic year.</p> <p>See Communication Log and Weekly Support documents</p>
Assistive Technology/ Internet at home	Improved access to school resources – Google Classrooms, Hegarty Maths, the internet etc for students who have no or limited access to assistive technology/internet at home		2020-21	£5,000	<p>During Lockdown, 25 chromebooks were loaned out to PP students Yr 10 - 11. Annually, PP funding pays for loaned chromebooks for student in year groups in receipt of the Chromebook Purchase Programme (Year 7 -9). Students eligible for PP who don't buy in to the scheme get their own chromebook for the duration of their school life, with school subsidising for wear and tear. This provided all vulnerable students with technology at home during Lockdown. School also used PP funding to offer a monthly amount of £10 per child towards internet access during lockdown. We offered 10 students this additional support.</p> <p>Devices which have been subsidised by PP funding are indistinguishable from those of their peers, and they are given the same access rights and privileges.</p>
Resources/ Enrichment	Resources Extra Curricular Visits (including all SMSC linked visits)	All vulnerable learners	2020-21	£6692.01	<p>No disparity between students eligible for PP and non PP with regards to access to resources, visits, arts and sports participation etc.</p> <p>Funding to continue to be available for this vital access to opportunities and equipment.</p>

	Music bursaries/singing lessons Equipment				Responses from some parents of students who are PP+ is that they are happy to buy resources and wish for all PP money to be spent on therapeutic support. Duke of Edinburgh re-started at the end of academic year 2020.
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Recovery Funding Impact Review ('Covid Catch Up') 2020-21

Budget: £102,800 Spend: £67,168.44

Intervention	Strategy/ Intended Outcome	Year group/No of students	Timeline	Cost approx	Review of Impact
CAT4D Testing	Identification of pupils who would benefit most from additional catch up support	Year 7 (all) 255 students	Nov/Dec	£2956	<p>Comprehensive identification of cohorts of students who will most benefit from catch up identified. Data shared with CTLs for their information and use.</p> <p>Comprehensive identification of cohorts of students who will most benefit from catch up identified. Data shared with CTLs for their information and use.</p> <p>CAT4 facilitated target grades which would have previously been calculated using KS2 data. This will allow us to continually track progress (and potential underachievement) for each student throughout their time in school.</p>
GL Reading test	Identification of pupils who would benefit most from additional catch up support	Year 7	Jan (delayed to April)	£1625	<p>Number of students below average (overall Stanine of 3 or below): All students (23/251) = 9% PP students (7/41) = 17%</p> <p>Number of student at average or above (overall Stanine of 4 and above): All students (228/251) = 91% Non PP students = 194/210 Percentage = 92% PP students (34/41) = 83% Gap of 9%</p>

					<p> July 2021 Second Sitting NGRT.xls</p> <p>Identification of students' reading ages and specific reading needs. 21 students selected in May 2021 for an 8 week reading programme with TA, with students with the poorest reading ages receiving 5 x 20 minutes of reading per week and those just below average receiving 3 x 20 min per week.</p> <p>5 students made no progress and were identified for further intervention (2 void scores; 1 identified for further intervention) 1 student had a ratio gain between 1 -2 - modest progress 1 student had a ratio gain between 2 - 3 - useful progress 1 student had a ratio gain between 3 -4 - substantial progress 9 students had a ratio gain above 4 - remarkable progress Impact using Ratio Gains</p>
Maths Tuition - JHY	Students working below age-expected level in Maths receive an ongoing bespoke tuition from a specialist Maths teacher twice a week 1:1.	Year 11	Oct - June	5 hours a fortnight £5,000	<p>Individual reports highlight significant progression in targeted areas. 5 very vulnerable Year 11 learners were allocated this provision from September 2020 until May 2021, and received this intervention during one of their Maths lessons so they did not fall behind in other GCSEs and to offer the Maths teacher a better ratio to support the remaining students.</p> <p>One maintained Nov mock grade, fell one grade short of optimistic forecast. Four improved by a full grade each from Nov mock and reached optimistic forecasts. Remaining students in their groups achieved an average of 1.65 grades better than Nov mock grades and 0.58 grades better than their optimistic forecasts.</p> <p>Re-allocated students from June 2021 from Year 10. Impact not yet tangible. Mock exam data in Year 11 Autumn term to scrutinise.</p>

Maths Tuition – ESU	Students working below age-expected level in Maths receive a bespoke tuition from a specialist Maths teacher twice a week in mostly groups of 3.	Yr 7, 8, 11 from Sept 2020. Year 9 and 10 from Jan 2021	Sept - July	17 hours a week £16,000	Individual reports highlight significant progression in targeted areas (linked to attendance of the sessions. Those with poorer attendance have not made the gains hoped for) Catch Up Maths ESU Individual reports highlight significant progression in targeted areas 129 students identified at KS3. All offered 4 one hour sessions (28 groups) targeting areas for development. Trialled remote sessions due to Lockdown and have continued with this to avoid students further missing lesson time. Attendance has strengthened as school has refined its communication with parents.
Maths Tuition- HST	Students working below age-expected level in Maths receive a bespoke tuition from a specialist Maths teacher twice a week in mostly groups of 3.	KS3	Feb - July	9 hours a fortnight £7,000	
English Tuition – BTH	- Literacy work with small groups (reading and writing interventions) - 1:1 tuition - Revision lessons - Functional Skills English -Entry level English	KS3 + KS4	Sept - Dec (2 days) Jan - July Full-time	Full-time Jan - April 0.5 May - July Total cost: £19, 319	Individual reports highlight significant progression in targeted areas. At Key Stage 4, 8 highly vulnerable students were supported to complete their Functional Skills/Entry level exams with a 100% pass rate for these students in English. Out of 7 students, 3 students achieved a grade higher in English Language between their mock exam and final result. Out of 7 students, 2 students achieved a grade higher in English Literature between their mock exam and final result. All other students maintained their mock exam grades. Poor attendance in school was a contributing factor to the hindered impact of this intervention.
English Tuition - JAD	Students working below age-expected level in English receive a bespoke tuition from a specialist English teacher weekly in mostly groups of 3.	KS3	Nov - July	Costs from PP Funding	Catch Up first offered to identified Year 10 students on 'An Inspector Calls' on return to school for those who had gaps in learning due to Lockdown. Students reported increased levels of understanding and were supported to learn key quotations for their final examinations.

					<p>'Bridging' groups also identified in Year 8 and 9 on Spring 1 Scheme of Learning that were missed due to Lockdown.</p> <p>KS3 students now being identified if they are below target, especially below age-expected for reading and writing units.</p> <p>Individual reports highlight significant progression in targeted areas with a clearer sense of which skills are still areas for future growth.</p>
<p>Science Tuition (through Academic mentors x 2)</p>	<p>Students working below age-expected level in Science receive a bespoke tuition from a specialist teacher weekly in mostly groups of 3.</p>	<p>Year 10/11</p>	<p>April - July</p>	<p>32 hours a week £5884.23 x 2 = £11,768.46</p>	<p>Individual reports highlight significant progression in targeted areas. Very good student feedback.</p> <p>Student engagement and the learning atmosphere improved in all classes where students were withdrawn for bespoke tuition (In some classes this was a dramatic transformation to the learning atmosphere). Removing these students who had required a high level of teacher support/input during lessons meant that staff could focus on preparing the rest of the class for their summer exams. In the groups with less able students the remaining students achieved very well in the final GCSE exam and these classes had a higher proportion of grades in the range 43-55 than has previously been the case.</p> <p>Of the group who were withdrawn from some science lessons to receive tuition in order to benefit themselves and also improve the learning atmosphere for remaining students, the students removed for support achieved a mean of 2.25 grades higher in combined science in the summer than they had in the November mock exams. Admittedly the qualification carries 2 GCSE grades, but even after factoring this in these students achieved a mean increase of 1.125 grades higher on each of the grades awarded for this qualification.</p>

Academic Mentoring	<p>-Subject-specific work with small groups; 1:1 work; Cover for tutor time; revision lessons; additional support for those shielding or not in school</p> <p>MCA Academic Mentor Job Description</p>	Identified students Yr 7 -11	April - July		<p>Individual reports highlight significant progression in targeted areas. Very good student feedback, especially with the support offered at ACDC Club (twice a week for Year 10s after school)</p> <ul style="list-style-type: none">  RTO Mentoring Record  RWE Mentoring record  Academic mentoring review (Responses)
Subject Specific resources	Propose that some of the funding is made available for subject specific resources, particularly those which will help with enhanced remote learning and independent study. For example, Maths are currently trialling Hegarty Maths as an enhanced online learning package.			<p>£6000 (Hegarty Maths £3,300)</p> <p>£2700 remaining</p>	<p>Departments to determine as part of their bid for a tried and tested resource.</p> <p>Hegarty Maths embedded within the Maths curriculum. Further Impact?</p>

Research Practitioners	Use of Catch Up: Research Practitioners	Identified Depts	Jan - July	From school resources	Summer Term 21 - a team of 8 teachers from different subject areas met for 6 sessions to share research and evidence of best practice in T&L. Topics explored were retrieval practice, cognitive load/cognitive apprenticeship, effective feedback, project based homework and the work of Doug Lemov, Kate Jones, David Didau, Jo Facer. RPs will lead training sessions on their area(s) of expertise during 21/22 as part of the TLC programme with the aim of improving curriculum structures/schemes of learning and pedagogy as well as sharing their learning within their own subjects.
Clear Face Masks	Use of clear face masks so profoundly deaf and HI students are still able to lip-read and not fall behind.	Teachers of HI students	March	£199.98	Students with HI were still able to access lessons.
Access to IT hardware	Providing hardware resources to families with no access.		Y7-11 Jan 21 - July 21	From school and DFE resources	All students in Y7-Y11 have available and accessible hardware with remote support from school

Externally provided programmes

Programme	Provider
1st Class at Number	Edge Hill University
Success at Arithmetic	Edge Hill University
Hegarty Maths	Hegarty Maths