

Covid-19 Premium

GFM Secondary Phase Strategy 2020-2021

In the GFM we are needs led and learner centric in our use of all additional funding, including Covid Premium. Committed to ensuring that we are evidence informed, robust assessment data (Impact Ed, reading and maths standardised scores, use of Diagnostic hub tools) for all learners enables us to identify those that require well being, academic, social, emotional and mental health support. The planned intervention is centred upon removing barriers and enabling access to learning alongside closing gaps and accelerating progress.

INTENT	
GFM Covid Premium Intent	<ul style="list-style-type: none">• To identify the effect of COVID-19 school closures on pupils' academic progress and mental wellbeing.• To reduce the negative impact COVID-19 closures have had on pupils' mental health and wellbeing.• To provide high quality teaching for all, which enables all children to make progress.• To reduce the gaps in learning which may have developed or grown, during school closures.• To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.



COVID-19 catch-up premium funding: summary for the Secondary Phase

SUMMARY INFORMATION			
Total number of pupils:	BP: 1303 BH: 1719 Total: 3022	Amount of catch-up premium received per pupil:	£65.47
Total catch-up premium budget:	£197,850		

CORE APPROACHES	
Stages	Core approaches to be used
<ul style="list-style-type: none"> Stage 1 - Immediate responsive action (Summer 2020) 	Additional support over the summer holiday periods, for targeted groups (including children categorised as PP and/or SEND and year 7 with need for additional transition opportunities) in the form of week-long activity camps.
<ul style="list-style-type: none"> Stage 2 - Analysis of emerging need 	<p>Diagnostic assessment of academic gaps.</p> <p>Diagnostic assessment of social and emotional needs.</p>

<ul style="list-style-type: none"> Stage 3 - Implementation of agreed strategies 	<p>EEF suggest strategies are grouped into these 3 categories:</p> <p>Tier 1 - Teaching & Whole school strategies</p> <p>Tier 2 - Targeted support</p> <p>Tier 3 - Wider Strategies</p>
<ul style="list-style-type: none"> Stage 4 - Measurement of impact of spend 	<p>Review planned for the end of each intervention period</p> <p>Monitoring and evaluation summary completed for all interventions/additional support.</p> <p>Financial review continual and reported to the Executive.</p>

ANALYSIS OF EMERGING NEED	
Academic barriers:	Other barriers including social, emotional and mental health:
Bedrock data identified that 53 learners in Year 7, across both secondary sites, are currently working at Year 3 level for vocabulary.	ImpactEd identification of high levels of anxiety across the phase - 5 schools completed the assessment with a total of 2742 pupils data being recorded during the September 2020 assessment.
Learners who were identified as needing Phonics Intervention are 5% Brune Park (12/240 learners) and 3% Bay House (9/340 learners) - Year 7. Additional learners (20) were then added to this group.	Year 7 boys across the secondary phase reported higher anxiety levels than other groups of pupils
NGRT Data identified 76 learners at Brune Park and 49 learners at Bay House have a standardised score lower than 90 in Year 7.	Year 11 boys anxiety levels were high following their return to school after the summer holidays
Year 11 gaps in English Language identified prior to English Language Exam in November - 83 identified pupils; 36/69 pupils improved from their CAGS (52%)	Year 8 well being raised as a concern through period of lockdown



Implementation and impact of agreed strategies

TIER 1 -TEACHING AND WHOLE SCHOOL STRATEGIES - Diagnostic assessment			
Identified pupil group	All learners across the secondary phase	Cost	£8500 ImpactEd £2500 NGRT Tests
Intent	Anticipated impact	Actions	Rationale
To identify the effect of COVID-19 school closures on pupils' academic progress and mental wellbeing.	<p>Diagnostic assessment of need (both academic and pastoral/social and emotional) to ensure:</p> <ul style="list-style-type: none"> - support and intervention is targeted at need - teachers have the knowledge required to target teaching (ensuring work is focused on overcoming any barriers to learning) 	<p>NGRT reading assessment purchased completed in Year 7 and analysed to identify bottom 20% readers for targeted interventions..</p> <p>Impact Ed (measuring anxiety, well being, response to Covid 19 and metacognition) purchased and implemented for completion at regular intervals.</p> <p>The Pastoral and Academic Learning Support team trained to gather and analyse data.</p> <p>Introduced methods of measuring data that enables communication of outcomes with all relevant stakeholders.</p>	<p>EEF: Providing pupils with high-quality feedback, building on accurate assessment, is likely to be a particularly promising approach. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.</p> <p>We selected the ImpactEd tool as it gave us the ability to gather information about the wellbeing of our pupils during the global pandemic where there had been a huge impact upon many pupils' education. We were aware that every child would have had a very different experience and were striving to ensure that we had a way of gathering their views to support our understanding of their needs from their view. The tool is being used by several other schools with over 62,000 pupils having completed the assessment survey. This has allowed us to have a benchmark to measure our pupils against. ImpactEd works in collaboration with a range</p>



			<p>of education organisations including universities, education partners and businesses to help them evaluate their impact on young people.</p> <p><i>Planning effective assessment is integral to supporting great teaching. EEF 2021</i></p>
Evidence of impact			
<p>ImpactEd Diagnostic Tool</p> <ul style="list-style-type: none"> • High levels of anxiety across the MAT identified from the ImpactEd data reported from assessment 1 (Sept) & 2 (Nov) • An improvement in pupils Metacognition was reported on second assessment (Nov) • Year 8 well being raised as a concern through lockdown - Shared data with the pastoral teams to support where areas of concern were raised - ELSA referrals made using well being data • Year 7 boys across the secondary phase had higher anxiety levels than other groups of pupils - key target groups for Passports to Learning to be completed by the Pastoral and Academic Learnings Support team 			

TIER 1 -TEACHING AND WHOLE SCHOOL STRATEGIES - Transition holiday camp			
Identified pupil group	New Year 7	Cost	£5460
Intent	Anticipated impact	Actions	Rationale
To reduce the negative impact COVID-19 closures have had on	Provide the opportunity for 134 new Year 7 pupils to feel a sense of belonging with their GFM secondary school. Ensure that children have the opportunity to make friends and develop relationships	Feeder schools shared information identifying pupils who may benefit from attending the transition holiday camp	Following a significant amount of time away from school site in Year 6 the opportunity to spend time on their secondary school site was hoped to be a positive opportunity enabling them to feel a sense of belonging to their new school and to begin to



pupils' mental health and wellbeing	with others.	<p>Families of new Year 7 pupils were contacted and their children were invited to one of the camps</p> <p>Pupils attended the provision held at the BH site during their allocated slots</p> <p>Premiere sorts ran the provision that supported children in preparing for a return to school in September. They provided an opportunity for pupils to spend time with others and most importantly have fun!</p> <p>They offered a range of activities including sports and sports skills, health and wellbeing sessions, arts and crafts, team building and problem solving activities and performing arts.</p>	<p>develop positive relationships with others.</p> <p><i>Generally, for a child to flourish and achieve in school they need to feel that they belong and are a valued part of the school community. Mentally Healthy Schools</i></p>
Evidence of impact			
<p>Evaluation</p> <ul style="list-style-type: none"> • The attendance was low to the camps that ran throughout the Summer break running at 36% • On reflection there were some factors that we hadn't considered may have an impact on attendance. These included travel to the venue, access to food, the change in Covid guidance and absence caused due to self isolation. These have been built into future planning for wrap around holiday provision. The offer during the most recent Easter provision ran at 76% for attendance. • The overall feedback from the pupils that attended was positive and the opportunity to meet new pupils helped pupils to feel at ease about starting at secondary school. "It was superb he enjoyed it and made him feel at ease about starting year 7" - anonymised parent feedback 			

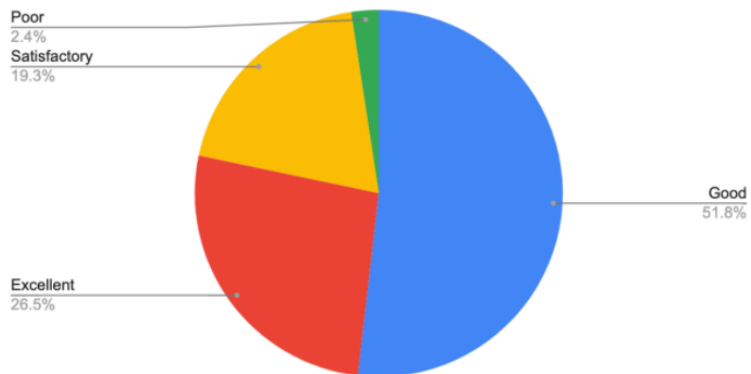


TIER 1 -TEACHING AND WHOLE SCHOOL STRATEGIES - Professional Learning			
Identified pupil group	Whole phase	Cost	£1,662.64 Adele Deasey Hive training Online resources Trauma informed £5,250
Intent	Anticipated impact	Actions	Rationale
To provide high quality teaching for all, which enables all children to make progress.	<p>Staff upskilled and trained in supporting the growing and developing needs identified from consequences of school closure.</p> <p>Professional learning on the teaching of tier 2 and tier 3 vocabulary took place for all staff across the trust on 4th November 2020. This gave staff a range of strategies they can use in the classroom to support the removal of barriers for the bottom 20% of learners.</p> <p>The secondary phase PE department will have bespoke professional learning with a focus on the teaching of literacy through PE.</p> <p>The secondary phase science department will have bespoke professional learning with a focus on the teaching of literacy through science.</p>	<p>Professional Learning Groups set up across the trust - focus on pedagogy and Inclusion</p> <p>Targeted Professional Learning - phonics for Learning Support Assistants</p> <p>Trauma Informed Practitioner training X3 colleagues</p>	<p><i>Providing opportunities for professional development on whole class teaching—for example, to support curriculum planning or focused training on effective teaching using technology—is likely to be valuable. This may need to be coordinated to match new priorities, such as developing approaches to remote learning, alongside existing habits and practices, including maintaining and sustaining behavioural routines. EEF 2021</i></p>
Evidence of impact			



12th Feb INSET Day

Please rate your level of satisfaction in regards to the following:
[PLG Programme Input 8 - Pupil Premium across the phases]



What part of the day was most valuable to you?

- I enjoyed the live input in regards to pupil premium children and the tiers
- Enhancing pupil experience
- The pupil premium pupils and how best to support them
- Pupil premium across the phases
- Discussions around the topic of PP and SEND pupils

TIER 2 - TARGETED SUPPORT - Pastoral & Academic Learning Support tutoring			
Identified pupil group	Year 7 and Year 11	Cost	£10,818.05 (£1,508.05 to date, £ 9,310 projected)
Intent	Anticipated impact	Actions	Rationale

<p>To reduce the gaps in learning which may have developed or grown, during school closures.</p> <p>To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.</p>	<p>Identified gaps formed during partial closure to be closed.</p> <p>Learners will feel more confident in their learning and more able to access learning in class.</p>	<p>Pastoral & Academic Learning Support tutoring</p> <p>5-6pm additional time 4-5pm timetabled but intervention to be in place Coaching programme</p> <p>Schemes of learning Identifying gaps Write up of this in more depth</p>	<p><i>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year. EEF 2021</i></p>
<p>Evidence of impact</p>			
<ul style="list-style-type: none"> • To date 262 pupils have been offered targeted interventions both within the school day and during allocated hours at the end of the school day • Attendance has been inconsistent during the after school provision running between 33% to 100% • Attendance for target intervention sessions within Maths was 41% during lockdown, however this increased on return to school and was 89% • Attendance for the targeted English catch up sessions during lockdown was 60% and on return to school 94% 			

<p>TIER 2 - TARGETED SUPPORT - Graduate & Home tutoring</p>			
<p>Identified pupil group</p>	<p>Vulnerable learners, years 8 - 10</p>	<p>Cost</p>	<p>£19,690.50 financial £14,864 Home Tutoring</p>
<p>Intent</p>	<p>Anticipated impact</p>	<p>Actions</p>	<p>Rationale</p>



<p>To reduce the gaps in learning which may have developed or grown, during school closures.</p> <p>To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.</p>	<p>Gaps formed during partial closure to be locked</p> <p>Learners will feel more confident in their learning, able to access learning in class.</p>	<p>Recruitment of tutors in a range of subjects</p> <p>Subject leaders to define effective methods for use of graduate tutors</p> <p>Organiser (TR) used to connect identified learners with tutor and arrange time/space for identified intervention</p>	<p><i>There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. EEF</i></p>
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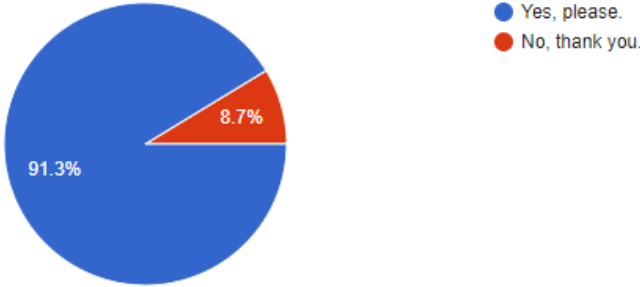
Evidence of impact

Home Tutoring

Student and parental feedback has been positive for the Home Tutoring offer from 4pm to 8pm Monday to Friday. Individual attendance averaged at 73.5% per session. Survey feedback was positive, with parents/carers expressing a continuation of this remote offer. ImpactEd outcome demonstrated that the majority of students who accessed the pilot benefited across their meta-cognition, anxiety and learning index scores.

Would you like to see a continuation of the tutoring offer?

46 responses



Response	Percentage
Yes, please.	91.3%
No, thank you.	8.7%

Mr C has been fantastic with our daughter Tabitha, please could someone pass our huge appreciation to him directly. Tabitha said he was engaging, thought provoking, always checking understanding which is very important for her needs, friendly and always happy with a smile on his face. - Year 8 Parent.

Thank you Ellen. Your manner and structure of the sessions has supported Evie well. Evie has enjoyed the sessions and her confidence in Science has increased significantly - Year 8 Parent.

Graduate Tutoring



GFM successfully recruited 15 tutors over the course of the academic year, deployed as per their specialist subjects across secondary and primary schools. Tutors worked closely with teachers and subject leaders to provide bespoke interventions as directed.

TIER 2 - TARGETED SUPPORT NTP			
Identified pupil group	150 learners; 75 learners at BP and 75 at BH across the subjects of English, Maths, Science, Humanities and Languages. Subjects identified learners based on; <ul style="list-style-type: none"> - Those that were hard to engage through remote learning - Subject assessment showing large gaps 	Cost	£10,000
Intent	Anticipated impact	Actions	Rationale
<p>To reduce the gaps in learning which may have developed or grown, during school closures.</p> <p>To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.</p>	<p>Gaps formed during partial closure to be locked</p> <p>Learners will feel more confident in their learning, able to access learning in class.</p>	<p>Edplace assessments used to provide further diagnostic information for E/M/S</p> <p>Tutors led sessions in groups of 3. 50 groups spread across the week at either 15:30 - 16:30 or 16:30 - 17:30.</p> <p>15 hours of tutoring</p>	<p><i>There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind. EEF</i></p>
Evidence of impact			
Those learners who have attended sessions have been very positive about the experience and reported that			



- It has been very helpful in understanding areas they feel are weaknesses.
- relationships with tutors have been positive in the vast majority of cases (1 subject tutor weeker, observations arranged to support)

Those learners who have not attended have reported various reasons;

- Do not feel they need help
- Technical difficulties with the platform (direct support given)
- Lack of awareness of sessions (further communication with learner and home arranged, weekly reminders setup)
- Difficulty accessing the 15:30 sessions when schools returned (moving sessions times and offering on site support)

We are still awaiting the analysis of data from our NTP provider for publication

NTP remote tutoring had mixed success, with students who reported positive engagement but significant issues were encountered in the coordination and delivery of the Government promoted model due to both the third party involvement and persistent disruption to school attendance during school closure periods throughout the year.

TIER 2 - TARGETED SUPPORT - Blended Learning Mentor			
Identified pupil group	Year 7 & 8 Pupils across the phase	Cost	£19,510.95 (£7,460.95 to date, projected £12,050)
Intent	Anticipated impact	Actions	Rationale
To reduce the gaps in learning which may have developed or grown, during school closures.	To develop pupils confidence when reading across all areas of the curriculum To inspire and develop pupils'	A team of sixth form blended learning mentors provide high quality, small group and target interventions for learning with Year 7 pupils across the GFM in English and Maths.	To support the identified gaps in vocabulary with some of our Year 7 cohort following gaps in learning and the transition from the primary to secondary phase.



To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.	love of reading across a range of genres and text types. To develop pupils' numeracy skills	Mentors will support pupils across ability ranges in using Bedrock Learning to support the development of pupils vocabulary through reading. Pupils will be invited to attend the sessions based on need and supported through weekly sessions each half term, remotely or face to face.	<i>The introduction of peer tutoring approaches appears to have a positive impact on learning</i> EEF
Evidence of impact			
<ul style="list-style-type: none"> To date 180 pupils have been invited to attend the sixth form blended mentoring sessions that take place remotely at the end of the school day. 96% of pupils have positively engaged in the provision Attendance whilst the provision has been remote was between 40-50%. Since the return to face to face lessons on site this has dropped and been inconsistent - 20-25%. We have taken into consideration travel time home for pupils and adjusted the timings which has marginally helped improve attendance to 30%. The sessions will be taking place face to face after the May half term which should improve attendance. The overall feedback from pupils has been pleasing with summary data reporting that 59% had felt that their reading skills had improved following the sessions and 72% of pupils stating that they enjoyed the sessions 			

TIER 2 - TARGETED SUPPORT Reading and Vocabulary intervention			
Identified pupil group	Year 7 and 8 learners The Hive@KS3 - Interventions	Cost	Vocabulary Intervention - £7,188.80 Bedrock Learning Year 7 - £4,893.00 Bedrock Learning Year 8 - £2,295.80 Reading/Decoding - £6,502.42 Book Trust (Bookbuzz 2020) - £1,800.00
Intent	Anticipated impact	Actions	Rationale



<p>To reduce the gaps in learning which may have developed or grown, during school closures.</p> <p>To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.</p>	<p>Gaps formed during partial closure to be closed. <i>J. Harley (2020) Oxford University Press</i></p> <p>Learners will feel more confident in their learning, able to access learning in class, because they have a developing vocabulary and are gaining confidence in using Tier 2 and 3 vocabulary. <i>(Beck, 1 2013)</i></p> <p>Learners will be able to access learning because they understand academic verbs. <i>(Quigley 2019)</i> This will enable them to answer key questions across all subject areas because they will have the knowledge of the tier 2 vocabulary needed to understand what is being asked of them. This will remove the barrier of tier 2 academic verbs.</p>	<p>Bedrock Vocabulary was purchased for Year 7 learners in September 2020 and Year 8 learners in March 2021.</p> <p>All learners have access to Bedrock Vocabulary and are encouraged to use it 1 x weekly in a tutor session and 1 x weekly as part of the additional English offer. Learners who have been identified as working within Year 3 have targeted reading and vocabulary intervention 1 x weekly. They are also encouraged to access Bedrock Vocabulary during this session.</p> <p>The vocabulary and removing barriers school leader delivered training for colleagues on how to deliver the interventions. This is ongoing professional learning. Summer 1 - Reading and Vocabulary sessions will return to being delivered face to face after school. PALs will also be delivering bespoke small group interventions for learners with a SS below 90.</p>	<p><i>In 2019 only 73% of pupils leaving primary school reached the expected level for reading (DfE 2019). This supports the statement that the reading gap between primary and secondary schools can see many pupils unprepared for the challenging demands of academic reading in secondary school, with little time to catch up. Quigley (2020) suggests that if pupils can't read fluently, knowledgeably and strategically, we can plan the best, richest curriculum, but they will not be able to access it. This is supported by Hirsch (2013) when he states that vocabulary knowledge is indisputably essential for reading success. Vocabulary size is a convenient proxy for a whole range of educational attainments and abilities, not just skill in reading, writing, listening and speaking, but also general knowledge of science, history and the arts. In order for pupils to be successful in reading, and to access the secondary curriculum, they need a wide, enriched vocabulary. To be able to comprehend text, from any given subject, you need knowledge to 95% of the written words (Quigley 2019).</i></p>
<p>Evidence of impact</p>			
<ul style="list-style-type: none"> ● Subject leaders have been encouraged to support the use of Bedrock vocabulary as part of their blended learning offer. This has now increased engagement. ● Brune Park is ranked 6th in the UK, across all Secondary schools, for the amount of pupil progress made on Bedrock Vocabulary. ● Bedrock Vocabulary is now used during tutor time 1 x weekly across both schools in Years 7 and 8. ● Where youngsters have been identified as not engaging follow up conversations have been had with their families. ● The borrowing statistics from the library have highlighted that more youngsters are now engaging with texts. 			



TIER 2 - TARGETED SUPPORT Phonics and Early Reading			
Identified pupil group	21 Year 7 Learners across BH and BP	Cost	£3160
Intent	Anticipated impact	Actions	Rationale
<p>To reduce the gaps in learning which may have developed or grown, during school closures.</p> <p>To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.</p>	<p>The decoding barrier will be addressed and learners will be able to access learning across the curriculum.</p> <p>Engagement in reading will improve and learners will develop a love of reading.</p> <p>Learners will have a toolkit of strategies they can use in their learning environments to support them to access the learning across the curriculum. <i>e.g. using their knowledge of phonemes, digraphs, trigraphs and split vowel digraphs to decode and spell phonetically.</i></p>	<p>NGRT, Bedrock Vocabulary assessment data and transition notes identified 21 learners who have gaps in their phonic knowledge.</p> <p>Reading and Vocabulary lead has worked with the Learning Support Assistant who specialises in the teaching of phonics to ensure learners have 2 x sessions per week. This has been done face to face and online with learners across both sites.</p> <p>March 21: Learners are back onsite and engaging in face to face small group phonics sessions 2 x weekly.</p> <p>The phonemes, digraphs, trigraphs and split vowel digraphs will be linked to spelling, supporting the learners with reading and writing the sounds.</p>	<p><i>The phonological processor works unconsciously when we listen and speak. It is designed to extract the meaning of what is said, not to notice the speech sounds in the words. It is designed to do its job automatically in the service of efficient communication. But reading and spelling require a level of metalinguistic speech that is not natural or easily acquired. Phonological awareness is critical for learning to read any alphabetic writing system (Ehri, 2004; Rath, 2001; Troia, 2004).</i></p>



TIER 2 - TARGETED SUPPORT Holiday learning packages			
Identified pupil group	Year 7 & Year 8 learners across the Secondary phase	Cost	£3868.50
Intent	Anticipated impact	Actions	Rationale
<p>To reduce the gaps in learning which may have developed or grown, during school closures.</p> <p>To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.</p>	<p>To provide identified pupils in Year 7 & 8 across the phase who have scored poorly in their ImpactEd assessments linked to well being the opportunity to engage in a multi skills camp.</p> <p>The camp will support developing their Gosport Futures skills by enabling them to take part in lots of different activities linked to well being through the medium of sport/games.</p> <p>To get children active, having fun and learning together.</p> <p>Ensure that the children involved have the opportunity to make friends and develop relationships with others.</p>	<p>45 Year 7 & 8 pupils to be identified across the secondary phase to be invited to the camp running the 6th - 9th April 2021 (during the Easter holidays).</p> <p>Pupils attend daily in three groups of 15.</p> <p>A coach facilitator to lead the sessions supported by a sixth form blended learning mentor. 4 mentors in total will support the camp each day.</p> <p>57 pupils who were not keen on attending the camp have been offered a quieter, 1:1 provision for 1 x 3 hour session a week to engage in fun maths, reading and creative activities.</p> <p>A further provision has been put in place for weekly camps sessions to run every Saturday morning from 24/4 for 14 weeks. This will run from 9.30-12.30 at the Brune Park site. 30 pupils have been identified to attend this provision.</p> <p>A coach facilitator will lead the sessions and 4 mentors will support each Saturday morning for the duration of the camp.</p>	<p><i>The pupils in Year 7 & 8 have had a difficult last year due to two periods of lockdown, bubble closures and a remote learning offer with extended periods of screen time. This is an opportunity for pupils to be able to spend a period of time outside enjoying and meeting other pupils whilst being active and engaging in the benefits of a healthy active lifestyle.</i></p>



TIER 2 - TARGETED SUPPORT Character programmes			
Identified pupil group	The Hive@KS3 - character intervention required	Cost	£9,514.95 £850 - association for character education
Intent	Anticipated impact	Actions	Rationale
<p>To reduce the gaps in learning which may have developed or grown, during school closures.</p> <p>To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.</p>	<p>Gaps formed during partial closure to be locked</p> <p>Learners will feel more confident in their learning, able to access learning in class.</p> <p>Learners will be more prepared to learn.</p>	<ul style="list-style-type: none"> • Purchase of Co-Joes resources • Training in the use of Co-Joes as a character intervention 	<p><i>Character education is more than just a subject. It has a place in the culture and functions of families, classrooms, schools and other institutions. Character education is about helping students grasp what is ethically important in situations and how to act for the right reasons, so that they become more development of good sense or practical wisdom: the capacity to choose intelligently between alternatives.</i></p> <p>Character Association</p>

TIER 2 - TARGETED SUPPORT Additional teaching time			
Identified pupil group	Art/Textiles/Design Tech - Year 11 NEA Catch Up Atelier - Art Therapy (wrap around care for targeted students) - still to take place (Summer term)	Cost	£3,483.50 - staffing Year 11 NEA catch up £ - Atelier
Intent	Anticipated impact	Actions	Rationale



<p>To reduce the gaps in learning which may have developed or grown, during school closures.</p> <p>To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.</p>	<p>Close gaps which have occurred in NEA work for year 11 in Art/Textiles/Design tech to support evidence base for the CAG process and in line with Ofqual requirements for the course.</p> <p>The atelier focuses on working with individuals and groups of students in an Art therapy setting and enables planned, tailored support through art, focusing on communication, well-being, skill development and mentoring.</p>	<p>Identified students targeted to attend catch up sessions within Art/textiles/Design tech across the Easter break and through Saturday and after school workshops.</p> <p>List of students outlined in attached tracking document - identified by class teachers through detailed analysis of the barrier to learning during extended school closure and specific focus on an area of catch up within the NEA outlined.</p> <p>Assessment objective focused.</p> <p>Creation of two ateliers across the secondary phase (one at both sites) staffed by Art technicians, paid staff and Artist in Residence</p> <p>Identified and targeted students across the phase to attend the Atelier over the Spring and Summer term to engage in structured sessions. Clear outline and collaboration with inclusion teams, alongside the use of Impact Ed data to target relevant students.</p> <p>Referral through the CUBE within pastoral and inclusion cells. Art team will understand the nature of a referral and work with relevant persons to agree an appropriate and meaningful workshop/practical experience. This will feel similar to an ELSA referral with careful evaluation and follow up. Individual and small group referrals will be personalised.</p>	<p>To give equity and support to all learners within Level 2 Art courses across the phase and ensure that regardless of school closure the opportunity to close the gap on creation and engagement with specific practical processes in Art/textiles/design tech within NEA is not disadvantaged.</p> <p><i>Children learn through interacting with their peers (social constructivism).</i></p> <p><i>The environment is the third teacher: The teacher, parent and classroom are all teachers in a learning environment.</i></p> <p><i>The Atelier, or art studio, plays an especially important role in enhancing and guiding the community.</i></p> <p><i>Children are capable people who can drive their own learning.'</i></p> <p><i>Engagement in practical working within the Ateliers promotes talk, supporting growth of confidence, team working, creative thinking, nurture.</i></p>
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TIER 3 - WIDER STRATEGIES ELSA and emotional support			
Identified pupil group	49 Year 7 and Year 11 learners	Cost	£3159 - ELSA £2,500 - counselling
Intent	Anticipated impact	Actions	Rationale
To reduce the negative impact COVID-19 closures have had on pupils' mental health and wellbeing	Learners' social and emotional barriers would be overcome to ensure they were able to learn.	Planned one to one sessions, after school drop in and lunchtime listening ear. Meet and greet was offered to Year 11s, to encourage attendance onsite and to exams.	<i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EEF</i>

TIER 3 - WIDER STRATEGIES - resource purchase (Summer Term)			
Identified pupil group	Atelier & Art support throughout school closure and beyond in supporting online/ blended approach within the subject Coaching/ Mentoring resources purchased - Boxing	Cost	£1700 -Visualisers £499.95
Intent	Anticipated impact	Actions	Rationale



<p>To provide high quality teaching for all, which enables all children to make progress.</p> <p>To reduce the gaps in learning which may have developed or grown, during school closures.</p> <p>To raise the attainment of all pupils to close the gaps created by periods of time away from classrooms.</p>	<p>Practical resources and technology will support learning and progress will be accelerated because of them.</p>	<p>Visualisers purchased and implemented within practical teaching throughout extended school closure to assist with student engagement and understanding within Art/Food/Design tech.</p> <p>Sharing of practice within the team to heighten personal application of visualisers.</p> <p>Specialist Art and Graphics resources to ensure access to practical application through lockdown 3.0. Tailored to a specific assessment objective and experimentation/media based exploration and application. Personalised workpacks specific to projects and ideas for Art, Graphics and Textiles. Materials 'shop' for additional items responsive to development of work.</p> <p>Resources purchased (boxing equipment) to support character and well being curriculum implementation (need identified through ImpactED)</p>	<p>Effective usage of proper learning resources help the students to construct more than superficial knowledge that is building in depth knowledge on a particular subject and also developing their individual learning strategies, values, attitudes and generic skills.</p> <p>Modelling practice alongside broken down, verbal instruction enables a greater understanding of the individual skills and processes being taught thus supporting the quality of the student's own application.</p> <p>Development of ideas and links to sources cannot be fully explored without specific, relevant media. Creativity when exploring ideas and developing strategies requires students to show a breadth of media use and refinement.</p> <p>Further focus on well-being and resilience with targeted students. In the first instance this has been delivered with Service students who have been targeted due to their lack of engagement (Impact ED and attendance data) in the first period of extended school closure.</p>
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ADDITIONAL INFORMATION

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