

Lord Grey Academy

Aspire, Learn, Achieve

Catch up funding strategy

The main barriers to achievement since lockdown are:

- A. Lower than national literacy and numeracy levels since Primary school lockdowns and a lack of reading. Students have gaps in core knowledge, skills and understanding which could lead to below average attainment in English and Maths.
- B. Students are dependent upon teachers and lack the confidence and understanding of how to be independent learners.
- C. Students struggled to access the remote learning curriculum due to IT issues or lack of resources.
- D. Some students experienced social, emotional and mental issues - during lockdown - which has negatively affected their ability to focus on learning.

Priorities to improve the outcomes for students since lockdown:

PP01: Teaching- delivery of content not covered due to lockdown or gaps identified through the discontinuity of classroom learning of knowledge and skills. Further improving the attainment and progress of students who may have stalled. Focusing on narrowing the gap between disadvantaged and their peers.

PP02: Targeted academic support- targeted academic support within wave 2 intervention in the classroom or through targeted homework support, small group intervention. Provision of tutoring, collaborative learning and platforms to enhance support for individuals.

PP03: Wider strategies: removing non-academic barriers to success in schools such as emotional support. Creating and developing cultural capital of students so that all , particularly those with high anxiety, mental health and emotional well-being was affected by lockdown are able to place knowledge into broader contexts and to improve their comprehension, inference and numerical skills.

Intended Outcomes:

PP01 Increased the proportion of all learners achieving basic measures, particularly in English and Maths and narrowing the gap to non-disadvantaged students nationally.

PP02: Improved outcomes across the whole curriculum and increased participation in extended learning activities.

PP03: Improved confidence in students to be independent and to see the gaps in learning decreasing over time.

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Strategy	cost	Success criteria	Effect of spending
PP01: Teaching			
Purchase of GCSEPOD to support learners in all subjects in year 11 and year 10 to support learning of core knowledge and substantive knowledge.	13,826.4 2 £12 per child in KS4.	Attainment in English Literature, combined Science, History, Geography and languages in-line with value added and National at Data assessment point 3.	
Purchase of folders to keep their Knowledge organisers in one place and copying of their Knowledge organisers (one sheet overview of core knowledge of each subject).	1,000	Every student in year 7-11 will be able to use their Knowledge organisers to practise their knowledge retrieval of core knowledge in every subject. Each student should be able to know the sheet for each half term's content. Each student will be able to identify areas of development needed using online platforms to close core knowledge.	

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Explicit instruction and modelling focused on teacher demonstration followed by guided practice and independent practice. CPD- one hour for all teaching staff and purchase of some visualisers.	5,000	All students in the subject area will have access to a visualiser where modelling can occur to show students how to achieve the highest grades in all levels of the curriculum.	
Purchase of 90 chromebook to support teachers in developing wave 2 and 3 intervention strategies to support students to close the content gap.	25,000	All teachers will identify gaps in core knowledge, skills or substantive knowledge and create wave 2 intervention strategies to close gaps in the classroom. All teachers will create a bank of online recorded lessons, resources, materials to close learning gaps for students. Some teachers will create intervention bespoke strategies to close core knowledge through recorded lessons accessed via google classroom.	
PP02: Targeted academic support A series of interventions from literacy, numeracy and academic mentoring will occur over the core of the year. Some final planning from targeting analysis of each year group- still ongoing. plan finalised by February 2021 . Academic mentoring- Academic mentoring of DAS- English tutoring-			

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<p>Maths tutoring- Literacy Year 7 intervention- Numeracy Year 7 intervention- SSAT Student leadership programme- to support students to become more independent and gain qualifications in student leadership- 500</p> <p>total- 41, 423</p>			
PP03: Wider strategies			
<p>Purchase of 100 Chromebooks to support students in Ks3 and Ks4</p>	<p>25,000</p>	<p>Secure progress of KS3 and KS4 for students through online platform google classroom and resources created in-house by teaching staff. Students who do not have access to a device in event of lockdown can access these online materials and pre-recorded lessons to close learning gaps. Available on short term or long term loans to support home learning. all students have access to some tailored resources at Greensure and Oak National Academy.</p>	
<p>Bespoke interventions to support metacognition</p>	<p>250</p>		

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Bespoke interventions to support mental health in order to access the full curriculum and to close learning gaps.	2000		
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